



LAPIN YLIOPISTO
UNIVERSITY OF LAPLAND

Equality and Non-Discrimination Plan 2025–2026

University of Lapland

Equality and Non-Discrimination Plan 2025–2026

1. Starting Points for Equality and Non-Discrimination Planning

Legal basis

The purpose of the Act on Equality between Women and Men (609/1986), referred to as the Equality Act, is to prevent discrimination based on gender, to promote equality between women and men, and thus to improve the status of women, particularly in working life. Furthermore, it is the objective of this Act to prevent discrimination based on gender identity or gender expression and discrimination based on reasons of pregnancy, childbirth, parenthood and family responsibilities.

The objective of the Non-discrimination Act (1325/2014) is to promote equality and prevent discrimination as well as to enhance the protection provided by law to those who have been discriminated against. According to the Non-discrimination Act, no one may be discriminated against on the basis of age, origin, nationality, language, religion, belief, opinion, political activity, trade union activity, family relationships, state of health, disability, sexual orientation, or other personal characteristics. Discrimination is prohibited, regardless of whether it is based on a fact or assumption concerning the person him/herself or another.

In addition to direct and indirect discrimination, the concept of discrimination as referred to in the Non-discrimination Act includes harassment, denial of reasonable accommodation, as well as an instruction or order to discriminate. Direct discrimination refers to treating a person or a group of people less favourably than other people in a comparable situation. Indirect discrimination means situations in which an apparently neutral rule, criterion or practice puts a person at a disadvantage compared with others. Harassment refers to deliberate or de facto infringement of the dignity or integrity of a person or a group of people. Denial of reasonable adjustments refers to a situation in which, for example, an employer or education provider would refuse to make reasonable arrangements that a person with disability would need to complete an entrance examination.

Legislation obliges employers and education providers to prevent discrimination and to assess and promote the realization of equality and non-discrimination in its operations.

Equality and non-discrimination work at the University of Lapland

In its long-term and ongoing commitment to promoting equality and non-discrimination, the University of Lapland works to prevent discrimination of any kind. The University fosters a culture of openness and diversity across its operations in order to create an environment in which the community members can act and express themselves openly and creatively, learn, and contribute to shaping the university community. In addition to non-discrimination, collaboration and a sense of community are key values underpinning our university's operations, and they are realized in a culture

of mutual respect and appreciation. Every university community member contributes to promoting these values and operational principles.

One of the objectives of the Equality and Non-Discrimination Plan is to support the attainment of our university's strategic objectives and the realization of our university's values. Our operations are based on our strategy that guides us towards our 2030 vision of being a Creative Forerunner – Responsible Arctic University Community. The university community includes staff and students, and the objectives of the Equality and Non-Discrimination Plan have been set with consideration to both groups. Strengthening our sense of community and promoting well-being are at the centre of our operations.

Accessibility is equality and non-discrimination

Promoting accessibility is part of the Equality and Non-Discrimination plan. At the University of Lapland, promoting accessibility is a task that involves collaborative monitoring and assessment work conducted and development measures implemented by the statutory working groups – the Co-operation Council, the Occupational Safety and Health Committee, and the Equality Committee – in accordance with the valid operational plans. Our Accessibility Plan, which is a separate plan, focuses on how well study-related goals are attainable from the perspective of an individual's characteristics, in order for individual equality to be realized. In addition, the Accessibility Plan takes eliminating and preventing harassment and discrimination of all kinds into account. The University of Lapland and the Lapland UAS have a joint Working Group on Accessibility, the purpose of which is to ensure that the accessibility requirements are met at both universities. The working group will ensure that the statutory accessibility obligations are met when using digital services and mobile applications at the universities.

2. Assessment of the measures taken during the period 2020-2023 and description of the current situation

The attainment of the objectives and the implementation of the measures outlined in the Equality and Non-Discrimination Plan 2020-2023 has not proceeded according to the plan in all its aspects, but in an overall assessment, positive development regarding equality, non-discrimination and accessibility has taken place in our university community. In the following, we will discuss the realization of the objectives and measures set for the period 2020-2023.

Ongoing improvement of equality in employment relationships: promoting equal pay, equal recruitment practices, and equality in communications

During the performance agreement period that is ending, the University of Lapland and its units have jointly agreed to commit to strategy-based competence management and the "one-employer approach". This means unified operations, practices, leadership style, and communications that all contribute towards the attainment of the shared strategic objectives. Changes in the operational

environment, the requirement to anticipate future competence needs, the intensifying competition for experts, financial management, the guidelines for a unified personnel policy, and attainment of strategic objectives all require long-term human resources planning. The strategic human resources plans of the units are drafted for a period of five years and will be updated annually where necessary. At the same time, the university-level plan for developing the work community is reviewed and updated where needed.

Personnel recruitment is based on unit-specific strategic human resources plans and the implementation plans of research and development projects. As a rule, open positions are filled by announcing an open call for applications. A position may be filled without an announcement if a person is hired to an open position or to act as a substitute in an employment relationship the maximum duration of which is two years, or if the work is covered by external funding or the persons or their special expertise are described in the funding application. Recruitment processes are conducted using the electronic recruitment system Talent Adore, and information on recruitments is available in the system for later use.

The strategic human resources plans of the units constitute the basis for the task structure and career paths of the personnel. In autumn 2024, our university has adopted a renewed academic task structure model that enables different kinds of career paths for persons working as teachers and researchers. In addition, our university uses the tenure track model, which is a structured academic career pathway leading to full professorship. For employees working in expert and service tasks, career opportunities are available through tasks in support services and projects of the faculties and other units, as well as through LUC services – the joint services of the two Lapland-based universities.

The employment relationships of the personnel of the University of Lapland are, as a rule, valid indefinitely. In 2023, a total of 55,6 % of the teaching and research personnel had a permanent employment relationship and the corresponding figure for expert and support personnel was 79,8 %. Of the personnel (728) with an employment relationship with the University of Lapland in 2023, a total of 494 were female and 234 were male. A total of 38 of the persons with an employment relationship with our university were non-Finns. However, it is important to bear in mind that some members of the university community are non-Finns who are visiting researchers or grant researchers and do not have an employment relationship with our university.

When examining the salary statistics of the university's personnel by gender, it can be stated that, overall, the situation looks rather good. The tables (provided as attachments) show the salaries of the teaching and research personnel and the general personnel according to the job demand level and the personal performance level in 2019 and 2023. We use median values (= middle values) for the comparison.

When examining the salaries in the teaching and research personnel group compared to the situation in 2019, we can observe that the salary of female professors has somewhat decreased compared to that of their male counterparts. Regarding the job demand levels, the salary level is the same, but there are slight differences in the salary component paid based on personal performance. In the group of university lecturers and post-doctoral researchers, equal pay between men and women regarding both the job demand level and the personal performance level is realized in 2023. Compared to the situation in 2019, in the group of university lecturers, women's salary based on personal performance has exceeded that of men.

In the group of researchers, women's salary based on the job demand level is lower than men's, but higher regarding personal performance. In 2019, the salary based on the job demand level was the

same, but then, too, women's salary paid based on personal performance was higher than that of men. As for the group of university researchers and university teachers, women's salary overall remains slightly lower than that of men. However, when comparing the current situation to the situation in 2019, in the group of university teachers, women's overall salary has increased considerably compared with men's salary. When looking at total remuneration for the teaching and research personnel group, women's salary was 99,2 % of what men earned, whereas in 2019 it was 85,5 %.

As for the general personnel, LUC Services (the joint services of the University of Lapland and Lapland UAS) have been established, and in conjunction with their organization, some employees of the Lapland UAS have been transferred to the University of Lapland, and during this transition, job titles have been harmonized and all the employees have been located at the demand levels of the university salary system. Already in 2019, it was possible to detect that the job title *coordinator* was becoming more common and can be found at nearly all job demand levels.

Examination of the job demand levels by job title in the general personnel group reveals that the salary according to the job demand level is the same for men and women in all groups except for the job demand level group 10-12. In the same group, as well as in group at the job demand level 8, women's salary based on personal performance is lower than that of men. Thus, when compared to the situation in 2019, there has been some decline regarding these aspects. For the job titles at the job demand levels 4-5, women's salary based on personal performance has increased and exceeded that of men, compared to the situation in 2019. When looking at total remuneration for the general personnel group, women's salary was 99,2 % of that of men, whereas in 2019 it was 100 %.

Promoting student and staff well-being

Work to promote student and staff well-being has been done in the framework of the Work+ program, the purpose of which is to support our well-being and sense of community. Service development efforts, in particular regarding LUC services, have been made by conducting several feedback surveys targeted at students and staff. The feedback received has been used to make changes to the organization of the student services and the ICT services with the objective of enhancing community building and improving experienced well-being. In connection with the Work+ program, services that support well-being at work have been added, including a higher euro amount in the Smartum employee benefits, and access to the employee bicycle benefit. Supervisors have been provided with leadership training and work ability management training and the whole personnel has been provided training, for example, on coping with psychosocial stress factors. A study psychologist has been recruited for the purpose of supporting students, guidance and counselling services have been developed, and the student Wellness Pass has received additional funding. Further information is available via the Work+ program.

As part of the Work+ program and the university's development work on the management system, attention has been paid to development of leadership. Several trainings targeted at managers and supervisors have been provided. So far, a separate survey addressing equality and non-discrimination issues targeted at the management has not been conducted.

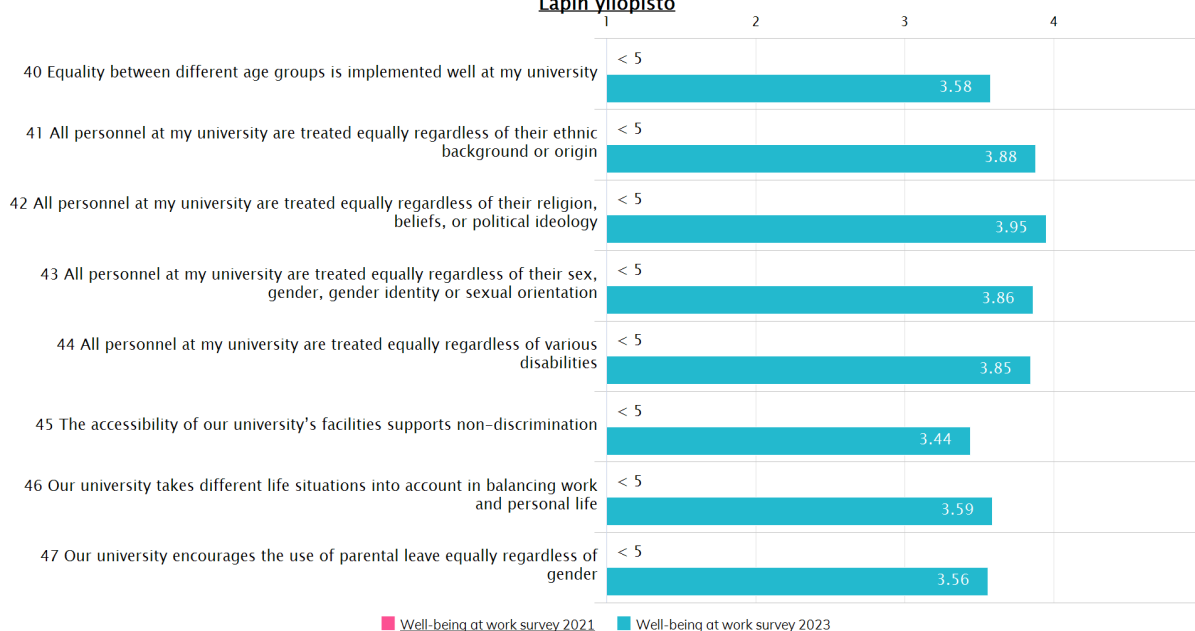
In autumn 2023, the seventh well-being at work survey targeted at the university's personnel was conducted. The response rate was 45,65. A total of 336 persons responded to the survey, of whom 69 % were female, 26 % were male, 1 % were of other gender, and 4 % preferred not to say their

gender identity. The age distribution of the respondents was: under 30 years 4 %; 30-39 years 18 %; 40-49 years 35 %; 50-59 years 30 %; and 60 years and over 12 %. A total of 55 % of the respondents worked in expert and support service tasks, and 45% worked in teaching and research tasks. Now for the first time, the well-being at work survey included a section dedicated to questions addressing the respondent's experience of the realization of non-discrimination, equality, diversity and inclusion at our university. The rating scale was 1 to 5, where 5 represented the best option. The survey indicates that the respondents generally experience that the personnel is treated in a rather non-discriminatory manner (questions 40-44). Question 45 ("The accessibility of our university's spaces supports non-discrimination") received the lowest rating.

Scale 1 – 5, 5 = best

Non-discrimination, equality, diversity and inclusion

Lapin yliopisto



N: 336

The personnel's overall satisfaction is positively affected in particular by competence to perform their work tasks, the possibility to utilize their competence, and a good work-life balance. Sense of belonging to the work community and sense of being appreciated continue to be relatively strong at the University of Lapland. Resources related to social interaction, work-related mental stress factors and change-induced stress negatively affect overall satisfaction. The personnel perceive their opportunities to influence our university's decision making via the existing decision-making channels as poor. Similarly, opportunities to interact with the university's management and to achieve career progress are perceived as relatively poor.

Supervisors' activities were perceived as equal and fair. A total of 64 % of the respondents agreed fully or agreed to some extent with the statement. In the respondents' experience, supervisors also take diversity of people into consideration. A total of 58 % of the participants agreed with this statement fully or to some extent.

The majority (77 %) of the respondents reported not having experienced any harassment, bullying, or other inappropriate treatment over the past 12 months. Ten per cent of the respondents reported

having had such experiences and the situation was still ongoing. In 2024, the University of Lapland and the Lapland UAS have drafted a joint guide on acting responsibly in the work community. The guide includes detailed instructions on resolving harassment situations.

In spring 2024, the Student Union conducted a survey on harassment and realization of non-discrimination in the university's student community. The survey, which was targeted at all students, yielded 126 responses. The survey addressed students' perceptions of prejudices and stereotypes in the university community, as well as students' experiences of bullying. Students had experienced inappropriate behaviour by other students and staff members. Inappropriate behaviour was the most often experienced at student events. Although the survey suggests that inappropriate behaviour by university staff members experienced by students and its occurrence in teaching situations has been relatively rare, given the personnel's responsibility and position, it is of utmost importance to address the issue.

On the basis of the survey results, the Student Union has, together with the representatives of the subject associations, discussed measures to take to improve the situation. In order to build a culture that fosters non-discriminatory and equal interaction between students and prevents discrimination, steps should be taken to increase the number of cross-disciplinary student events, to emphasize the cross-disciplinary nature of the 'fresher autumn' and to develop the training of tutors and anti-harassment contact persons. It is recommended to review the Principles of Safer Space. Personnel training and, in particular, lowering the threshold for reporting inappropriate behaviour by teachers in teaching situations are important.

Raising awareness of gender diversity

The Equality Committee provided the personnel of the University of Lapland and the Lapland UAS with the opportunity to participate in a training entitled *Gender diversity at the university – Supporting non-discrimination and well-being*. The training was organized in cooperation with the Gender Diversity & Intersex Centre of Expertise (SETA) in the spring of 2023. The training offered basic information on gender diversity and ways in which equality and non-discrimination can be promoted at universities. The training offered practical tips for developing structures, practices and developing a discourse of inclusion that takes gender diversity into consideration.

Several training sessions were organized so that the content of two sessions was targeted to those working mainly in teaching and supervision tasks, and one training session focused on the perspective of working life, structures and communication. All training sessions included basic information on gender diversity and regulations governing equality and non-discrimination.

Training was provided in Finnish and in English. The participants perceived the content of the training sessions as very illuminating and felt that they received support for their own work. It is appropriate to provide similar training regularly.

Advancing accessible inclusion

The legal basis for accessibility work is defined in the Constitution of Finland (731/1999), according to which no one shall be treated differently from other persons on the ground of any reason that

concerns his or her person, such as sex, age, origin, language, health or disability. The prohibition of discrimination enshrined in the Constitution is complemented by the Non-discrimination Act (1325/2014), which prohibits direct and indirect discrimination. The Non-discrimination obliges an education provider to make due and appropriate adjustments for a person with disabilities to be able to gain access to education as well as to pursue the education. In addition, utilization of public spaces is governed by the Government Decree on Accessibility of Buildings (241/2017), which obliges to take accessibility into consideration when renovating or making alterations to buildings. The Directive (EU) 2016/2102 of the European Parliament and of the Council on the accessibility of the websites and mobile applications of public sector bodies (The Web Accessibility Directive) determines the minimum level of accessibility of digital services, in other words, an extensive set of criteria according to which the accessibility and usability of web content is improved.

The objective of the accessibility work conducted at the University of Lapland is to ensure that all students and employees have equal opportunity to study and work. *Accessibility* refers to creating physical, mental and social environments that enable everyone to act on equal terms with others regardless of their individual characteristics. *Design for all* is a parallel concept of accessibility that expresses the degree to which university spaces, electronic systems, learning environments, teaching methods and attitudinal climate enable inclusion and non-discrimination of students and employees regardless of their individual characteristics or life situation.

In 2022, a separate Accessibility Plan was drafted by diverse expert bodies with a focus on the following themes: student admissions, provision of teaching, accessibility, study and career counselling, as well as preventing and eliminating harassment and discrimination. The work resulted in a shared view of the overall situation, objectives and development measures. At the same time, it was concluded that some of the development targets identified clearly fall into the areas of responsibility of the statutory working groups of the University of Lapland and the Lapland UAS, and that cooperation between these groups should be enhanced. (The Cooperation Council, The Occupational Safety and Health Committee, The Equality Committee).

The Accessibility Plan includes a broad set of objectives and proposed measures. Regarding these, it is appropriate to include certain objectives into the Equality and Non-Discrimination plan and the Equality Committee's area of responsibility. The Accessibility Plan will be updated and extended by LUC Teaching and Learning Services in 2025. In the future, the contact person for accessibility issues at the University of Lapland will be the study psychologist. The accessibility development measures that belong to the task area of LUC Teaching and Learning Services are mainly related to student admissions, provision of teaching, and study and career counselling. These are also clearly related, for example, to Communications services regarding recruitment marketing, and to Personnel services regarding staff competence development.

At the University of Lapland, monitoring and assessment of accessibility issues as a whole belongs to the task area of the Equality Committee. The Equality Committee invites the accessibility contact person to its meetings at least twice per year in order to discuss how to coordinate the objectives and monitor the implementation of the development measures and to avoid overlapping work.

The Accessibility Plan also includes several objectives and development measures included in the language guidelines of the University Consortium that were confirmed in 2024. With informed language-related choices we will ensure that all members of the community have equal opportunity to participate in the activities and decision-making of the community. The objectives of the LUC language guidelines are:

- to build a foundation for a genuinely multicultural community
- to clarify the status of the languages used in teaching, research and societal interaction, and to inform the choice of languages in service provision
- to take language requirements into consideration in new recruitments
to contribute to maintaining an operational culture characterized by equality and non-discrimination: everyone has the right to listen and to understand, and the right to be listened to and to be understood
- to raise language awareness
- to acknowledge the value of the national languages, and the Sámi languages, which are particularly significant in the region, in the increasingly international university landscape
- to support the development of the quality of communications.

Monitoring the language guidelines belongs to the task area of the management bodies, in particular that of the LUC Services management team. In addition, a working group has been set for promoting the implementation of the language guidelines in the Lapland University Consortium.

3. Objectives for the Period 2025-2026

Promoting equality and non-discrimination permeates the university's entire scope of operations. The objective of inequality prevention is to systematically promote non-discrimination throughout the operations, preparation of matters, and decision-making of our university. Non-discrimination does not mean treating everyone in the same way, but ensuring equity of starting points for everyone. The objective is to create a working and learning environment in which every member of the university community has equitable starting points for acting, studying and working. The methods of completing studies are diverse and study paths are flexible. The university will continue to work in order to better identify and intervene in discrimination, and to prevent discrimination. Our equality and non-discrimination work promotes inclusion and participation in the university's activities.

The following targets and measures will be set for the period 2025-2026 to create a university community characterized by equality and non-discrimination

Diverse university community

Target: Our university's student and employee body consists of people of all ages and genders coming from different backgrounds.

Measures: In recruitment, particular attention is paid to avoiding any discrimination based on, for example, the applicant's age, nationality, or gender when selecting the successful candidate. The applicant who best meets the requirements regarding education, expertise and suitability for the position is always selected. If several applicants are considered to have equal qualifications and to be equally suitable for the position, it is possible to favour applicants of an underrepresented gender as positive action targeted towards promoting equality.

The objective of achieving a diverse work community, and equality and non-discrimination aspects are taken into consideration in the Strategic Human Resources Plans of the faculties and other units.

Measures: The results of the national survey for universities on wellbeing at work is analysed in greater detail with a focus on the information in the equality and diversity section by personnel group.

Responsible party: Unit management and Personnel services

Measures: The objective is to attract applicants representing all genders and diverse backgrounds to all training programmes. Marketing efforts are made to diminish possible gendered patterns of choice in education. The goal is to add the option 'other gender' or 'prefer not to say' on the application form available via Studyinfo (Opintopolku).

Developing international student recruitment and student admissions, and providing more support for students to get started with their studies.

Responsible party: Teaching and Learning Services, Communications services, Internationalisation services.

Measures: Developing student tutoring from the perspective of increasing diversity. Tutors and actors involved in subject associations will be provided training on gender diversity and neurodiverse accessibility.

Responsible party: Teaching and Learning Services, Student Union, subject associations.

Target: Advancing accessible inclusion.

Measures: Conducting an accessibility assessment of the premises. The information signs in the spaces are provided at least in Finnish and in English. Training will be provided for the personnel on taking student diversity and individual needs for learning support into consideration in teaching. In addition, training will be provided for staff and subject associations in order to raise general awareness of accessibility.

Responsible party: Property services, Communications services, Personnel services, Equality Committee.

Target: Implementation of the LUC language guidelines.

Measures: Implementing the language guidelines in practice in different areas of operation. Improving overall accessibility, including in the electronic services and information signs. The objective is to offer the signs and websites at least in Finnish and in English, but content in the Sámi languages will also be increased.

Responsible party: LUC working group, Communications services, Internationalisation services, Equality Committee, faculties and other units.

Recruitment

Target: In recruitment, we will aim for transparency, maintain a consistent recruitment procedure and comply with the principles of responsible assessment.

Measures: Special attention will be paid to fair and documented comparison of the applicants. Care will be taken to ensure that supervisors are familiar with the recruitment procedure and equitable treatment of the candidates also from the perspective of communication. Position announcements must indicate the salary level in euros for each position. Methods for responsible researcher evaluation will be developed.

Responsible party: Personnel services, Unit management.

Target: Employees will be hired for fixed-term employment relationships only for a justified reason and the objective is to keep the proportion of fixed-term employment relationships of the total personnel at the current level or lower.

Measures: Recruitment of personnel for a fixed-term employment relationship is reviewed annually when updating the Strategic Human Resources Plans of the units. The units adhere to the same, consistent recruitment procedure.

Responsible party: Unit management, Personnel services, Equality Committee

Salary

Target: Persons performing similar work tasks have consistent job titles and salary will be determined according to the salary scales regulated in the General Collective Agreement for Universities and the additional guidelines issued by the university.

Measures: Salary statistics will be compiled and assessed by gender annually. Statistics will be compiled to show data by personnel group: Teaching and research personnel, Expert and support personnel, and Personnel of the Teacher Training School.

Responsible party: Personnel services, Equality committee

Competence development

Target: To improve staff members' opportunities to progress in their careers and to develop their competence.

Measures: Annual review of the strategic human resources plans and the task and career structure. Advancing the development discussion and competence allocation practices and providing personnel training.

Responsible party: Personnel services, Unit management.

Responsible action in the university community

Target: Our university community has a zero-tolerance policy on harassment and inappropriate behaviour. Inappropriate treatment and harassment are not tolerated and they do not occur in any form.

Measures: Supervisors are informed of and provided training on responsible action in the work community. Information on this is also communicated to the personnel. The goal is to further lower the threshold for reporting inappropriate behaviour. In cooperation with the Student Union, modes of operation for students are developed and training is provided to harassment contact persons.

Responsible party: Personnel services, Occupational Safety and Health Committee, Student Union, Teaching and Learning Services.

4. Organization, Management and Development of Equality Operations

The statutory bodies functioning at the university:

- The Cooperation Council consists of representatives of the employer and employee organisations (2 employer members and 6 employee organisation members, and a secretary). The Cooperation Council convenes at least 5 times a year. The tasks of the council are determined in the cooperation agreement of the University of Lapland at <https://www.ulapland.fi/loader.aspx?id=a277c191-5900-40e0-a884-e0105a36274c>

- The Occupational Safety and Health Committee consists of the occupational safety and health manager and the director of human resources (employer representatives), 1 occupational safety and health representative, a deputy representative, and 4 employee representatives. The committee convenes at least 3 times a year. The tasks of the committee are determined in the occupational safety and health cooperation agreement of the University of Lapland at <https://www.ulapland.fi/loader.aspx?id=f55b832b-c864-43a5-98f6-849085912a74> and in the annual plan of action for occupational safety and health at <https://www.ulapland.fi/loader.aspx?id=c330c565-3619-448b-9dd7-fdcae6a9a844>

- The Equality Committee consists of employee, employer and student members appointed by the rector. The members of the committee are invited from the personnel groups and units of the university. The committee has 12 members and it convenes at least 2 times per year. Its main function is to prepare and update the Equality and Non-Discrimination plan annually.

The committee also performs the following tasks:

- o promotes the realization of the objectives of the Act on Equality Between Women and Men, and advances the measures required by the Non-Discrimination Act;
- o ensures that the university has a valid equality and non-discrimination plan;
- o monitors the realization of equality and non-discrimination and the relevant plans;
- o promotes the development of positive organizational practices with regard to equality and non-discrimination;
- o provides information and training on the Equality and Non-Discrimination Plan and its implementation to staff and students;
- o acts as a forum for addressing equality-related issues as stated in the cooperation plan.

Membership of the abovementioned bodies has been taken into consideration in the personnel's annual working hours planning and allocation.

The training required by the Equality and Non-Discrimination Plan is provided either as a separate training in accordance with the Plan or as training connected with the organization's generic personnel training obligation.

The Equality Committee monitors the realization of equality and non-discrimination annually. Attainment of the goals is assessed based on data generated in the operations, including the university's financial statements, salary surveys, the well-being at work survey for universities, student feedback and equality and non-discrimination surveys. Promoting equality and non-discrimination at our university is also related to the sustainability and responsibility program that is currently being drafted.

The Equality and Non-Discrimination Plan is drafted every two years and updated annually.

Teaching and Research Personnel, excl. Teacher Training School, data from January 2024

*Persons less than 5, euro amounts not reported

Agreed-upon salaries are not included in the statistics

Title	Quantity			Job demand €		Women's share of salary	Personal performance €		Women's share of salary
	N	M		N	M		N	M	%
Professor, Res. Professor	40	22	Md	5121	5121	100,0	1416	1454	97,4
Demand 8-11			Ka	5507	5564	99,0	1447	1445	100,1
Associate prof.	5	2*	Md	4236			1025		
			Ka	4236			1150		
University lecturer	61	32	Md	3674	3674	100,0	888	884	100,5
Demand 5-7			Ka	3643	3619	100,7	898	909	98,8
Univ. Res., Res. Manager	15	9	Md	3674	4236	86,7	885	936	94,6
			Ka	3864	4111	94,0	858	995	86,2
Postdoctoral Res.	14	14	Md	3151	3151	100,0	602	599	100,5
			Ka	3151	3151	100,0	594	605	98,3
University teacher	39	21	Md	3151	2721	115,8	661	675	98,0
			Ka	2930	2885	101,6	666	717	93,0
Lecturer	1*	8	Md		3543			1104	
			Ka		3674			1137	
Researcher, Junior Researcher	45	14	Md	2397	2721	88,1	489	458	106,8
			Ka	2515	2613	96,2	507	501	101,1
Total	219	120	Md	3666	3543	103,5	877	884	99,2
			Ka	3692	3659	100,9	874	901	97,0

Teaching and Research Personnel, excl. Teacher Training School, data from January 2024

Title	Quantity			Personal performance %		Women's share of salary
	N	M		N	M	
Professors, Res. Prof.	40	22	Md	26,10	26,05	100,2
Demand 8-10			Ka	26,05	26,05	100,0
Associate prof.	5	2*	Md	24,20		
			Ka	27,14		
University lecturer	61	32	Md	24,10	24,05	100,2
Vaati 5-7			Ka	24,76	25,08	98,7
Unv. Res. Res. Manager	15	9	Md	24,10	22,10	109,0
			Ka	22,19	24,32	91,2
Postdoctoral Res.	14	14	Md	19,00	19,00	100,0
			Ka	19,00	19,00	100,0
University teacher	39	21	Md	22,10	20,88	105,8
			Ka	22,46	24,72	90,9
Lecturer	1*	8	Md		31,20	
			Ka		32,33	
Researcher, Junior Researcher	45	14	Md	19,10	17,18	111,2
			Ka	19,95	19,13	104,3
Total	219	120	Md	23,28	24,05	96,8
			Ka	23,08	23,65	97,6

General personnel, data from January 2024

Agreed-upon salaries are not included in the statistics

Demand level	Title	Quantity			Job demand €		Women's share of salary %	Personal performance €		Women's share of salary
		N	M		N	M		N	M	%
4 - 5	Learning Assistant, Secretary, Service Advisor, Coordinator	18	10	Md	2125,3	2125,3	100,0	564,8	506,6	111,5
				Ka	2070,2	2092,2	98,9	456,4	534,4	85,4
6	Coordinator, Financial Coordinator, IT Support Officer	37	13	Md	2246,3	2246,3	100,0	541,4	474,0	114,2
				Ka	2246,3	2246,3	100,0	582,2	511,6	113,8
7	Administrative Secretary, Human Resources Coordinator, IT Support Officer, Coordinator, Financial Coordinator	49	17	Md	2421,6	2421,6	100,0	607,8	521,9	116,5
				Ka	2421,6	2421,6	100,0	630,2	508,5	123,9
8	IT Coordinator, Systems Specialist, Development Specialist, Project Manager, Financial Specialist, Communications	64	20	Md	2732,9	2732,9	100,0	604,0	699,6	86,3
				Ka	2732,9	2732,9	100,0	651,2	697,8	93,3

	Specialist, Applications Coordinator, Coordinator,									
9	IT Specialist, Systems Specialist, Coordinator, Education Specialist, Head of Study Affairs, Coordinator, Information Specialist,	38	16	Md	3150,7	3150,7	100,0	790,4	728,8	108,5
				Ka	3150,7	3150,7	100,0	801,4	772,5	103,7
10 - 12	Management level and Senior Specialist	30	18	Md	3634,7	3890,0	93,4	901,4	1019,5	88,4
				ka	3838,1	3951,1	97,1	949,7	1033,9	91,9
	Total	236	94	Md	2577,3	2577,3	100,0	605,9	610,7	99,2
				Ka	2743,3	2765,8	99,2	678,5	676,5	100,3

General personnel, data from January 2024

Agreed-upon salaries are not included in the statistics

Demand level	Example titles	Quantity			Personal performance %		Women's share of salary
		N	M		N	M	%
4 - 5	Learning Assistant, Secretary, Service Advisor, Coordinator	18	10	Md	22,1	23,7	93,4
				Ka	23,2	25,5	91,0
6	Coordinator, Financial Coordinator, IT Support Officer	37	13	Md	33,2	21,1	157,3
				Ka	25,9	22,8	113,8
7	Administrative Secretary, Human Resources Coordinator, IT Support Officer, Coordinator, Financial Coordinator	49	17	Md	25,1	21,0	119,5
				Ka	26,0	22,6	115,2
8	IT Coordinator, Systems Specialist, Development Specialist, Project Manager, Financial Specialist, Communications Specialist, Applications Coordinator, Coordinator,	64	20	Md	22,1	25,1	88,0
				Ka	23,8	26,1	91,2
9	IT Specialist, Systems Specialist, Coordinator, Education Specialist, Head of Study Affairs, Coordinator, Information Specialist,	38	16	Md	25,1	23,1	108,4
				Ka	25,4	24,5	103,8
10 - 12	Management level and Senior Specialist	30	18	Md	24,8	26,6	93,4
				ka	24,7	26,2	94,3
	Total	236	94	Md	24,9	24,1	103,3
				Ka	25,1	24,0	104,6

Personnel of the Teacher Training School, data from January 2024

*Persons less than 5, euro amounts not reported

Title	Quantity			Demand level €		Women's share of salary	Personal performance €		Women's share of salary
	N	M		N	M		N	M	%
Lecturer	34	15	Md	3489	3489	100,0	631	421,77	149
			Ka	3438	3412	100,76	693	535	129
Student Advisor	1*								
Full-time teacher	2*	1*							
School Secretary, Service Secretary	2*								
Learning Assistant	6		Md	2015			384		
			Ka	2033			416		
Total	45	17							

Personnel of the Teacher Training School, data from January 2024

*Persons less than 5, euro amounts not reported

Title	Quantity			Personal performance level %		Women's share of salary
	N	M		N	M	
Lecturer	34	15	Md	18,09	13,00	139,0
CO04-CO05			Ka	20,04	15,62	128,0
Student Advisor	1					
CO06						
Full-time teacher	2	1				
CO04-CO05						
School Secretary, Service Secretary	2					
MV05 - MV06						
Learning Assistant	6		Md	19,07		
MV04 - MV05			Ka	20,42		
Total	45	16				