



Vaasan yliopisto
UNIVERSITY OF VAASA

Equality Work Group

Equality Plan of the University of Vaasa

Vaasa 2024

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Approved by a decision of the university's Rector on 27/6/2024.

This Equality and Non-discrimination Plan is in effect until a subsequent Equality and Non-discrimination Plan is approved in the university.

1 Introduction

Equality and non-discrimination are fundamental rights that essentially share the same goal: ensuring non-discrimination and equal opportunities for all people, regardless of gender, ethnicity, language, age, disability, sexual orientation, religion, belief or any other personal characteristic. In general usage and legislation, equality typically refers to gender equality, while non-discrimination encompasses other personal characteristics and grounds.

Equality and non-discrimination are values shared by the academic community. According to the University of Vaasa Strategy 2030 – Pathways to success, the international University of Vaasa is renowned for its community spirit and diversity. Our operating culture and community are based on fairness and equality. Our values – courage, community and responsibility – guide our actions in everyday life, and build the foundation for shared success today and in the future. Operations in accordance with these values are explained in the University Code of Conduct that applies to all members of the university community.

Our university policies and guidelines emphasise the equal and impartial treatment of staff and students. An equal and equitable university community is one of the competitive advantages, as embracing these principles within the university's operating culture enhances the university's appeal both nationally and internationally. Everyone is welcome in the community, and everyone has equal opportunities to participate in activities and to advance in their studies and careers. Equality and non-discrimination are also key elements in university accreditations and evaluations.

The Equality and Non-discrimination Plan of the University of Vaasa addresses equality and non-discrimination from the perspective of both the education provider and the employer. In order to distinguish and identify these perspectives, they are discussed in their own subsections.

The contents of this plan proceed through the goals (Chapter 2), legislation and guidelines (Chapter 3), as well as language and concepts (Chapter 4), to the assessment of the achievement of the goals of the previous plan (Chapter 5). After that, the development of equality and non-discrimination actions (Chapter 6) and measures that are the responsibility of the education provider and the employer (Chapters 7 and 8) are discussed and followed by future measures (Chapter 9) and communications on the matter (Chapter 10).

2 Goals and drafting of the Equality Plan

The education provider and employer must have a plan for the necessary measures to promote equality and non-discrimination.

The plan must include a report on the equality situation, the necessary measures to promote equality and an assessment of the achievement of the measures included in the previous plan and their results. Measures to promote non-discrimination must be effective, appropriate and proportionate, considering the operating environment, resources and other circumstances. The impact of the measures must be continuously assessed and, if necessary, retargeted.

The Equality Plan of the University of Vaasa takes into account both measures that promote gender equality and measures required by the Non-discrimination Act.

2.1 Goals of the plan

The key goals of the plan include strengthening the positive atmosphere and informing the students and staff of the University of Vaasa about equality and non-discrimination matters, so that everyone has the courage to intervene in shortcomings if necessary. In the creation and maintenance of an equal and equitable operating culture, it is therefore

crucial to encourage open dialogue on the matter, identify potential shortcomings and actively shape the prevailing culture.

It is essential for the university community that the university's equality and non-discrimination policies are applicable to everyone and that the members of the community (including researchers and doctorands without formal employment ties to the university) have access to information and support related to these policies, whether they need it for themselves or to help others. This also emphasises the importance of different guidelines.

2.2 Drafting the plan

The Equality Plan of the University of Vaasa has been prepared by the University's Equality Work Group in cooperation with other operators within the university community. The Equality Work Group is chaired by the University's Equality Representative and the work group consists of representatives of different staff groups (teachers, researchers and other staff) and students. The composition of the work group is presented on the staff intranet Messi and the main contact persons on the university's external website.

The Equality Plan is subject to statutory obligations. This plan is based on the previous Equality Plan of the University of Vaasa, approved in 2017, and statistics on studies and staff from 2018 to 2023. The results of the equality and non-discrimination survey conducted for the university community in the autumn of 2022 and the occupational wellbeing surveys conducted in 2021 and 2023 have also been taken into consideration in this plan. In addition to the survey results, the plan also considers other feedback collected at the university and the university's internal guidelines and recommendations. In addition, the plan observes the occupational safety and health action plan, the staff report containing staff statistics and the Accessibility Plan, which is a separate but parallel supplementary document to the Equality Plan. The Accessibility Plan expands the goals

and practical actions for enhancing accessibility at the university. Accessibility-related activities are coordinated and monitored by the university's Accessibility Work Group.

The Equality Plan includes an assessment of the implementation and results of the equality and non-discrimination measures presented in the previous plan. The assessment concerns the university's operations in 2018–2023. In addition, the plan presents concrete goals for 2024–2025 and the measures to achieve them. This plan replaces the previous Equality Plan.

3 Laws and instructions governing equality and non-discrimination activities

3.1 National legislation

In addition to the Non-Discrimination Act and the Act on Equality between Women and Men, universities are bound by, among other things, the Constitution of Finland, the Universities Act, the Employment Contracts Act, the Occupational Safety and Health Act and the Criminal Code. This chapter provides a concise overview of the key laws. More detailed information on current legislation is available from Finlex.

The implementation of equality and non-discrimination in organisations is supervised by, for example, the National Non-Discrimination and Equality Tribunal, the Ombudsman for Equality, the Non-discrimination Ombudsman and the occupational safety and health authorities (Regional State Administrative Agency).

According to the **Constitution of Finland** (731/1999), no one shall, without an acceptable reason, be treated differently from other persons on the ground of sex, age, origin, language, religion, conviction, opinion, health, disability or other reason that concerns his or her person. In addition, the Constitution obliges to promote equality of the sexes in

societal activity and working life, especially in the determination of pay and the other terms of employment.

The objectives of the **Act on Equality between Women and Men** (hereinafter referred to as the Equality Act, 609/1986) are to prevent discrimination based on gender, to promote equality between women and men, and thus to improve the status of women, particularly in working life. The act also applies to persons belonging to gender minorities and its objective is to prevent discrimination based on gender identity or gender expression in a purposeful and systematic manner. The provisions on the promotion of equality apply to public authorities, education providers and employers. In educational institutions and working life, equality planning is the main tool for promoting equality. The gender equality plan must include an assessment of the gender equality situation within the institution, the necessary measures to promote gender equality and a review of the extent to which measures previously included in it have been implemented and of the results achieved. Special attention must be given to pupil or student selections, the organisation of teaching, learning differences and the evaluation of study performance, and to measures to ensure the prevention and elimination of sexual harassment and gender-based harassment.

The purpose of the **Non-Discrimination Act** (1325/2014) is to promote equality and prevent discrimination as well as to enhance the protection provided by law to those who have been discriminated against. The act prohibits direct and indirect discrimination on the basis of age, origin, nationality, language, religion, belief, opinion, political activity, trade union activity, family relationships, state of health, disability, sexual orientation or other personal characteristics. This prohibition also applies to groups of people. The Non-Discrimination Act obliges the education provider and the employer to evaluate the realisation of equality in their activities and to take the necessary reasonable measures and accommodations to promote the realisation of equality. In addition, the employer must assess the realisation of equality in employing personnel and in the workplace and develop the working conditions as well as the methods complied with in the selection of

personnel and in making decisions concerning the personnel. In assessing the reasonableness of the measures to promote non-discrimination, attention shall primarily be devoted to the needs of the person with disabilities, to the size, financial position, nature and extent of the operations of the actor, as well as the estimated costs of the accommodations and the support available for the adjustments.

The Universities Act (558/2009) provides for the realisation of equality and non-discrimination in teaching and studying. According to the act, factors relating to the health and functional capacity of an applicant may not preclude admission. The student has the right to a safe learning environment and unhindered progress in studies.

The Employment Contracts Act (55/2001) contains an obligation for equal treatment and prohibits inappropriate treatment of the employee. The prohibition of discrimination is applied when hiring employees, during the employment relationship and when terminating the employment relationship. The Employment Contracts Act also prohibits the application of less favourable employment terms in fixed-term and part-time employment relationships without a proper and justified reason merely because of the duration of the employment contract or working hours. In addition, the act contains provisions on the taking of family leave and part-time family leave, as well as on returning to work from family leave.

The Occupational Safety and Health Act (738/2002) obliges the employer to take measures to eliminate harassment, discrimination and bullying as soon as the matter has come to the attention of the employer's representative. According to the act, the employer must draw up an occupational safety and health policy defining how bullying, harassment and inappropriate behaviour are addressed. The act also obliges to provide instruction and guidance to prevent bullying and to ensure that the employer's representatives have sufficient qualifications and appropriate prerequisites to perform their duties.

According to the **Criminal Code** (1889/39), a person may be held in criminal or indemnification liability for assault, defamation, criminal disturbance, identity theft and threats made. Therefore, harassment, inappropriate treatment, discrimination and bullying may be punishable under the Criminal Code. This also applies to online harassment and bullying. Discrimination that meets the constituent elements of the Criminal Code in the notification of a job, in the selection of an employee and during the employment relationship is also punishable.

3.2 The university's own rules and instructions

The university's equality and non-discrimination work is also supported by the university's own provisions, instructions and guidelines that steer its operations. The **Degree Regulations of the University of Vaasa** contain, among other things, sections on student admission, right to study, curricula and grading of study attainments. The purpose of the **university's ordinance** is to ensure study and work peace, the accessibility, comfort and safety of the study and work environment, as well as the equal treatment of persons. The **instructions supplementing the Degree Regulations of the University of Vaasa** concern, among other things, the completion and assessment of studies. The instructions contain practical instructions and guidelines for the assessment of study attainments and the organisation of exams.

The University Code of Conduct defines activities aligned with the university's values and fosters a responsible and ethical community. The Code of Conduct defines that all members of the university community have the right to a safe, equal and equitable study and work environment and reminds that the university is committed to equality, non-discrimination, impartiality and respect for others. The **ethical recommendations of the University of Vaasa** contain the ethical principles and recommendations that steer the university's operations. **The language policies of the University of Vaasa** and the **Rector's decision concerning the staff on the principles for the use of Finnish and English language** set goals for the development of the university's administration, the language proficiency requirements for degrees and the teaching and research languages.

The university's **recruitment guide** compiles the procedures and recruitment instructions of the university's staff and describes the recruitment processes in stages. The university's instructions and guide strive to ensure an open, transparent and equal staff selection procedure. The selection and evaluation of researchers follow the OTM-R (Open, Transparent and Merit-based) principles, which are part of the European Commission's Human Resources Strategy for Researchers (HRS4R) programme. In addition, the university has other instructions, such as instructions related to harassment and bullying aimed at staff and students. The instructions can be found on the staff intranet Messi, on the student intranet Jolla and on the Students' webpage.

The Student Union has its own documents and instructions related to equality and non-discrimination, including the principles of a safer space, the ground rules for organising events, the operating model for intervening in harassment and bullying, and the Declaration of Non-Discrimination.

4 The significance of the language used and key concepts

The language used plays a big role in how we think about ourselves or each other and how we structure the world around us. A language can either increase affinity or maintain inequality. In order to carry out gender-conscious and equal communications, we need to understand the key concepts related to equality.

4.1 The significance of language

Language is used to describe and shape reality, but our choice of words can also reveal our ignorance of language as an instrument of power. Everyone should strive towards respectful language and develop their competence in this area as well. Even if the language and vocabulary you use does not seem significant to yourself, it can have a profound impact on the listener.

Language is used to name things and make them visible. However, the terminology related to equality and non-discrimination is complex and even difficult, as the language

is constantly and rapidly developing. The Gender Equality website of the Finnish Institute for Health and Welfare gives tips on gender-conscious communications. The website also refers to the statement by the Finnish Language Board to promote gender-neutral language.

In all communications, it is important to pay attention to the language used and to check that the language and the terms are correct. At the same time, everyone has the right to define who they are, without being defined by their external characteristics. Non-discriminatory language goes beyond word choices and language structures; it involves genuinely listening to and learning from one another. Non-discriminatory language respects the human dignity of all people and does not exclude anyone.

4.2 Key concepts

This chapter introduces the key terms and concepts and their definitions that are relevant to the plan. More vocabulary related to equality and non-discrimination can be found, for example, on the websites of the Finnish Institute for Health and Welfare, Seta – LGBTI Rights in Finland, Gender Diversity & Intersex Centre of Expertise and the Ministry of Justice. Vocabulary related to anti-racism and racism can be found at www.monikulttuurinen.fi and www.yhdenvertaisuus.fi.

Inappropriate behaviour is any action or conduct towards others that violates common decency, the law or obligations. It can be a single instance, but it is often continuous and systematic.

Accessibility refers to the consideration of all kinds of people in the physical environment, such as in the design and implementation of the built environment. The terms accessibility and availability are often used together.

Harassment is the violation of the dignity and integrity of a person or a group of people through words, actions or attitudes that create an intimidating or degrading atmosphere.

Harassment can take the form of inappropriate insinuations about, for example, gender, culture, sexual orientation, opinions or belief. Online harassment includes the spread of misinformation, slander and intimidation through email and the internet, as well as the distribution of inappropriate or criminal material. If the education provider neglects their duty to take action to eliminate harassment, they will be guilty of discrimination.

Intersectionality is a way of describing and analysing the differences that affect an individual's social position and group identity. This approach considers how multiple factors simultaneously affect an individual's identity and position within societal power dynamics. No single factor can be analysed in isolation. Intersectionality can be understood as intersecting differences or intersecting inequality.

Bullying is the repeated and systematic mistreatment of another person, which can take the form of, for example, humiliation, isolation, insult, dissemination of false information and intimidation. It is intentional hostile, oppressive or negative behaviour toward one person or group. Bullying should be differentiated from disagreements and disputes that do not involve intentional harm or abuse of power.

Reasonable accommodations are arrangements or changes that are made case-specifically when needed and do not impose a disproportionate burden on the party making the arrangement. Reasonable accommodations and positive discrimination are linked to providing equal opportunities for participation and action for persons with disabilities. Reasonable accommodations allow persons with disabilities to use services. In assessing the reasonableness of the adjustments, attention shall also be devoted to the size, financial position, nature and extent of the operations of an actor as well as the estimated costs of the adjustments and the support available for the adjustments.

Norms are societal assumptions and or common ways of thinking about what is deemed universally acceptable, 'normal' or ideal in a given situation or context. They often involve things like how a person is expected to look or behave. Norms reflect the community's

appropriate course of action or common interest and can be conscious or unconscious. In addition to cultural and social norms, the term is also used in the context of legislation.

Racism is the act of deeming a particular group of people as inferior to others based on factors such as skin colour, nationality, religion, mother tongue, culture or ethnic origin. Racism exacerbates inequality and can manifest as intentional or unintentional behaviour driven by prejudices and fears of the unfamiliar, whether between individuals and groups or through discriminatory practices embedded within societal structures. Racism is used as an instrument of power. It harms not only those it targets but also society as a whole.

Availability is often used to refer to the non-built, 'intangible' environment. Availability often refers to digital environments, where services, information or websites must be implemented in such a way that they are usable by everyone. Availability also encompasses fostering an atmosphere and attitudes that recognise and embrace human diversity. In addition, availability refers to the comprehensibility of information and the opportunity to participate in decision-making concerning oneself. The terms availability and accessibility are often used together.

Sexual harassment means according to the Equality Act verbal, non-verbal or physical unwanted conduct of a sexual nature. Sexual harassment violates a person's psychological or physical integrity intentionally or factually by creating an intimidating, hostile, degrading, humiliating or offensive atmosphere. Sexual harassment encompasses a range of behaviours, including but not limited to sexually suggestive expressions or gestures, comments, remarks and messages, inappropriate touching, propositions for sexual intercourse and acts of rape or attempted rape. Often, sexual harassment is linked to gender-based harassment. Sexual harassment constitutes discrimination as referred to in the Equality Act.

Gender-based harassment is unwanted conduct relating to a person's gender, gender identity or gender expression that is not of sexual nature and that violates the person's

psychological or physical integrity intentionally or factually. Gender-based harassment creates an intimidating, hostile, degrading, humiliating or offensive atmosphere. An example of gender-based harassment is making derogatory comments about the other gender. Gender-based harassment constitutes discrimination as referred to in the Equality Act.

Gender equality refers to the equal rights, obligations and opportunities of people of all genders to express who they are and to participate in activities. In everyday language, the term equality refers to gender equality. Gender equality is affected not only by gender but also by other factors that contribute to social inequality. Therefore, an intersectional approach is essential to promoting equality, as it considers these intersecting factors. It is crucial to systematically incorporate the promotion of gender equality into all activities. In this gender mainstreaming, the gender perspective is taken into account in all matters of preparation, implementation, monitoring and assessment.

Discrimination occurs when a person is treated less favourably than others or afforded a disadvantaged status based on a personal characteristic without an acceptable reason, such as denying reasonable accommodations to a person with disabilities. Discrimination can be direct or indirect. **Direct discrimination** occurs when a person is treated less favourably than someone else, for example an entrepreneur refuses entry to their business premises to a black person. **Indirect discrimination** occurs when an ostensibly equal rule, criterion or practice places someone in a less favourable position than others without an acceptable reason. For instance, in recruitment, a candidate is expected to meet criteria that are irrelevant to the job performance, or a person who uses a wheelchair or other assistive devices cannot access a public authority's office.

Equality means that all people are equal and must not be discriminated against regardless of their origin, sex, gender identity, gender expression, age, ethnic or national origin, nationality, language, religion or belief, opinion, disability, health, sexual orientation or any other personal characteristics.

5 Assessment of the achievement of the goals of the previous plan

The previous Equality Plan of the University of Vaasa was approved in 2017. This chapter assesses the achievement of the goals and measures set out in it with regard to the measures that are the responsibility of the education provider and the employer.

In addition to the measures outlined in the previous plan, this chapter also presents other actions that have progressed or been implemented after the completion of the plan in 2018–2023.

5.1 Achieving the goals of the education provider

Subject area	Goal	Achievement degree	Measures
Balancing studies and personal life	Degree programme management model completed in autumn 2017	Achieved	The degree programme management model was last updated in autumn 2023. The recognition of prior learning (RPL) guidelines were updated on the basis of national recommendations in 2022. The guidelines for individual study arrangements have been updated as necessary, most recently in the autumn of 2023.
	Curriculum reform completed in spring 2018	Achieved in part	Curricula, teaching schedules and arrangements as well as possible changes are communicated to students through the study systems.

			<p>The teaching staff prepares syllabuses of the study unit descriptions, that is, a presentation of the study unit, which includes the objectives of the study unit, its implementation and the required literature.</p> <p>Time management skills are emphasised in teaching and counselling from the beginning of studies. Students are offered a study unit covering study skills and time management and related material.</p> <p>The English version of the study unit was published in the autumn of 2023.</p>
Community spirit of the university	Linguistic equality	Achieved in part	<p>As a rule, materials and instructions for studying are available in Finnish and English.</p> <p>Student communications are carried out in both Finnish and English. For example, the students' intranet Jolla and the websites usually contain the same information in both languages.</p> <p>There is no separate language policy for education but the staff language policies also include references to students. The university follows the national-level discussion on the subject.</p> <p>The university supports student organisations in engaging international students in their activities (for example the project 'Lisää löylyä kv-toimintaan' in 2021–2023).</p> <p>In 2024, the university is mapping study experiences of international students.</p>

	Involving students in decision-making already at the preparatory stage	Achieved in part	<p>Students have been involved in, for example, the campus development project and other plans.</p> <p>Students are represented, for example, in the Board of the University of Vaasa, in the education development groups, in the steering groups of the degree programmes and in the steering committees of academic units.</p> <p>The university's management, the student union and student organisations meet regularly in various forums, including the Student Forum and the Rector's Coffee meetings.</p>
	Increasing the effectiveness of student feedback	Achieved in part	The university has a uniform process for processing student feedback on the degree programmes. The results of the key student feedback channels are discussed in the Education Development Work Group, for example.
	Strengthening and supporting of multidisciplinary	Achieved in part	The university has several multidisciplinary research platforms, degree programmes and modules.
	Strengthening of community spirit and wellbeing	Achieved in part	<p>Community spirit and wellbeing have been strengthened by, for example, establishing the role of the wellbeing and sports coordinator.</p> <p>With the support of the wellbeing project funded by the Ministry of Education and Culture (2021–2024), activities to strengthen the community spirit have been arranged for students in cooperation with the Student Union and student organisations.</p>

	Consideration of sexual and gender minorities	Achieved in part	Gender-sensitive language has been taken into account, for example, in the contents of study units and in the language of various instructions. The university follows the national-level discussion on the subject. Gender sensitivity has also been considered in the campus development plans and their implementation.
	The university has diverse facilities for different purposes	Achieved in part	In the campus development project, a designated space for calming down has been planned for Tervahovi, which will also be accessible to students.
Operating culture of the university	Development of the community's interaction skills	Achieved in part	Sections on interaction skills as well as equality and non-discrimination have been added to the training of the Student Union's elected representatives, new operators of student organisations and those participating in the student tutoring project. During the pandemic period, the university published an etiquette for Zoom in order to support interactions in distance learning. The students' Now What (Mikä neuvoksi) wellbeing project has strengthened the students' community spirit and created opportunities for students to get to know each other at various low-threshold events.
	Reduction of inappropriate comments and conduct	Achieved in part	The students and staff's awareness of inappropriate conduct and intervening in such conduct has improved, the

			<p>university has, among other things, operating instructions for situations of inappropriate treatment and harassment related to studies.</p> <p>The Student Union has its own instructions for situations involving inappropriate conduct or harassment and their own rules for organising events.</p> <p>The curricula and instruction texts aim to use gender-sensitive expressions.</p>
Reduction and prevention of harassment, discrimination and bullying	Improving the students and staff's awareness of the processes of the university and Student Union related to harassment, discrimination and bullying	Achieved in part	<p>The university has operating instructions for situations of inappropriate treatment and harassment related to studies.</p> <p>The Student Union has goodwill tutors whose task it is to ensure the implementation of a safer space at the events of the student tutoring project.</p> <p>The operations of the goodwill tutors are based on the documents guiding the operations of the Student Union.</p> <p>The university has an Equality Representative. At the time of writing the plan, the university does not have a harassment contact person.</p> <p>The Student Union has its own harassment contact persons.</p>
Availability and accessibility	Improving availability and accessibility	Achieved in part	<p>The university has a separate availability plan that also takes into account the results of the accessibility survey conducted in the autumn of 2018.</p> <p>The Availability Work Group established for the university includes both student representatives and staff</p>

			<p>representatives from different services and units.</p> <p>Availability and accessibility have been taken into account in the campus strategy and the campus development project.</p> <p>Availability has also been taken into account, among other things, in teaching materials, on the website and on the students' intranet Jolla.</p>
Informing of and communications on equality and non-discrimination matters	Information on equality and non-discrimination matters is distributed through different communication channels	Achieved in part	<p>Information on equality and non-discrimination matters is provided on the university's external and internal websites. A brochure on the plan has been prepared.</p> <p>Inclusion training has been organised for key operators, including representatives of HR, members of the Occupational Safety and Health Committee and members of the Equality and Non-discrimination Work Group. Student members have also had the opportunity to participate in training.</p> <p>The Student Union organises equality and non-discrimination training for its own operators.</p> <p>Every year, the University gives the Big Heart equality and non-discrimination award to a person or group that has contributed to the realisation of equality and non-discrimination within the university community. The award was first given in 2018.</p> <p>The university and the Student Union participate in the Vaasa Pride week</p>

			with the flying of the flag and by providing information about the Vaasa Pride week programme.
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5.2 Achieving the goals of the employer

Subject area	Goal	Achievement degree	Measures
Equality between the genders	Identifying and intervening in everyday practices of discrimination	Achieved in part	The supervisor's job title 'esimies' has been replaced with a gender-neutral format of 'esihenkilö'. Inclusive designations are used, like a 'seasonal party' instead of a 'Christmas party'.
	Considering gender balance in recruitment	Achieved in part	Recruiting supervisors and participants in the recruitment process have been provided with recruitment training that includes the equality and non-discrimination perspective. The selection principles, eligibility criteria and guidelines were updated in terms of the career structure model in 2021. Vacancy notices are written in gender-neutral language.
Linguistic equality	Strengthening the daily multilingual workplace culture through language training for staff	Achieved	Finnish and English language training has been arranged on an annual basis. The university supports staff members' independent language training.
	Information releases and internal information sessions in both languages	Achieved	Bilingual staff releases and bilingual information sessions. The language of meetings has been chosen more and more often according to the meeting participants.

			Translation of public documents and meeting minutes has become more common.
	Staff language policies are updated and confirmed	Achieved	The language policies of the staff were updated in 2019.
	Expanding staff training in English	Achieved	More staff training sessions have been offered in English than before.
Age equality	Promoting an open culture of discussion through staff and supervisor training	Achieved in part	Age equality is a cross-cutting part of training and operational planning. For example, age is not a selection criterion in recruitment.
	In target and development discussions, topics such as balancing work and personal life and retirement are discussed.	Achieved in part	Training has been arranged for supervisors on target and development discussions. The significance of development discussions has increased as multi-site work has become more common.
	Importance of continuous and active discussion is emphasised in supervisor training	Achieved	Training has been arranged for supervisors on various tools related to active listening and continuous dialogue. Questions about harassment and discrimination are also asked during development discussions.
Advancing and upholding non-discrimination	Organising events for staff that familiarise them with different cultures	Achieved in part	For example, Ekvalita's remote lecture series and 'A more inclusive workplace' lecture have been arranged for the staff. The Country and Culture events have been held on a regular basis.
	Accessibility and availability are taken into account in the campus strategy and service planning	Achieved in part	Accessibility and availability have been taken into account in the new premises.
	Strengthening the community spirit by	Achieved in part	Communal events have been held on a regular basis for the staff.

	organising joint informal events		During the pandemic, joint events were organised to the extent permitted by the restrictions. Since the pandemic, communal events have been held on the campus more often.
	Improving the flow of information	Achieved in part	More staff information sessions have been organised and more regularly. Information channels for supervisors have been increased (Teams for supervisors, monthly newsletter for supervisors). Open access of meeting minutes has been expanded. Messi's spokespersons have their own network in which the flow of information is developed together.
	Where possible, informal open discussions are held and the staff is involved in the decision-making process	Achieved in part	The representatives of the personnel organisations are heard in the official bodies of the university. The staff has been involved in decision-making in many ways, for example in the campus development project and the university's strategy work.
	Observing gender neutrality in areas such as space arrangements	Achieved in part	Part of the new toilet and shower facilities on campus are gender-neutral.
Integrating availability and accessibility into ongoing operations and planning	Combining the university's accessibility plan with the equality and non-discrimination plan	Not achieved	The accessibility plan has been included in the university's availability plan, which was approved by the university's Management Team in 2024. In this way, the accessibility aspects have gained more weight.
	Carrying out a survey regarding the university community in autumn 2018	Achieved	The accessibility survey was carried out in 2018. Based on the survey results, various development areas were highlighted that have been taken into

			account in the university's accessibility plan.
	Assessing the achievement and results of the action plan presented in the 2008 Accessibility Plan on the basis of the survey results	Achieved in part	Accessibility and its achievement have been assessed in the university's accessibility plan.
	Accessibility and availability are taken into account in the campus strategy	Achieved in part	The unimpeded use of the new premises has been improved, for example, by increasing the number of ramps and automatic and button-operated doors, increasing the number of accessible parking spaces, developing the overall accessibility of the teaching premises (e.g. induction loops in auditoriums, signage, emergency exit lights). Attention has also been paid to improving the availability of teaching materials and web pages, developing online environments and systems and enabling individual learning solutions more extensively than before.
Wellbeing at work	Utilising the model for early support and intervention	Achieved	The early support model and its forms were updated in 2019 and 2021.
	Informing the staff about occupational health services	Achieved	Information releases on occupational health services can be found on the intranet, and the services are informed to staff members at induction events and in connection with different training sessions.
	Work-counselling is used when necessary and information is provided on	Achieved	Individual work-counselling and group work-counselling have been actively utilised.

	what work-counselling means		The content of work-counselling is described on the Messi intranet.
	Increasing and diversifying occupational wellbeing training sessions (e.g. a lecture on sleep)	Achieved	Thematic training sessions that support wellbeing at work have been held on an annual basis, such as a self-compassion lecture, sleep lectures, a wellbeing ABC coaching, psychological safety.
	Integrating wellbeing at work into everyday life, for example by organising more joint events, strengthening the team spirit and supporting everyday management.	Achieved	Everyday physical activity is supported by offering the Smartum exercise and culture vouchers. Occupational health care offers low-threshold mental health support through the Mielen huoli line. Occupational health care services have been increased as needed. In 2022, the Pulssi surveys were introduced to regularly measure the state of wellbeing at work, alongside the occupational wellbeing survey.
Harassment, discrimination and bullying	The processes related to inappropriate conduct as well as the appointment and job description of the harassment contact person are specified.	Achieved in part	HR, the occupational health and safety manager and the occupational health and safety representative work actively to prevent harassment and provide support in the processing of matters. A training session was organised for all staff on inappropriate conduct and its identification in spring 2024. The university's instructions and procedures are available on the intranet. Expert and support staff as well as teaching and research staff do not have harassment contact persons appointed by their organisations. The employer actively encourages the organisations to rectify the situation.

	Supervisor training on the employer's obligations in situations of harassment and discrimination	Achieved	Training has been arranged for top management and supervisors on harassment, discrimination and bullying, for example the occupational health and safety training and training on inappropriate work conduct.
	Informing the staff about how to act in situations of harassment and discrimination, and how the matter is processed at the university	Achieved	Awareness on harassment, discrimination and bullying has improved. Information on harassment, discrimination and bullying has been added to the Messi pages on occupational health and safety. Instructions have also been added to the web pages on how to act in situations of harassment and discrimination and how the matter is processed.
	Developing a culture of mediation in workplace disputes	Achieved	The university established its own mediation organisation in 2019 and trained its own mediators, who have been utilised in conflict situations since 2020. Training has been arranged for supervisors on mediated discussion.
	Updating, clarifying and communicating instructions on harassment and discrimination	Achieved in part	The instructions have not been updated, but the current instructions have been communicated on Messi.
Staff involvement in decision-making	Ensuring that planning work groups include employees from different fields and positions	Achieved	Efforts have been made to select employees from different fields and positions to various work groups.
	Providing interim information to staff at different stages of the decision-making process	Achieved in part	The university's management aims to actively inform the staff and representatives of the staff organisations about the stages of decision-making where possible.

			Based on the results of the 2023 staff wellbeing at work survey, the situation has improved.
	Improving the opportunities of the staff to influence decision-making of the university	Achieved	<p>The personnel organisations have their representatives in the official bodies of the university.</p> <p>The staff can give feedback and propose development ideas through the staff feedback channels.</p> <p>Anyone working at the university or working with the university can, at their discretion, report possible misconduct anonymously through the Whistleblowing channel.</p> <p>The staff has been involved in various ways, for example in specifying the university's strategic objectives through strategy workshops and by organising surveys and discussion events for the staff as part of the university's campus development work.</p> <p>At the staff information sessions, the staff have the opportunity to comment on the matter at hand and ask questions to the management.</p>
Organising staff training that promotes equality and non-discrimination	Organising training related to the functioning of the work community and supervisory work (for example, work community skills and the early support model)	Achieved	Training related to supervisory work is regularly organised for supervisors and management.
	Organising training on interaction skills, the impact of own actions and communication methods	Achieved	The Academy of Brain learning environment has been available to staff since 2020. The learning environment includes online coaching related to

			working life skills, interaction skills, wellbeing and self-management.
	Opening the induction sessions for new university staff members to all staff members.	Achieved in part	Induction events have been organised twice a year for all new staff members and grant researchers, but were not open to the entire staff. The Esihenkilöiden työkalupakki (Supervisors' toolkit) induction package was opened to all supervisors in 2022.
Recognising and supporting different forms of leadership	University services are developed to support academic leadership	Achieved in part	The processes of the university services have been developed in accordance with the principles of service design.
	Organisation of management training	Achieved	For example, the Unilead programme was organised for supervisors.
	Assessing different supervisory skills and necessary training	Achieved	Targeted training has been arranged for supervisors, for example training on the responsibilities and obligations of supervisors from the point of view of occupational safety and health, mediation training and occupational health and safety training for supervisors. HR organises the Esihenkilöiden työkalupakki (Supervisors' toolkit) induction programme twice a year. During the pandemic, supervisor training focused on leading a team in the hybrid model. Topics include new ways of working and ground rules, setting the rhythm for work, support for inclusion and the utilisation of the digital environment.
Informing of and communications on equality and non-discrimination matters	Information on equality and non-discrimination matters is distributed through different communication channels	Achieved	Information on equality and non-discrimination matters is provided on the university's external website and the intranet Messi.

	(external websites, intranet, different events).		Inclusion training has been organised for key operators, including HR, members of the Occupational Safety and Health Committee and members of the Equality and Non-discrimination Work Group. Every year, the University gives the Big Heart equality and non-discrimination award. The award was first given in 2028. The university and the Student Union participate in the Pride week with the flying of the flag and by providing information about the Vaasa Pride week programme.
	Preparing a brochure on the measures of the plan	Achieved in part	A brochure on the plan has been prepared.
	More attention is paid to equality and non-discrimination in training	Achieved	Equality and non-discrimination matters are included in supervisory training, such as training for the target and development discussions, salary assessment and recruitment.

6 Development of the University of Vaasa's equality and non-discrimination activities

The equality and non-discrimination principles are embedded in all activities of the University of Vaasa. The principles have been included in the university's strategy, policies, guidelines and operating methods. Equality and non-discrimination are a central part of the university's quality work, the implementation of which is monitored in connection with different accreditations and evaluations, such as the HRS4R assessment, the AACSB accreditation and the FINEEC audit.

The strategy of the University of Vaasa has been discussed with the staff in strategy workshops. Through the crystallisation of the university's strategy, the university's staff policy programme is developed and renewed to incorporate equal and non-discriminatory activities across all university activities.

The University of Vaasa's Equality Group continues its work and reports on its activities and observations regularly to the university's Occupational Safety and Health Committee. The group will prepare an annual planning cycle, which includes the annually repeated actions that highlight equality and non-discrimination.

The university has a designated Equality Representative, who chairs the university's Equality Group. The group monitors and reports on the realisation of equality and non-discrimination at the University of Vaasa through different surveys, by monitoring statistics and feedback received. In terms of staff, monitoring is further developed so that equality and non-discrimination statistics are incorporated to the annually published Staff Report.

The wellbeing at work survey carried out regularly at the university, allowing anonymous responses, also monitors the realisation of equality and non-discrimination and possible occurrences of inappropriate conduct and harassment. As an employer, the university encourages its staff to respond to the survey. For example, in the autumn of 2023, the staff's response rate increased to 81.5%.

Staff recruitment will also be developed to include the option of anonymous recruitment for university vacancies. Due to the nature of academic work, it is not possible to include this in all vacancies of the university, for example the selection of teaching and research staff can require an academic assessment by an expert.

The university encourages the entire university community to be mindful of others, for example by maintaining a fragrance-free and smoke-free environment. Before the next

plan is drafted, a more comprehensive equality and non-discrimination survey will be held for university staff and students. Future measures that have already been planned are presented in more detail in this plan.

7 Measures that are the responsibility of the education provider

According to the Equality Act (609/1986, Section 5a), special attention must be given to student selections, the organisation of teaching, learning differences and the evaluation of study performance, and to measures to ensure the prevention and elimination of sexual harassment and gender-based harassment.

The Non-discrimination Act includes all prohibitions against discrimination, with the exception of discrimination based on gender. The Non-Discrimination Act obliges the education provider to ensure that the educational institution has a plan for the necessary measures for promotion of equality. According to the act, students or their representatives must be given the opportunity to be heard on the fostering measures. (Constitution of Finland 731/1999, Non-discrimination Act 1325/2014, Oppia kaikille! 2013)

The Universities Act (558/2009) provides for the universities' mission, research and education. The universities must, among other responsibilities, promote lifelong learning, apply consistent selection criteria for applicants and ensure that opportunities for applicants in different categories to gain admission do not vary unreasonably from the perspective of applicant equality. In addition, the university must safeguard the student's right to a safe study environment and receive information on the application of the assessment criteria to their study attainment.

7.1 Student admissions

The prerequisites for a diverse university community and the promotion of a safer space must be ensured both during the student admission process and throughout the course

of studies. The university carries out student admissions so that a postgraduate student place can be obtained through different admission paths. In addition to the matriculation examination and the entrance examination, there are also the paths of the open university and master's programme. The transparency and availability of the application and admission processes and criteria are also taken into account in student admissions. The equality and availability of the student admission process is regularly evaluated and activities are developed based on the results of the evaluation.

In the student admissions for the bachelor and master's programmes in 2016–2022, the age distribution of applicants and students who obtained the right to study are similar. There are hardly any applicants under the age of 20 in the international master's degree programme admission processes, and the number of applicants aged 25–29 is relatively lower than the number of applicants who have accepted a student place. The share of applicants aged 30–39 who have accepted a student place is significantly higher in the international degree programmes than in the Finnish-language degree programmes. In the Finnish-language bachelor and master's degree programmes, approximately 13% of new students are over 29 years of age, while approximately 65% are 22 years of age or younger. The age distribution has remained almost the same in student admissions in 2016–2022.

There are differences in student admissions by field of study; the majority of new students in the communication and administrative sciences are women and the share of women in business studies is approximately 50%. In technology, the share of women among new students is about 20% and the share of women among applicants in the field of technology is still quite small.

The aim is to increase the number of international students to about 35% of all students at the University of Vaasa by 2030. Students from outside the EU/EEA area are charged a tuition fee for participation in English-language studies. The University of Vaasa has its own scholarship scheme in place to support students subject to tuition fees. The

university monitors possible changes in the government programme regarding tuition fees and the possible creation of a national scholarship scheme. If necessary, the university will adjust its own schemes to comply with national policies.

Measures related to student admissions should be aimed at improving the diversity and availability of the application and admission processes. The processes related to student admissions are carried out and the admission criteria are applied so that the applicants are treated equally. This must be taken into account, among other things, in marketing materials targeted at applicants, for example in illustrations and gender-sensitive language, especially in the fields of study with identified gender imbalances. The practical arrangements for entrance examinations must be made in such a way that they allow for individual arrangements when needed. The possibility of implementing anonymous student admissions should also be explored.

7.2 Studies

The planning of teaching and teaching materials as well as student counselling must take into account the diversity and individual needs of students, including gender sensitivity in the organisation of studies and counselling at all university locations. The curricula must be made for several years, and the correspondences of the study units and, for example, the prerequisites must be clearly stated. The study workload should be uniform throughout the academic year.

All study units must have an up-to-date and comprehensive syllabus, which includes the information related to the completion of the unit, such as the objectives of the study unit, its implementation and the required literature. The university has up-to-date instructions on the recognition of prior studies and other competence in the current studies. At the beginning of the studies, students are informed of the possibility to have prior studies and competence recognised in their degree programme.

The study and teaching arrangements and practices must be implemented in such a way that all students receive the support they need in their studies. Students can apply for individual arrangements related to their studies due to a particular reason. Individual study arrangements are special measures taken to support studies, which are related to the completion and assessment of studies.

In curriculum work, teaching arrangements and student counselling, feedback received from students is taken into account more systematically than before. At the same time, the processing of student feedback is further elaborated. The results of the student feedback survey Kandipalaute, study unit-specific student feedback, feedback collected by the student organisations and other student feedback channels are discussed in the Education Development Work Group, degree programmes, academic units and in the Study Feedback Work Group, for example.

Student counselling takes into account the diversity of students and offers different forms of counselling. Students are offered counselling on campus, individual and group counselling using digital tools as well as counselling on campus and remotely that does not require an appointment.

At the time of writing this plan, the Peppi system does not allow the student's calling name to be anything other than one of the first names registered for them in the Finnish Population Information System, such as a self-chosen name. As a rule, the calling name in the Peppi system is the person's first official first name. If the student wishes to change their calling name to one of their other official names, the student must contact the university's system services. The system developers are aware that there is a need to change the system's calling name practice, for example so that in connection with a gender reassignment process the calling name can be changed even before the official name information has changed in the Finnish Population Information System.

7.3 Diverse study community

Community diversity refers to differences among members of a community in terms of, for example, age, gender, ethnic or national origin, nationality, language, religion, belief, sexual orientation, family situation, disability, health, ability to work, neurodiversity, educational background, values and personality. Inclusion is an equal and non-discriminatory approach that includes and engages everyone. Diversity and inclusion are closely interconnected.

A diverse university community takes into account different student groups, including students of the bachelor and master's degree programmes, international degree and exchange students, doctorands, open university students and other student groups, so that all students have equal opportunities to participate in studies and university activities. The needs of different student groups must be taken into account already when planning education and teaching.

In recent years, improvements have been made in accommodating the needs of different student groups in teaching arrangements. During and after the COVID-19 pandemic, the use of hybrid and distance learning and lecture recordings has been expanded in teaching. The ways of completing studies have also been developed and, for example, electronic examinations and flexible ways of completing studies have been more widely adopted. Various teaching methods and completion methods aim to achieve flexibility, which promotes the participation of students in studies and the progress of their studies despite changing life situations. This also support students facing learning challenges.

The number of English-language degree programmes and teaching has increased, while the number of international staff has also increased. The university develops the student counselling, career counselling and internship opportunities of international students, for example through various projects. The needs of international students have also been better taken into account in the university community communications, the organisation of events and the activities of the Student Union and student organisations.

All students, regardless of their language, background or other characteristics, must be able to participate in teaching, development of teaching and decision-making of the university. The university must ensure the realisation of equality proactively and reactively, taking into account rapidly changing needs related to studies, so that different student groups have the opportunity to act as full members of the university and progress their studies as smoothly as possible within the target time period.

The diversity of students must also be reflected in the university's internal and external materials, for example, in the illustrations, language and vocabulary being used. Diversity related to language, culture and gender, as well as other personal characteristics, must be taken into account in the illustrations and vocabulary. Enabling low-threshold encounters between different student groups in teaching and other university community activities by taking the students' diversity into account in teaching arrangements, event arrangements, student activities, etc.

7.4 Harassment, discrimination and bullying

According to the Universities Act, a student has the right to a safe learning environment. The University of Vaasa offers a community that invests in the wellbeing of students. Inappropriate conduct or harassment is not tolerated at the university.

Students have their own operating instructions related to harassment and inappropriate conduct, which are available both on the students' intranet Jolla and on the external Students website. The Student Union also has its own instructions for harassment situations. Both instructions also include the contact details of the contact persons in matters of harassment and inappropriate conduct. Both the university and the Student Union organise training sessions related to harassment and inappropriate conduct for their operators. In the future, the process related to student harassment and inappropriate conduct must be described in more detail in the operating instructions. In

addition, instructions must be produced for teachers to support bringing up such matters in discussions.

Each member of the university community is responsible for their own conduct. On the other hand, the university must ensure a safe learning environment for students.

Although only a small number of respondents to the university community's quick survey stated that they do not feel safe in the university community, the university should pay attention to, among other things, operating instructions and the transparency of processes related to the matter in the future. The Student Union has its own principles of a safer space, but clear principles for the entire community are also necessary.

Matters related to harassment, inappropriate conduct and the principles of a safer space must be communicated to the entire community. The operating instructions and processes must be familiar and easy to find for all members of the community. The principles of a safer space must be observed in every teaching and counselling situation. Students must be able to give feedback without fear that it will affect, for example, their grades or progress in studies.

The existing operating instructions and processes related to harassment and inappropriate conduct are developed so that the processes become more transparent and the process progress is clear to everyone. Effective processes related to the resolution of harassment situations are mapped and activities are further developed with them. Training on the subject is organised for the entire university community, and the operating models and principles of a safer space are presented to students, for example in connection with orientation to studies.

8 Measures that are the responsibility of the employer

8.1 Staff structure

The staff of the University of Vaasa is divided into four schools (School of Management, School of Accounting and Finance, School of Marketing and Communications and School of Technology and Innovations), three affiliated institutions (Tritonia, Linginno, Levón Institute), three research platforms (Digital Economy, InnoLab and VEBIC) and university services. In accordance with the collective agreement, the university's staff consists of two staff groups: teaching and research staff members and other expert and support staff members. In this context, staff members refer to people in an employment relationship with the University of Vaasa.

In 2022, 611 people worked at the University of Vaasa. The university staff is composed of slightly more women (53%) than men (47%). Of the teaching and research staff, 43% were women and 57% were men. As for the other staff members, the share of women was 70% and that of men 30%. The gender distribution of staff has remained at the same level since 2012. (Appendix 1.)

In 2022, the international staff represented 45 different nationalities. (Appendix 2.) As regards the university staff as a whole, there were 133 international staff members (22%). The number has increased by 30 people from the previous year (103 people and 18% in 2021). Of the teaching and research staff, 31% are foreigners. The majority of international staff members are employed in the School of Technology and Innovations. On the career levels, the international staff members are mainly on levels 1–2. On stage 1 of the research career model, 52% were international staff members and 28% on stage 2. The international staff on career stages 1–2 has increased by about 24% from the previous year.

In 2022, the university had a total of 505 full-time employees (83% of the staff) and 106 part-time employees (17% of the staff). The majority of the part-time employees was

teaching and research staff (81% of the part-time employees). The high number of part-time teaching and research staff is due to the nature of the work.

The gender distribution has remained similar for a long time, and there has been no change in the percentages compared to the previous year. More information on the staff structure and its distribution and development can be found in the Staff Report 2022.

A diverse community motivates and creates genuine discussion that, at its best, leads to the development of the community. The university wants to ensure the realisation of gender equality in the various positions of the university and to guarantee that the teaching and research staff and the expert and support staff have equal opportunities to advance in their careers. The goal is for the university staff to include different genders, different ages, different staff groups and international staff in different roles and duties as well as in administrative bodies and work groups.

As an employer, the university strives to enable part-time work if the employee so wishes. Supervisors provide support by engaging part-time employees in discussions, and prioritise and reorganise work tasks to support the person's ability to work when necessary. The wellbeing of the staff and supporting it is an important matter for the University of Vaasa.

8.2 Non-fixed term and fixed-term employment relationships

In 2022, 49% of the University of Vaasa's staff had non-fixed term employment relationships and 51% had fixed-term employment relationships. (Appendix 3.) The number of fixed-term employment relationships had slightly increased from the previous year due to the fact that grant researchers have been offered fixed-term contracts and the number of projects received has increased. The great number of fixed-term employment relationships is explained by the fact that teaching and research staff typically work on different projects.

The most common grounds for fixed-term employment are project work (47%), other reasons such as temporary workload balancing and the reorganisation of duties (13%) and the four-stage career model (10%). Most of the positions of the teaching and research staff belong to the four-stage career model, in which progress is based on assessments and qualifications. According to the university's instructions, employees hired for fixed-term positions must be hired for the entire term of the position or the duration of the project.

Of the fixed-term employment relationships, the share of teaching and research staff was 85% and the share of other expert and support staff was 15%. When looking only at the other expert and support staff group, the share of non-fixed term employment relationships is 79%. The corresponding share in the teaching and research staff is 33%. The share of women in fixed-term employment relationships was 45% and that of men 57%.

More information on the statistics on fixed-term and non-fixed term employment relationships and distributions in 2022 can be found in the university's Staff Report 2022.

A fixed-term employment relationship introduces uncertainty to the employee's future. The university strives to reduce the number of fixed-term employment relationships within realms of possibility. There must always be legal grounds for concluding a fixed-term employment relationship. The aim is to provide the employee with information on the continuation of the fixed-term contract in good time and to conclude the extension of the employment contract in good time before the end of the previous contract. Pregnancy or family leave is not an obstacle to concluding a fixed-term employment relationship.

Fixed-term employees have the same opportunities for career development and equal pay development as well as the same employee benefits as employees who have a non-

fixed term employment relationship. People with fixed-term employment relationships are an important part of our university's work community.

8.3 Age structure

The university aims to have men, women and individuals of other genders, representing various age groups, employed across different positions. At the end of 2022, the average age of the university's staff was 44.7 years. There were clearly more people under 40 in teaching and research staff than among other staff. The age distribution of the university's staff in 2022 (Appendix 4.) can be found in the Staff Report.

8.4 Pay

The University of Vaasa makes use of an equal and fair pay policy. Staff are treated equally and fairly in all units of the university.

The university applies the universities' salary system in accordance with the General Collective Agreement for Universities, which includes two assessment systems: the system applicable to the teaching and research staff and the system applicable to the other expert and support staff. The universities' salary system is based on an assessment of the complexity of the job and personal performance. The purpose of the salary system is to promote pay fairness and improve the universities' pay competitiveness as an employer. The aim is also to support the competence development and work motivation of the staff and to improve supervisory work and management.

A uniform salary is paid for jobs with the same level of complexity. This principle is followed by the two assessment groups of the pay systems, the assessment teams of the teaching and research staff and that of the other expert and support staff, who take a stand on the proposed demand levels of the position before the employer makes a decision on the matter.

The training sessions of the assessments group members have covered the collective agreement and the salary policies of the university, and the equal and fair treatment of the staff members has been emphasised. The working method of the assessment groups has also been changed so that they process job descriptions without names and compare the content of other similar positions when making a salary level proposal. Pay statistics are discussed in the assessment groups and reported to the shop stewards annually and separately on request during the year. (General Collective Agreement for Universities, 1 April 2023–31 March 2025).

The university will take into account the obligations set out in the EU Pay Transparency Directive in its operations when the directive has been introduced into the national legislation. The process of making the necessary changes will be started before the actual legislative changes in order to ensure a smooth transition.

The salary statistics of the university's teaching and research staff and other staff for 2022 and the salary level development in 2017–2022 are presented in Tables 1–4 of Appendix 5. When looking at the statistics, it is worth noting that 70% of the other staff are women, while the shares of women (43%) and men (57%) are more evenly distributed in the teaching and research staff.

In 2022, the average salary of the other expert and support service staff members was EUR 3,492: the average salary of men was EUR 3,542 and that of women EUR 3,472. The average salary of the teaching and research staff members in 2022 was EUR 4,051: the average salary of men was EUR 4,188 and that of women EUR 3,872. (Tables 2 and 4). According to Finnish Education Employers (FEE), the average salary of the teaching and research staff at the Finnish universities in 2022 was EUR 4,187 and that of the other expert and support service staff EUR 3,601 (Statistics Publication 2022. Universities. Education Employers). In 2022, 30.5% of the job descriptions of the other expert and support service staff members were at level 6 and 7, and 41.7% at level 9 and 10. The

demand levels of the teaching and research staff's positions were distributed more evenly across the different demand levels.

In 2022, the Esihenkilöiden työkalupakki (Supervisors' toolkit) induction programme was opened to all supervisors, it covers the university's salary system and how it is applied from the supervisor's perspective. In addition, the university's salary system was discussed at an event organised for supervisors and the entire staff in the autumn of 2021.

The university also has other forms of remuneration and employee benefits for its staff. The Board of the University of Vaasa has decided on the university's performance bonus system, which covers the entire staff. The performance bonus system is an incentive system for staff decided by the Board of the University of Vaasa, which will be further developed in 2024.

The university offers its staff, among other things, extensive occupational health care services, which include in addition to the statutory medical care also preventive care, the possibility to seek specialised medical care, brief therapy and work-counselling. The occupational health care service provider also has its own consultation room on campus, where the occupational health nurse is available twice a month and the occupational physiotherapist once a month. In addition, the university provides the staff with an annual sports benefit and rewards 20 and 30 years of employment at the university with service awards.

8.5 Recruitment and career development

The university has a uniform recruitment policy and a transparent recruitment process, which aims to ensure a fair and equal recruitment practice. When recruiting staff for research positions, the university is committed to following the European Charter for Researchers and the related Code of Conduct. The University of Vaasa has received the HR Excellence in Research quality label in recognition of our development work and

commitment to the European Commission's principles on the recruitment of researchers and their working conditions. The Open, Transparent and Merit-based Recruitment (OTM-R) section develops practices related to the recruitment of teaching and research staff in particular. The overall development work advances with the help of the action plan and regular assessments.

The job advertisement based on the job description defines the duties and responsibilities as well as the skills required for the successful performance of the job in question (e.g. education, experience, language). These requirements are defined for each job before the recruitment process is started. Specifying the job description is one of the most critical stages in successful recruitment, and it also aims to give candidates a realistic image of the job.

The general qualification requirements for positions of the university are specified in the University Regulations of the University of Vaasa and are supplemented with separate instructions. The qualification requirements and the specified selection criteria for the career model positions of the teaching and research staff can be found in the "General principles of the career model and recruitment procedures for teaching and research staff" and in the tenure track instructions. In addition, the university applies the principles of the DORA declaration, which aim at responsible and equal evaluation of the researcher and research. The university is committed to improving the assessment of scientific merit by making the assessment more transparent, equal and diverse.

Vacancies are advertised by field or position so that they reach the largest possible number of potential candidates. All vacancies of the university are added to the vacancies website of TE Services. In the advertising of vacancies, the target group is taken into account from the point of view of equality and non-discrimination. For example in international recruitment, attention is paid to ensuring that the position is described clearly enough for also non-Finnish applicants to fully understand it. The university also invests in upholding a good employer image. As part of its good employer image, the

university markets vacancies so that the job advertisements promote a gender-neutral, age-neutral and multicultural image of the vacancies in terms of both text and illustrations.

With regard to interviews, attention is paid to ensuring that the structure of interviews remains as similar as possible in all interviews in order to ensure equal and fair treatment and comparison of applicants. In addition, applicants are recommended to submit their CVs using the Researcher's Curriculum Vitae Template prepared by the Finnish National Board on Research Integrity (TENK). The curriculum vitae template promotes the equal and fair assessment of merits. Instructions for applicants can be found on the university's website.

The University of Vaasa has an appointment committee, who is in charge of the appointment processes for the positions of professor, research director, senior university lecturer and tenure track positions. The members of the Appointment Committee are selected in the manner specified in the University Regulations and the task of the committee is to prepare the selection process for a decision by the Rector and also to ensure that the selection process proceeds in a uniform manner.

The use of experts is linked to the position to be filled. The selection of experts takes into account the branches of science in the field represented by the candidates, as well as the non-discrimination and disqualification aspects. The University Regulations and the above-mentioned instructions "General principles of the career model and recruitment procedures for teaching and research staff" provide instructions on the selection of experts.

Competence development and personal career development are promoted and supported through annual target and development discussions and various means of engagement. The annual target and development discussions are used to map the employee's duties, targets and competence, as well as wishes for self-development.

These discussions give employees the opportunity to express their willingness to advance in their careers and to highlight their possible training needs.

8.6 Management culture

The University Code of Conduct states that people make the University of Vaasa. This means that every member of the university community has the right to respectful, equal and equitable treatment regardless of gender, gender identity or gender expression, age, nationality, language, religion, belief, opinions, political activity, trade union activity, family ties, health, disability, sexual orientation or any other personal characteristic. These principles are the foundation of the university's management and operating culture.

The promotion of and adherence to the principles of equality and non-discrimination are part of everyday management, in which there is no place for discrimination. The adherence to these principles is reflected in the activities of the internationalising university, as the university applies non-discriminatory procedures in recruitment, career advancement, division of duties, decisions on pay and benefits, access to training and the development of the work community. The staff can influence their own work and the activities of their own team and unit in unit meetings and development discussions.

It is the responsibility of managers and supervisors to promote equality and non-discrimination in the university community. The training of supervisors emphasises the obligations of the Equality Act, the university's principles and practices in possible situations of discrimination or harassment. In addition, an equal and non-discriminatory management culture is promoted at the university through communications, training of supervisors and an early support model. Training sessions are organised annually on the responsibilities and obligations of supervisors, the university's salary system, management of the ability to work, recruitment, etc. For non-Finnish university employees moving to Finland, the university organises training on life and work in Finland.

The university aims to have representatives of different genders and nationalities in the university's management and supervisory positions and in the university's different bodies. Increasing the sense of community spirit at the university is supported by including the students' representatives in the Board, the Occupational Health and Safety Committee and other university work groups as members.

The university organises regular equality and non-discrimination training for staff, supervisors and managers, and requires competence in this area from those participating in recruitment and those in managerial positions.

8.7 Balancing work, family and personal life

For the university, it is important that every employee has equal opportunities to participate and advance in working life at the university, regardless of different life situations and family ties, and that everyone has the possibility to balance work and family life in a meaningful way. Pregnancy or taking family leave is also not an obstacle to career advancement at the university. At the university, it is understood that family life and working life go hand in hand, and the university appreciates that working can be different in different life situations and career-related ambitions can vary.

The university is a family-friendly workplace, where balancing work and private life and supporting the different life situations of the staff are facilitated by flexibility in working hours and working methods and by offering various occupational health care services. Supervisors are also encouraged to discuss balancing work and personal life and the employee's needs in this regard, not only in everyday management, but also in the target and development discussions. Equal and non-discriminatory application is ensured by explicit communications and instructions as well as by familiarising supervisors with the matter.

The university offers various options for flexible working hours; there is the possibility of shortened working hours, flexitime (other expert and support service staff), flexible annual-leave arrangements, flexible working hours (balance leave, shorter working days), and taking paid (collective agreement) and unpaid leave for family reasons. Employees with families, both women and men, are encouraged to take advantage of the different types of family leave and to divide them evenly with their partner, so that they can assume equal parenting responsibilities and contribute equally to the care of their children, such as caring for a sick child. Instructions on family leave practices are available on the university staff intranet [Messi](#).

The university also has a very supportive approach to other types of leave, such as work leave and study leave. The work process has been made more flexible by allowing multi-site work and full-time remote work is possible with a separate remote work agreement. When concluding a remote work agreement, the supervisor and the employee agree on how the person will participate in the activities of their work community. This procedure aims to ensure that a person working remotely receives the same information as others and feels part of the work community.

The university also regularly organises lectures on various topics, such as sleep, recovery, brain ergonomics and self-management, which support the individual's wellbeing at work and balancing work and personal life. Events aimed at the entire university community are organised by taking into account different life situations, for example by organising events both during the day and in the evening and by organising childcare services in the case of an evening event. In 2022, the university launched the Spouse Programme, which offers programme for the entire family of international employees, networking opportunities and peer support.

The results of the 2023 wellbeing at work survey and the open feedback revealed that balancing work and family life and recovering from work are challenging for the staff. The university strives to pay attention to the challenges of multi-site work and the staff's

recovery from work. The university supports the staff's coping and recovery by various means, often in cooperation with the occupational health care services.

8.8 Diverse work community

The objective of the university is to offer equal opportunities for everyone to participate in the activities of the university community regardless of nationality or linguistic background. Internationality and internationalisation are part of the university's daily life, and this is implemented in research and education by taking into account the equality and non-discrimination aspects.

The internationalisation of university staff and students is nationally at a good level. In terms of teaching and research staff, the number of international employees has been almost a third for a long time. The development of internationalisation will continue with targeted international marketing, staff recruitment strategy and partner universities. The university's goal is to increase the number of international staff, especially with regard to the expert and support staff. Some of the university's vacancies for strategic positions are advertised internationally.

The university ensures that documents, instructions as well as communication and support services related to work and decision-making are also available in English as necessary. The aim is to also organise more staff training in English. Language and internationalisation training is organised for Finnish-speaking staff. International staff is offered Finnish language training and training from the perspective of integration and cohesion in the work community and Finnish society. The settling down of international employees' families is also supported, for example, through the Spouse Programme. In addition, the university encourages international mobility of its staff.

8.9 Harassment, discrimination and bullying

The University of Vaasa does not tolerate any form of inappropriate conduct, sexual or gender-based harassment, molestation, discrimination or bullying targeting staff or students.

As an employer, the university has a legal responsibility to investigate, stop and prevent bullying, harassment, discrimination and any other form of inappropriate treatment. Each person working in the university community is responsible for their own conduct, and each supervisor is obliged to address inappropriate conduct and workplace bullying quickly and decisively.

At the University of Vaasa, the employer, the university's management, the head of occupational health and safety, the occupational health and safety representative, the equality representative, the employee representatives, supervisors and HR work actively to prevent inappropriate conduct. In addition, the university has its own internal network of mediators. The university's head of occupational health and safety cooperates with the occupational health and safety representative, the Occupational Health and Safety Committee, the head of security, the HR director and trustees in the field of occupational health and safety work and in the field of preventive and corrective work involving bullying and harassment. According to the results of the surveys conducted for the staff, the staff has little information about their opportunities to address harassment situations and about processes related to intervening in inappropriate conduct. In 2024, the university organises training for the university units on inappropriate conduct, harassment and discrimination, as well as training on equality and equal treatment.

The University's guide Inappropriate behaviour and workplace bullying are not acceptable in the work community will be updated to include operating instructions for online bullying. Although this guide has not previously included these instructions, the employer has intervened in such situations.

9 Measures to promote equality and non-discrimination

The Equality and Non-discrimination Work Group has prepared the following list of concrete actions for the development of equality and non-discrimination. The work group will monitor the achievement of the goals regularly.

Subject area	Measure	Responsible parties	Schedule
4 Significance of language and key concepts	Using non-discriminatory language in communications and actively correcting expressions	Entire university community	ongoing
6 Development of equality and non-discrimination activities	Preparing an annual planning cycle (events, flag-flying days, theme weeks) and thereby keeping the matter constantly on the agenda	Equality and Non-discrimination Work Group Student Union	2024
	Organisation of equality and non-discrimination training sessions for students and staff, as well as providing information on the training sessions and encouraging participation in them	Equality and Non-discrimination Work Group Study Services HR Student Union	ongoing
	Organisation of short fact sheets/training sessions, for example by email, on various topics (bullying, harassment, racism, rainbow matters, etc.)	Equality and Non-discrimination Work Group HR Study Services Student Union	2025
	Organizing an equality and non-discrimination survey for the entire university community	Equality and Non-discrimination Work Group HR Study Services Student Union	spring 2025
	Taking sensitivities into account, for example in material choices and when drawing up competitive bidding criteria	Management Facility and Lobby Services	ongoing
7.1 Student admissions	Availability of processes and diversity of applicants are taken into account in applicant marketing, including illustrations and gender-sensitive language	Communications, Brand and Marketing Unit Degree programmes Study and Education Services	Starting from 1/2024
7.2 Studying: curricula, assessment, counselling and learning differences	Even division of teaching over the autumn and spring term	Degree programmes Education services	2024–2025 curriculum cycle
	Advancing curriculum scheduling (to be started already in the previous autumn term)	Vice-rector in charge of education Degree programme coordinators/experts on education	Autumn term 2024

	Improving communications to students about the completion methods of study units in Peppi and other systems	Teachers	2024
	Development of teaching methods and pedagogy taking into account the wellbeing of students (e.g. sick leave and other individual arrangements)	EduWasa Team Teachers	Starting from academic year 2023–2024
	Improved communications to staff on individual study arrangements	Study psychologist EduWasa Availability Work Group	Academic year 2023–2024
	Utilising data analytics in counselling	Study services EduWasa Teachers	Academic year 2023–2024
	Assessment of the safety of the study environment	Study Environment Health and Safety Work Group	Autumn term 2024
	Launch of the Annie chatbot tool (the tool was piloted in 2022 and 2023)	Study Services	2024
	Investigating how to make practices related to the calling name in the Peppi system more flexible in cooperation with the Peppi consortium	Education System Services	2024
	Training the university's teaching and counselling staff on gender-sensitive encounters with students (for example, using the first name indicated by the student themselves, staff adds the English pronoun or pronouns of their choice to their signature)	University management HR IT EduWasa	2024
7.3 Balancing studies and personal life	Supporting versatile teaching methods	EduWasa	At once
	Balanced division of studies over the academic year	Degree programmes Education services	2024–2025 curriculum cycle
7.4 Diverse study community	Integrating international students into the university community	Entire university community	At once
	Taking the needs of different student groups into account when planning teaching	Degree programmes Education services	2024–2025 curriculum cycle
	Consideration of diversity in university materials, including language, vocabulary and illustrations	Entire university community Communications, Brand and Marketing Unit	At once

7.5 Harassment, discrimination and bullying	The university adopts the principles of a safer space	Study and Education Services HR Degree programmes	2024
	Updating and specifying the operating instructions for situations of inappropriate treatment and harassment related to studies.	Study services Vaasa Student Union	2024
	Creating and communicating contact channels related to harassment and inappropriate conduct	Study services: students HR: staff	2024
	Organising training on harassment and inappropriate conduct to the entire university community	HR Study and Education Services Vaasa Student Union Student organisations	2024
8.1 Staff structure	Encouraging international staff to apply for various positions of trust	Organisations Management Supervisors Work groups	ongoing
8.2 Non-fixed term and fixed-term employment relationships	The aim is to reduce the number of fixed-term employment contracts, especially among teaching and research staff	Employer Heads of units HR	ongoing
8.3 Age structure	Ensuring equal pay and pay development for people of different ages and equal opportunities to advance in their careers	Supervisors Universities' Salary System assessment teams HR	ongoing
	Ensuring adequate transparency in salary assessments and openness of the assessment grounds to the person in question	Supervisors, Universities' Salary System assessment teams, persons in charge of the Universities' Salary System	12/2025
8.4 Pay	Preparing for the effects of the EU Pay Transparency Directive	HR Management	Starting from 2024
	Investigating the utilisation of anonymous recruitment	HR	2025
8.5 Recruitment and career development	Transparency in recruitment, appointments to positions and the principles of recruitment and appointment processes	HR Supervisors Management Registry	ongoing
	Observing equality and non-discrimination matters in the supervisors' recruitment training sessions	HR	ongoing
	Including equality and non-discrimination topics in the supervisors' training sessions	HR	ongoing
8.6 Management culture	Supervisors ensure equal and non-discriminatory treatment in their own team	Supervisors	ongoing
	Clarifying the multi-site and remote work instructions and communicating the instructions to the staff	HR Management Occupational safety and health operators	ongoing

8.8 Diverse work community	Documents and instructions related to work and decision-making are available in both languages (FI and EN)	Persons preparing decisions and guidelines	ongoing
	Support Services are available in both languages (FI and EN)	Services	ongoing
	Information on matters related to the university is communicated in both languages (FI and EN)	Communications, Brand and Marketing Unit Other information officers of the university	ongoing
	Informing the staff of the university's guide Inappropriate behaviour and workplace bullying are not acceptable in the work community	HR Occupational health and safety	ongoing
	Preparing the principles of a safer space for the university (physical, social and psychological safety, DEI)	Equality and Non-discrimination Work Group Occupational health and safety	2025
8.9 Harassment, discrimination and bullying	Updating the guide Inappropriate behaviour and workplace bullying are not acceptable in the work community and informing the staff about it	HR Occupational health and safety	2024
	Representatives of staff associations appoint new harassment contact persons	Staff associations	2024
	Appointing new harassment contact persons	Staff associations	12/2025
	Educating the staff on harassment, bullying and inappropriate conduct Investigating the adequacy of the number of occupational health and safety representatives and increasing the number of representatives if necessary Investigating the possibility of extending the University Code of Conduct to include the ground rules of good conduct	HR and occupational health and safety HR in cooperation with the authors of the Code of Conduct	12/2025

10 Communications, implementation and monitoring

The Equality Plan is communicated to students and staff through multiple channels in the university's internal communication channels in both Finnish and English.

In addition to the intranets of staff and students, the Equality Plan is linked to the university's external website. The Student Union also provides information about the plan through its own communication channels.

The themes related to equality and non-discrimination are actively brought to the attention of both staff and students, including during the annual Wellbeing Week. Equality and non-discrimination matters are part of the staff's target and development discussions. The Student Union's active members and student organisations operators as well as new students are also trained in the equality and non-discrimination matters.

The implementation and monitoring of the plan are the joint responsibility of the university's Equality Work Group, the Education Council (measures that are the responsibility of the education provider) and the Occupational Health and Safety Committee (measures that are the responsibility of the employer). The plan is discussed in the university's Management Team and the Rector approves the plan. The plan is also presented to the Education Council (the part that is the responsibility of the education provider) and the Occupational Health and Safety Committee (the part that is the responsibility of the employer) for information.

The measures outlined in this plan will be thoroughly assessed in the next Equality Plan, with the development process set to begin in early 2025.

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Appendices

APPENDIX 1: Gender Distribution of Staff by Unit

Row Labels	Male	%	Female	%	Grand Total
Digital Economy	18	69 %	8	31 %	26
Innovation and Entrepreneurship InnoLab	8	62 %	5	38 %	13
Johtamisen akateeminen yksikkö	41	50 %	41	50 %	82
Kielikeskus Linginno	5	16 %	26	84 %	31
Laskentatoimen ja rahoituksen akateeminen yksikkö	34	64 %	19	36 %	53
Levón-instituutti	1	9 %	10	91 %	11
Markkinoinnin ja viestinnän akateeminen yksikkö	26	42 %	36	58 %	62
Tekniikan ja innovaatiojohtamisen akateeminen yksikkö	98	72 %	38	28 %	136
Tritonia	5	17 %	24	83 %	29
Vaasa Energy Business Innovation Centre VEBIC	3	30 %	7	70 %	10
Yliopistopalvelut	49	31 %	109	69 %	158
Grand Total	288	47 %	323	53 %	611
Ophe/Muhe	Male	Male (%)	Female	Female (%)	Total
Ophe	222	57 %	170	43 %	392
Muhe	66	30 %	153	70 %	219
Total	288	47 %	323	53 %	611
Ophe = Teaching and research staff					
Muhe = Other expert and support staff					

APPENDIX 2: International Staff by Unit

Profit Center	International Staff	Domestic Staff	Total Staff of the Unit	Proportion of Internat. Staff
University Services	8	150	158	5 %
School of Technology and Innovations	55	81	136	40 %
School of Management	13	69	82	16 %
School of Marketing and Communications	13	49	62	21 %
School of Accounting and Finance	17	36	53	32 %
Language Center Linginno	5	26	31	16 %
Tritonia		29	29	0 %
Digital Economy	16	10	26	62 %
Innovation and Entrepreneurship InnoLab	5	8	13	38 %
Levón Institute		11	11	0 %
Vaasa Energy Business Innovation Centre VEBIC	1	9	10	10 %
Grand Total	133	478	611	22 %

APPENDIX 3: Permanent and Fix-term Employment and Reasons for Fixed-term Employment

Ophe/muhe	Non-permanent	%	Permanent	%	Total
Ophe	264	67 %	128	33 %	392
Muhe	46	21 %	173	79 %	219
Total	310	51 %	301	49 %	611
Ophe = Teaching and research staff Muhe =Other expert and support staff					
Row Labels	Non-permanent	%	Permanent	%	Total
Male	164	57 %	124	43 %	288
Female	146	45 %	177	55 %	323
Total	310	51 %	301	49 %	611
Reason for temporaryness	Male	%	Female	%	Total
Project work	78	56 %	61	44 %	139
Other reason	21	54 %	18	46 %	39
Tasks related to the four-stage research career path	22	73 %	8	27 %	30
Tenure track career system	11	52 %	10	48 %	21
Nature of work due to studies	5	29 %	12	71 %	17
Ongoing work arrangements in the unit	7	47 %	8	53 %	15
Substitute position	2	15 %	11	85 %	13
Work related to a doctoral student's studies / Doctoral research	3	43 %	4	57 %	7
_Seasonal work	2	29 %	5	71 %	7
Managing an open position during the recruitment process	1	33 %	2	67 %	3
Professor of practise	2	100 %		0 %	2
Total	154	53 %	139	47 %	293

APPENDIX 4: Age Distribution of Staff

Gender	Aver. age 31.12.2022
Male	44,9
Female	44,5
Total	44,7
Ophe/Muhe Aver. age 31.12.2022	
Muhe	46,5
Ophe	43,6
Total	44,7
Ophe = Teaching and research staff	
Muhe - Other expert and support staff	

Age	Muhe	Ophe	Total
20-25	3	10	13
25-30	10	36	46
30-35	21	47	68
35-40	33	67	100
40-45	27	74	101
45-50	43	47	90
50-55	20	34	54
55-60	39	41	80
60-65	20	24	44
65-70	3	9	12
70-75		2	2
75-80		1	1
Total	219	392	611

Age	Male	Female	Total
20-25	6	7	13
25-30	22	24	46
30-35	35	33	68
35-40	47	53	100
40-45	50	51	101
45-50	33	57	90
50-55	22	32	54
55-60	42	38	80
60-65	19	25	44
65-70	10	2	12
70-75	1	1	2
75-80	1		1
Total	288	323	611

APPENDIX 5: Development of Staff Salaries in years 2017-2022

Development of Salaries for Teaching and Research Staff 2017-2022

Placement of teaching and research staff on levels of required competence in 2017-2022

Required competence	Gender	2017		2018		2019		2020		2021		2022	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
OV01-OV02	Male	14	6,86	16	7,3	20	8,5	23	8,8	26	9,5	25	8,6
	Female	14	6,86	16	7,3	15	6,4	12	4,6	12	4,4	14	4,8
OV03-OV04	Male	21	10,29	17	7,7	17	7,3	26	9,9	30	11,0	30	10,3
	Female	14	6,86	16	7,3	23	9,8	25	9,5	19	7,0	26	9,0
OV05	Male	23	11,27	25	11,4	27	11,5	34	13,0	33	12,1	37	12,8
	Female	25	12,25	31	14,1	26	11,1	28	10,7	34	12,5	37	12,8
OV06	Male	19	9,31	15	6,8	18	7,7	16	6,1	23	8,4	26	9,0
	Female	18	8,82	20	9,1	26	11,1	26	9,9	26	9,5	28	9,7
OV07-OV08	Male	16	7,84	20	9,1	21	9,0	22	8,4	19	7,0	20	6,9
	Female	12	5,88	13	5,9	11	4,7	14	5,3	17	6,2	17	5,9
OV09-OV10-OV11	Male	22	10,78	26	11,8	25	10,7	30	11,5	30	11,0	26	9,0
	Female	6	2,94	5	2,3	5	2,1	6	2,3	4	1,5	4	1,4
TOTAL		204	100	220	100	234	100	262	100	273	100	290	100

Average level of required competence and average salary for teaching and research staff in 2017-2022

Gender	2017			2018			2019			2020			2021			2022		
	Number	Aver. compet.	Aver. salary	Number	Aver. compet.	Aver. salary	Number	Aver. compet.	Aver. salary	Number	Aver. compet.	Aver. salary	Number	Aver. compet.	Aver. salary	Number	Aver. compet.	Aver. salary
Male	115	5,62	4175	119	5,76	4310	128	5,65	4314	151	5,39	4244	161	5,39	4200	164	5,32	4188
Female	89	5,09	3774	101	4,99	3724	106	4,94	3750	111	5,09	3830	112	5,17	3915	126	4,98	3872
TOTAL	204	5,39	4000	220	5,41	4041	234	5,33	4059	262	5,35	4068	273	5,3	4083	290	5,17	4051

Development of Salaries for Other Expert and Support Staff 2017-2022

Placement of other expert and support staff on levels of required competence in 2017-2022

Required competence	Gender	2017		2018		2019		2020		2021		2022	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
MV02-MV03-MV04-MV05	Male	6	4,3	6	4,1	6	4,1	7	4,3	7	3,8	7	3,9
	Female	9	6,4	7	4,8	4	2,8	4	2,5	6	3,3	3	1,7
MV06-MV07	Male	9	6,4	12	8,2	11	7,6	12	7,4	13	7,1	15	8,3
	Female	33	23,4	33	22,6	30	20,7	35	21,5	43	23,5	40	22,2
MV08	Male	6	4,3	7	4,8	6	4,1	8	4,9	7	3,8	5	2,8
	Female	15	10,6	18	12,3	16	11,0	21	12,9	20	10,9	21	11,7
MV09-MV10	Male	14	9,9	13	8,9	15	10,3	18	11,0	18	9,8	19	10,6
	Female	30	21,3	33	22,6	40	27,6	41	25,2	54	29,5	56	31,1
MV11-MV12-MV13	Male	8	5,7	6	4,1	5	3,4	7	4,3	6	3,3	5	2,8
	Female	11	7,8	11	7,5	12	8,3	10	6,1	9	4,9	9	5,0
TOTAL		141	100	146	100	145	100	163	100	183	100	180	100

Average level of required competence and average salary for other expert and support staff in 2017-2022

	2017			2018			2019			2020			2021			2022		
Gender	Number	Aver. compet.	Aver. salary	Number	Aver. compet.	Aver. salary	Number	Aver. compet.	Aver. salary	Number	Aver. compet.	Aver. salary	Number	Aver. compet.	Aver. salary	Number	Aver. compet.	Aver. salary
Male	43	8,09	3517	44	7,82	3358	43	7,81	3430	52	8	3544	51	7,92	3555	51	7,84	3542
Female	98	8,11	3296	102	8,18	3308	102	8,43	3478	111	8,33	3438	132	8,18	3387	129	8,3	3472
TOTAL	141	8,11	3364	146	8,07	3323	145	8,25	3463	163	8,23	3472	183	8,11	3423	180	8,17	3492