

Equal Turku UAS

2025 – 2026

The Equality and Accessibility Plan of Turku UAS

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Foreword

Welcome to our university's equality and accessibility plan.

Taking care of equality, non-discrimination, accessibility and also gender equality is an essential part of our strategic goals. We aim to be a great place to study, a good employer, and a trustworthy partner with all our stakeholders. Additionally, commitment to the goals of this plan is included in the four-year target agreement we have made with the Finnish Ministry of Education and Culture.

We hope that every member of our community will commit to implementing this plan as part of their daily work, studies, and interactions with others. As a new element, the plan includes a community etiquette. With the framework it provides, we ensure equality and a professional study and work climate throughout our Turku UAS community.

Thank you for being part of this important work.



Vesa Taatila
Rector and President
Turku University of Applied Sciences

1. Introduction

Turku University of Applied Sciences (Turku UAS) adheres to the Equality Act (1325/2014) and the Act on Equality between Women and Men ("Equality Act", 609/1986) in its equality, non-discrimination and gender equality planning. We also follow the European Commission's equality strategy and our own ethical guidelines, Turku UAS Code of Conduct.

Our equality plan also incorporates the accessibility plan of Turku UAS. The Ministry of Education and Culture in Finland requires higher education institutions to prepare an accessibility plan. Accessibility is also guided by the Act on the Provision of Digital Services (306/2019). The plan is further based on the Universities of Applied Sciences Act (932/2014), the Constitution of Finland (731/1999), and the UN Convention on the Rights of Persons with Disabilities.

This plan describes the practical measures by which we promote and implement equal practices and equal study and work environments. We also assess the current state of equality and review the implementation and results of the measures recorded in the previous plan.

In addition to considering statutory requirements in equality, accessibility and gender equality planning, we focus on the climate and ways in which we can promote the well-being, openness, and sense of belonging within our community. Diversity is a richness in our Turku UAS community. All individuals are equal regardless of, for example, gender, age, physical characteristics, nationality, language, religion, belief, health status, sexual orientation, or other personal reasons. Every student and employee should feel they receive equal treatment. Promoting equality and accessibility is the duty of the entire university community – each of us, both individually and collectively.

The *Equal Turku UAS* plan has been reviewed by the Cooperation Advisory Board and the Board of Turku UAS. Our organization's leaders and management are committed to the plan and to the goals and measures described in the plan, with which we aim towards the objectives outlined in the plan.

2. Community Etiquette

In our university of applied sciences, we follow freedom of science, research, and art. We can address all societal themes and phenomena in our activities. We follow the principles of community etiquette in all interactions within the community in our spaces, events, and activities, whether physically, socially, or online.

1. We respect each student's and employee's peace, privacy, and personal physical and mental space.
2. We do not tolerate discrimination or inappropriate behaviour. We have a procedure in place to address discrimination and inappropriate behaviour. We encourage our community members to report any discrimination or inappropriate behaviour they encounter. Instructions for students can be found on our intranet [here](#), and for staff [here](#).
3. We recognize the diversity within our community and appreciate individual differences. We see diversity as an opportunity to learn.
4. We treat each person as an individual. We do not make unnecessary assumptions based on, for example, external appearance.
5. We use non-discriminatory language. We do not use racist or stigmatizing expressions based on gender, disability, or health in our speech, actions, or behaviour. We avoid stereotypes and offensive humour.
6. We communicate politely and respectfully.
7. We ensure that everyone has the space to be seen, heard, and valued. We listen to others and strive to be open to new perspectives.
8. We value each other's time and follow the agreed schedules.
9. We aim to discuss views and opinions in a constructive and respectful manner. We recognize that invoking freedom of speech does not justify offensive language.
10. When photographing or filming videos outside of public spaces, we ensure it is accepted by everyone involved. We do not share or publish photos or videos without permission. At Turku UAS, the areas that are open to public are considered public spaces.
11. Each of us ensures through our actions that our community is a harassment- and discrimination-free zone, where prevails a good professional climate which we have created together.

3. Review of the validity period of the previous plan

We implemented the actions recorded in the previous plan mostly according to the plan. Where applicable, we adopted the measures as continuously used practices.

We promoted the equality of different language speakers in our work community.

We addressed multiculturalism in internal staff events and by offering staff training both online and in workshops. A tip list to support multilingual situations was published. We developed our general orientation in English and organized a special occupational safety orientation for employees who have moved to Finland.

The plan to support the development of staff language skills was partially unfulfilled. This needs to be concentrated on in the future.

We introduced a diversity clause in recruitment announcements. We experimented with anonymous recruitment and acquired a recruitment portal add-on that enables anonymous recruitment.

We updated the career management tools compiled to support supervisors. The toolset supports equality in career development and training opportunities, the equality of different age groups, and maintaining work-life balance.

Critical feedback regarding the career path model decreased with the update of the model.

We informed managers and staff members about **equality and diversity related training** available in our on-demand training recording service.

We renewed the accessibility guidelines for teaching staff into a comprehensive information and guidance package available on the intranet. We offered **staff training related to accessibility**. In the context of the website renewal, we broadly considered the requirements of technical accessibility and the various dimensions of cognitive accessibility.

We organized briefings for research groups on considering **gender perspectives and equality in RDI work**.

We updated our **sustainable event organization guidelines** to consider, for example, participants of different languages, the diversity of participants, and the accessibility of venues.

We conducted **an equality survey** for staff and students, the information from which we used as one of the sources for this plan.

We encouraged students to participate in equality training and **created an online course on multiculturalism for students**. For the first time, we organized **diversity-themed training** for VIP students, which is intended to become a permanent practice.

We established **the position of DEI Advisor** in the organization. The responsibilities include particularly the equality of students and the coordination of the overall accessibility.

We updated the student guidance model.

In the study ability group, we promoted the equality of **organizational-level policies related to individual arrangements in studies** as well as the accessibility of guidelines and arrangements.

We participated in the Red Cross Week Against Racism and Turku Pride.

We brought **the accessibility development needs identified in the surveys** to the attention of various actors, such as student restaurants on the campus. **Student restaurants have improved their linguistic accessibility**. The development needs of accessibility will be further explored in the future.

4. Equality and accessibility among staff and in work community: assessment of current state

Our goal is a work culture that operates equally and fairly, where we respect the skills and views of colleagues in our work community, regardless of their age, gender, background, or any other reason unrelated to their skills and job duties.

In decision-making and all other daily activities, we incorporate perspectives of equality, as well as responsible, sustainable, and ethical practices. We acknowledge that the employer and supervisors have the right to exercise their managerial authority in an appropriate manner.

We adhere to our *Principles for Excellent Work* in our community and follow our ethical guidelines, the Code of Conduct. We promote the climate, well-being, and equality in the work community through the development plan of the work community, occupational safety activities, and activities focused on workplace well-being.

We gather information about experiences of equality among the staff through the following regular channels:

- Staff survey
(annual; in 2024, the response rate was 83.8%, with 656 respondents)
- Equality survey
(every second year; in 2023, the response rate was 23%, with 205 respondents)
- Self-assessment according to the EFQM model
(annual; appr. 90–100 participants in 2024)
- Deviation reports
- Internal and external assessments

Additionally, we gather information through direct feedback, discussion initiations, and psychosocial workload assessments conducted as part of workplace surveys. For this plan, we also conducted a separate survey for our employees who have moved to Finland.

We take into account the existing practices and guidelines that support the promotion of equality and accessibility, as well as a good professional climate.

The current state was assessed under the following headings:

General staff experience of equality and fair treatment

- The results of the statements in the staff survey regarding equality and fairness have systematically and significantly improved over the past few years.
- The results of the 2023 equality survey were also good, and no alarming observations were noted.
- Existing practices and guidelines:
 - Principles for Excellent Work at Turku UAS

Equality between different age groups

- The age distribution of the staff can be found in Appendix 2.
- According to respondents of the equality survey, equality among different age groups is generally well implemented.
- Existing practices and guidelines:
 - Methods of career management and a summary of them for managers
 - Occupational health and safety action plan
 - Principles for Excellent Work at Turku UAS

Recruitment and onboarding practices

- Our recruitment practices are guided by national legislation, the Government Decree on Universities of Applied Sciences, and internal decisions on recruitment practices. HR Services guide and advise managers at all stages of the recruitment process. We monitor and develop our recruitment process to ensure the focus is on finding the right skills and ensuring equality.
- New employees undergo a general onboarding programme to ensure they receive the same basic information regardless of their job and where they start in the organization. The general onboarding is available in Finnish and English. The English onboarding programme has been tailored to better serve those who have moved to Finland. Additionally, there is a tailored pedagogical orientation for new teachers.
- Existing practices and guidelines:

- Recruitment permit process and recruitment guidelines
- Possibility for anonymous recruitment
- General onboarding programme in Finnish and in English
- Principles for Excellent Work at Turku UAS

Salary, career progression and training

- The pay survey of the staff can be found in Appendix 1.
- The salary system at Turku UAS is based on the provisions of the collective agreements we follow, the Government Decree on Universities of Applied Sciences, and internal decisions and guidelines on recruitment, qualification requirements, and career path level checks, which are available on our intranet. HR Services ensure that the salary levels for open positions are determined fairly and in line with the salary levels for positions of equal level of demand within Turku UAS.
- Existing practices and guidelines:
 - Recruitment permit process and salary system
 - Guidelines for participating in training and the working time used for it
 - Principles for Excellent Work at Turku UAS
 - CoARA Action Plan (international agreement for advancing responsible research and researcher assessment and the related plan by Turku UAS)

Ethnic and linguistic equality

- Key figures on the internationality of our work community can be found in Appendix 2.
- Linguistic equality and the continuous consideration of those who have moved to Finland in communications, content production, and daily activities have been highlighted in equality surveys as areas that have already been significantly developed but are considered important to continue developing. Employees who have moved to Finland have requested support for learning Finnish, and this support is widely seen as a beneficial initiative.
- Existing practices and guidelines:
 - Instructions to publish essential news and other content in Finnish and English simultaneously, without delay

- Tips for multilingual situations and recommendations for parallel language use

Accessibility

- We have designed our new work environments in accordance with current accessibility legislation. Some development needs related to facilities are under the control and decision-making of the property owner.
- In the autumn 2024, during the website renewal, we have widely considered the various requirements of technical accessibility. Additionally, we have developed content considering the different dimensions of cognitive accessibility.
- Respondents of the equality survey considered the development of accessibility and barrier-free environments important. Open responses highlighted the need to consider neurodiversity and accessible language.
- Existing practices and guidelines:
 - Common ground rules for shared work environments
 - Accessibility surveys

Work-life balance

- Our goal is to be a family-friendly workplace that enables the balance between work and other life. We support the work ability and well-being of our staff at all stages of their careers. We support work-life balance through flexible working hours, remote work opportunities, and a positive attitude towards partial leave of absence.
- We support the development of time management skills and the clarification of the boundary between work and free time through communications, climate, and staff training.
- Existing practices and guidelines:
 - Methods of career management and a summary of them for managers
 - Principles for Excellent Work at Turku UAS
 - Introduction programme to time management and self-management
 - Work community development plan
 - Toolkit for workplace well-being available on the intranet

Addressing and preventing harassment

- We have a process described on the intranet for addressing harassment and inappropriate behaviour.
- Existing practices and guidelines:
 - Instructions for how to act when encountering harassment
 - Deviation report form

Gender equality

- The pay survey can be found in Appendix 1 and the gender distribution of the staff in Appendix 2.
- We have familiarized ourselves with the recommendations of the European Institute for Gender Equality (EIGE) on gender equality planning and conducted a self-assessment in accordance with these recommendations for this plan.
- Existing practices and guidelines:
 - Informing research groups about considering gender aspects RDI activities
 - Gender-sensitive communication practices and consideration of diversity in visual content
 - Gender-neutral restrooms available on campus

Equality in RDI

- We are committed to advancing responsible research and researcher assessment by signing the CoARA agreement (Coalition for Advancing Research Assessment) in 2022.
- In RDI activities, it is important to understand the connection between gender perspectives and research topics and activities. Research groups need to be aware of the importance of gender impact assessment and the significance of diversity in project teams.
- Existing practices and guidelines:
 - CoARA Action Plan (international agreement for advancing responsible research and researcher assessment and the related plan by Turku UAS)

- Addressing gender aspects in information sessions arranged for research groups and RDI staff

Climate and psychological safety

- We aim for a workplace climate where it is possible and safe to bring up issues and where we can discuss matters in a proper, professional manner.
- Existing practices and guidelines:
 - Staff survey, equality survey, and self-assessment sessions according to the EFQM model
 - Deviation report form
 - Action plan by Turku UAS Quality team, work package "Accessible and equal Turku UAS community – enhancing respectful dialogue and trust among students and staff"

Based on the background materials reviewed and the existing practices and procedures, we identified the most significant areas for development as operating in a multicultural community and supporting a good professional climate.

Statistical information about our staff can be found in Appendix 2. The information we collect about our staff is limited and guided by the EU's General Data Protection Regulation, the Finnish Data Protection Act (1050/2018), and the Finnish Act on the Protection of Privacy in Working Life (759/2004).

5. Equality and accessibility among students and in studies: assessment of current state

In all our activities, we strive for non-discriminatory practices and methods that promote equality.

We gather information about students' experiences of equality and non-discrimination through the following regular channels:

- Equality survey (every two years; response rate in 2024 was approximately 4.2%, with 423 respondents)
- Student barometer (conducted annually, ended in 2024)
- AVOP survey (annually)
- Student feedback channel
- Low-threshold feedback received by the student union TUO during various events
- Meetings between the student union TUO and Turku UAS DEI Advisor (twice per semester)

According to the 2024 equality survey, students' experiences of equality have remained on average at the same level as in the 2021 survey. In the 2024 equality survey, the most important area for development and investment in terms of promoting equality at Turku UAS was accessibility. The response rate was low. However, no alarming issues were raised in the survey.

Based on the reviewed background materials and existing practices and procedures, we identified the most significant areas for development as supporting students' ability to study, operating in a multicultural community, and promoting a good professional climate. We will also further develop accessibility.

6. Measures to promote equality and accessibility in 2025–2026

On the basis of the assessment of the current state of equality and accessibility, we chose the following topics as the TOP 3 during 2025–2026:

1. **We support the study ability of students**
2. **We operate in a multicultural environment**
3. **We promote a good professional climate**

In addition,

4. **we continue to advance and develop accessibility, and**
5. **we ensure gender equality and the consideration of gender aspects.**

In the following tables, we will specify the measures with which we aim to promote these development targets.

1. We support study ability

ACTION	SCHEDULE	RESPONSIBILITY
In accordance with the new degree regulations, we follow consistent practices in recording the implementation plans and describing the evaluation criteria	2025–2026	Faculty leaders and Heads of Education and Research, teaching staff
We ensure that the process for reporting deviations is familiar and easy to approach	2025	Security Manager, occupational safety and health, Community and Collaboration, Communications and Marketing

ACTION	SCHEDULE	RESPONSIBILITY
We develop the process and instructions of individual arrangements in studies so that they are consistent and as well-functioning and accessible as possible for students, Study Guidance Counsellors and teachers	2025	Community and Collaboration, study ability group
We map the premises and services of Turku UAS from the viewpoint of sensory hypersensitivity and neurodivergent students	2025	Community and Collaboration, Social Counsellor for Students, Study Guidance Counsellors, DEI Advisor, TUO
We boost the communications about support services that Turku UAS offers to students	2025–2026	Community and Collaboration, study ability group, Communications and Marketing
We review the Itslearning instructions and promote consistent ways of using it	2025–2026	Deans and Directors, Heads of Education and Research, teaching staff

This is how we follow the impact of these actions:

- Number of feedback received through the anonymous feedback channel
- Number of deviation reports
- Number of feedback and contacts received by TUO
- Number of events arranged for supporting study ability & number of participants
- Number of students/study psychologist
- Results of the study ability related questions and open answers in the equality survey, and the development showing in the results
- Results of the study ability related questions in the AVOP survey and the development showing in the results
- Progress in developing the accessibility of premises

2. We operate in a multicultural environment

ACTION	SCHEDULE	RESPONSIBILITY
We encourage our employees who have moved to Finland to learn Finnish and arrange opportunities to do so	2025–2026	managers, HR, entire Turku UAS community, Community and Collaboration
We help our employees who have moved to Finland to integrate into the community by arranging peer group activities and developing an international mentor model	2025–2026	HR, managers, Community and Collaboration
We develop the English-speaking general onboarding programme for new employees to also cover societal and cultural aspects	2025	HR
We support the fluency of multicultural situation in our work community	2025–2026	Communications and Marketing, HR
We strengthen our managers' readiness to diversity management	2025–2026	HR, deans and directors
We ensure that our recruitment process is equal	2025–2026	managers, HR
We participate in the Antiracist Approach Accelerator by the Finnish Institute for Health and Welfare, and utilize the actions adopted from the accelerator within the work and study community	2025–2026	Community and Collaboration, HR
We develop the orientation of international degree students to also cover societal and cultural aspects	2025–2026	Community and Collaboration, Services for Education, and other Turku UAS actors in collaboration with

ACTION	SCHEDULE	RESPONSIBILITY
		relevant external parties
We encourage students to carry out "Multiculturalism in studies and working life" course and to attend the "Multicultural and international competence" course	2025–2026	Community and Collaboration
We map the Finnish language studies available for international students and the informal opportunities for practising Finnish language	2025	Community and Collaboration

This is how we follow the impact of these actions:

- Results of the equality survey and the development showing in the results
- Results of the staff survey and the development showing in the results
- Results of the self-assessment events arranged following the EFQM model, and cross-examination of the results with the staff survey results
- Feedback received through other channels
- Participation in the competence development opportunities related to multiculturalism and international skills (trainings, courses, and workshops)
- Monitoring the key figures related to international and multicultural aspects (Appendix 2)
- Number of recruitment ads released in English

3. We promote a good professional climate

ACTION	SCHEDULE	RESPONSIBILITY
We apply the Community Etiquette in practice and in active use	2025	HR, Community and Collaboration, TUO, managers, teaching staff, event organizers
We encourage staff and students to carry out a training about unconscious biases, available online regardless of time and place	2025–2026	HR, Communications and Marketing, managers, Community and Collaboration, TUO
We raise diversity awareness	2025–2026	Communications and Marketing, Heads of Education and Research, Community and Collaboration, HR
We strengthen the awareness of the ground rules of shared workspaces and create related campaigns	2025–2026	HR, Facility Services, occupational safety and health
We continue to develop and market the staff training on time management and self-management	2025–2026	HR
We develop the equality survey so that it will reach a wider number of respondents and provide more accurate information to be used in the next update cycle of the equality and accessibility plan	2025	HR, Communications and Marketing, Operational Coordination and Quality, occupational safety and health, DEI Advisor

This is how we follow the impact of these actions:

- Results of the equality survey and the development showing in the results
- Results of the staff survey and the development showing in the results
- Notifications through the student feedback channel
- Deviation reports
- Feedback received through other channels
- Number of participants in events and trainings

4. We advance accessibility

ACTION	SCHEDULE	RESPONSIBILITY
We form a picture of all parties responsible for the accessibility of our systems and environments and who process the related accessibility feedback	2025	DEI Advisor, IT Services, Facility Services
We review the accessibility surveys and reports concerning our premises and assess the current state	2025	DEI Advisor, Facility Services
We communicate and raise awareness about accessibility	2025–2026	Communications and Marketing, DEI Advisor
We create a space that can be used for relaxation, moments of silence, and recovery	2025	Facility Services
We gather feedback about the relaxation space, follow its utilization rate, and based on these, review the possibilities of establishing a similar space on all campuses	2025–2026	Facility Services
We utilize the accessibility guidelines of the City of Turku to support our own accessibility work	2025–2026	DEI Advisor, Facility Services

This is how we follow the impact of these actions:

- Accessibility related results of the equality survey and the development showing in the results
- Amount of feedback concerning accessibility

5. We ensure gender equality and consideration of gender aspects

ACTION	SCHEDULE	RESPONSIBILITY
We make sure that the research groups are aware of how to ensure gender equality and consider gender aspects in RDI activities	2025–2026	Project Management Office
We develop our pay survey along the change of the collective agreement and in line with the requirements of the EU Directive on Pay Transparency	2025–2026	HR
We continue gender-neutral communications and avoid creating gendered titles	2025–2026	HR, Communications and Marketing, content producers

This is how we follow the impact of these actions:

- Results of the equality survey and the development trends showing in the results
- Monitoring of the development of the pay survey (Appendix 1) and other gender-related key figures (Appendix 2)
- Number of info sessions/trainings arranged for research groups
- Gender distribution of applicants to open positions

7. Communications and follow-up of the plan

We will publish the plan both on the intranet and on our public website. We will communicate about the publication of the plan on the intranet and communicate it specifically to staff and students.

We actively monitor the progress of the actions recorded in the plan, mainly under the leadership of the Occupational Health and Safety Committee and HR Services. HR services report annually on the development of key figures. The Occupational Health and Safety Committee reviews the implementation progress once a year based on HR Services' presentation. After the Occupational Health and Safety Committee's review, HR Services present a status update to the Executive Board of Turku UAS. The DEI Advisor of Turku UAS meets with representatives of the student union TUO twice a semester to discuss the actions of the plan and other current issues related to student equality and accessibility.

We update the plan as necessary during its validity period. We will communicate any updates in the most appropriate manner depending on the subject and scope of the update.

8. Working group

The *Equal Turku UAS* plan is updated every second year by an extensive working group involving representatives from different parts of the organization and from different staff groups. The working group also includes a student member and a representative of the student union TUO.

HR Services, DEI Advisor and occupational safety and health representatives monitor the progress of the actions recorded in the plan during the validity period of the plan.

The members of the *Equal Turku UAS 2025–2026* working groups are as follows, in alphabetical order by the last name:

Jasmin Anttila, student member (Arts Academy)

Kirsi-Maria Castrén-Harju, Communications Advisor and Shop Steward (Corporate Services)

Olga Hellman, member of the board of the student union TUO

Ismo Kantola, Head of Services for Education (Corporate Services)

Juha Kontio, Dean of the Faculty of Engineering and Business; Vice Rector for Education as of 1 Jan 2025; chair to the working group

Simo Lamminen, Occupational Safety Delegate as of 1 Nov 2024 (Corporate Services)

Anita Narbro, Senior Advisor, Project Management Office (Corporate Services)

Markku Seppälä, Senior Lecturer and Chief Shop Steward (deputy **Ville Vainio**), (Engineering)

Elli Sillanpää, DEI Advisor for students and studies (Corporate Services)

Antonella Storti, Quality Coordinator (Corporate Services)

Jaana Tomppo, Occupational Safety Delegate until 31 Oct 2024, Senior Lecturer (Health and Well-being)

Mirva Virtanen, Recruitment and HR Advisor (Corporate Services); secretary to the working group

9. Sources and related materials

Legislation

[The Finnish Non-discrimination Act \(1325/2014\)](#)

[The Finnish Act on Equality between Women and Men \(609/1986\)](#)

[Equality.fi by the Department for Democracy and Public Law](#)

[Website by the Ombudsman for Equality](#)

Turku UAS internal documents

Turku UAS Work Community Development Plan. Internal publication, Turku UAS intranet.

[Excellent Work. Turku UAS Principles for Excellent Work 2021–2025.](#) Available at Turku UAS website.

Occupational Health and Safety Action Plan 2024–2027. Internal publication, Turku UAS intranet.

[Turku UAS Code of Conduct.](#) Available at Turku UAS website.

[Turku UAS CoARA Action Plan.](#) Action plan related to the CoARA commitment on advancing responsible researcher assessment. Available on Zenodo.

Turku UAS survey results

Annual staff surveys

Staff and student equality surveys (every second year)

Annual self-assessment events arranged in line with the EFQM model

Karvi Audit 2022

Student Barometer

AVOP surveys

Publications

Attila, H. & Koskinen, H. 2020. *Työpaikkojen tasa-arvosuunnitelmat ja palkkakartoitukset*. Sosiaali- ja terveysministeriön raportteja ja muistioita 2020:33.

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Jousilahti, J. et al. 2022. *KOTAMO. Selvitys korkeakoulujen tasa-arvon, yhdenvertaisuuden ja monimuotoisuuden tilasta Suomessa*. Opetus- ja kulttuuriministeriön julkaisuja 2022:36.

Tanhua, I. 2020. *Selvitys korkeakoulujen tasa-arvon ja yhdenvertaisuuden edistämisestä*. Opetus- ja kulttuuriministeriön julkaisuja 2020:20.

Tanhua, I. & Paavola, J-M. 2022. *Sukupuolten tasa-arvo ja etninen tasa-arvo korkeakoulujen opetus- ja tutkimushenkilöstön keskuudessa – kirjallisuuskatsaus*. KOTAMO-hankkeen julkaisu.

Vainikainen, E. 2022. *Syrjimätön kieli. Opas inklusiiviseen kielenkäyttöön ja viestintään*. Kansan Sivistystyön Liitto KSL Ry.

APPENDIX 1: Pay survey 2024

Pay survey 1 Nov 2024	M	F	Salary M, avg	Salary F, avg	Difference %	Salary M, median	Salary F, median	Difference %
Top management	3	1						
Directors	2	1						
Middle management	11	16	6801.54	6630.94	2.51 %	6509.05	6738.08	-3.52 %
Total	16	18						
AVAINOTES teaching staff								
Principal Lecturers (salary includes potential availability supplement)	21	27	7039.54	6334.03	10.02 %*	7386.3	6278.63	15.00 %*
Principal Lecturers (same persons, potential availability supplement deducted)	21	27	6156.60	6211.03	-0.88 %	6287.92	6276.58	0.18 %
Senior Lecturers (salary includes potential availability supplement)	120	192	5850.50	5415.09	7.44 %*	5920.05	5475.72	7.51 %*
Senior Lecturers (same persons, potential availability supplement deducted)	120	192	5260.07	5241.80	0.35 %	5472.86	5447.08	0.47 %
Lecturers, full working hours (salary includes potential availability supplement)	10	41	5178.03	4739.41	8.47 %*	5430.53	4619.16	14.94 %*
Lecturers, full working hours (same persons, potential availability supplement deducted)	10	41	4911.10	4739.41	3.50 %	5261.83	4619.16	12.21 %*

Pay survey 1 Nov 2024	M	F	Salary M, avg	Salary F, avg	Difference %	Salary M, median	Salary F, median	Difference %
Laboratory Engineers	8	0						
Total	159	260						
Employees receiving availability supplement	95	38						
AVAINTESS other staff								
HAA	16	9	4981.27	4828.41	3.07 %	4974.16	4817.00	3.16 %
HAB	65	174	4008.33	3769.45	5.96 %*	3912.99	3710.86	5.17 %*
HAC	17	6	3403.16	2960.71	13.00 %*	3259.81	2885.21	11.49 %*
TE2	20	6	3343.27	3457.90	-3.43 %	3386.87	3481.47	-2.79 %
Other salary groups (combination of groups with only few representatives)	21	25	2944.36	2997.02	-1.79 %	3002.32	3002.32	0.00 %
Outside salary groups	21	9	4818.87	5242.16	-8.78 %*	4952.64	5267.99	-6.37 %*
Total	160	229						

The pay survey presents the average and median salaries of men and women in the monthly salaried staff of Turku UAS according to the situation on 1 November 2024. The pay survey complies with Section 6b of the Equality Act in the national legislation in Finland and is based on the legal gender of the employees.

All salary components and annual increments have been taken into account in the salary sums.

The survey presents the salaries of teaching staff in two separate rows: the first row includes the possible availability supplement for the technical field, and the second row shows the salary without the impact of the availability supplement. More information about the availability supplement for the technical field is provided below.

Groups with either few individuals overall or few representatives of one gender have been excluded from the salary comparison.

The table marks with an asterisk the differences between average and median salaries that exceed 5%. The reasons for the salary differences are explained in more detail below. The background data for the salary differences visible in the survey have been checked, and no unjustified salary differences between men and women, as defined by equality legislation, were found. Our recruitment and salary review processes also include mechanisms to ensure fairness in pay.

The job-specific salary is based on the demands of the job, which are defined independently of gender-related factors.

Turku UAS will start following the collective agreement for universities of applied sciences by Sivista on 1 May 2025. The change in the collective agreement will affect the placement of employees in the groups reported in the pay survey. We will conduct a new pay survey after the change in the collective agreement in 2025.

Teaching staff: salary differences between men and women

- The salary of teaching staff, including annual increments, is determined according to the collective agreement's salary tables.
- The availability supplement for the technical field, as per the collective agreement, explains the salary differences between genders among the teaching staff. According to the Avainta collective agreement we follow, the availability supplement must be paid to teaching staff in the technical field. The technical field is significantly male-dominated compared to other fields. The male dominance in the technical field and the corresponding female dominance in the social and health fields reflect the strong, nationally recognized segregation of the Finnish labour market.
- A total of 133 individuals received the availability supplement on 1 Nov 2024. This corresponds to 31.7% of the entire teaching staff. Among male teachers, 59.8% were covered by the availability supplement. Among female teachers, 14.6% received the availability supplement. In the faculty of Engineering and Business, 59% of the teaching staff were covered by the availability supplement. When considering the impact of the availability supplement for the technical field, there are no significant salary differences between men and women among lecturers and senior lecturers.
- For lecturers, merely considering the impact of the availability supplement does not neutralize the salary difference between men and women. This is because there are relatively more female teachers whose salaries are affected by the collective agreement's reduction due to the lack of pedagogical qualifications or a higher university degree but not by the availability supplement. Most male hourly teachers whose salaries are affected by the deduction based on lack of qualifications are covered by the availability supplement. The availability supplement is larger than the reduction due to the lack of qualifications, so when both variables affect the salary, it is still higher than the basic salary according to

the table.

Other staff: salary differences between men and women

- The HAB salary group by AVAINTES collective agreement for other staff covers a wide range of different job descriptions, which may have the same job title (e.g., specialist) but differ in their demand level and thus are paid at different levels. In the HAB salary group, the salary difference between men and women, both in average and median salaries, has increased so that the difference is now over 5%. This was identified as being due to the distribution of job demand levels in the employment relationships established in the HAB salary group during the past year. Relatively more women have started in positions placed at the specialist career path level on the basis of the demand level of the position, while more men have started in positions placed at the advisor or senior advisor career path level. Thus, the average and median salaries of men in the HAB salary group who started during the past year are higher than those of women in the same salary group. Within the salary groups, when examined by career path level, the salary differences between men and women are about 2-3% and the differences are based on the position-specific demand level.
- In the HAC salary group, the difference in average salaries between men and women is 13%. This is explained by the fact that the salary group includes several different career path levels, and the career path level based on job demands affects the salary level of the position. Female HAC salary group members are at the employee and specialist career path levels. Male HAC salary group members are mainly specialists, advisors, and senior advisors.
- Among those not belonging to salary groups, there are wide differences in how demanding their actual tasks are, which explains the salary differences.

APPENDIX 2. Key figures 2024

1. Staff

Age distribution of staff

Table 1 presents the division of staff in different age groups and the related development in the recent years.

AGE	2024	2023	2022
< 20	0.1 %	0.1 %	0.2 %
20–29	7.8 %	11.0 %	11.9 %
30–39	18.2 %	17.4 %	17.4 %
40–49	32,1 %	33.2 %	30.6 %
50–59	27.8 %	25.5 %	25.6 %
> 60	14.1 %	12.8 %	14.3 %
average age	47	46	45

Table 1. Age distribution and average age of Turku UAS employees.

International background of staff

In autumn 2024, more than 20 different languages were spoken as a native language among our staff. Similarly, the staff consists of about 20 different nationalities. Over 6 percent of our employees have a native language other than Finnish, and more than 3 percent have a nationality other than Finnish. Table 2 presents this in more detail.

Entire staff (hourly-paid included)	2024	2023	2022
Number of nationalities	22	18	19

Nationality other than Finland (number of staff)	35	29	27
Nationality other than Finland (% of staff)	3.3 %	2.8 %	3.1 %
Number of native languages	23	19	19
Native language other than Finnish (number of staff)	66	41	38
Native language other than Finnish (% of staff)	6.2 %	3.9 %	4.6 %
Staff with monthly salary			
Number of nationalities	20	not recorded	not recorded
Nationality other than Finland (number of staff)	29	not recorded	not recorded
Nationality other than Finland (% of staff)	3.4 %	not recorded	not recorded
Number of native languages	22	not recorded	not recorded
Native language other than Finnish (number of staff)	54	not recorded	not recorded
Native language other than Finnish (% of staff)	6,3	not recorded	not recorded

Table 2. Nationalities and native languages among Turku UAS employees.

The figures concerning only monthly-salaried staff have not been monitored in the previous years.

Gender distribution of staff

- Of the 708 permanent employees at Turku UAS, 60.2% were women and 39.7% were men.
- There were 148 temporary employees, of whom 58.8% were women and 40.5% were men.
- The proportion of female temporary employees out of all female employees was 17% (2022: 14.7%). The proportion of male temporary employees out of all male employees was 17.6% (2022: 14.4%).

- In total, in November 2024, the proportion of women in the staff of Turku UAS was 59.9% and the proportion of men was 39.8%. The total number of monthly salaried employees also includes those who did not wish to disclose their gender.

	2024	2023	2022
Monthly-salaried, total (number)	856	815	802
Proportion of women of monthly-salaried staff %	59.9 %	60.6 %	60.2 %
Proportion of men of monthly-salaried staff %	39.8 %	39.4 %	39.8 %
Permanent, total (number)	708	682	685
Proportion of women of all permanent staff %	60.2 %	61.2 %	60.2 %
Proportion of men of all permanent staff %	39.7 %	38.9 %	39.8 %
Fixed-term, total (number)	148	133	117
Proportion of women of fixed-term staff %	58.8 %	57.9 %	60.7 %
Proportion of men of fixed-term staff %	40.5 %	42.1 %	39.3 %

Table 3. Gender distribution among Turku UAS employees.

We monitor these figures in order to identify potential trends related to gender equality. Even though the statistics only consider the legal gender, we are aware of gender diversity.

The pay survey of 2024 can be found in Appendix 1.

2. Students

International students

	autumn 2024	autumn 2023	autumn 2022
Degree students with nationality other than Finland, present during the autumn term	837	597	435

Table 4. Degree students with nationality other than Finland. Source: Peppi

	autumn 2023	2022	2021
Incoming exchange students, study right over 3 months	171	186	186

Table 5. Incoming exchange students. Source: Vipunen

Gender distribution of students

- Table 6 presents the gender distribution among Turku UAS degree students (Bachelor's and Master's) in autumn 2024.
- We recognize the diversity of gender, even though the statistics focus on the legal gender due to the requirements from the gender equality legislation.

	men, number	men %	women, number	women %	altogether, number
education	42	25	126	75	168
arts and humanities	216	28.7	537	71.3	753
social sciences, business, administration, and law	1152	42,4	1566	57.6	2718
ICT	1311	73.3	477	26.7	1788
engineering	2844	74.2	987	25.8	3831
health and well-being	483	13,2	3189	86,8	3672

Table 6. Gender division among Turku UAS degree students (both Bachelor's and Master's). Source: Vipunen 5 Nov 2024.

- When comparing to the corresponding figures from previous years, it is particularly noteworthy that the percentage of female students in ICT and engineering has been increasing steadily for several years.
- In 2014 statistics, the share of female students in engineering and logistics was 15%. In autumn 2024, the share of female students in engineering was 26%.
- Instead, in the field of health care and social services, which is heavily segregated on the national level, there is no increase in the share of male students.