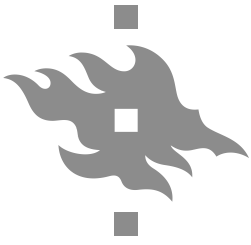




# THE UNIVERSITY OF HELSINKI EQUALITY AND DIVERSITY PLAN 2019–2020

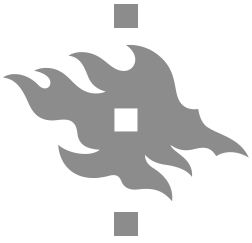




# **THE UNIVERSITY OF HELSINKI EQUALITY AND DIVERSITY PLAN 2019–2020**

Discussed and approved by the Equality and Diversity Committee on 3 December 2018 and 14 February 2019. The rector of the University made a decision on this plan in spring 2019.

Rector's decision HY/413/00.00.06.00/2019



## The Committee Chair's foreword – Work for equality and diversity part of the active development work of the University

We welcome you to the University of Helsinki Equality and Diversity Plan 2019-2020 and to join our efforts for equality! This plan is an updated version of the 2017–2018 plan. During the previous period the focus was on 19 specifically selected measures, and we will continue to implement these measures in the coming period. Vice-Rector Pertti Panula chaired the committee until autumn 2018 after which I, the undersigned, took on the duties of the chair.

Increasing attention will be paid to the University's strategic planning in our equality and diversity efforts. Drafting of the new strategic plan will already start in spring 2019 when we assess the changes to our operating environment in the coming years. During the autumn we will amend our strategy to address to these changes. The span of the strategy period is 2021–2030 and during that time detailed plans will be drawn up for four years at a time. It is the duty of the Equality and Diversity Committee to draw up its own focus areas under common themes at the early stages of the strategic planning.

I would like to highlight one measure in particular with regard to the period 2019–2020. This measure is related to implicit prejudice, or bias. As early as autumn 2018, we organised a pilot BIAS training event. The aim of this and upcoming training events is to make participants aware of their own unconscious attitudes and to implement training using methods that participants can utilise in their own work or study communities. The training is based on the League of European Research Universities' Gender group's document *Implicit Bias in Academia: A challenge to the meritocratic principle and to women's careers – And what to do about it*. Secondly, I would like to highlight our increasing cooperation with the equality and diversity and wellbeing groups of various units. The guiding principle of equality and diversity work is to raise awareness of the above issues in the University community as a whole. Not only does this take place through good supervision but also through various training events and sessions. During the next period, we will invest especially in unit-level events.

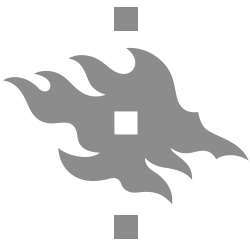
Many of the goals featured in the plan take the form of permanent everyday practices. The first section evaluates the surveys and measures of the previous period, and the second section discusses focus areas and measures chosen for the coming period. The third section describes equality policies and the organisation of equality work. The fourth section outlines the statutory requirements of the Act on Equality between Women and Men and the Non-Discrimination Act as well as providing definitions of key equality and accessibility terms. The plan also includes various statistics.

The plan takes into account the guidelines laid down in *Global Impact in Interaction: Strategic Plan of the University of Helsinki 2017–2020*. Its strategic goals include a creative, international environment for learning and top-level research, a focus on the student and resources for reform. The development targets include surveying staff workplace wellbeing and addressing any issues, and ensuring that leadership activities take equality matters into consideration. For this reason, the focus areas for 2019–2020 continue to be the promotion of leadership work and the promotion of wellbeing and multicultural awareness. More specifically, the focus areas are

1. Considering equality and diversity issues in the University's leadership and training
2. Developing a diverse work and study atmosphere through measures focused on occupational and student wellbeing
3. Increasing multicultural awareness in the University community through topical communications.

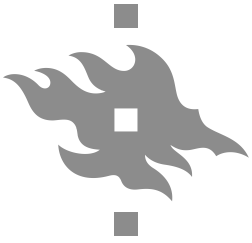
Key to equality and diversity efforts is the participation of everyone at the University. The ambitious plan of the Committee is to especially promote work performed on campuses. Already flags are flown for equality in the summer on almost all campuses. Good management of equality and diversity issues improves wellbeing at work for all of us. We are all in this together!

Tom Böhling, vice-rector, chair of the Equality and Diversity Committee



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## 1 Equality situation at the University of Helsinki

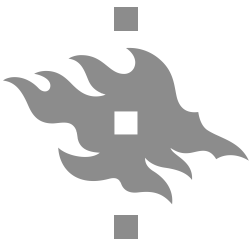
The Act on Equality between Women and Men places an obligation upon the University of Helsinki to promote gender equality both as an employer (equality in the human resources policy) and as an institution of education (equality in operations). Section 6 of the Act on Equality between Women and Men states that the gender equality plan for the human resources policy must include

1. An assessment of the gender equality situation in the workplace, including details of the employment of women and men in different positions and a pay survey of the whole personnel presenting the classifications of jobs performed by women and men, the pay for those jobs and the differences in pay
2. Necessary measures planned for introduction or implementation with the purpose of promoting gender equality and achieving equality in pay
3. A review of the extent to which measures previously included in the gender equality plan have been implemented and of the results achieved.

To promote operational equality in institutions of education, the Act requires that the gender equality plan must include

1. An assessment of the gender equality situation within the institution
2. The necessary measures to promote gender equality
3. A review of the extent to which measures previously included in the gender equality plan have been implemented and of the results achieved.

Special attention must be given to pupil or student admissions, the organisation of teaching, learning differences and the assessment of study performance, and to measures to ensure the prevention and elimination of sexual harassment and gender-based harassment (section 5a).



The Non-Discrimination Act does not set out any specific requirements for content of the equality plan. This section evaluates the results from the University of Helsinki's previous equality surveys and measures for the period 2017–2018 and presents the key statistics for the period. An overall assessment of the past period's surveys and the implementation of the measures is included at the end of this section. The surveys and statistical indicators are the tools of the evaluation.

## Equality and diversity surveys 2017–2018

Workplace wellbeing surveys 2015 and 2017 (University of Helsinki/Varma Mutual Pension Insurance Company), table 1: The goal of the workplace wellbeing surveys conducted every other year at Finnish universities is to shed light on the state and strengths of staff wellbeing in different faculties and units as well as on aspects of wellbeing in need of improvement. The survey offers a tool for monitoring the development of workplace wellbeing and for carrying out benchmarking against other universities. Above all, it helps select aspects of workplace wellbeing in need of improvement within the University and its units. The survey is based on the Finnish Institute of Occupational Health's analysis of various studies in workplace wellbeing. The survey is not intended for use in scientific research. The results of the surveys have been published on the Flamma intranet. The most recent workplace wellbeing survey was conducted at the University of Helsinki in autumn 2017.

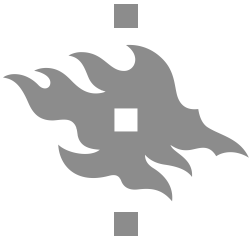
The response rate for contractual employees at the University was 62.8%. In addition, 194 grant-funded researchers or other non-contractual members of the University community participated in the survey. The response rate of the previous workplace wellbeing survey conducted in 2015 was 44.7%. In University Services, the response rate was 81.7%. Open comments were provided by 2,034 respondents. Response rates for faculties varied between 76% and 50.1%, whereas response rates for units varied between 92% and 42.5%. The survey was conducted in Finnish, Swedish and English. There were 4,443 Finnish-language, 167 Swedish-language and 619 English-language respondents. 61.6% of the respondents were women, 34.7% men and 0.3% had chosen the option "other". The surveyed areas were competence and content of work, immediate superior performance, collegiality in our unit, working conditions and strategic management.

By age, the largest group of respondents in 2017 (28.9%) were aged 30–39. In the same year, third level teaching and research staff was the largest group of respondents (17.2%) of all the staff groups. In 2015, the average score for "Equality is achieved in our unit" was 3.56, and in 2017, 3.64. The survey employed a grading scale of 1 to 5. The average score for "I have not experienced inappropriate treatment or workplace bullying during the past year" was 4.23.

It should be noted that the University has a zero-tolerance harassment policy. The scores for the supervisor acting in an equal and fair manner (2015/2017) were 3.86/3.98, and the scores for the supervisor's consideration of diversity were 3.66/3.88.

**TABLE 1: WORKPLACE WELLBEING SURVEY RESULTS 2015 AND 2017, RESPONSE RATES**

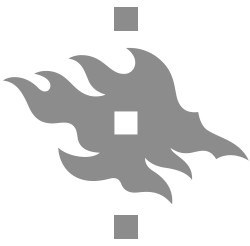
Statements (average score on a scale of 1–5)	2015	2017
Response rate (of contractual employees)	44.7% (3,923 people)	62.8% (5,229 people)
Percentage of women/men/other	67.8%/32.2%	61.6%/34.7%/0.3%
Largest group of respondents by age	Aged 30–39, 28.1%	Aged 30–39, 28.9%
Equality is achieved in our unit.	(All) 3.56	3.64



Statements (average score on a scale of 1–5)	2015	2017
	Highest agreement among respondents under 29: 3.9 Others between 3.51 and 3.54	Highest agreement among respondents under 29: 3.98 Others between 3.53 and 3.65
	Rather not say – Men 3.83 Other – Women 3.45	2.88 3.95 3.08 3.52
I have not experienced inappropriate treatment or workplace bullying during the past year/in 2017: I have not experienced inappropriate treatment or workplace harassment during the past year (results are not comparable)	(All) 4.19 (3.65)	4.23
	Highest agreement among respondents under 29 years of age: 4.27 and over 60: 4.26  Lowest agreement among the age group 40–49: 4.12	Highest agreement among respondents under 29 years of age: 4.33 and over 60: 4.35  Lowest agreement among the age groups 30–39 and 50–59: 4.2
	Rather not say – Men 4.29 Other – Women 4.14	3.75 4.38 3.87 4.19
My supervisor is impartial and fair	3.86	3.98
My supervisor takes into consideration that people are different (for instance with regard to skills, experience or work ability)	3.66	3.88

### Questionnaire for units on equality issues 2017–2018 (University of Helsinki's Equality and Diversity Committee)

Unit directors were sent a questionnaire on equality and diversity issues in October 2018. The questionnaire contained two questions and three background questions. A total of 18 responses were received. None of these units had drawn up their own equality plan. Eight units had their own equality group. The comments on the current plan included, for example, observations that in terms of gender, age groups and multiculturalism, the plan has been realised well and the equality perspective has been increasingly taken into account in recruitment. It was also mentioned that more attention should be paid to the accessibility of communications; multicultural awareness should be further promoted; and that an effort has been made to improve the equal treatment of grant-funded researchers by offering them a workspace when possible and inviting them to joint unit events. It was also reported that attention has been paid to supervision at the bachelor's studies stage in order to ensure that students have equal access to supervision to progress in their studies; gender-neutral job titles have been adopted; and better consideration of equality and diversity principles in appointment committees as well as when organising entrance examinations has been discussed. According to the answers, it was felt that more emphasis should be put on age management and that liaison activities should be consolidated further. Wishes for the period 2019–2020 included increased transparency of



the salary system; support for bilingualism (Finnish, Swedish); taking implicit bias into account in recruitment through the use of guidelines; extending equality and diversity efforts to all activities and everyone; equal career development opportunities; taking people from other countries into consideration; increasing the number of induction loops for people with hearing disabilities; taking degree programme and department structure reforms into account in updating the plan; improving the operational conditions of degree programme directors and steering groups from the perspective of equality; ensuring study counselling in three languages (Finnish, Swedish, English); anonymous exam-taking from the perspective of equality; and questioning the assumption of heterosexuality. It was also felt that the plan should present more goals for the units.

In addition, five units had carried out their own equality projects; for example, in conjunction with the renovation of the staff's work facilities, the National Library started to develop its operating culture and this work will continue in 2019. Computer science had invested in diverse cooperation with the student and alumni associations to promote equality, while the Faculty of Educational Sciences implemented TASOVA ('equality in regional development') and TOP ('equality in teacher education') projects.

### **Questionnaire to the University community (incl. head union representatives and the Student Union of the University of Helsinki) on the upcoming Equality and Diversity Plan**

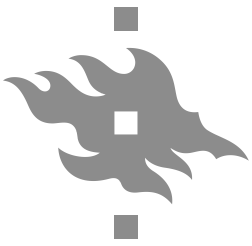
Every member of the University community received a questionnaire requesting suggestions for the new Equality and Diversity Plan. In all 27 responses were received. The comments emphasised, among other things, taking gender into account in drafting the plan and matters related to accessibility. Concern was expressed about the slow progress of gender equality with regard to the share of fourth level teaching and research staff. Moreover, concern was voiced over how a suitable person is defined in recruitment processes and how transparent recruiting policies are in reality. It was felt that guidelines presented to appointment committees should be developed from the perspective of equality and diversity. Another cause for concern expressed related to whether booking systems support the reservation of accessible teaching facilities. Lowering the threshold of notifying cases of harassment by means of assigning a harassment liaison to each faculty was also raised. Other comments included taking internationalisation-at-home into account to ensure that people with other than Finnish backgrounds could better participate in the activities of the University community; a wish for the development of anonymous course feedback; and increased study flexibility to take students with families better into account. Other themes raised included making measures related to the position of sexual and gender minorities more concrete, and taking gender diversity alongside traditional gender roles into account in degree programme curricula and staff training. The aim has been to take these responses into consideration in the current Equality and Diversity Plan whenever possible.

### **Report on thematic measures 2017–2018**

This section includes a report on the implementation of the thematic measures selected for 2017–2018.

There were *nine measures related to the promotion of leadership work* in the period 2017–2018. For example, the activities of the equality and accessibility liaison network were developed into being more interactive and training was increased. A communications plan was drawn up and equality recordings were published. The report on cooperation negotiations and the results of the 2017 workplace wellbeing survey were reviewed. Some of the measures were considered completed, while some will continue in the coming period (see section 2A).



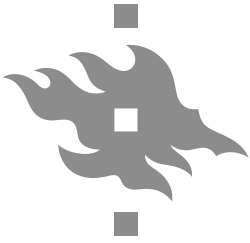


**Recruitment, salaries, and career development:** The University of Helsinki is committed to promoting equality and preventing discrimination in all its operations. The University of Helsinki Annual Review 2017 (p. 48) states that “at the end of 2017, the number of University staff measured in full-time equivalents (FTE) was 7,205. This shows a decrease of 62 FTEs (-1%) compared to the previous year.” However, on page 49, it is stated that “in spite of the decrease in FTEs, the number of staff at the end of 2017 was 123 higher than a year earlier.” When reading the statistics, it should be taken into account that the statistical method used for teaching and research assistants was changed in 2017 and first level teaching and research staff was moved to teaching and research support staff within the group “other staff”. It should also be noted that the number of fixed-term staff has increased. Table 2 presents staff numbers by staff group during the period 2013–2017.

**TABLE 2: NUMBER OF ALL STAFF**

University of Helsinki	2013	2014	2015	2016	2017
<b>O Teaching and research staff</b>	<b>4,529</b>	<b>4,488</b>	<b>4,455</b>	<b>4,621</b>	<b>4,383</b>
U4 4 <sup>th</sup> level	641	629	642	599	581
U3 3 <sup>rd</sup> level	1,178	1,216	1,263	1,262	1,342
U2 2 <sup>nd</sup> level	872	884	941	941	981
U1 1 <sup>st</sup> level	1,688	1,674	1,541	1,585	1,292
U5 Other teaching and research staff	150	85	68	234	187
<b>M Other staff</b>	<b>3,605</b>	<b>3,525</b>	<b>3,343</b>	<b>2,789</b>	<b>3,256</b>
M1 IT staff	365	359	344	269	279
M2 Library staff	347	329	312	267	279
M3 Technical staff	403	391	366	317	306
M4 Administrative staff	1,586	1,532	1,430	1,119	1,174
M5 Support staff for teaching and research	740	723	703	657	1,049
M6 Other staff	164	191	188	160	169
<b>C1 Staff of the teacher training schools</b>	<b>152</b>	<b>149</b>	<b>150</b>	<b>143</b>	<b>144</b>
C1 Teaching staff of the teacher training schools	152	149	150	143	144
<b>Total</b>	<b>8286</b>	<b>8162</b>	<b>7948</b>	<b>7553</b>	<b>7,783</b>

Table 3 shows that in 2017, the ratio of women in all staff was 56.8%. Of teaching and research staff 50.2% were women. Of professors (4th level) 30.8% were women. As during the previous period, among “other staff” women were represented the least in IT staff (16.1%). See also the table appendix.

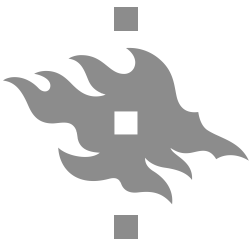


**TABLE 3: PERCENTAGE OF WOMEN OF ALL STAFF**

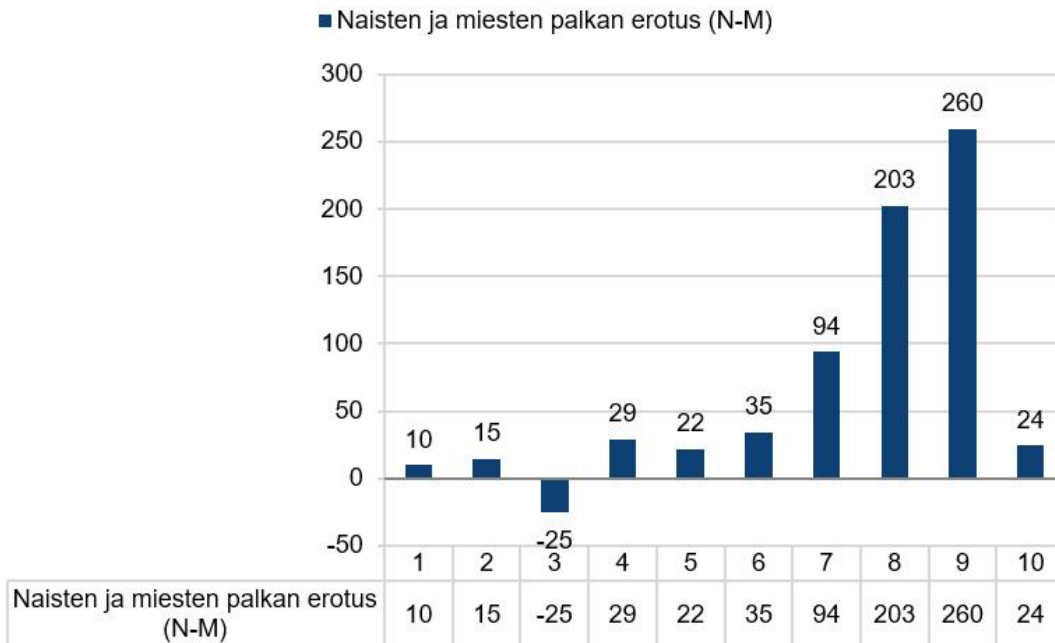
Percentage of women of all staff	2013	2014	2015	2016	2017
<b>O Teaching and research staff</b>	<b>49.5%</b>	<b>50.2%</b>	<b>50.4%</b>	<b>50.0%</b>	<b>50.2%</b>
U4 4 <sup>th</sup> level	27.6%	28.3%	29.8%	29.7%	30.8%
U3 3 <sup>rd</sup> level	52.4%	53.5%	53.2%	52.1%	52.5%
U2 2 <sup>nd</sup> level	52.1%	51.1%	54.1%	53.9%	53.1%
U1 1 <sup>st</sup> level	55.1%	54.9%	53.9%	54.6%	55.6%
U5 Other teaching and research staff	42.0%	61.2%	66.2%	44.4%	41.7%
<b>M Other staff</b>	<b>67.9%</b>	<b>68.1%</b>	<b>67.7%</b>	<b>67.1%</b>	<b>65.1%</b>
M1 IT staff	19.7%	18.7%	19.2%	15.2%	16.1%
M2 Library staff	66.9%	67.2%	67.0%	67.8%	66.3%
M3 Technical staff	56.8%	56.3%	56.3%	56.5%	55.2%
M4 Administrative staff	79.8%	80.2%	79.5%	78.9%	78.6%
M5 Support staff for teaching and research	73.0%	73.3%	72.5%	72.1%	65.0%
M6 Other staff	66.5%	71.2%	71.3%	70.6%	68.6%
<b>C Staff of the teacher training schools</b>	<b>69.1%</b>	<b>68.5%</b>	<b>68.0%</b>	<b>67.8%</b>	<b>68.1%</b>
C1 Teaching staff of the teacher training schools	69.1%	68.5%	68.0%	67.8%	68.1%
<b>Total</b>	<b>57.8%</b>	<b>58.3%</b>	<b>58.0%</b>	<b>56.7%</b>	<b>56.8%</b>

The University has been unable to achieve gender equality in career development, as almost 70% of professors continue to be men. In terms of average salaries, for example for teaching and research staff in 2017, women had slightly higher salaries than men at demand levels 7, 8 and 9 (Table 4). From this perspective, that year there were more differences between demand levels in average salaries among “other staff” (Table 5).

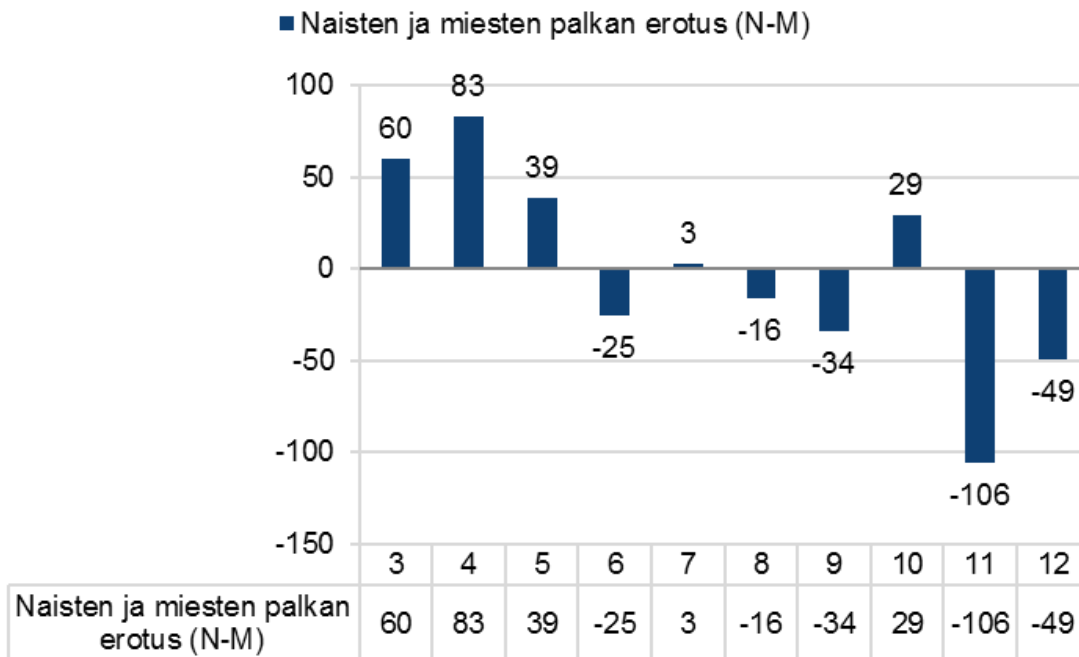
The salaries presented here are the full salaries of full-time employees under contracts concluded for a fixed term or until further notice. At Finnish universities, the salary for regular working hours comprises the following components: a job-specific component according to the demand level; a component based on personal performance; any shift, evening, night and Saturday bonuses as well as the Sunday bonus components; a separate personal bonus; a transition bonus; a lecturer bonus; a guaranteed salary from a previous contract or collective agreement; a requirement bonus; a performance increase; a fee for administrative duties; and the taxable value of employee benefits ([Source in Finnish](#), Statistics publication 2017, p. 10). The following statistics use statistical information provided by the Confederation of Finnish Industries which, due to ethical considerations, does not publish average salaries for groups of fewer than seven people. For this reason, the tables exclude demand level 11 for teaching and research staff and levels 2, 13, 14 and 15 for other staff.

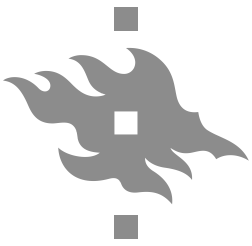


**TABLE 4 (CHART): TEACHING AND RESEARCH STAFF 2017, WOMEN'S SALARY IN RELATION TO MEN'S SALARY BY DEMAND LEVEL, DIFFERENCE IN EUROS; NAISET (LKM) = WOMEN (AMOUNT); MIEHET (LKM) = MEN (AMOUNT)**



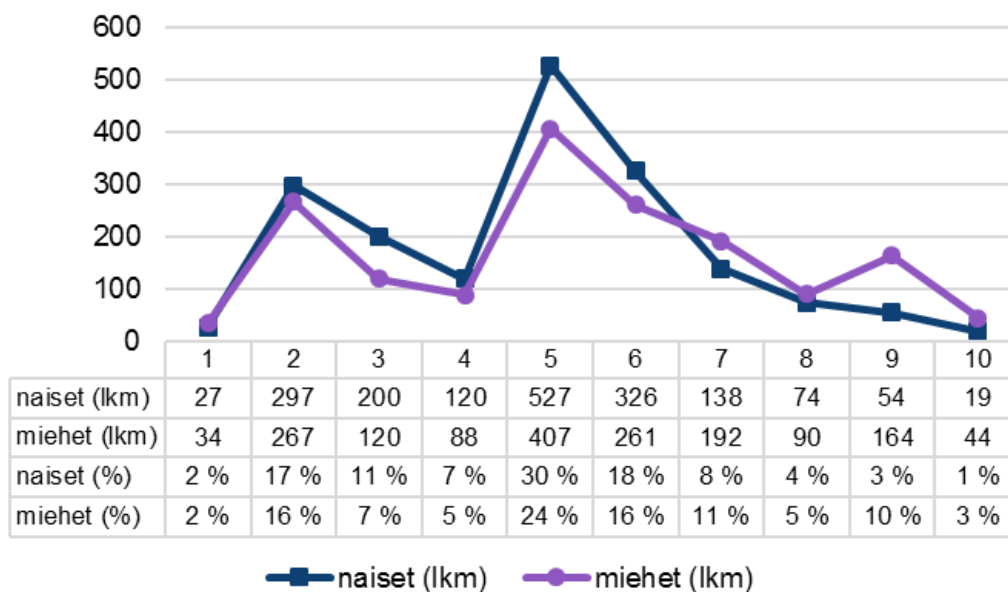
**TABLE 5 (CHART): OTHER STAFF 2017, WOMEN'S SALARY IN RELATION TO MEN'S SALARY, BY DEMAND LEVEL IN EUROS; NAISET (LKM) = WOMEN (AMOUNT); MIEHET (LKM) = MEN (AMOUNT)**



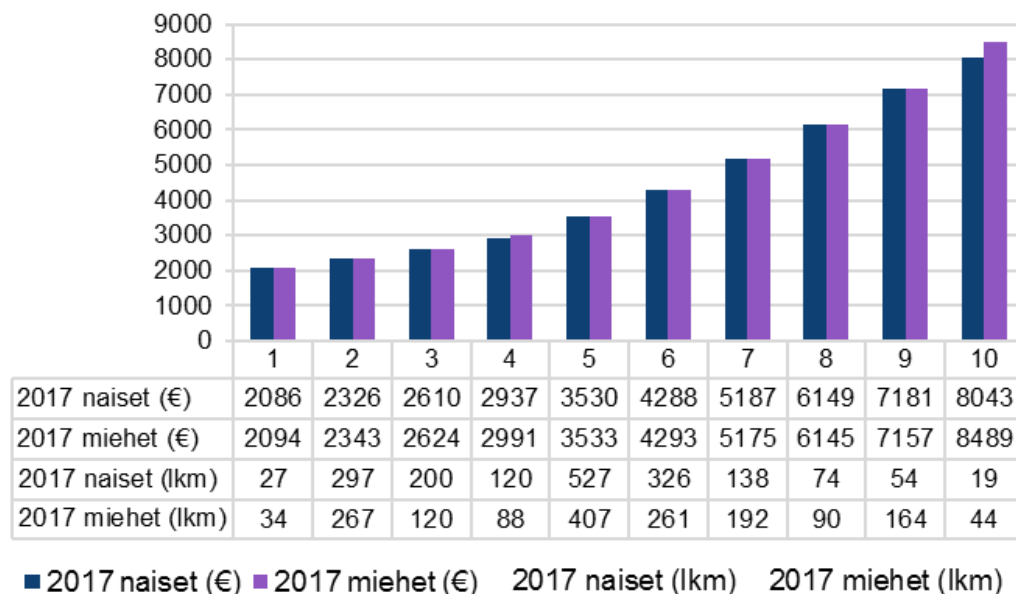


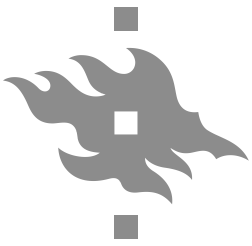
The following tables indicate the number of women and men employed at each demand level as well as the average salaries by demand level (tables 6a and 6b for teaching and research staff, 7a and 7b for other staff). To accurately understand the tables, consider that, for example in 2018, for demand level 4 for teaching and research staff, salaries varied from €2,500.06 to €3,657.59 per month, including the salary component based on personal performance. The salaries for other staff on demand level 4 varied from €1,853.96 to €2,713.34 per month. The information is available (in Finnish) on the [website of the Finnish Education Employers \(FEE\)](#).

**TABLE 6A: TEACHING AND RESEARCH STAFF 2017 – WOMEN-MEN (NUMBER)/POSITION WITH REGARD TO THE DEMAND LEVEL; NAISSET (LKM) = WOMEN (AMOUNT); MIEHET (LKM) = MEN (AMOUNT)**

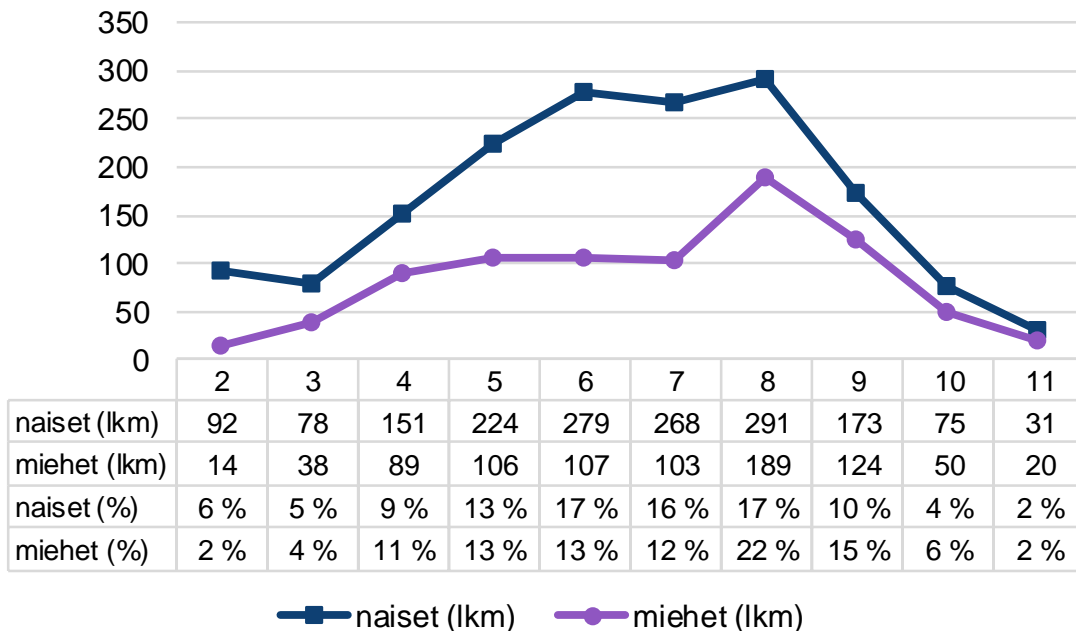


**TABLE 6B: TEACHING AND RESEARCH STAFF 2017 – WOMEN-MEN AND SALARY AMOUNTS/FIGURES (AVERAGE); NAISSET (LKM) = WOMEN (AMOUNT); MIEHET (LKM) = MEN (AMOUNT)**

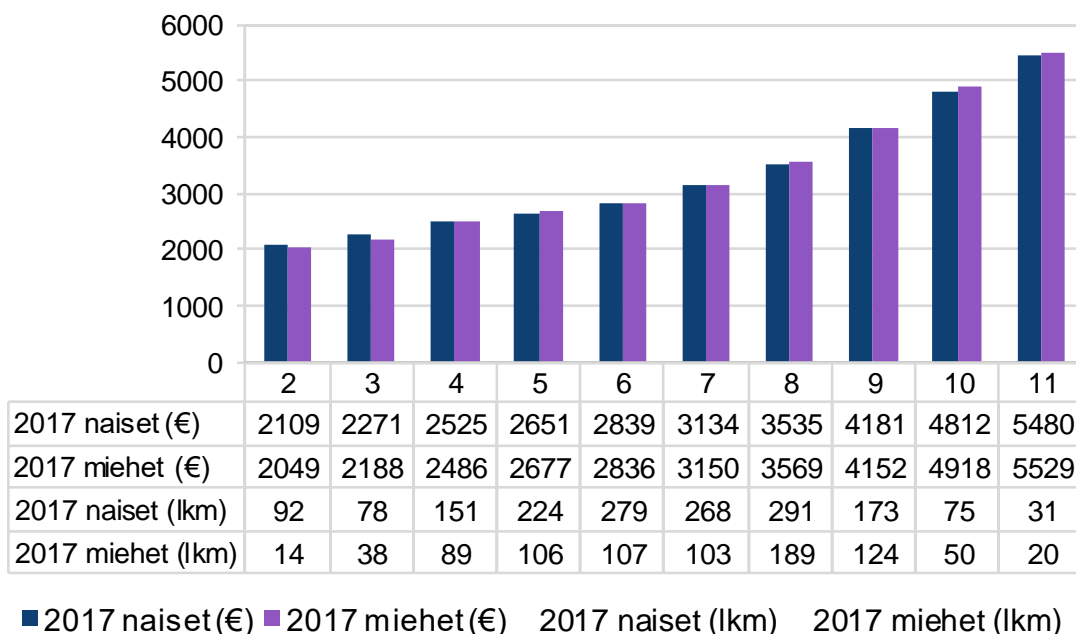




**TABLE 7A: OTHER STAFF 2017 – WOMEN-MEN (NUMBER)/POSITION WITH REGARD TO DEMAND LEVEL;  
NAISET (LKM) = WOMEN (AMOUNT); MIEHET (LKM) = MEN (AMOUNT)**



**TABLE 7B: OTHER STAFF 2017 – WOMEN-MEN AND SALARY AMOUNTS/FIGURES (AVERAGE);  
NAISET (LKM) = WOMEN (AMOUNT); MIEHET (LKM) = MEN (AMOUNT)**



According to the University of Helsinki Annual Review 2017 (p. 50), “in December 2017, the number of international staff was 1,234, of which teaching and research staff comprised 1,056 and other staff 178, including the teachers of the teacher training schools. Compared to the previous year, the number of international staff grew by 102 employees. Of these, 1,056 belong to the teaching and research staff, 176 to other staff.”

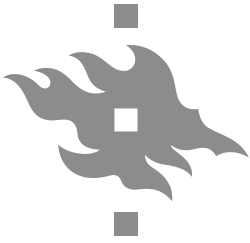


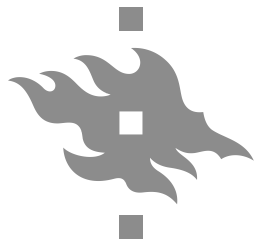
Table 8 presents the gender distribution of employees who participated in staff training between 2015 and 2018. The disproportionately large number of women is notable. This may be partially attributable to the fact that the majority of administrative staff are women.

**TABLE 8: PARTICIPANTS IN STAFF TRAINING BETWEEN 2015 AND 2018 – TOTAL AND BY GENDER**

<b>Participants in staff training</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Individual participants	2073	1784	2208	1810
Women	1555	1343	1569	1302
Men	518	441	639	508
Women %	75 %	75 %	71 %	72 %
Men %	25 %	25 %	29 %	28 %

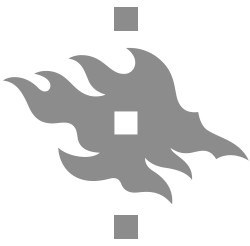
**Fixed-term employment contracts and grant-funded researchers:** The Equality and Diversity Committee monitors, among other things, the development of the position of grant-funded researchers from the perspective of equality. The University has made considerable efforts to reduce the number of fixed-term employment contracts since 2005. The instructions for fixed-term contracts have been specified and particular attention has been paid to the use of such contracts. Fixed-term employment is considered one of the key causes of inequality and is more common among women than men at the University. Young women in particular are often in a difficult position when the continuation of their employment contract is being determined.

Table 9 indicates (see also the table appendix) that the relative number of fixed-term employees by staff group and gender remained fairly stable during the period. The number of fixed-term administrative employees increased somewhat. The share of fixed-term staff increased particularly among administrative staff and teaching and research support staff. Based on the information in Table 9, it cannot be concluded that women would be more likely than men to be working under fixed-term contracts.



**TABLE 9: NUMBER OF FIXED-TERM EMPLOYEES BY STAFF GROUP 2013–2017**

	2013	2014	2015	2016	2017
<b>O Teaching and research staff</b>	<b>3,301</b>	<b>3,254</b>	<b>3,150</b>	<b>3,390</b>	<b>3,156</b>
<b>U4 4th level</b>	<b>156</b>	<b>147</b>	<b>133</b>	<b>110</b>	<b>105</b>
Men	118	107	97	82	76
Women	38	40	36	28	29
<b>U3 3rd level</b>	<b>537</b>	<b>568</b>	<b>575</b>	<b>607</b>	<b>678</b>
Men	261	267	275	304	345
Women	276	301	300	303	333
<b>U2 2nd level</b>	<b>787</b>	<b>800</b>	<b>853</b>	<b>862</b>	<b>903</b>
Men	390	406	402	409	436
Women	397	394	451	453	467
<b>U1 1st level</b>	<b>1,674</b>	<b>1,659</b>	<b>1,525</b>	<b>1,580</b>	<b>1,286</b>
Men	749	746	705	719	573
Women	925	913	820	861	713
<b>U5 Other teaching and research staff</b>	<b>147</b>	<b>80</b>	<b>64</b>	<b>231</b>	<b>184</b>
Men	85	29	20	128	107
Women	62	51	44	103	77
<b>M Other staff</b>	<b>726</b>	<b>674</b>	<b>535</b>	<b>467</b>	<b>952</b>
<b>M1 IT staff</b>	<b>67</b>	<b>51</b>	<b>42</b>	<b>30</b>	<b>37</b>
Men	54	44	39	30	33
Women	13	7	3		4
<b>M2 Library staff</b>	<b>19</b>	<b>31</b>	<b>18</b>	<b>11</b>	<b>26</b>
Men	8	15	9	5	12
Women	11	16	9	6	14
<b>M3 Technical staff</b>	<b>18</b>	<b>10</b>	<b>10</b>	<b>6</b>	<b>9</b>
Men	6	2	3		1
Women	12	8	7	6	8
<b>M4 Administrative staff</b>	<b>306</b>	<b>284</b>	<b>188</b>	<b>145</b>	<b>226</b>
Men	80	69	52	38	56
Women	226	215	136	107	170
<b>M5 Teaching and research support staff</b>	<b>231</b>	<b>198</b>	<b>183</b>	<b>195</b>	<b>573</b>
Men	62	44	47	55	231
Women	169	154	136	140	342
<b>M6 Other staff</b>	<b>85</b>	<b>100</b>	<b>94</b>	<b>80</b>	<b>81</b>
Men	26	24	23	19	21
Women	59	76	71	61	60
<b>C Staff of the teacher training schools</b>	<b>40</b>	<b>41</b>	<b>43</b>	<b>42</b>	<b>31</b>
<b>C1 Teaching staff of the teacher training schools</b>	<b>40</b>	<b>41</b>	<b>43</b>	<b>42</b>	<b>31</b>
Men	11	14	14	14	11
Women	29	27	29	28	20
<b>Total</b>	<b>4,067</b>	<b>3,969</b>	<b>3,728</b>	<b>3,899</b>	<b>4,139</b>



Some researchers working at the University are funded by a grant or another form of external funding. The position of grant-funded researchers is different from contractual employees at the University. Grant-funded researchers at the University include researchers at different stages of their careers, doctoral students and postdoctoral researchers. Grant-funded researchers are an integral part of the University community. The status of grant-funded researchers as non-contractual employees makes them vulnerable to unfair treatment, and therefore it is important that their equal rights are also promoted at the University of Helsinki.

Promotion of age equality: Unit directors and immediate superiors have been trained in age management. Directors have ensured that employees on part-time retirement contracts are not subjected to inappropriate treatment. BIAS training on unconscious bias was organised at the end of 2018. One of the sections of the training event was an interactive method called “A Living Library”, one of the themes of which was age and retiring. The aim is to expand BIAS training in the coming period.

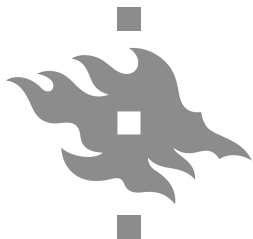
There were *six measures related to the promotion of wellbeing* in the period 2017–2018. Workplace wellbeing survey results related to inappropriate treatment were discussed, training on challenging supervision and guidance situations was organised and flags were flown for equality on all campuses during the Helsinki Pride event. In addition, an event entitled “Do we hear the (critical) voice?” was organised. Another training event was organised on special arrangements at the University and their scope outside additional time allocated in examinations. Some of the measures were considered completed, while some will continue in the coming period.

**Diverse learners and equal assessment:** The mapping of which faculties have arrangements in place for taking examinations anonymously was begun during the period 2017–2018. This work will be continued in the coming period.

**Support for studying and teaching at units:** The University’s units have been tasked with the responsibility of monitoring that its equality and diversity policies are followed in student admissions, student feedback, grade distribution, student recruitment for research projects as well as the assessment of research and teaching. The University has a separate expert panel focused on special arrangements, with the equality advisor as one of its members. The panel processes applications from the students regarding special arrangements for examinations and other studies.

Table 10 presents the number of new degree students between 2014 and 2017. According to these statistics, of all new degree students the percentage of women remained fairly stable throughout. Women represented the majority in all categories, with the exception of doctoral degree graduates in 2016. However, in 2017 they were again the majority with 58%. There were significantly more international students completing a master’s degree than a bachelor’s degree – however, in 2017, their number decreased considerably. There continued to be fairly few international doctoral students at the University, i.e., the same number (65) in 2017 as in the previous year. A record number of students studied at the Open University in 2017, in all over 25,000 students (2016: 21,778). (*University of Helsinki Annual Review 2017*, p. 40). (See also the statistical appendix).





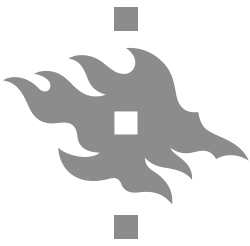
**TABLE 10: NUMBER OF NEW DEGREE STUDENTS 2014–2017 (NUMBER AND PERCENTAGE OF WOMEN)**

	2014	2015	2016	2017
<i>First-cycle university degree</i>				
Total	3,182	2,988	2,991	2,877
Women	2,041/64.14%	1,958/65.53%	1,984/66.33%	1,954/68%
Students from countries other than Finland	32	42	40	44
<i>Second-cycle university degree</i>				
Total	562	586	585	564
Women	317/56.41%	346/59.04%	349/59.66%	370/66%
Students from countries other than Finland	202	194	173	98
<i>Doctoral degree</i>				
Total	120	112	133	114
Women	67/55.83%	59/52.68%	64/48.12%	66/58%
Students from countries other than Finland	63	56	65	65
<i>Other degree</i>				
Total	81	12	2	3
Women	51/62.96%	8/66.67%	2/100%	2/67%
Students from countries other than Finland	18	2	0	2

The statistical appendix shows degrees completed at the University of Helsinki by faculty (12 faculties) between 2006 and 2017, grouped by gender, nationality (Finnish/other) and native language. The numbers by gender (68% women of total in 2017) and native language (on both sides of 6%) remained roughly the same, but there was first a slight increase in the number of people with citizenship of countries other than Finland (from 4.3% to approx. 5.5%) since 2010 and then a slight decrease towards the year 2017. When looking at 2017, the Faculty of Science was the only faculty with more men completing degrees than women.

**Reconciling work, studies and family life:** At the University of Helsinki, maternity and parental leave are registered under the same absence code. (See the statistical appendix). In 2016, the University decided to extend flexitime until 10.00 from the beginning of the following year, which is expected to help employees with families plan their daily schedules better. The University is gradually introducing a mobile system for recording working hours, initially for expert and support service staff.

**Promotion of accessibility:** The University of Helsinki has posted guidelines for accessible teaching on the Flamma intranet (<https://flamma.helsinki.fi/en/group/yliopisto/tasa-arvo-yhdenvertaisuus-ja-esteettomyys>), including issues such as special arrangements for examinations. See also the section on the expert panel on special arrangements above.



Disabled applicants have been able to apply for special arrangements for entrance examinations. The special needs of staff and students with sensory and mobility disabilities have been taken into consideration as much as possible in cooperation with the Facilities and Properties sector of the University of Helsinki Property Services Ltd when designing various facilities.

**Promotion of the equality of sexual and gender minorities:** Equality liaisons and supervisors have been offered specialised information concerning sexual and gender minorities. The Guidelines for the Prevention of Inappropriate Behaviour and Harassment at the University of Helsinki are intended to prevent a discriminatory atmosphere in the workplace. The University also strives to consider gender diversity in any surveys it conducts (see above measures).

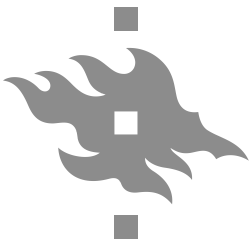
During the period 2017–2018, four measures were implemented to *promote multicultural awareness*. The measures included the organisation of a training event on international competence together with international parties at the University; participation in the activities of the Gender group of the LERU research universities and the organisation of a BIAS training event; promotion of the harmonisation of language practices in the units by establishing the University of Helsinki “language troops”, who organised the Simply Trilingual campaign to collect good language practices; and the promotion of the establishment of multi-faith prayer rooms on all campuses. Some of the measures were considered completed, while some will continue in the coming period.

**International activities, ethnic equality and multilingualism:** Information in Finnish, Swedish and English is offered whenever possible in order to reach the academic community as widely as possible. The integration of students and staff members from international or immigrant backgrounds into Finnish society will be furthered by offering them Finnish language teaching as well as guidance on Finnish society, culture and labour market practices, including, for instance, the “Experiencing Finland” and “Finnish Working Culture” events. The University has also organised campus-specific orientation events for new employees in English. Language training has been offered, for example, at the Language Centre. The University of Helsinki Annual Review 2017 (p. 50) states the following: “In December 2017, the number of international staff was 1,234, of which teaching and research staff comprised 1,056 and other staff 178, including the teachers of the teacher training schools. Compared to the previous year, the number of international staff grew by 102 employees. Of these, 1,056 belong to the teaching and research staff, 176 to other staff.”

**Equality of religion and belief:** The University has sought to promote dialogue between various beliefs and to make sure that no religions or beliefs are disparaged in the course of teaching or communications. In 2016, Teaching and Learning Services and the Centre for Properties and Facilities as well as other units began to design multi-faith prayer rooms for the campuses to support the mental and spiritual wellbeing of everyone at the University. The City Centre Campus already had such a room. The University’s facility arrangements, such as building renovations, have made finding appropriate facilities challenging.

### **Guidelines for the promotion of equality and the organisation of equality activities at the University of Helsinki**

**Prevention of discrimination and harassment:** The University has issued guidelines on the prevention of inappropriate treatment and harassment at the University of Helsinki. The guidelines are available both on the Flamma intranet and the University website. The guidelines name the staff and student liaison officers and provide more detailed instructions on what staff and students should do if they believe they have witnessed



harassment. In addition, a training session on challenging supervision and teaching situations was organised for teachers and academic administration staff in 2017 and 2018. The training sessions continued to be well received. In the training, the guidelines mentioned above were reviewed and harassment was discussed from legal, psychological and safety points of view.

**Organisation of and resources for equality and diversity activities:** Equality work is part of the [University's quality management](#). The Maikki Friberg Equality Award worth €6,000 (the prize money was increased by €1,000 in 2018) is awarded annually by the University. Otherwise the University has not allocated dedicated funding to equality and diversity activities as they have been integrated into the University's general operations. The University employs an equality advisor, whose duties include communicating on equality matters and serving as an equality liaison and as the secretary of the Equality and Diversity Committee. In autumn 2018, the Equality Committee decided to propose that its name be changed to Equality and Diversity Committee. In addition, units, such as faculties, have employed equality and accessibility liaisons, who are responsible for the communication of equality and diversity issues alongside their other duties. These activities have continued to be developed during the period 2017–2018, for example, by increasing training. Units have not been required to draft their own equality and diversity plans, as they are covered by the guidelines of the University's Equality and Diversity Plan. Nevertheless, the units have arranged their own equality and diversity activities, such as various events focused on equality.

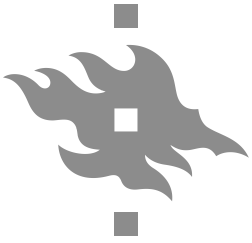
**Monitoring of the status of equality and diversity and the indicators used,** such as statistics, have been developed in the current plan using both qualitative and statistical methods. Work towards equality requires information on the concepts of equality and diversity and their meaning, on legislation regarding equality and non-discrimination, on good practices to promote equality both in Finland and abroad as well as practices for recognising and preventing discrimination. Research-based knowledge on equality issues as well as up-to-date statistics are key tools in the work for equality. International cooperation to promote equality in research and university education is crucial. For example, there are currently projects related to gender equality and accessibility underway in several European countries. It is important that the University take advantage of these results in its work for equality.

**Promotion of equality and diversity at faculties and independent institutes:** See the section on equality and diversity surveys above.

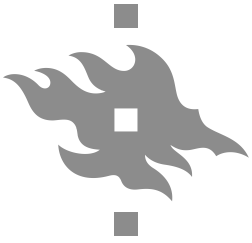
**Gender studies:** Gender studies continued to be offered as a discipline during the period 2017–2018 at the Department of Philosophy, History, Culture and Art Studies of the Faculty of Arts. Other faculties also provide teaching and conduct research in gender studies.

### Evaluation of surveys and measures 2017–2018

For many years, the University of Helsinki has considered equality and diversity efforts very important and crucial both from the perspective of improving equality and promoting wellbeing at work. The importance of this work is highlighted by the number of measures (19) taken during the period 2017–2018 and their concrete implementation. Some of the measures were completed during the period, while some will continue in the next period because it was felt that their continued development is also important in the coming period. With regard to some measures, little active work has been done so far. Evaluation work was already performed during the current period, since the measures were monitored during each Equality Committee meeting with the help of a separate file. This file was available for all members of the University community to see on the Flamma



intranet. At the end of the period, various groups, such as students, unit leadership and principal union representatives were included in the evaluation efforts. Based on the feedback received, as an overall evaluation it can be said that the work performed has been diligent and fruitful. Still, it is important that equality and diversity work be actively continued for the benefit of everyone in the University community and also in a way that will include everyone at the University. The following section highlights the focus areas and measures which have been selected for the period 2019–2020, partially based on the surveys and measures that have already been completed.



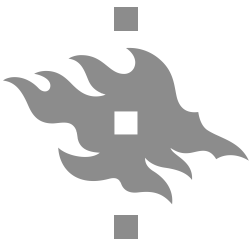
## 2 Focus areas and measures 2019–2020

### 2A Promotion of leadership work

In the beginning of 2018, the University adopted a faculty structure with no departments. In the coming period, it will continue to be important to generate modes of operation which enable the promotion of equality and diversity in a way that is accessible to all members of the University community. It is key that the work of the Equality and Diversity Committee be tied to the strategic planning of the University. One concrete measure for the coming period is that the Equality and Diversity Committee will continue to work in increasingly close cooperation with supervisors but also with various University bodies in regard to supervisory work. Such bodies include the faculty councils, the steering groups of independent institutes as well as the management groups of administrative bodies. Video recordings of experts lecturing on topical equality and diversity issues will continue to be released. Whenever possible, these lectures will be interactive, and they will be added to the University's UniTube series on equality. Another goal is to increase a collegial sense of community at the University.

#### **Recruitment, salaries and career development**

The University will promote the equal recruitment of women and men to various positions and will strive to ensure equal opportunities for career advancement at all levels. Obstacles to women's career advancement in research will be eliminated. Clear and transparent criteria will be applied in recruitment processes to ensure that each applicant's merits are equitably assessed. An equal number of men and women will be appointed to committees and as assessors when filling vacancies. The University will strive to increase the number of women in leadership positions. Positive action can be taken when the applicants are women and men of equal or almost equal qualifications and the underrepresented gender accounts for less than 40% of the group.



According to the Act on Equality between Women and Men: “The pay survey is used to ensure that there are no unjustified pay differences between women and men who are working for the same employer and engaged in either the same work or work of equal value. If the analysis of different employee groups of the pay survey, which are defined on the basis of competence, duty or some other ground, reveals clear pay differences between women and men, the employer must analyse the reasons and grounds for these differences. If the workplace has established pay systems in which wages consist of pay components, the central components are inspected in order to clarify the reasons for the differences noted. If there is no justification for the pay differences, the employer must take appropriate measures to rectify the situation.” (Section 6b) As a more general measure, more attention will be paid to supervisors’ awareness of salaries, which in practice means that all supervisors have an up-to-date understanding of the salary system. This can be ensured through supervisor training, among other measures. The University promotes pay equality. Due to privacy concerns, access to information regarding the pay component based on personal performance is problematic – the matter is being looked into in cooperation with HR management as a measure to be taken in the coming period.

Women and men are fairly evenly represented in the University’s research and teaching staff. After receiving a doctorate, however, women’s career advancement becomes more difficult. The ratio of female professors is considerably smaller than the ratio of female researchers. Administrative and library staff are predominantly women, while the IT sector is dominated by men. Men hold more senior administrative positions than women. The development of the situation will be monitored with statistical methods.

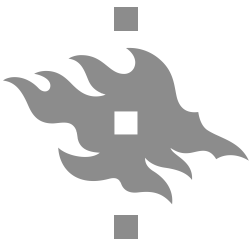
#### **Fixed-term employment contracts and grant-funded researchers**

The University also aims to monitor the number of fixed-term employment contracts during the period 2019–2020. All fixed-term contracts must be justified.

Grant providers should allocate grant funds through the University and allow them to be used for employing research staff. This would be the only way to secure equal status for all people conducting research at the University. As this is not a realistic prospect in the near future, the University has clarified the position of grant-funded researchers through instructions. This work must be continued with consideration given to non-discrimination and equality. (See also “Recruitment, salaries and career development” in section 2A).

#### **Age equality**

As the baby boom generation retires, the University is faced with the great challenge of systematically passing on knowhow to the younger generations as well as directing resources to support coping at work and age management. A special characteristic of the University of Helsinki is that young and ageing employees work together. Most often this is seen as an enriching feature, but it may also cause problems because of different work cultures, for example. Besides ageing employees, mature students may be subjected to discrimination due to their age. Their learning ability may be questioned and they may experience social exclusion. Age discrimination may also be directed at young or youngish employees: their efforts may be belittled and their working conditions may be worse than those of their older colleagues. Both men and women may be subjected to age discrimination, but typically women are more often affected. Hence we talk about gender-related age discrimination, which means that ageing men and women are treated differently. The University has collected its employees’ opinions on age equality, age discrimination and the best practices for promoting age equality. In 2010, the Helsinki University Library conducted an age equality project *Age Sensitive Library: Building Age Equality in Helsinki University Library*, which identified the variance in personal situations as a bigger factor than age per se. After the survey, in 2013–2014, the Library focused on



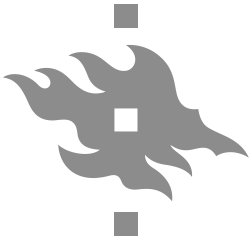
the process of retiring, the distribution of tacit knowledge and the ways in which retirement is discussed. The Library also drafted an age equality checklist, which has been published on [the Flamma intranet](#). The Library is currently planning follow-up measures to this project, but these measures can only be implemented if the University provides additional resources. As one measure, the University will monitor the developments at the Library and support them whenever possible.

The University of Helsinki is making various efforts to promote wellbeing and coping at work. The coping of aging employees is supported by appreciating their strengths and experience, and enhancing their expertise and job satisfaction. The employees' ability to cope with work is also promoted by management that takes age-related issues into consideration. Age-sensitive management means good management which considers the particular needs and life situations associated with employees of different ages. Mature employees often have irreplaceably valuable experience that should be transferred to the next generation of employees. Support for the transfer of this experience is a central component of age management. Employees with long careers should be seen as a resource, and their job descriptions should be adjusted to leave time for conveying their experience to their younger colleagues. On the other hand, support should also be provided for the transfer of the special expertise of younger employees to their older colleagues. Such considerations will be taken into account in the development of the University's human resources policy. At the University of Helsinki, the expertise of employees of all ages must be equally appreciated, and the development of professional competence must be promoted at all stages of the working career. Students of all ages must be treated equally.

As another measure to promote age equality during the planning period 2019–2020, the Equality and Diversity Committee will consider age aspects in equality and diversity activities and produce statistics classified by both gender and age.

### Development targets and measures (2A)

Development target	Measure	Responsibility	Timetable	Monitoring	Impact
1. Cooperation with administrative bodies and supervisors	Contacting committee chairs and expert secretaries; conducting an online survey for unit supervisors	Equality advisor, unit supervisors	2017–2020	Equality and Diversity Committee	Participating in joint committee meetings twice a year, and the supervisor survey every other year
2. Equality liaison network	Holding training events	HR Development and Occupational Wellbeing, equality advisor	2017–2020	Equality and Diversity Committee	Holding an annual training event for equality and accessibility liaisons and a joint meeting
3. Equality lecture recordings	Recording videos for UniTube, talks on equality in the University community	Equality advisor	2017–2020	Equality and Diversity Committee	Recording two or more videos per year
4. Developing salary surveys	Considering data privacy in the assessment of personal performance	Payroll services	2017–2020	Equality and Diversity Committee	Communicating with HR management
5. Age equality	Monitoring the Helsinki University Library age equality project, statistics	Parties providing statistics for the Library	2017–2020	Equality and Diversity Committee	Launching a joint project



Development target	Measure	Responsibility	Timetable	Monitoring	Impact
6. Workplace wellbeing survey	Cross tabulation for gender and age	HR Development and Occupational Wellbeing	Autumn 2019	Equality and Diversity Committee	Communicating with the unit in question

## 2B Promotion of wellbeing

The University of Helsinki conducts the biennial workplace wellbeing survey aimed at all Finnish universities. The survey also takes into account the perspective of equality and diversity. As a part of the measures to be taken, the University will ensure that the survey continues to include questions or statements focused on this perspective and particularly on inappropriate behaviour.

### Diverse learners and equal assessment

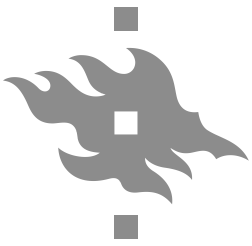
The University recognises that students are diverse learners and that their different backgrounds (e.g., a non-academic background) mean that their study skills may also vary at the beginning of their academic studies. The University will support students' development as learners by offering them information and support for enhancing their study skills at different stages of studies and as a part of teaching. The University's counselling psychologists will provide special guidance to undergraduate students with problems in their studies. Diverse learners also benefit from a wide range of teaching and learning formats. Consequently, diverse methods of study and assessment may also promote equality. The University will invest in the pedagogical quality of teaching as a way of supporting diverse learners. The University will also promote a range of methods for assessing teaching and examinations. Special arrangements for studies can be made if a student's circumstances require it. As a rule, such arrangements are agreed by the parties concerned. The expert group for special arrangements will support the work of units in making such arrangements and, if necessary, issue recommendations concerning individual students. Anonymous examinations promote equality because individual students cannot be identified and the assessor's preconceptions do not affect the assessment. Anonymous procedures are easier when using electronic rather than traditional examinations because the assessor of an electronic examination does not see the student's name. Electronic examinations have become more common, and designated electronic examination facilities already exist on the City Centre, Kumpula and Viikki Campuses and one will also be established on the Meilahti Campus. University teachers already assess examinations professionally and without bias, so the promotion of anonymous examinations will not hinder their work. As part of the measures to be taken, the University will chart existing opportunities for anonymous examinations and promote them through Teaching and Learning Services.

### Support for studying and teaching at units

The efforts made by faculties and independent institutes to promote equality provide the basis for the activities outlined in this document. Thus it is vital to promote equality precisely at the unit level. As the University's organisational structure is currently being overhauled, it is important to obtain information about units and their needs and forms of support. The University of Helsinki will further develop teaching and studying so that equality becomes an all-embracing principle in teaching. Students will be treated equally in admissions, teaching, supervision and assessment. As part of the measures to be taken, the University will organise annual training sessions on the theme of "Challenging supervision and teaching situations" to explore such perspectives as harassment, legislation, psychology and safety.

Another measure to be taken during the planning period is to study how degree programmes have taken into account the gender and equality perspectives' impact on studying and teaching.





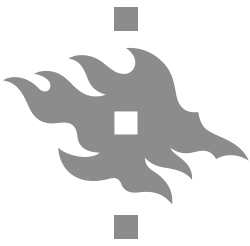
### **Reconciliation of work, studies and family life**

The need to reconcile work, studies and family life has traditionally affected women more than men. Although more fathers have begun to take parental leave in recent years, women still take most of the available parental leave. This may indirectly weaken their status at work. Not all families have two parents of different sexes; there are also single-parent families, same-sex parents, multi-parent families and stepfamilies. This diversity gives rise to a wide range of issues involving the reconciliation of work, studying and family life. The reconciliation of work and family will be supported regardless of gender and the type of family. The University will endorse flexible working arrangements when such arrangements are necessary for the provision of care. This must not result in employees being placed in an unequal position with regard to the distribution of duties, rewarding their contribution or career advancement. Care responsibilities may include not only childcare but also, for example, care given to elderly parents. Men will be encouraged to use their right to parental leave. The availability of childcare services to students also benefits the University: they help students to reconcile studies and family life and thus ensure fewer delays in graduation. The Student Union operates a drop-in childcare service in University facilities, intended for students with children. From the University of Helsinki annual report 2017 (p. 52): “Families have been taken into consideration during the recruitment process by providing relocation services that also help family members. The aim is to facilitate the employment of the spouses and significant others of University staff in cooperation with other active parties in the Helsinki Metropolitan Area. A relocation services provider was chosen through competitive tendering, which included a service package supporting family relocation.”

### **Accessibility**

In an accessible environment everyone is able to function equally irrespective of their personal characteristics related to sight, hearing, mobility, age, learning difficulties or similar factors. Teaching is accessible when the student is able to fully participate in instruction, has easy access to the classroom and can easily use course material as well as the IT services employed in instruction and in related communications. Accessibility of teaching particularly entails the idea of different forms of instruction. Sometimes accessible teaching requires special arrangements or instruments. Accessibility of the built environment concerns everyone at the University, from students, employees and applicants to visitors. The accessibility of the digital environment involves the suitability of the systems and resources necessary for studying and research to various users, as well as the consideration of such issues in the acquisition of systems and resources. Appropriately designed facilities are important not only for people with physical disabilities, but also for those with a visual or hearing impairment as well as those with special needs. Accessibility of the built environment entails observing the need for fixed aids such as induction loops and ramps, installing and maintaining them as well as ensuring that information about them is efficiently disseminated.

The Non-Discrimination Act (section 15) stipulates that an “authority, education provider, employer or provider of goods and services has to make due and appropriate adjustments necessary in each situation for a person with disabilities to be able, equally with others, to deal with the authorities and gain access to education, work and generally available goods and services, as well as to manage their work tasks and to advance their career.” The border between disability and ability is cultural and fluctuating. This is also true of the border between health and disease. An ill person may be fully able and healthy, but disabled in some situations. The state of one’s health or one’s medical history does not justify discrimination. Some illnesses, such as HIV and mental illnesses, may arouse fear and prejudice that lead to discrimination. Everyone has the right to choose whether or not to disclose their illness or disability to their colleagues or fellow students.



The student equality survey conducted in 2015 showed that students do not find the University's websites and Flamma pages to be clear or accessible. Both internet and intranet sites should be equally accessible to all members of the University community. User surveys should also be carried out on the functioning of systems already in use, with a focus on accessibility. The accessibility perspective should be increasingly highlighted on the redesigned intranet.

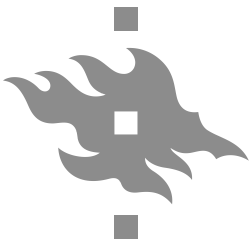
### **Equality of sexual and gender minorities**

People of diverse sexual orientations work and study at the University. There are also diverse gender identities and roles. Stereotypical conceptions of the supposed appearance or behaviour of particular genders restrict all our lives and may be offensive to some. The discrimination faced by sexual and gender minorities may be the result of inconsiderate behaviour. However, it may also include hostile or degrading comments and malicious jokes. According to the Non-Discrimination Act (section 14), this kind of behaviour is harassment, which is forbidden. The University advocates a culture of openness. Everyone has the right to talk or not to talk about their private life. Openness can be achieved only when it does not lead to discrimination, bullying or exclusion. Openness cannot be forced upon people, but it can be encouraged and supported. Enabling openness increases wellbeing in the work community, as it offers everyone the opportunity to function as a full member of the work community. In teaching and in work communities, the heterosexual assumption, in other words, the assumption that everyone is heterosexual unless otherwise stated, will be challenged. Likewise, heterosexuality – or sexual orientation or the lack thereof – must not constitute grounds for harassment. Gender minorities are often in a particularly vulnerable position in our society, and any discrimination targeting them in the University community must be addressed immediately.

The Act on Equality between Women and Men (section 6c) stipulates that authorities, education providers and other bodies providing education and training as well as employers are obliged to take pre-emptive action in a purposeful and systematic manner against all discrimination based on gender identity or gender expression. The above Act (section 3) also defines gender identity as an individual's own experience of their gender, and gender expression as expressing one's gender through clothing, behaviour or other means. As a measure to be taken also during the 2019–2020 period, the University will introduce gender diversity into discussions in various contexts and will aim to influence attitudes to promote equality. The curricula of the degree programmes must consider not only traditional gender models, but also gender diversity. Taking this matter into account in staff training is also vital, as talking about the matter and keeping it on the agenda increase not only the equality and safety of sexual and gender minorities, but also the safety of majorities. All those working or studying at the University are allowed to be themselves, and the related rights are ensured for everyone. The gender-neutral Marriage Act and the changing family relations based on it must be taken into account in the University's operations with regard to both staff and students.

The University currently has a number of unisex toilets, but more are needed. The Equality and Diversity Committee aims to have gender-neutral toilets built in cooperation with the Facilities and Properties sector of the University of Helsinki Property Services Ltd. The University will investigate whether it is possible to declare one's gender on various forms not only with the traditional female/male options, but also with the option "other". We will also keep monitoring the development of statistics involving the third gender option.

As a more general measure to be taken, the educational and professional differentiation of women and men will be monitored with the help of statistics to attempt to reduce gender



segregation. The aim is to achieve equal occupational groups in which the share of each gender is 40–60%.

### Development targets and measures (2B)

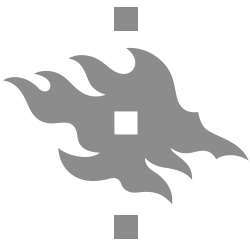
Development target	Measure	Responsibility	Timetable	Monitoring	Impact
7. Workplace wellbeing survey	Prevention of inappropriate behaviour	HR Development and Occupational Wellbeing, Equality and Diversity Committee	Autumn 2019	Equality and Diversity Committee	The biennial workplace wellbeing survey of Finnish universities and its analysis in the units from various perspectives including equality
8. Anonymous examinations	Promotion of the anonymous assessment of examinations	Teaching and Learning Services	2017–2020	Equality and Diversity Committee	A survey to establish which faculties currently use anonymous examinations
9. Training session on challenging supervision and teaching situations	Organisation of a training session on challenging supervision and teaching situations	HR Development and Occupational Wellbeing	2017, 2020	Equality and Diversity Committee	Annual training sessions for teachers, researchers and administrative staff
10. Degree programmes	Monitoring of the gender impact of degree programmes	Teaching and Learning Services	2017–2020	Equality and Diversity Committee	Communicating with the persons managing the degree programmes and influencing the programme curricula
11. Accessible communications	Cooperation with Communications and Community Relations and, in the preparation of digital resources, with the Helsinki University Library	Communications and Community Relations, Helsinki University Library	2017–2020	Equality and Diversity Committee	Influencing the user surveys of Communications and Community Relations from the perspective of equality; the accessibility of digital resources; the accessibility of the new Flamma intranet
12. Recognition of gender diversity	Increasing the number of unisex toilets, provision of information, inclusion of the “other” category of gender identification on various forms	Facilities and Properties, degree programmes	2017–2020	Equality and Diversity Committee	Unisex toilets in all facilities; messages to the University community; investigating necessary changes to various forms

### 2C Promotion of multicultural awareness

One of the objectives of the University of Helsinki Strategic Plan 2017–2020 is to provide “a creative, international environment for learning and top-level research”. In accordance with the Strategic Plan, uniform language practices (e.g., relating to the language of meetings and communications as well as the spoken language used in everyday activities) will be promoted across units in the 2017–2018 period as well as the 2019–2020 period to ensure that no one feels left out or chooses not to participate because they are not proficient in the language used. However, the University must also ensure that those who are not proficient in Finnish or the other languages used do not feel left out. Internationalisation-at-home must also be encouraged.

#### International activities, ethnic equality and multilingualism

According to the University’s Strategic Plan, “[t]he share of international master’s and doctoral students will be increased”. The strategic plan also states that “[t]he University will further multilingualism in all its activities in accordance with the University of Helsinki Language Policy”. Consequently, it is important that the University actively advocates cultural awareness and opposes racism. Cultural awareness means consciousness of



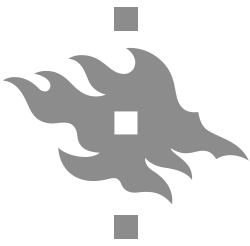
both one's own cultural background and an understanding of other cultures. Such awareness provides a foundation for interaction and mutual respect between people from different cultures. The University's language principles promote the active use of both of the national languages, Finnish and Swedish, as well as English. The University hosts a number of employees and students from abroad or from an international background. Finland also has indigenous ethnic minorities, such as the Roma and Sami peoples. Ethnic minorities and people from a non-Finnish background are underrepresented in higher education. Their opportunities for seeking higher education must be improved. Full membership of the academic community must not be impeded by differences related to ethnicity, nationality, cultural background and/or language. The University promotes a community spirit and encourages its members to learn together. The University supports the increase of cultural awareness in society through its teaching and research. In order to facilitate such a sense of community, the University must be a genuinely multilingual environment. The University supports students and staff in their efforts to improve their language skills and, consequently, their cultural knowledge. Courses offered in languages other than Finnish and Swedish are available in all faculties of the University of Helsinki. The intention is to develop both the quantity and quality of such teaching. In addition, international students and staff members are offered services aiding them in integrating into the academic community and Finnish society at large. The measure to be taken in relation to the above is to promote communications and teaching related to multiculturalism as well as making, among other things, good language practices visible.

The University of Helsinki is a member of the European League of Research Universities LERU, and the University's equality advisor is a member of LERU's Gender Thematic Group, which convenes twice a year. The working group's objective for the coming period is to prevent implicit bias. A document *Implicit bias in academia: A challenge to the meritocratic principle and to women's careers – And what to do about it* has been published on the subject. It is important to highlight unconscious attitudes and train people to recognise them. One of the measures to be taken during the coming period is to continue to actively participate in the Gender group's activities and organise training on unconscious bias.

### **Equality of religion and belief**

The Constitution of Finland guarantees everyone the freedom of religion and conscience. The freedom of religion and conscience entails the right to profess and practise a religion, the right to express one's convictions and the right to be a member of or decline to be a member of a religious community. No one is under the obligation, against his or her conscience, to participate in the practice of a religion. All members of the University community have the right to profess their religion and express their conviction. This conviction may manifest itself, for instance, in lifestyle, diet or dress. All members of the University community are expected to respect diversity and other people's opinions and points of view. Differences of religion, belief or political conviction must not affect the way an employee or a student is treated or how they treat other members of the community. The practice of a religion or belief may not, however, unreasonably affect work or the operation of the work community. Discrimination is forbidden, even if an attempt is made to justify it with reasons related to religion or conviction.

The University of Helsinki and its units have traditionally held religious services or similar religious events in conjunction with formal celebrations. Participation is always voluntary, and no social pressure is exerted on anyone to participate. Work communities are not obliged to organise religious or devotional services, but these can be held as part of the community's traditional celebrations and rituals. Those not willing or able to participate in a joint religious service must be provided with an alternative event in which they can participate as easily and naturally as those attending the religious event. Religious or



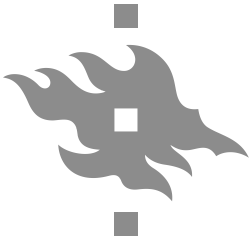
devotional services held for several religions or denominations must be planned and held in accordance with the principles of mutual respect and hospitality by listening to the hopes and expectations of those members of the work community who represent the different traditions. The representatives of different religions and beliefs must be treated equally so that the perspectives of minorities are also taken into account in a positive manner.

The University policy concerning the use of religious insignia (such as the niqab, or a face-covering veil) is that if a person's work duties (including a traineeship or similar activities) justifiably require that the person's facial expressions are seen, the employer (or equivalent, such as an educational institution) is permitted to require that the employee's face is visible. However, the grounds and reasonableness of clothing requirements should be assessed on a case-by-case basis. For example, the use of religious headgear (such as veils which do not cover the face) should in principle be permitted, and the employer or equivalent body should, if necessary, attempt to cooperate with the employee/trainee/student in finding work clothing that meets both the individual's religious or similar requirements and the employer's requirements based on safety and other considerations.

The University of Helsinki has designated some rooms on its campuses for quiet contemplation. However, facility rearrangements have recently led to the University rethinking its facility use. The need to offer facilities for the use of students and staff who represent different faiths has emerged as a result of the University's increasing internationalisation. Consequently, Teaching and Learning Services as well as the Facilities and Properties sector together with other parties are continuing the project for the establishment of on-campus multi-faith prayer rooms and/or quiet rooms. The facilities will also be planned with a view to the needs of non-religious people. The University's equality advisor is a member of this project as it is important to include the perspective of equality and diversity in this work.

### Development targets and measures (2C)

Development target	Measure	Responsibility	Timetable	Monitoring	Impact
13. Multicultural awareness	Communications and BIAS training	HR Development and Occupational Wellbeing, Equality and Diversity Committee	2017–2020	Equality and Diversity Committee	Flamma bulletins and various training sessions
14. LERU's Gender Thematic Group	Participation in the group's activities; participation in LERU meetings	Equality advisor	2017–2020	Equality and Diversity Committee	Participation in the twice-yearly meetings
15. Language practices	Promotion of the harmonisation of unit language practices	Teaching and Learning Services, units	2017–2020	Equality and Diversity Committee	Charting the need to issue instructions for common and good language practices
16. Multi-faith prayer rooms	Establishment of multi-faith prayer rooms	Teaching and Learning Services, Facilities and Properties	2017–2020	Equality and Diversity Committee	Multi-faith prayer rooms on campuses

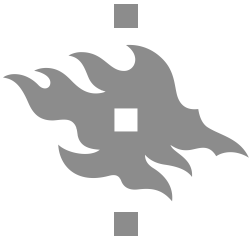


### **3 Guidelines for the promotion of equality and the organisation of equality activities at the University of Helsinki**

#### **Objectives for the prevention of discrimination and harassment**

The University must be a professional and academic community which treats all of its members with respect. The University does not condone inappropriate treatment, discrimination or harassment of its staff or students. Supervisors are aware of their right and duty to intervene in situations of harassment and discrimination. They will address cases actively and promptly. The employer can issue a reprimand or a written warning to an employee found guilty of discrimination, or terminate the employee's contract. The University's HR Development and Occupational Wellbeing unit has three HR specialists who work as the staff liaisons for harassment, one of whom also serves as the equality advisor. The Student Union has two harassment contact persons whom students suspecting harassment can contact. The harassment contact persons offer complete confidentiality.

The privacy of students and staff must be guaranteed in order to prevent discrimination and harassment. A central component of privacy is that no individual is required to disclose their personal details without statutory cause. Privacy should also be considered in research and in the processing of research data. The Personal Data Act and the Act on the Protection of Privacy in Working Life regulate the processing of personal information. Legislation and University guidelines specify the types of sensitive data which, as a rule, should not be processed. Such data include information on an individual's race or ethnic origin; social, political or religious conviction; trade union membership; criminal history, convictions or other criminal sanctions; health, illness or disability; treatment or other comparable measures involving the individual; sexual orientation or behaviour; and social welfare needs. Express consent must be requested before an individual's personal data can be published on the internet or through another medium.



## Organisation and resources for equality and diversity activities

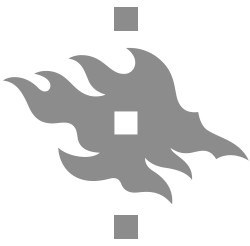
The responsibility to promote equality applies to all University activities and all members of the University community, both staff and students. Promoting equality is the particular duty of the University leadership as well as the directors of departments and units. University leadership monitors the equality situation in faculties, departments and other units. The equality-related development of faculties and units is reported and discussed as part of the operations management process.

The University's Equality and Diversity Committee is a body under the vice-rector, representing the whole spectrum of the University community. The members of the committee are appointed to include representatives of different genders, all staff groups of the University, students, and members of the University community of different ages as well as groups with particular insight or experience regarding equality issues. The duties of the Equality and Diversity Committee are to

- Promote the achievement of the objectives outlined in the Act on Equality between Women and Men and the Non-Discrimination Act, monitor the development of equality at the University and report on it;
- Influence the University community so as to strengthen pro-equality attitudes, opinions and structures at the University; and
- Prepare an equality and non-discrimination plan as specified in the Act on Equality between Women and Men and the Non-Discrimination Act.

Under the Act on Equality between Women and Men, the gender equality plan must be prepared in cooperation with a shop steward (union representative), an elected representative, an occupational health and safety representative or other representatives appointed by the employees. The representatives of the personnel must have sufficient opportunity to participate in and influence the preparation of the plan (section 6a). The plan is approved by the Equality and Diversity Committee, the composition of which is based on the requirements of the Act on Equality between Women and Men. Usually the University community is also involved in drawing up the plan, for example, in the form of a survey.

The University has an equality advisor who is in charge of communications and training in equality-related matters, and who develops the University's equality activities together with the Equality and Diversity Committee in cooperation with staff and student organisations, faculties and units. Any person suspecting harassment at the University may contact the equality advisor in full confidentiality. The equality advisor also serves as a liaison between the designated contact persons for equality and accessibility. Equality and accessibility liaisons have been designated in HR Services, Teaching and Learning Services, and Research Services. Their duties include spreading good equality practices in the University community, communicating about equality matters in their areas of responsibility and referring people who need assistance to the equality advisor, an occupational health and safety representative, a union representative or the harassment liaison of the University of Helsinki Student Union. Some subject-specific student organisations have their own equality representatives whose duty is to promote equality in the student community. [The Student Union has drawn up its own equality plan \(PDF\)](#).



## **Promotion of equality and diversity at faculties and independent institutes**

The University of Helsinki has not obliged its faculties and independent institutes to draw up their own, separate equality and diversity plans because it has produced a University-level plan. However, units have established projects related to the promotion of equality and diversity. For example, the Helsinki University Library has set up projects to promote age-related equality and prevent discrimination. Unit directors are systematically asked about matters of equality and diversity (see section 1).

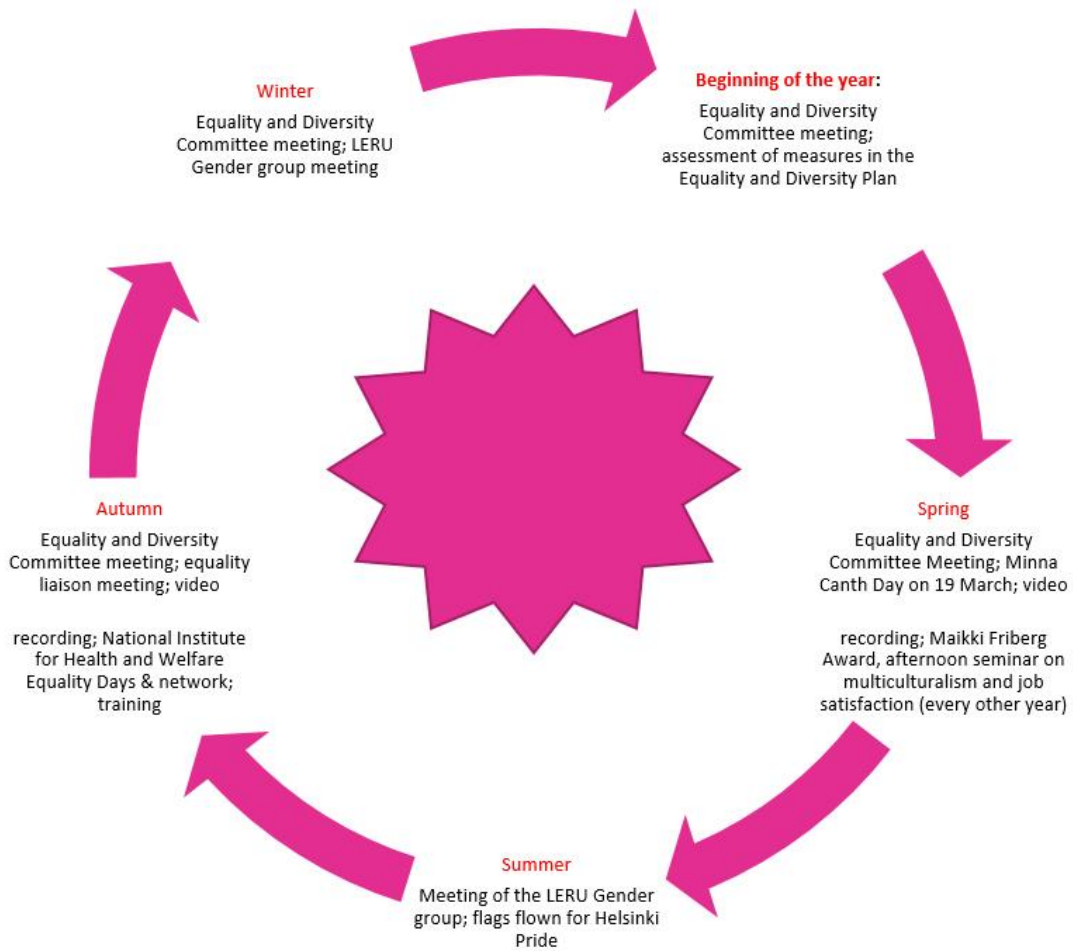
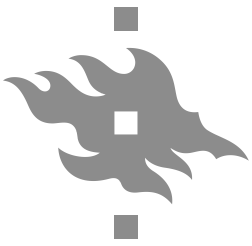
## **Gender studies as a means of developing equality**

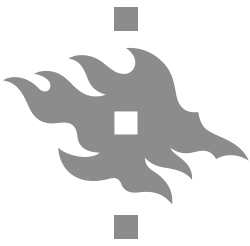
As a discipline, gender studies is based in the Department of Cultures at the Faculty of Arts. Other faculties also provide teaching and carry out research in gender studies. Demand for expertise on issues of equality is growing both in Finland and abroad. Gender studies plays a key role in developing such expertise and in training new experts. Gender studies is a multidisciplinary research field which casts a critical eye on the concept of gender and its history, gender norms as a form of social power, and the status of women and men as well as gender and sexual minorities. Its key approaches include intersectionality, which is used to study how intersecting differences, such as class, racialising practices, age, disability, health and sexuality affect the social standing of various groups and individuals. Gender studies covers, for example, feminist theory, queer and transgender studies, critical men's studies, disability studies, postcolonial feminist studies, critical race studies, critical animal studies and equality studies. The University utilises information provided by gender studies on the effect of gender and other differences on discrimination. Research information in the field will be integrated into all relevant teaching and research. The impact of the Big Wheel education reform on studying and teaching will be examined from an equality and diversity perspective. Degree programmes must include the perspective of gender diversity in their curricula, for example, in student assignments and the required reading.

## **Annual cycle of equality and diversity work**

The annual cycle of equality work includes the meetings, events and sessions in which the Equality and Diversity Committee participates in some capacity.





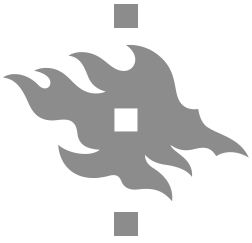


## Communications Plan

As outlined in the strategic plan of the University, a sense of community and collegiality in the University community will be promoted through engaging and targeted communications as well as community building. However, matters related to equality and diversity can become sidelined in the midst of major structural changes. Therefore, it is important that the Equality and Diversity Committee has a fit-for-purpose communications plan for its activities. In addition to the timetable, the plan must concisely contain information on the matters which the committee wishes to communicate to the University community. At the University, matters related to equality are usually communicated to the whole community. Topics vary from the Equality Committee's events to nationwide activities. The main channels of communication about matters related to equality are the University's Flamma intranet, Yammer, and various mailing lists and noticeboards. Information has also been distributed in conjunction with events such as training sessions. The University has also created a special website for equality activities. The aim of the Equality and Diversity Committee's communications plan is to promote awareness in the University community and the impact of equality and diversity efforts, and to provide information and share good practices.

As mentioned above, equality and diversity affairs at the University are, as a rule, communicated to the whole University community. However, communication can also take place in a targeted manner to, for example, a relevant staff group. Matters to be communicated vary from events organised by the committee to collaborative national events. The concrete progress of measures recorded in the Equality and Diversity Plan will be communicated on Flamma using the so-called list of measures file. The most common items to be communicated include the Equality and Diversity Plan as a whole as well as the concrete progress of measures therein, the annual Maikki Friberg Award and invitations to the afternoon seminar on multiculturalism and job satisfaction in the spring. Conducting communications is part of the duties of the University's equality advisor. However, members of the Equality and Diversity Committee as well as equality and accessibility liaisons also contribute to communications. The main channels of communication are the University's Flamma intranet, various mailing lists and noticeboards. From 2016, the University's Yammer channel has been taken into use as a social media channel. Yammer and Flamma bulletins also enable interactive, two-way communication.

For example, equality issues have also been communicated in conjunction with various events, such as staff training and network meetings. The University has also created a special website for equality activities. The Equality and Diversity Committee also has an internal Flamma workgroup area, which contains the committee meeting agendas and minutes with their appendices. In the future, the minutes will also be stored in the RIIHI document management system. Communications outside the University are conducted by email, for example, on annual networking meetings of equality representatives of various higher education institutions. Items will be communicated as necessary. For example, the aim is to communicate any upcoming equality events as early as possible by drawing up a Flamma bulletin to be posted both in general bulletins and on the equality page bulletins. On occasion, there will also be communications after the event in cooperation with the University Communications and Community Relations in Flamma news. All official matters will be published on Flamma and on the website in Finnish, Swedish and English. In other communications matters, various language versions are used according to the situation and resources. We aim at multilingual communications. The University community will be asked about the successes and development needs of communications when they are asked about their views on the Equality and Diversity Plan.



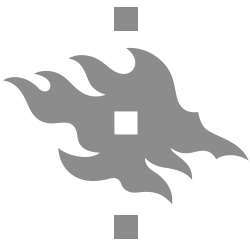
## 4 Concepts related to equality and diversity

### The obligations of the Act on Equality between Women and Men and the Non-Discrimination Act

The Act on Equality between Women and Men was amended in late 2014 ([Act No 1329/2014, PDF](#)). The purpose of the Act is to prevent gender discrimination and promote equality between women and men and, towards this end, to improve the status of women, particularly in working life. Another objective is to prevent discrimination based on gender identity or gender expression (section 1). Section 5 of the amended Act is directly relevant to the University of Helsinki: “Authorities, education providers and other bodies providing education and training shall ensure that girls and boys as well as women and men have equal opportunities for education, training and professional development, and that teaching, research and instructional material support the attainment of the objectives of this Act”.

“If an employer regularly has a personnel of at least 30 employees working in employment relationships, the employer shall at least every two years prepare a gender equality plan dealing particularly with pay and other terms of employment, according to which the gender equality measures are implemented. The gender equality plan may be incorporated into a personnel and training plan or an occupational safety and health action plan.

“The gender equality plan must be prepared in cooperation with the shop steward, the elected representative, the occupational safety and health representative or other representatives appointed by the employees. The representatives of the personnel must have sufficient opportunity to participate and influence the preparation of the plan.” In addition, employees must be informed about the gender equality plan and any updates to it (section 6a). “Authorities, education providers and other bodies providing education and training as well as employers are obliged to take pre-emptive action in a purposeful and



systematic manner against all discrimination based on gender identity or gender expression.” (Section 6c)

The purpose of the Non-Discrimination Act, amended in late 2014 ([Act No 1325/2014, PDF](#)), is “to promote equality and prevent discrimination as well as to enhance the protection provided by law to those who have been discriminated against.” (Section 1). The Act applies to both public and private activities, but not to activities pertaining to private or family life or the practising of religion (section 2). Under the Non-Discrimination Act, the University of Helsinki must evaluate the realisation of equality in its activities and take necessary measures to promote the realisation of equality. These measures must be effective, expedient and proportionate, taking into account the educational institution’s operating environment, resources and other circumstances (section 6). In addition, the University as an employer must assess the realisation of equality in the workplace and, taking into account the needs of the workplace, develop the working conditions as well as the methods complied with in the selection of personnel and in the decisions made concerning the personnel. These measures must be effective, expedient and proportionate, taking into account the operating environment, resources and other circumstances (section 7).

### **The concepts of equality, non-discrimination and accessibility**

Equality (“tasa-arvo”) is typically thought to mean gender equality, but it can also take a wider meaning. Non-discrimination (“yhdenvertaisuus”) in a legal context means non-gender based discrimination. Fundamentally, equality and non-discrimination mean the same thing. Both terms signify the equal value of all people regardless of their different characteristics.

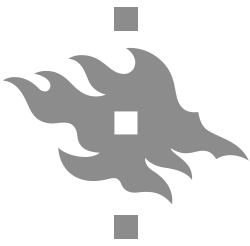
Accessibility means the organisation of the physical, psychological and social environment in such a way that everyone has an equal opportunity to participate in the community, regardless of personal characteristics. This means ensuring the accessibility of services, usability of equipment, intelligibility of information and the opportunity to participate in decision-making.

The University of Helsinki aims to promote equality as an all-encompassing principle for all its activities, also during the 2019–2020 period. This is called mainstreaming. When preparing and making decisions that affect students and staff, the impact of such decisions must be assessed from the perspective of equality and diversity.

### **Concept and prevention of discrimination**

The Act on Equality between Women and Men also aims to prevent discrimination based on gender identity or gender expression (section 1). The Non-Discrimination Act states that “nobody may be discriminated against on the basis of age, ethnic or national origin, nationality, language, religion, belief, opinion, health, disability, sexual orientation or other personal characteristics. Discrimination is prohibited, regardless of whether it is based on a fact or assumption concerning the person him/herself or another.” (Section 8) The Non-Discrimination Act stipulates that “different treatment does not constitute discrimination if the treatment is based on legislation and it otherwise has an acceptable objective and the measures to attain the objective are proportionate. Different treatment is however justified even in the case that justifications for the treatment have not been provided for, if the treatment has an acceptable aim in terms of basic and human rights, and the measures to attain the aim are proportionate.” (Section 11)

The list of causes for discrimination stated in the Constitution of Finland is incomplete, as discrimination for any reason related to the person's qualities is forbidden. For example, a



person's social standing, wealth or participation in an organisation does not justify discriminatory treatment.

Encountering diversity and a broad range of opinions is a part of human interaction. Poor treatment of a person due to a personal quality, whether related to appearance, worldview or other characteristics, also constitutes discrimination.

Discrimination is often caused by cultural or operational structures which may be difficult to recognise. Discrimination is defined in law, and failure to comply with the prohibition of discrimination may result in sanctions, but all forms of injustice do not constitute discrimination. The legislation specifies amounts of compensation which the party infringing on the provisions of the Act must pay to the injured party. An employer is obliged to intervene in any discrimination or harassment at the workplace.

Direct and indirect discrimination based on gender is prohibited (section 7 of the Act on Equality between Women and Men).

Under the Act on Equality between Women and Men, *direct discrimination based on gender* means: "1) treating women and men differently on the basis of gender; 2) treating someone differently for reasons of pregnancy or childbirth; 3) treating someone differently on the basis of gender identity or gender expression." (Section 7. Direct discrimination occurs when an individual or group of people is treated differently from others in the same position for no acceptable reason. Cases of direct discrimination demonstrate that an individual or group of people has been placed in a poorer position specifically due to a personal quality which should have no impact on his or her treatment. Under the Act on Equality between Women and Men, direct discrimination also occurs when a "person finds themselves in a less favourable position on the basis of pregnancy or childbirth or for some other gender-related reason" (section 8). At its most obvious, discrimination is open hostility and unequal treatment. For example, a teacher refusing to instruct students of a certain religion or nationality is guilty of discrimination.

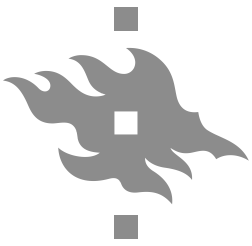
According to the Non-Discrimination Act, discrimination is direct if a person, on the grounds of personal characteristics, is treated less favourably than another person was treated, is treated or would be treated in a comparable situation (section 10).

Under the Act on Equality between Women and Men, *indirect discrimination based on gender* means: "1) treating someone differently by virtue of a provision, criterion or practice that appears to be gender-neutral in terms of gender, gender identity or gender expression, but where the effect of the action is such that the persons may actually find themselves in a less favourable position on the basis of gender; 2) treating someone differently on the basis of parenthood or family responsibilities.

"The action referred to in subsection 3 above shall not, however, be deemed to constitute discrimination if it is aimed at achieving an acceptable objective and if the chosen means must be deemed appropriate and necessary in view of this objective.

"Discrimination is prohibited regardless of whether it is based on factual or assumed information relating to the individual themselves or to another individual." (Section 7)

*Indirect discrimination* occurs when an ostensibly neutral rule or practice places certain people at a disadvantage compared to others. In the case of indirect discrimination, the guilty party does not necessarily recognise they are engaging in discrimination. Nevertheless, these practices are discriminatory. It is also possible to engage in indirect discrimination consciously. For example, an individual or group may know they are discriminatory, and even intend to be so, but conceal the real motivation for the discrimination behind a neutral measure. One example of such a case is a workplace which avoids hiring a non-Finnish employee and instead sets a groundless prerequisite for



the task which a non-Finnish applicant cannot fulfil. According to the Act on Equality between Men and Women, treating people differently due to parenting or familial responsibilities constitutes indirect discrimination. Indirect discrimination typically manifests in structural inequality deriving from cultural reasons, established practices or deficiencies in the physical environment. In such cases, a particular individual or authority cannot be established as the direct culprit of discriminatory behaviour.

Section 13 of the Non-Discrimination Act states that discrimination is indirect if “an apparently neutral rule, criterion or practice puts a person at a disadvantage compared with others as on the grounds of personal characteristics, unless the rule, criterion or practice has a legitimate aim and the means for achieving the aim are appropriate and necessary.”

Sexual harassment, gender-based harassment and any order or instruction to engage in discrimination based on gender is deemed to constitute discrimination under the Act on Equality between Women and Men. In the above Act, *sexual harassment* means “verbal, non-verbal or physical unwanted conduct of a sexual nature by which a person’s psychological or physical integrity is violated intentionally or factually, in particular by creating an intimidating, hostile, degrading, humiliating or offensive atmosphere.” (Section 7) *Gender-based harassment* means “unwanted conduct that is not of a sexual nature but which is related to the gender of a person, their gender identity or gender expression, and by which the person’s psychological or physical integrity is intentionally or factually violated and an intimidating, hostile, degrading, humiliating or offensive atmosphere is created.” (Act on Equality between Women and Men, section 7).

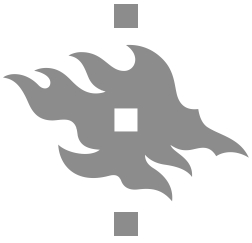
*Multiple discrimination* means discrimination based on more than one reason. In such cases, the negative effects of discrimination can accumulate or combine in a way which results in a different level of discrimination than discrimination based on one reason alone. A woman may be a member of an ethnic minority, a member of an ethnic minority may have a disability, a disabled person may be a member of a sexual minority, a member of a sexual minority may be a senior citizen, to name but a few examples. One person may have all of the above qualities and face discrimination based on all of them. For example, the lack of a sign language interpreter may pose a serious obstacle to the studies of a non-Finnish person with a disability. Different forms of discrimination are often present simultaneously. The impact of the gender system and gender equality are often relevant perspectives also when examining other types of discrimination.

Everyone has the right to invoke anti-discriminatory principles without negative consequences. Any retaliation – such as a decline in work conditions because the employee has invoked anti-discriminatory principles – will be considered discrimination.

### Concept and prevention of harassment

Harassment is also a form of discrimination. Harassment means infringing on an individual’s or group’s integrity or human value in a way that creates a threatening, derogatory or hostile atmosphere. Both purposeful harassment and behaviour which can result in offence are forbidden. Examples of harassment include racist jokes or calling a colleague derogatory names related to his or her sexual minority status.

The Non-Discrimination Act states the following on harassment: “The deliberate or de facto infringement of the dignity of a person is harassment, if the infringing behaviour relates to a reason referred to in section 8(1), and as a result of the reason, a degrading or humiliating, intimidating, hostile or offensive environment towards the person is created by the behaviour. An employer’s actions are to be considered discrimination if the employer, after having been informed that an employee in their employment was



subjected to harassment as referred to in subsection 1, neglects to take action to remove the harassment.” (Section 14)

No person can instruct or oblige another to violate anti-discriminatory legislation. Such an instruction or order is considered discrimination when the person issuing the order has the authority to oblige others.

The University of Helsinki has issued instructions for the prevention of inappropriate behaviour and harassment. These instructions are meant to serve as a guideline for those who have been subjected to inappropriate treatment or harassment in their work or studies, for supervisors, and for all members of the work and study communities. The instructions are available on [Flamma intranet](#).

## 5 Appendix

A statistical appendix will be published separately.

Layout: Anne Kaihola



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