

# EQUALITY AND NON-DISCRIMINATION PLAN 1 JAN 2022 – 31 DEC 2023

Seinäjoki University of Applied Sciences  
Codetermination Advisory Board 22/02/2022  
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## 1 Introduction

Seinäjoki University of Applied Sciences (SeAMK) aims to promote equality, non-discrimination, diversity, and wellbeing in the work community and place of study by means of the measures recorded in the Equality and Non-Discrimination Plan.

SeAMK's values include *entrepreneurial spirit, internationality, SeAMK spirit, and responsibility*. These values can be explained in more detail as follows:

*“We do things together, value each other, and care for each other. We operate in an open and interactive manner. We share the joys of success. We are proud of our expertise and our university of applied sciences. We assume responsibility for developing the professional skills and employability of our students and the success of the region. We care about our collective wellbeing and the environment. Each of us is responsible for our own actions and we encourage students to act responsibly. We develop our expertise and share our knowledge with others.”*

Under the Act on Equality between Women and Men (hereafter ‘the Equality Act’) (Laki naisten ja miesten välisestä tasa-arvosta 609/1986), employers must promote gender equality in working life in a targeted and systematic manner. An employer must prepare an equality plan if it employs at least 30 employees on a regular basis. This plan must pay particular attention to salaries and wages and other terms and conditions of employment. It must be drawn up at least every two years and record measures to promote equality.

An education provider must ensure that women and men have the same opportunities for education and professional development and that teaching, research, and learning materials support the implementation of the aims and measures provided for under the Equality Act. Special attention should be paid to student selection and admissions, the organisation of teaching, learning differences and the assessment of study attainments, and the prevention and elimination of sexual harassment and gender-based harassment.

The purpose of the Non-Discrimination Act (Yhdenvertaisuuslaki 1325/2014) is to promote equality and prevent discrimination. Under the Act, no person shall be discriminated against on the basis of age, origin, nationality, language, religion, belief, opinion, political activity, trade union activities, family relations, health, disability, sexual orientation or any other personal reason. An employer must assess the realisation of non-discrimination at the workplace and, in taking the workplace's needs into account, develop the working conditions and operating methods to be followed when selecting personnel and when making decisions concerning personnel. Employers employing more than 30 people must prepare a plan detailing the measures required to promote non-discrimination. An education provider must assess the realisation of non-discrimination in its activities and take the necessary measures to promote non-discrimination.

At Seinäjoki University of Applied Sciences, the above two documents have been combined into an Equality and Non-discrimination Plan that is updated every two years. The plan has been prepared by a working group consisting of Johanna Säilä-Jokinen (Director of Administration) (Chairperson), Lecturer Pia Haapala (Occupational Health and Safety Representative), Lecturer Emilia Kangas, Mervi Lehtola (Competence Development Manager), Esa Rajala (student, President of the SAMO Students' Union Board), Hanna-Mari Rintala (Head of Student Affairs), Marja-Liisa Saariaho, (Chief shop steward / OAJ), Tuija Vasikkaniemi (Development Manager of Education), and Anne Vuorenmaa (Planning Officer, Human Resources).

## **2 Equality and non-discrimination at SeAMK**

In accordance with the Equality Act, SeAMK has prepared a report on equality in the workplace/educational institution, a breakdown of the distribution of women and men in different roles, and a survey of the classification, salaries, and pay differences in the work duties of women and men. A statistical report on the number of personnel has been compiled using the personnel and student figures for 2021.

## 2.1 Personnel

The findings required by the Equality Act regarding the placement of women and men in different roles are listed by gender, title, wage group, and the nature of the employment relationship. The age distribution of the personnel has also been examined (tables 1-7).

Table 1. Average age of personnel by gender, as of 31 December 2020 (prev. year in brackets).

Women	Men	Total
49.0 (49.7)	45.7 (46.1)	47.9 (48.5)

Table 2. Person-years of full-time employees, by personnel group and gender, for the period 1 January to 31 December 2021.

Personnel group	Men	Women	Total
Teaching staff	60	106	165
RDI personnel	25	36	61
Other staff	28	79	106
Total	112	220	332

Table 3. Proportion of fixed-term staff in person-years by personnel group, gender, percentage, for the period 1 January to 31 December 2021.

Personnel group	% of the personnel group (total personnel)	Men	Women
Teaching staff	8%	6%	9%
RDI personnel	66%	66%	66%
Other staff	13%	13%	13%
All personnel	20%	21%	20%

Table 4. Number of full- and part-time employees, number and percentage of person-years, for the period 1 January to 31 December 2021.

	Men	Women	Total
Full-time	105 (94%)	199 (90%)	304 (92%)
Part-time	7 (6%)	22 (10%)	29 (8%)

Table 5. Number of international personnel by personnel group, full-time, person-years, for the period 1 January to 31 December 2021.

Personnel group	Men	Women	Total
Teaching staff	2.0	1.0	3.0
RDI personnel	1.0	0	1.0
Other staff	1.53	0.8	2.33
Total	4.53	1.8	6.33

Table 6. Average salary: 31 December 2021.

Personnel group	Men	Women	Total
Teaching staff	5302.97	4908.81	5055.47
RDI personnel	3958.16	4110.43	4047.35
Other staff	3649.09	3697.66	3685.41
Total	4530.81	4281.81	4367.79

Table 7. SeAMK Management and line managers: number as of 1 January 2022.

Personnel group	Men	Women
SeAMK Executive Management Group (including a representative of the student union)	4	5
Directors of Education (excluding members of the EMG)	6	6
RDI Managers (excluding members of the EMG and Directors of Education)	1	3
Other personnel (excluding members of the EMG, Directors of Education, and RDI Managers)	3	10

The average monthly salary of male teachers is approximately EUR 400 higher than that of female teachers. The explaining factor is the section of the collective agreement concerning the availability supplement, which increases the salary of teachers of vocational subjects in the field of technology by about 20% compared to other subject areas. 90% of teachers of vocational subjects in technology are men.

This reflects the highly segregated nature of the Finnish labour market. The segregation of occupations into male and female sectors has long been a feature of the Finnish labour market. In the technology sector, the domination of males is at an exceptionally high level. Although the overall picture in recent years has seen a slight reduction in segregation, with women entering more traditional male-dominated sectors, the change has not been significant and men have not moved into female-dominated sectors to any notable degree. However, high segregation is not a desired state of society; quite the opposite (Equality Barometer, 2017). Segregation limits individuals' choices, renders the labour market less agile, and prevents the efficient use of talent. Occupational segregation is also thought to largely explain the gender pay gap. Desegregation requires effort at many levels. Dismantling gender stereotypes and traditional gender roles is one way to mitigate segregation.

For RDI personnel and other staff, the average wage for women is higher than for men. Explaining factors include more women in senior management and expert positions. The pay gap between other staff and teachers is explained by the fact that they are covered by different collective agreements.

## **2.2 Students**

The reports on the number of women and men required by the Equality Act have been tabulated according to degree students by field of education.

Table 8 Number of degree students in 2021, source Vipunen.

	Male	Female	Total
Business, administration and law	534 (46%)	621 (54%)	1155
Agriculture, forestry, fisheries and veterinary	156 (43%)	201 (57%)	360
Services	57 (29%)	138 (71%)	195
Arts and humanities	72 (28%)	189 (72%)	261
Engineering, manufacturing and construction	1,290 (83%)	270 (17%)	1560
Health and welfare	213 (15%)	1,194 (85%)	1407
Information and Communication Technologies	45 (88%)	6 (12%)	51
Social sciences, journalism and information	45 (33%)	90 (67%)	135
Total	2,412 (47%)	2,712 (53%)	5124

### 3 Objectives and measures promoting equality and non-discrimination

Every employee and student of Seinäjoki University of Applied Sciences must promote equality and non-discrimination in their own environment, through their own actions and behaviour. Everyone is responsible for using inclusive actions, expressions, and modes of speech.



### 3.1 Policies for staff

Table 10. Staff practices to promote equality and non-discrimination.

Themes	Objectives	Policies	Responsible person(s)	Monitoring indicators
Inclusive <sup>1</sup> leadership	All staff feel they are treated equally and in a non-discriminatory manner.	Supervisors <sup>2</sup> and the workplace community treat staff equally and in a non-discriminatory manner.	Supervisors and other workplace community members	Personnel survey (Questions 24, 38 and 41) (See Annex 1)
	Personnel must have equal and non-discriminatory opportunities to participate in the planning, preparation, and decision-making of matters related to their work and the work community	Equal and non-discriminatory opportunities to participate via e.g. working groups	Executive Management Group and supervisors	Personnel survey (Questions 11, 19 and 42) (See Annex 1)
Promoting diversity (continued on next page)	Ensure communication and participation in English in an appropriate manner.	Guidelines, presentation materials for staff meetings, etc. are also available in full or in part in English.	Supervisors and other workplace community members	Materials available in English (yes/no)

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<sup>1</sup> Inclusive leadership means participatory and diverse leadership, with the aim of making people with different identities feel valued, useful, and welcome as members of the workplace community.

Promoting diversity (continued from previous page)	Online services are easy to use and their content is understandable (accessible) to all.	The accessibility team ensures that online services are accessible	Supervisors, accessibility team, all staff	Percentage of all SeAMK websites that are accessible in terms of content and technology
	The working and learning environment is both socially and physically accessible.	The aim is to make working and learning environments accessible, taking into account the needs of different users.	Administrative Director & Head of Property and Information Management	Accessibility surveys carried out (yes/no) Personnel survey (Question 32) (See Annex 1)
Preventing discrimination and harassment	Seinäjoki University of Applied Sciences has zero tolerance for all forms of discrimination, bullying, and harassment.	Harassment and discrimination is addressed immediately.	All staff, managers, supervisors, health and safety manager and representatives.	Personnel survey (Question 25) (See Annex 1)
Reconciling work and family life	Consideration will be given to reconciling the different stages of our personnel's careers and work-life balance.	Workers have the possibility of flexible working hours, part-time work, teleworking, transfer of leave periods during the academic year, rotational leave, temporary modification of work tasks, etc. in accordance with equality principles.	Supervisors	Personnel survey (Question 48) (See Annex 1)
	Employees of all ages have sufficient work resources	The measures identified in the Age Programme are actively applied.  Developing family-friendliness both in practice and at a cultural level.	Supervisors	Personnel survey (Questions 16 and 48) (See Annex 1)

Pay	Remuneration is based on the principles of equality and non-discrimination.	Pay is determined on the basis on competence and the complexity and performance of the work task(s). The pay system is being developed.	Management, supervisors	Salary statistics Personnel survey (Question 41) (See Annex 1)
Skills development and career progression	Staff and staff skills are developed in an equal, non-discriminatory, and inclusive way.	Annual development meetings are held for all personnel to review their skills and development needs.	Supervisors, personnel	Personnel survey (Questions 1, 5, 10, and 41) (See Annex 1)
		The tenure track model is used, for example, and its criteria are clearly described.	Management, supervisors	
Recruitment	Both internal and external job applicants are assessed in an equal and inclusive way.	Internal and external recruitment advertisements are communicated to all personnel.	SeAMK Personnel Services and SeAMK Marketing and Communication	Recruitment advertisements communicated (yes/no)
		There are clear guidelines for the recruitment process.	SeAMK Personnel Services	Guidance up to date and accessible to all who need it (yes/no)
		SeAMK Personnel Services is involved in recruitment processes.	SeAMK Personnel Services	SeAMK Personnel Services involved in recruitment processes (yes/no)

### 3.2 Objectives and measures regarding personnel for 2022-2023

Table 11. Objectives and measures regarding personnel

Themes	Measures	Responsible person(s)	Schedule	Resources	Monitoring indicators
Inclusive leadership	Agreement on the organisation of equality and non-discrimination work at SeAMK.	CAB & Director of Administration	2022	No specific resource	Code of conduct agreed (yes/no)
	Launch equality and non-discrimination work at SeAMK as agreed	Designated responsible persons (see previous action point)	2022	To be specified as work progresses, estimated total workload about 2 weeks	Activity started (yes/no)
	Develop reporting and monitoring to track the implementation of the measures in the equality and non-discrimination plan and the equality and non-discrimination situation and its management.	Skills Development Manager, Director of Administration, and Quality Manager (consulting with the Equality and Equal Opportunities advisor)	2022–2023	Estimated total workload about 1 month	Indicators to be monitored defined (yes/no) Data collection completed (yes/no) Reporting of results (e.g. via BI system implemented (yes/no)

	Develop and implement the communication of Seinäjoki University of Applied Sciences in such a way that gender-biased terms are no longer used in any official communications.	Communications and Marketing Manager (+ SeAMK Marketing and Communications) For job titles, the SeAMK Management Group and, where appropriate, the SeAMK Executive Management Group	2022–spring 2023	Estimated total workload about 1 week (time mainly needed for editing the texts)	Official documents updated to remove gender-biased terms
Promoting diversity	<i>Provide diversity training (See section on strengthening equality and non-discrimination competences.)</i>	–	–	–	–
	Carry out accessibility surveys in accordance with a systematic plan in the buildings where SeAMK operates.	Director of Administration, Head of Property and Information Management (possibly in cooperation with students or as an external service provider)	From autumn 2022 (continuing in the following years)	Estimated total working time needed for planning and coordination, about 2 working days / year + additional implementation with student input (about 1 week) or alternatively as a purchased service.	Percentage of buildings occupied by SeAMK where an accessibility survey has been carried out (%)  Implementation of the development measures identified in the mapping exercise has started (yes/no)

Preventing discrimination and harassment	Updating, supplementing and clarifying, where necessary, SeAMK's guidelines on discrimination and harassment (e.g. the Prevention of Ill-treatment Policy and the Early Support Model).	Occupational Safety and Health Manager (+ occupational safety and health committee)	Year 2022 - Spring 2023	Estimated total workload about 2 working weeks	Implemented (yes/no)
	Develop channels (e.g. anonymous reporting channels) to encourage employees to report discrimination and harassment that they see.	Director of Administration, Occupational Health and Safety Manager, and Data Protection Officer	2023	Estimated total workload about 4 working days	Implemented (yes/no)
Reconciling work and family life	Create a model (including adequate induction and/or mentoring) to support employees returning to work from parental leave.	Skills Development Manager, Planning Officer, Personnel Services, Head of Administration in cooperation with the Equality and Equal Opportunities Expert and Occupational Health.	2023 (model creation and testing)	Estimated total working time resource required approximately 1 working week	Implemented (yes/no) Feedback collected from first users to allow further development of the model
	To clarify, harmonise and communicate SeAMK's practices regarding the absence situations mentioned in Chapter 4, Article 7 of the Employment Contracts Act.	Director of Administration	2022	No specific resource (falls within the normal remit of the Director of Administration)	Implemented (yes/no)

Pay	SeAMK is a co participant in the national project on the segregation of working life (Finnish Institute for Health and Welfare and Finnish Ministry of Social Affairs and Health).	Director of Administration and Occupational Safety and Health Manager  Equality and non-discrimination expert	2022	Estimated total workload about 2 working days	
Recruitment	Piloting anonymous recruitment.	Director of Administration, Planning Officer, Personnel Services, Supervisors of the respective pilot site(s)	Academic year 2022–2023	Estimated total workload about 1 working week  In addition, the price of a possible system acquisition	Implemented (yes/no) Feedback collected from the pilot
Strengthening equality and non-discrimination skills	Preparing personnel training on equality and non-discrimination issues.	Skills Development Manager, SeAMK Academy Steering Group  Equality and non-discrimination expert	Spring 2022	Estimated total workload about 3 working days	Number of equality and non-discrimination training courses on offer in autumn 2022
	Carrying out personnel training on equality and non-discrimination issues as part of the SeAMK Academy's training provision.	Equality and non-discrimination expert	From autumn 2022	Total outsourced services around EUR 3,000	Number of training courses delivered  Number of personnel participating in training (% of personnel)

Personnel have been provided with an action plan that supports equality and non-discrimination at SeAMK via our Intranet. The action plan includes guidelines on the prevention of mistreatment, recognising and preventing psychosocial strain at work and the remediation of harm, the Age Programme, and early intervention.

### 3.3 Policies for students

Table 12. Student practices to promote equality and non-discrimination.

Themes	Objectives	Policies	Responsible persons	Monitoring indicators
Applying to become a student (continued on next page)	Equal treatment and equal opportunities for student applicants	The information provided to applicants shall take into account the different types of applicants in a balanced way. The available special arrangements and adaptations are clearly communicated	The Head of Student Affairs and those involved in admissions communication	Number of relevant complaints to the Examination Board The aim is to prevent any complaints arising about equality and non-discrimination
		Practices and information on the admissions tests and the whole admissions process shall be designed to be inclusive <sup>3)</sup>	The Head of Student Affairs and those involved in admissions communication	
		All applicants have equal opportunities to demonstrate their competences during the admissions process.	Head of Student Affairs	

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<sup>3</sup> Inclusiveness means that people with different identities feel valued, useful, and welcome as members of the community, it also means that no one is accidentally excluded for reasons such as accessibility or culture.



<p>Applying to become a student (continued from previous page)</p>		<p>No discriminatory student selection criteria The joint admissions process follows national recommendations and guidelines for student selection, which include equal and transparent treatment of applicants.</p>	<p>Head of Student Affairs</p>	
		<p>Ensuring that images and student stories used in student marketing promote diversity.</p>	<p>SeAMK Marketing and Communications</p>	
<p>Teaching and guidance (continued on next page)</p>	<p>Diversity of students is taken into account in teaching and guidance</p>	<p>Diversification of teaching methods and the use of a variety of teaching methods, for example:</p> <ul style="list-style-type: none"> <li>• Development of year-round teaching (e.g. Campusonline)</li> <li>• Accreditation of learning demonstrated in some other manner (alternative accreditation courses)</li> <li>• Increasing online teaching and monitoring its quality (eAMK quality criteria)</li> </ul>	<p>Skills Development Manager, Development Manager of Education, Heads of Education, YAMK teachers, teaching staff</p>	<p>Online delivery of all courses is increasing every year (yes/no)</p> <p>Increase in the number of credits of Campusonline studies (yes/no) (Each year, a SeAMK-level and degree programme-specific target level is set for the number of credits of so-called collaborative studies.)</p> <p>The number of alternative accreditation courses is increasing every year (yes/no)</p> <p>SeAMK Student Barometer question/questions on the experience of equality and non-discrimination in teaching and guidance</p>

Teaching and guidance (continued from previous page)	Raising students' awareness of diversity and difference	Teaching and guidance aim to break down gender-stereotyped career models.	Teaching staff	
		SeAMK's curricula relate to the topic (as part of common core studies and free choice studies)	Skills Development Manager, Development Manager of Education, Training Managers	Provision for embracing difference and diversity in the common core curriculum (yes/no)  Provision for embracing difference and diversity in the free choice studies (yes/no)
		Internationality in the curriculum	Heads of Education, Internationalisation Manager, Development Manager of Education	More teaching and/or materials in English in degree programmes (yes/no)  How many curricula have an 'internationalisation window' (number and increase)?
	Equal and non-discriminatory teaching materials and content	Use of updated materials that are sensitive to diversity (no use of materials and teaching content containing attitudinal or stereotypical expressions).	Teaching staff	SeAMK Student Barometer question/questions on the experience of equality and non-discrimination in teaching and guidance
		Accessible learning materials	Teaching staff	

Study environment	A learning environment that is equal and equitable for all'	We strive to create an accessible learning environment for all, meaning not only physical, but also psychological and social accessibility.	Director of Administration Development Manager of Education	SKOPO survey Results of the SeAMK Student Barometer on the study environment Student forums Annual results of the AVOP survey on the learning environment
		The Equality and Non-Discrimination Plan is a public document and its contents are actively communicated to students.	Director of Administration	The Equality and Non-Discrimination Plan is publicly available and has been communicated to students (yes/no)
		Updated accessibility and inclusion plan	Development Manager of Education, Professional special education teacher	An updated accessibility and inclusivity plan is available for consultation (yes/no)
		SeAMK Student Welfare Action Plan 1 January 2022 – 31 December 2024	Development Manager of Education	Monitoring the implementation of the student welfare action plan annually in the Education Management Group
		YTHS' work with the student community takes the form of inspections of study environments and the measures taken as a result, expert activities and welfare and wellbeing campaigns.	SeAMK personnel representatives are members of the YTHS health working group	Results of periodic inspections of learning environments
	We operate in two languages (Finnish and English).	The information and guidelines are also published in English.	All personnel	Information and guidelines also published in English (yes/no)

<p>Prevention of bullying, discrimination, and harassment  (continued on next page)</p>	<p>SeAMK has zero tolerance towards all forms of discrimination, bullying, and harassment</p>	<p>Any observed bullying, discrimination or harassment will be addressed immediately.</p>	<p>All personnel</p>	<p>SAMO's SKOPO survey  SeAMK Student Barometer questions on experiences of bullying, discrimination, and sexual harassment  Results of the AVOP survey on guidance, support, and student satisfaction</p>
		<p>Active engagement of contact persons for harassment (SAMO)</p>	<p>SAMO</p>	
	<p>Improving training and employment opportunities for people at risk of discrimination</p>	<p>Guidance on studies and career planning takes into account the diversity of students and actively supports career planning (including in curriculum content), especially for students at risk of discrimination. Efficient referral to the right form of assistance</p>	<p>Guidance counsellors, professional special education teachers, and group counsellors and other teaching staff</p>	
		<p>Identify the reasons for drop-outs and identify possible gender issues (in subjects/fields in which gender segregation has been identified).</p>	<p>Professional special education teachers</p>	

Prevention of bullying, discrimination, and harassment  (continued from previous page)	Improving accessibility and inclusivity	Accessible working environment	All personnel	SeAMK Student Barometer
		Updated student accessibility and inclusivity plan	Development Manager of Education	An updated accessibility and inclusivity plan is available for consultation (yes/no)
Personnel training to promote non-discrimination and equality for students	Raising awareness of difference and diversity so that these values and concepts are reflected in teaching and in the way students encounter them.	SeAMK Academy education and training, published every 6 months <sup>4</sup>	SeAMK Academy steering group	Number of training courses organised/year

### 3.4 Student targets and measures for 2022-2023

Table 11. Objectives and measures regarding students

Themes	Measures	Responsible persons	Schedule	Resources	Monitoring metrics
Applying to become a student  (continued on next page)	Exploiting the results of the VeTek project (Vetoo for Technological Industries).	Student Services and Project Manager (H. Myllymäki)	The project will end on 31 August 2022.	Project coordinator input (250 hours)	The results have been exploited (yes/no)

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<sup>4</sup> See also measure 11 "Provide personnel training on equality and non-discrimination issues as part of the SeAMK Academy's training provision."

Applying to become a student (continued from previous page)	Locating or acquiring an induction loop and determining its potential use	Professional special education teacher	Spring 2022		Induction loop is available (yes/no)
Teaching and guidance (continued on next page)	Diversification of modes of teaching is a key measure in the field of education: it should be reflected in the action plans of all degree programmes (promoting the reconciliation of study, work and family life).	Skills Development Manager, Development Manager of Education, Heads of Education, YAMK teachers, teaching staff	Operational plans ready in February 2022	For 2022, strategic funding of EUR 10,000 for piloting non-stop online courses, otherwise to be decided by the persons responsible	Increase in the percentage of online delivery of all courses (yes/no)  Increase the number of credits of Campusonline studies completed (yes/no)  Increased number of alternative accreditation courses (yes/no)
	Promoting internationalisation at curriculum level and in practice	Skills Development Manager, Training Managers	The next curricula will be published in January 2023	Part of the normal job description of the person in charge	Has internationalisation progressed at curricular level (yes/no) and in practice, e.g. in the form of domestic internationalisation (yes/no)?
	Question on equality in teaching and teaching arrangements added to the SeAMK student barometer	Development Manager of Education in collaboration with the Equality and Non-Discrimination expert	Revision of surveys in spring 2022 and data collection in autumn 2022	Estimated total planning time about 1 working day	Question added (yes/no)

Teaching and guidance (continues from previous page and continues to next page)	Examination of questions related to equality and non-discrimination in the student barometer and the AVOP questionnaire is part of degree programmes.	Heads of Degree Programme	Results to be available in spring 2022 and 2023	Part of the job description of the responsible persons	Survey results on the experience of equality and non-discrimination in degree programmes (yes/no)
	Reviewing course titles in the curriculum from a gender and equality perspective (e.g. the Future of Leadership course).	Heads of Degree Programme	Next curriculum work, resulting in the publication of the curricula Jan 2023		Name check done (yes/no)
	The two-year work of the digital accessibility working group will be transformed into a normal SeAMK activity coordinated by the accessibility officer (the accessibility working group will develop a model). An accessibility officer is to be appointed.	Digital Accessibility Working Group and SeAMK Executive Management Group	Start of the new model 1 September 2022	Resources/month for a digital accessibility officer will be defined by 1 September 2022 when the model is developed.	A standard operating model for accessibility work has been established (yes/no) and a Digital Accessibility Officer has been appointed by 1 September 2022 (yes/no)

Teaching and guidance (continued from previous page)	Examine how this is addressed in the context of career planning studies and guidance	Development Manager of Education (in the context of ops work)	Autumn 2022		
Study environment	Exploring the potential of the induction loop	Professional special education teacher	Spring 2021		Can the induction loop be used at SeAMK with sufficient flexibility if necessary (yes/no)
	Utilising the recommendations and tools of the Equality in Higher Education 2021-2023 project to implement equality work in cooperation with the Student Union SAMO.	Development Manager of Education, SAMO	2023	Part of the job description of the responsible persons Estimated working time about 5 days.	Processes have been further developed in potential equality work
Prevention of bullying, discrimination, and harassment	Verify that an anonymous reporting system for SAMO harassment contact persons is in place and functioning.	SAMO	Spring 2022		The anonymous reporting system works and is in place at SAMO (yes/no)



<p>Personnel training to promote non-discrimination and equality for students</p>	<p>Teachers shall be trained in equality and non-discrimination issues.</p>	<p>SeAMK Academy Gender Equality and Non-discrimination expert</p>	<p>2022–2023</p>	<p><i>The resourcing has been taken into account in the measure "Provide personnel training on equality and non-discrimination issues as part of the SeAMK Academy's training provision." in Table 11.</i></p>	<p>At least one training session organised for teaching staff (yes/no)</p>
	<p>Training on gender equality and non-discrimination issues (e.g. segregation, gender stereotypes, etc.) will be provided, especially for teachers/guidance staff involved in career planning.</p>	<p>SeAMK Academy Gender Equality and Non-discrimination expert</p>	<p>2022–2023</p>	<p><i>The resourcing has been taken into account in the measure "Provide personnel training on equality and non-discrimination issues as part of the SeAMK Academy's training provision." in Table 11.</i></p>	<p>At least one training session on equality and non-discrimination organised for a smaller group (yes/no)</p>
<p>Other measures (continued on next page)</p>	<p>Ensuring that the student accessibility and inclusivity plan is updated</p>	<p>Development Manager of Education, Professional special education teacher</p>	<p>2023</p>	<p>Professional special education teachers has been allocated a resource (50-100 hrs) for accessibility and inclusivity work at SeAMK level.</p>	<p>Accessibility and inclusivity plan updated 2023</p>

Other measures (continued from previous page)	Making use of the recommendations of the Equality in Higher Education 2021-2023 project to prevent bullying and harassment and the tools it has produced to implement equality work (e.g. further development of processes related to potential harassment).	Development Manager of Education, SAMO (especially anti-harassment contact persons)	2022–2023	To be done as part of normal work, estimated working time about 5 working days.	At the end of 2023, SeAMK will have clear processes in place to manage potential harassment cases.
	Using the KUTO project (Support for studies from counselling services) to signpost to services	University Counsellor (project), Project Manager and Development Manager of Education	Project period 7 March 2022 – 30 June 2023	Project financing EUR 110,000	By autumn 2023, SeAMK will have a model and process in place to enable or guide students to counselling services (yes/no)
	Identify the number of unisex toilets and possible additional needs (e.g. through a short survey of students)	SAMO	Autumn 2022		The survey will has been carried out in 2022 (yes/no)

Students have been provided with guidelines on equality and non-discrimination via the SeAMK Intranet. These cover the accessibility plan and its monitoring and the student welfare action plan.

The student barometer, which is carried out every three years, is an important set of indicators of equality and non-discrimination as experienced by students. In order to improve

surveying of these issues, the questions included in the barometer must be more effectively targeted than at present. The student feedback questionnaire (AVOP), which is carried out annually by universities of applied sciences, contains questions on equality and non-discrimination. In addition, student forums organised in many degree programmes offer good opportunities to address students' thoughts about and experiences of equality and non-discrimination.

## **4 Monitoring**

### **4.1 Equality and non-discrimination in action**

Data generated by e.g. the personnel survey and the student barometer, as well as HR and student administration reports, are used when evaluating the realisation of equality and non-discrimination.

The personnel survey on employee satisfaction and community spirit is carried out for full-time employees every 2-3 years. The survey, which is assessed by HR, analyses such matters as leadership and supervisory work, work management, working culture, working conditions, and inclusiveness. Among other things, the aim of the personnel survey is to make the work community more equal and non-discriminatory.

Students respond to SeAMK's student barometer every three years. Regular monitoring has been carried out since 2000, which allows for historical comparison. Each year, SeAMK receives diverse information from the national graduate feedback questionnaire (AVOP). AVOP examines many factors related to the quality of studies and student satisfaction, which are also partly linked to issues of non-discrimination. The Student Union of Seinäjoki University of Applied Sciences (SAMO) also carries out a SKOPO survey every two years.

## **4.2 The Equality and Non-Discrimination Plan 2022–2023 in action**

The task of the Codetermination Advisory Board (CAB / YT-neuvottelukunta) is to monitor the implementation of the plan and to ensure that the Equality and Non-Discrimination Plan is up to date. The plan is reviewed every two years. The personnel barometer, student barometers, and personnel financial statements are key monitoring tools for assessing equality issues.

The Equality and Non-Discrimination Plan is available to both students and staff on the SeAMK Intranet site.

## **Annex 1: Personnel survey research questions**

### **Work motivation**

- 1 1 My job is challenging and interesting
- 2 2 My work is mentally demanding and stressful
- 3 3 I feel that I am achieving something useful with my work
- 4 4 My contribution is important for our organisation
- 5 5 My employer supports my professional development
- 6 6 I have recently been considering a change of employer

### **Managing your work**

- 7 7 I know what is expected of me in my job
- 8 8 The objectives of my department are clear to me
- 9 9 I have sufficient autonomy to make decisions about my work
- 10 10 I get enough feedback on my work
- 11 11 My supervisors is interested in my ideas and initiatives

### **Working conditions**

- 12 12 I get the information I need to do my job well
- 13 13 \ It is often unclear who decides on what
- 14 14 I think my salary level is competitive
- 15 15 The tools in my department are appropriate
- 16 16 The workload in my department has generally remained reasonable

## **Communication and inclusivity**

- 17 Information flows well in our department
- 18 Our department has a good team spirit
- 19 People in our department have the opportunity to participate and use their initiative
- 20 In our department, we are ready to go above and beyond what is normally expected of us, if necessary
- 21 Our staff actively share their knowledge and skills with their colleagues
- 22 I believe that our department will take action based on the results of this survey.

## **Managerial work (supervising)**

- 23 My supervisor trusts their subordinates
- 24 I am free to express my views to my supervisor, even if I disagree with them.
- 25 My supervisor has the courage to tackle problems when necessary
- 26 My supervisor gives me recognition for good performance
- 27 Orientation to new jobs is handled by our department

## **Efficiency and flexibility**

- 28 Work is well organised in our department
- 29 Our department is efficient
- 30 Our department is constantly striving to find better ways of working
- 31 Our staff have the flexibility to adopt new procedures when necessary
- 32 Adequate attention is paid to the working environment in our department
- 33 Our organisation's principles and values are well respected in the day-to-day operations of our department

## **Employer image**

- 34 Our organisation has recently moved in the right direction

- 35 I am very clear about the values and goals of our organisation
- 36 I believe our organisational values and goals are worth pursuing
- 37 I believe we can deliver excellent products/services to our customers
- 38 Our organisation treats its employees fairly and equitably
- 39 I am willing to recommend our company as an employer
- 40 The future looks bright for our organisation

### **Leadership culture**

- 41 Our organisation rewards performance fairly
- 42 Our organisation consults staff when making decisions that affect them
- 43 Our organisation's strategy and future prospects are well communicated to staff
- 44 I have confidence in the ability of senior management to make the right decisions  
for our organisation
- 45 The changes made in our organisation have been well implemented

### **Business culture**

- 46 Decision-making in our organisation is effective
- 47 \Our organisation is hampered by too much bureaucracy and formality
- 48 Our organisation takes sufficient care of the well-being of our staff
- 49 \There are too many rumours in our organisation
- 50 Cooperation with other departments is smooth