

Lappeenranta University of Technology Equality Plan

Handled by the LUT human resource board on 18 October 2016. Approved by the Rector on 4 November 2016.

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Introduction

Legislation

The Constitution of Finland is the backdrop for our equality plan. Under the Finnish Constitution, section 6, no one shall, without an acceptable reason, be treated differently from other persons on the ground of sex, age, origin, language, religion, conviction, opinion, health, disability or other reason that concerns his or her person.

In addition, the Constitution lays down an obligation to promote equality of the sexes in societal activity and the working world, especially in the determination of pay and the other terms of employment.

[Constitution of Finland](#)

The objectives of the Act on Equality between Women and Men are to prevent discrimination based on gender, to promote equality between women and men, and thus to improve the status of women, particularly in the world of work. The act also aims to prevent discrimination based on sexual identity its expression.

[Act on Equality between Women and Men](#)

The purpose of the Non-discrimination Act is to promote equality and prevent discrimination as well as to enhance the protection provided by law to those who have been discriminated against. The act prohibits discrimination on the basis of age, origin, nationality, language, religion, belief, opinion, political activity, trade union activity, family relationships, state of health, disability, sexual orientation or other personal characteristics.

[Non-discrimination Act](#)

An employer who regularly employs at least 30 persons must have a plan for the necessary measures for the promotion of equality. In addition, the act states that an education provider must ensure that the educational institution has a plan for the necessary measures for promotion of equality.

Other background material

[Universities Act](#)

[Employment Contracts Act](#)

[Occupational Safety and Health Act](#)

[LUT Strategy 2020 and Action Plans](#)

[LUT Code of Conduct](#)

Objectives of the plan

The objective of the Lappeenranta University of Technology (LUT) equality plan is to promote equality and prevent and eliminate discrimination. The university should be a working and study environment where all members are treated with respect. LUT does not approve of inappropriate behaviour toward its staff, or discrimination or harassment.

An open and positive atmosphere and interaction support an equal opportunity culture and promote well-being in the university community.

Responsibilities and follow-up

The starting point for equality promotion is the responsibility of every individual to promote equality in studies and work. The rector is responsible for non-discrimination issues related to teaching and research, and the human resource director for those related to the university as an employer. The heads of units are responsible for the realisation of equality in their own units.

The equality plan is amended every three years. The progress of the development measures is followed annually and reported on to the university community. The follow-up of the implementation of measures in section 1, Staff equality, is the responsibility of LUT's human resource committee, and of measures in section 2, Student equality, is the responsibility of LUT's Learning Experience Development (LED) group.

The human resources committee follows and evaluates the realisation of equality with the help of different statistics and reports. For example, the feedback from the Great Place to Work survey can be used to promote equality. The Learning Experience Development (LED) group monitors the realisation of equality in teaching and addresses shortcomings as needed.

SECTION 1 Staff equality

Statistics are based on the figures of 31 December 2015, unless otherwise stated.

Age

Ageing employees possess a wealth of tacit knowledge that comes with years of experience, including technical know-how and cognitive knowledge and understanding. Therefore, ageing employees should be considered a significant resource because taking advantage of professional experience more extensively and creatively may bring added value to both ageing employees and the entire organisation. On the other hand, the energy level, recent knowledge, skills and innovations of young employees and recent graduates enrich the

working community. Caring for small children or elderly parents is a challenge for employees at both ends of the spectrum. Age management is faced with the challenge of enabling a diverse group of employees to work in the same community.

In 2015, the average age of the staff members was 40 years. The average age of men was 39.6 years and that of women 40.6 years. A total of 335 employees were over 45 years of age, meaning the share of ageing employees is 36%.

The age group distribution is affected by the university's nature as an employer: it hires students in the final stages of their studies as, for example, research assistants, and graduates as doctoral students.

Age should not be a decisive factor in selecting employees, and vacancy announcements are not to include age recommendations for applicants. Age is not to be an obstacle to a career in research. Age criteria should be avoided when selecting members for a research group because they may discriminate especially against women, whose career development may be delayed due to maternity and child care leave.

The age group distribution of the staff is monitored annually through statistics, and units are informed when employees approach retirement age.

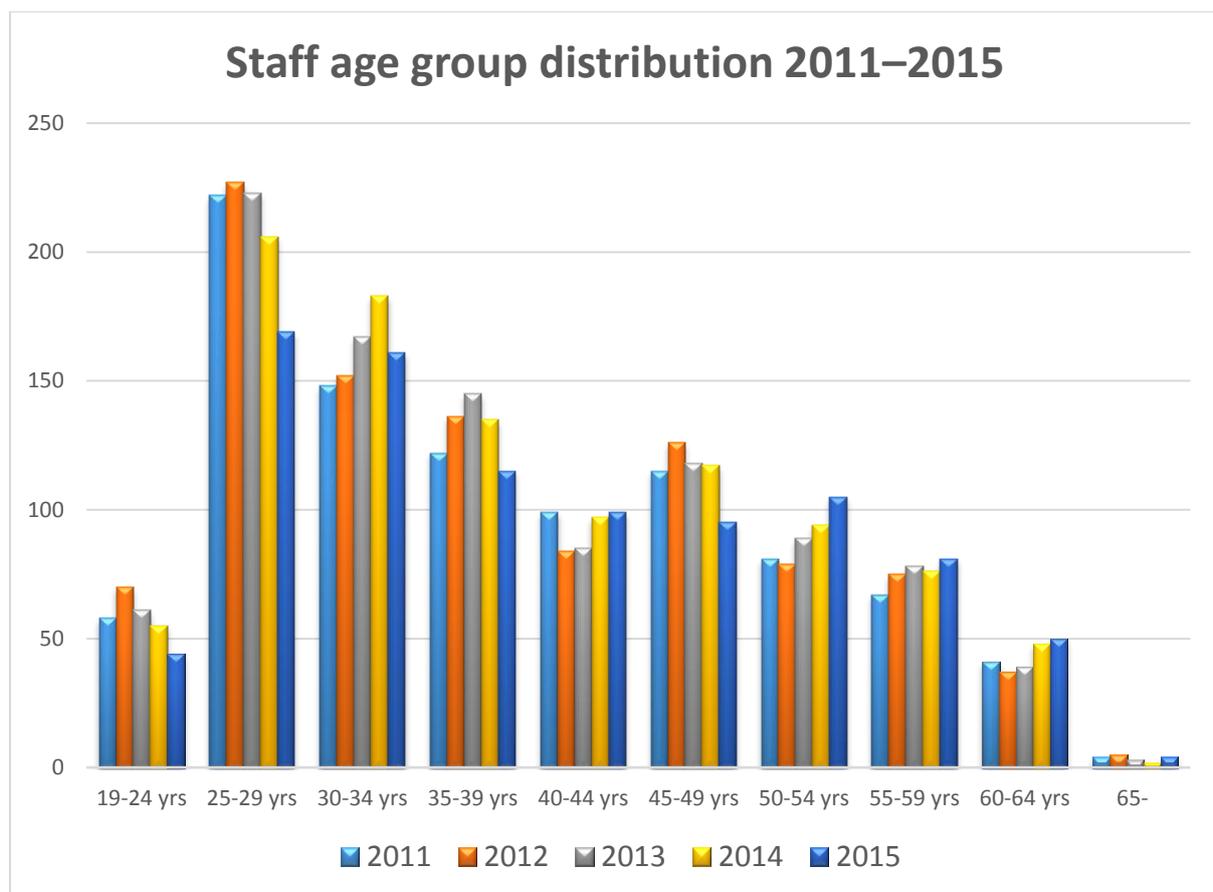


Figure 1: Staff age group distribution 2011-2015

LUT's age equality principles

- Age must not be a factor in the appointment of employees.
- People of different ages and their strengths are valued.
- The ideas of young employees and the experience and tacit knowledge of ageing employees are appreciated and respected.

Gender

In accordance with section 6 of the Act on Equality between Women and Men, an employer is obligated to promote gender equality. Employers must

- act in such a way that job vacancies attract applications from both women and men
- promote the equitable recruitment of women and men in various jobs and create for them equal opportunities for career advancement
- promote equality between women and men in the terms of employment, especially in pay
- develop working conditions to ensure they are suitable for both women and men
- facilitate the reconciliation of work and family for women and men by paying attention especially to working arrangements
- act to prevent discrimination based on gender.

At the end of 2015, the share of female employees at LUT was 40.5%. The relative share of women has slightly declined in the past few years (in 2011, their share was 41.5%). In the majority of staff groups, the gender distribution was male-dominant (over 60% men), whereas female-dominant staff groups included administrative and library staff. A more even gender distribution would lead to e.g. the more extensive utilisation of knowledge and experience.

Table 1. Gender distribution in staff groups on 31 December 2015 and 31 December 2011.

Staff group	Total 2015	Women 2015	F% 2015	Total 2011	Women 2011	F% 2011
Professors	69	11	15.9	89	19	21.3
Lecturers and other instructors	36	19	54.3	58	21	38.2
Assistants	4	1	25	4	1	25.0
Researchers	428	144	33.6	397	125	31.5
IT staff	18	1	5.6	16	2	12.5
Administration	207	152	73.4	217	170	78.3
Facility Services	14	4	28.6	18	8	44.4
Library	18	15	83.3	18	16	88.9
Teaching and research support	97	13	13.4	137	34	24.8
Interns	2	2	100			
Total	893	362	40.5	954	396	41.5

Women are encouraged to seek more challenging and versatile job profiles. Job rotation should be used as a tool for career advancement and acquiring qualifications for future positions. Parental and child care leave or military or non-military service are not to have a negative impact on career development.

Both women and men should be appointed as experts for the evaluation of the scientific qualifications and other merits of job applicants. In 2011-2015, expert evaluators in the appointment of professors included 16 women and 79 men (17% vs. 83%)

For fixed-term employment relationships or substitutions, an open recruitment process as extensive as possible is recommended.

Postgraduate studies

Throughout the university, the share of female postgraduate students (40%) is larger than the share of female undergraduate students (26%).

Table 2. Share of female postgraduate students 31 December 2015.

Postgraduate students 31 December 2015	All postgraduate students			Doctoral students employed by LUT		
	Total	F	F%	Total	F	F%
LBM	146	72	49	48	28	58
LES	144	40	28	110	32	29
LENS	96	41	43	56	18	32
LUT total	386	153	40	214	78	36

Research project directors should see to the equality of male and female researchers in terms of pay, duties, work spaces and equipment. Women and men should be guided, supported and encouraged equally in postgraduate studies.

Women and men must have equal opportunities to carry out postgraduate studies, and attention should be paid to the equal distribution of duties. Extensions to fixed-term positions related to postgraduate studies are granted based on applications for maternity, paternity and parental leave as well as military or non-military service.

Issues related to postgraduate studies are also discussed in section 2, Student equality.

LUT's gender equality principles

- Gender must not be a factor in the appointment of employees.
- Employees are treated equally regardless of their gender.

Pay

Under the Act on Equality between Women and Men, section 8, the actions of an employer constitute discrimination if the employer applies the pay or other terms of employment in such a way that one or more employees find themselves in a less favourable position than one or more other employees in the employer's service performing the same work or work of equal value.

LUT adopted the national university pay system in October 2006. The functionality of the pay system is monitored once a year based on statistics published by the Confederation of Finnish Industries. The statistics are available on the LUT intranet page [Palkat ja palkkiot \(Wages and reimbursements\)](#).

The statistics are presented for both evaluation systems separately, divided based on the job grade and gender. The items included in the statistics are average salaries, the number of employees, and performance classification averages. Salaries are composed of monthly pay components: the job-specific pay component, individual pay component, performance bonus, lecturer bonus, guaranteed pay, project manager bonus, administrative duty bonus, and other personal bonuses.

Teaching and research staff

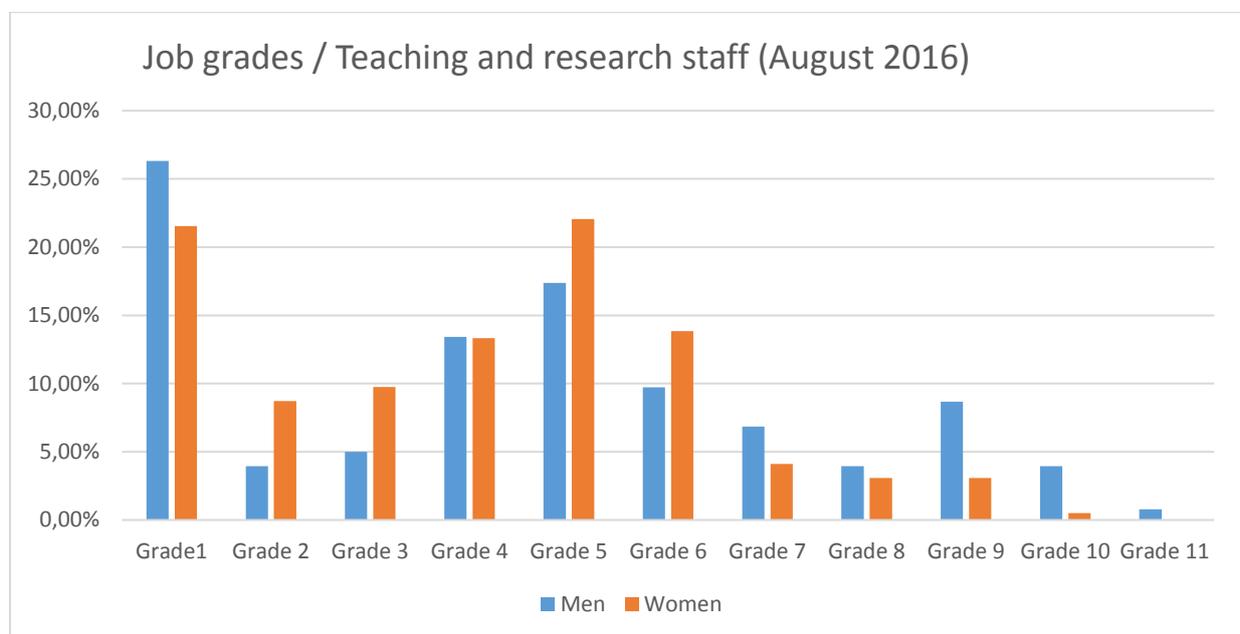


Figure 2: Percentage of men and women in different job grades; teaching and research staff

In the evaluation system of the teaching and research staff, both men and women are mostly in doctoral student and assistant positions in job grades 1-4. Overall, 53% of women's jobs and 49% of men's jobs were situated in these job grades in August 2016 (the corresponding figures for 2011 were 61% for women and 56% for men).

Teaching and research positions that require a doctorate are assigned job grades 5-7. Overall, 36% of women's jobs and 27% of men's jobs were categorised in these job grades (the corresponding figures for 2011 were 26% for women and 24% for men).

Teaching and research work valued by the field of science and management positions in the field of science are assigned job grades 8-11. A typical example of a position in these job grades is that of a professor. The difference between women and men is greatest in these job grades (13 percentage points), as 11% of women's jobs and 24% of men's jobs were

categorised in job grades 7-11 (the corresponding figures in 2011: 6 percentage point difference, women 13%, men 19%).

Table 3: Share of women and men in different job grades; teaching and research staff (August 2016)

Job grade	Women (2011 share in parentheses)	Men (2011 share in parentheses)
1-4 Doctoral students and assisting jobs	53% (61)	49% (56)
5-7 Teaching and research related positions requiring a doctorate	36% (26)	27% (24)
8-11 Teaching and research work valued by the science community, and management positions	11% (13)	24% (19)

Greatest change

Other staff

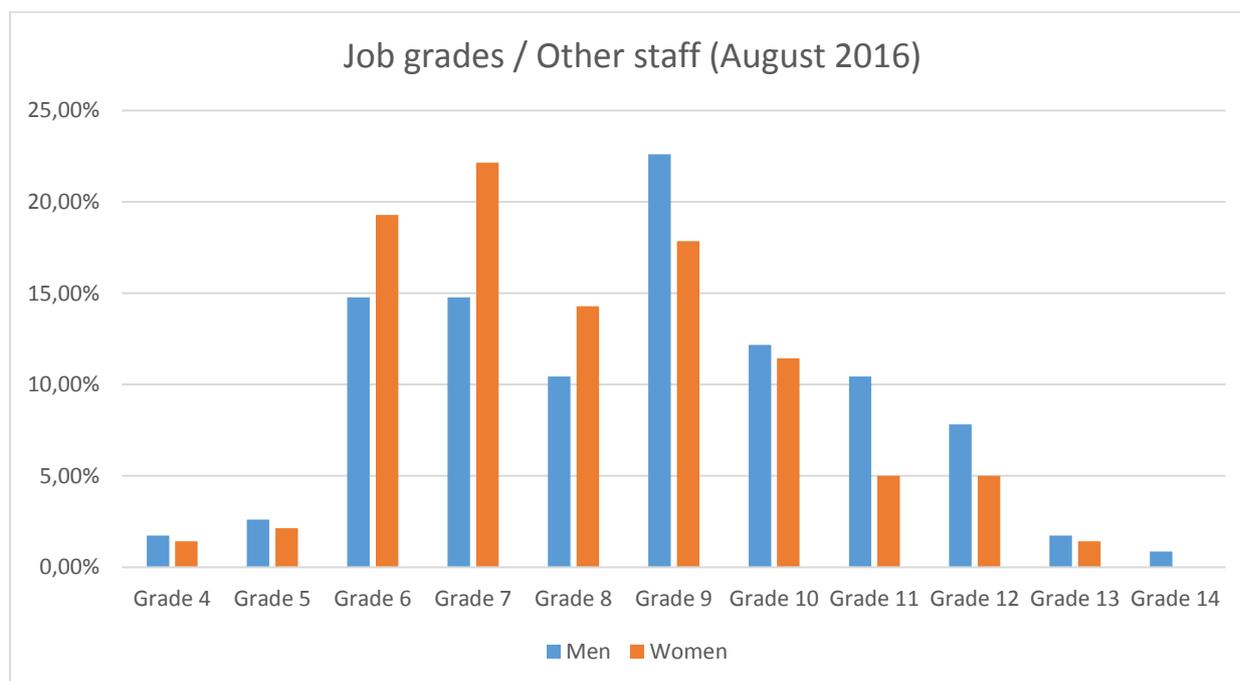


Figure 3: Percentage of men and women in different job grades; other staff

In the evaluation system of other staff, LUT has no positions in job grades 2-3.

Job grades 4-7 consist of vocational duties, composing 45% of women's jobs and 34% of men's jobs (equivalent figures in 2011: women 50%, men 39%).

Specialist duties are in job grades 8 and 9. These duties compose 32% of women's jobs and 33% of men's jobs (equivalent figures in 2011: women 33%, men 26%).

Manager and demanding specialist duties are situated in job grades 10-11, composing 17% of women's jobs and 23% of men's jobs (equivalent figures in 2011: women 10%, men 27%). Compared to the year 2011, the share of women's jobs in these job grades has increased by seven percentage points.

A total of 6% of women and 10% of men are in the highest job grades 12-14 (equivalent figures in 2011: women 6%, men 9%).

Table 4: Share of women and men in different job grades; other staff (August 2016)

Job grade	Women (2011 share in parentheses)	Men (2011 share in parentheses)
2-3 Practical duties	0%	0%
4-7 Vocational duties	45% (50)	34% (39)
8-9 Specialist duties	32% (33)	33% (26)
10-11 Management and demanding specialist duties	17% (10)	23% (27)
12-14 Top management	6% (6)	10% (9)

Greatest change 2011/2016

Individual performance level

An examination of the individual pay components reveals that the greatest differences are between the two evaluation systems, although there are some discrepancies between the genders.

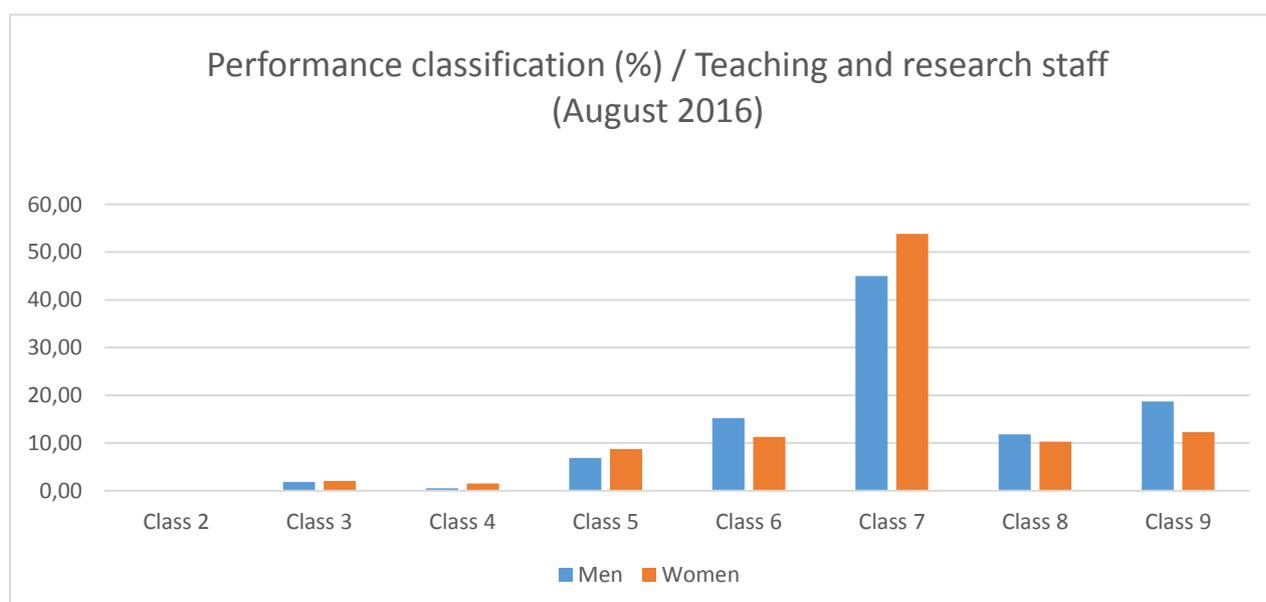


Figure 4: Individual performance level, teaching and research staff

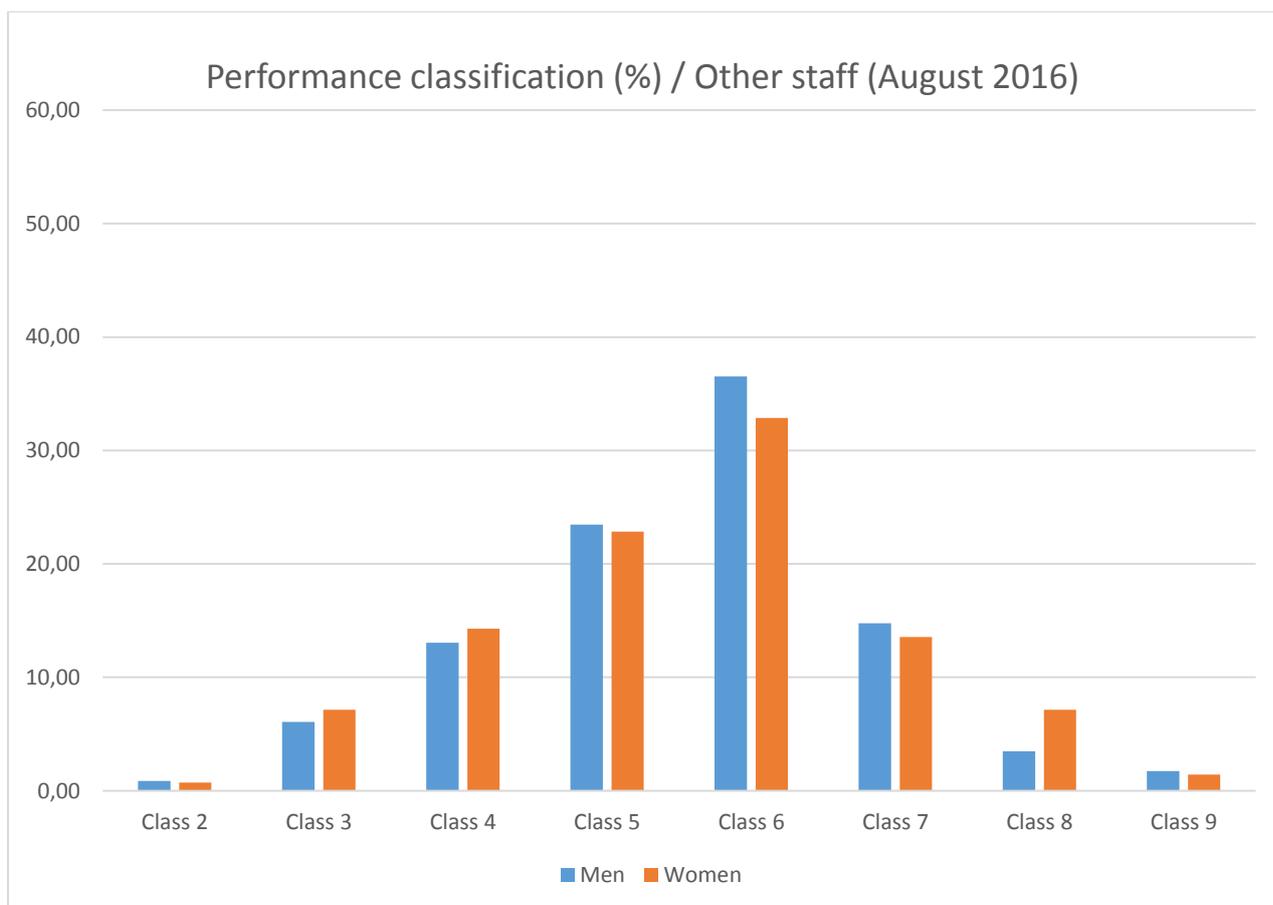


Figure 5: Individual performance level, other staff

The difference between the evaluation systems can be explained by the internal guidelines applied to the evaluation system of the teaching and research staff, based on which e.g. doctoral students with job grades 1-4 maintain their performance level 7 (34.2%) when they are promoted from one level to another.

The human resource board monitors the impacts of the pay system between the groups, genders and units evaluated. The university aims to ensure that the system is applied fairly by providing uniform evaluation criteria and training.

LUT's pay equality principles

- People should receive the same pay for the same type of work, regardless of their gender.

Family situation and professional duties

The employer should, in accordance with section 6 of the Act on Equality between Women and Men, develop working conditions that suit both men and women. Working conditions at LUT should be equal for everyone performing similar duties. The employer should make

combining work and family possible for both women and men. An equal working community is also skilful, motivated, competitive and productive.

In 2015, 15 employees were on childcare leave – one of them a man. Temporary childcare leave was taken in 2015 by 31 employees, 22 of whom were women and nine men.

When working hours are planned, employees' childcare arrangements should be taken into account to the extent possible. Employees are encouraged to take parental and childcare leave by providing information on them.

LUT's equality principles regarding family situations and professional duties:

- Employees performing similar duties must be ensured equal working conditions.
- Employees are encouraged to take parental and childcare leave.

Ethnicity, nationality, and language

Internationalisation is an important focus area for LUT. The students, researchers and teachers on our campus are a diverse group in terms of their background, nationality, and language. Ethnic questions are highlighted when diverse groups of people interact with each other. LUT's everyday operation is characteristically multicultural and multilingual.

A total of 9% of undergraduate students and 40% of postgraduate students at LUT are foreign nationals (respective figures in 2011: 7% and 30%). In addition to international degree students, the university attracts over 200 foreign exchange students annually.

The staff represents 48 different nationalities, and 25% of the staff members are other than Finnish citizens. A person's ethnic origin or nationality should not affect his or her studies or work at LUT.

In accordance with the Universities Act, the language of LUT's education and degrees is Finnish. In addition, the university offers education in English. LUT also aims to provide material and information related to studies and work in English.

Orientation sessions are arranged for new international employees. An orientation guide for new employees is available in both Finnish and English. LUT aims to take the cultural specificities of international employees into account, and for example Muslims have access to a prayer room. The university's international employees are offered courses in Finnish as a second language.

The cafeterias on campus cater to different diets e.g. related to one's faith.

LUT's equality principles regarding international staff:

- Equality does not depend on one's ethnic origin, nationality, language or religion.
- Racism and ethnic discrimination is not tolerated.

- Staff members are provided opportunities to take part in continuous language training.
- LUT provides education and information in other languages.

Sexual orientation

The Non-discrimination Act, section 6, prohibits discrimination based on sexual orientation. Each member of the university community is responsible for not discriminating anyone based on sexual orientation.

LUT's equality principles regarding sexual orientation:

- One's sexual orientation should not be a factor when employees are appointed or students selected.
- Discriminations based on sexual orientation is not tolerated.

Accessibility

People may have difficulties related to vision, hearing or perception. Clear and up-to-date signs and maps help to navigate the environment. Facility planning pays attention to lighting, colours, contrasts, acoustics and materials. Also basic information, such as leaflets, manuals and teaching materials, should be understandable and available to everyone.

The health and disability of students and employees at the university may affect their performance or interfere with regular activities. People with physical disabilities are taken into consideration by providing accessible facilities.

However, those with disabilities have the right to decide whether to request help or special arrangements. It should not be assumed that people with disabilities need help in every situation.

An accessibility report was prepared at LUT in 2006-2007 and updated in 2009 and 2012 (Annex 1). The report emphasised the key aspect of accessibility: physical access to facilities.

LUT's equality principles regarding accessibility

- University facilities must be functional, safe and easy to use.
- Accessibility is taken into account when new facilities are designed and old ones renovated.

Harassment

Under section 6 of the Act on Equality between Women and Men, employers must, to the extent possible, see to it that their employees are not sexually harassed.

Sexual harassment means verbal, non-verbal or physical unwanted conduct of a sexual nature by which a person's psychological or physical integrity is violated intentionally or factually in particular by creating an intimidating, hostile, degrading, humiliating or offensive atmosphere.

The university has issued guidelines for addressing harassment, which are included in LUT's early support model (Annex 2, Annex 3). Supervisors and heads of units should strive to stop any alleged sexual harassment that comes to their attention without delay. Employees who commit sexual harassment may be issued a caution or warning, and harassment may also lead to the termination of the employee's employment contract.

The labour protection organisation (labour protection officer and representatives) is at the staff's disposal in harassment issues. New employees are to be provided information on who to contact if harassment or other violations of equality occur.

LUT's equality principles regarding harassment prevention:

- No one needs to tolerate harassment.

PART II: Student equality

A total of 26% of undergraduate students and 40% of postgraduate students at LUT are women. The share of women who complete their degree is slightly higher at the undergraduate level and roughly the same at the postgraduate level. So-called mature Master's students, who are admitted directly to a Master's programme, constitute approximately 40% of LUT's undergraduate students. The number of students with physical disabilities, illnesses, mental challenges or different learning needs has not been assessed at LUT.

The student equality part of the LUT equality plan was prepared in 2012 and amended in 2016 together with students. The amendment committee, which reported to LUT's Learning Experience Development (LED¹), consisted of the heads of student guidance and Study Services, and a student representative. The committee's primary sources of information were applicant and student statistics, LUT's accessibility report, guidelines for promoting accessible studies at LUT, and the results of the International Student Barometer 2015, the education quality survey conducted by the Student Union in 2016, and the student equality workshop held on 8 May 2012.

The equality of students is examined below in terms of gender, language and nationality, age and situation in life, and accessible studies. Special attention is paid to the accessibility of the physical environment and electronic services and different learning styles.

Gender equality

Gender equality statistics

Even though Finland is in many ways a rather equal society, the division of education fields based on gender, i.e. gender segregation, is still stronger than elsewhere in Europe. In university studies, this differentiation based on gender is strongest in the fields of technology and transportation, where women account for roughly one fourth of the students. The under-representation of women in technology can also be seen among the undergraduate students at LUT (Table 5). In LUT's business studies, this type of gender segregation has not been observed.

In addition to the degree programme, the share of female students at LUT is also impacted by the path through which students are admitted. The 2015 admissions results show that the share of women is highest among those admitted to Master's programmes in Finnish (36%), second highest among those admitted to Master's programmes in English (35%), and

¹ Learning Experience Development (LED) is a group appointed by the vice rector for education. Its objective is to identify and spread good practices and development targets related to teaching and guidance, and to promote and monitor the implementation of measures mentioned in the LUT Education Reform strategy. The group is chaired by the vice rector for education, and its members include representatives of LUT staff and students.

lowest among those admitted to complete the Bachelor's and the Master's degrees consecutively (21%). Compared to 2011, the share of women has remained the same among applicants who accepted their study space for the consecutive Bachelor's and Master's degrees, and increased a few percentage points among those admitted to Master's programmes in Finnish. The increase was the greatest – four percentage points – in Master's programmes in English. These differences cannot be explained by the differences between technology and business. Among applicants with LUT as their first choice, the share of women is the highest for Master's programmes in Finnish and lowest for the combination of the Bachelor's and Master's studies.

Table 5. Share of women (enrolled as attending 31 December 2015) in different undergraduate degree programmes and schools

Undergraduate students, summary, 31 December 2015		M	F	F%	Total
School	Degree programme				
LUT School of Business and Management	Industrial Engineering and Management	28	20	42%	48
	Business Administration	683	562	45%	1245
	Computer Science	353	37	9%	390
	Industrial Engineering and Management	637	190	23%	827
LBM in total		1701	809	32%	2510
LUT School of Energy Systems	Energy Technology	307	43	12%	350
	Mechanical Engineering	436	23	5%	459
	Electrical Engineering	338	16	5%	354
	Environmental Technology	121	93	43%	214
LES in total		1202	175	13%	1377
LUT School of Engineering Science	Chemical Engineering	155	74	32%	229
	Computational Engineering	52	27	34%	79
LENS in total		207	101	33%	308
LUT in total		3110	1085	26%	4195

The share of female applicants, admitted students and enrolled students has developed in different paths in 2007-2015 quite differently. The development is illustrated in Figures 6-8.

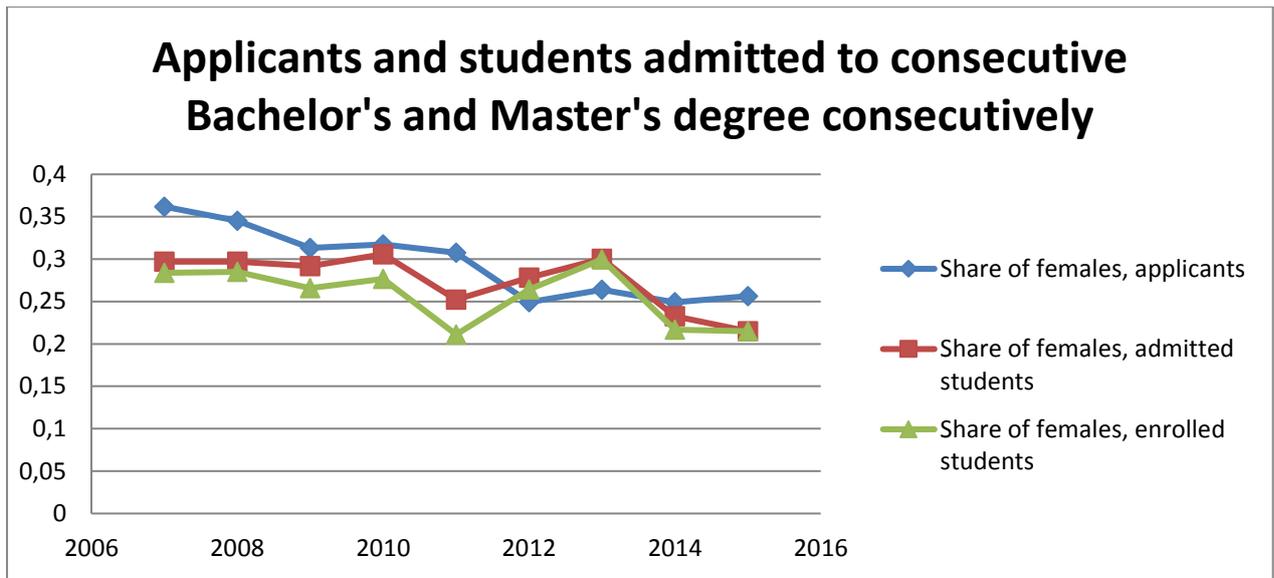


Figure 6. Share of women applying to, admitted to, and accepting a study space in consecutive Bachelor's and Master's studies 2007-2015

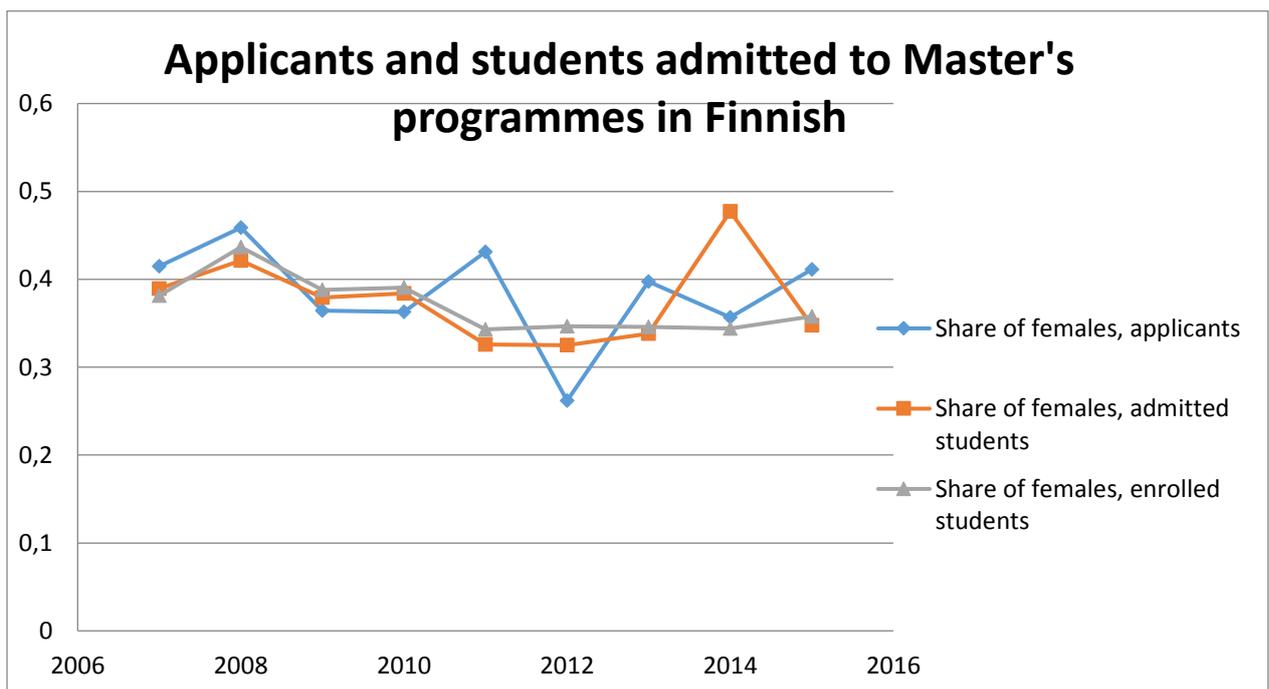


Figure 7. Share of women applying to, admitted to, and accepting a study space in Master's programmes in Finnish 2007-2015

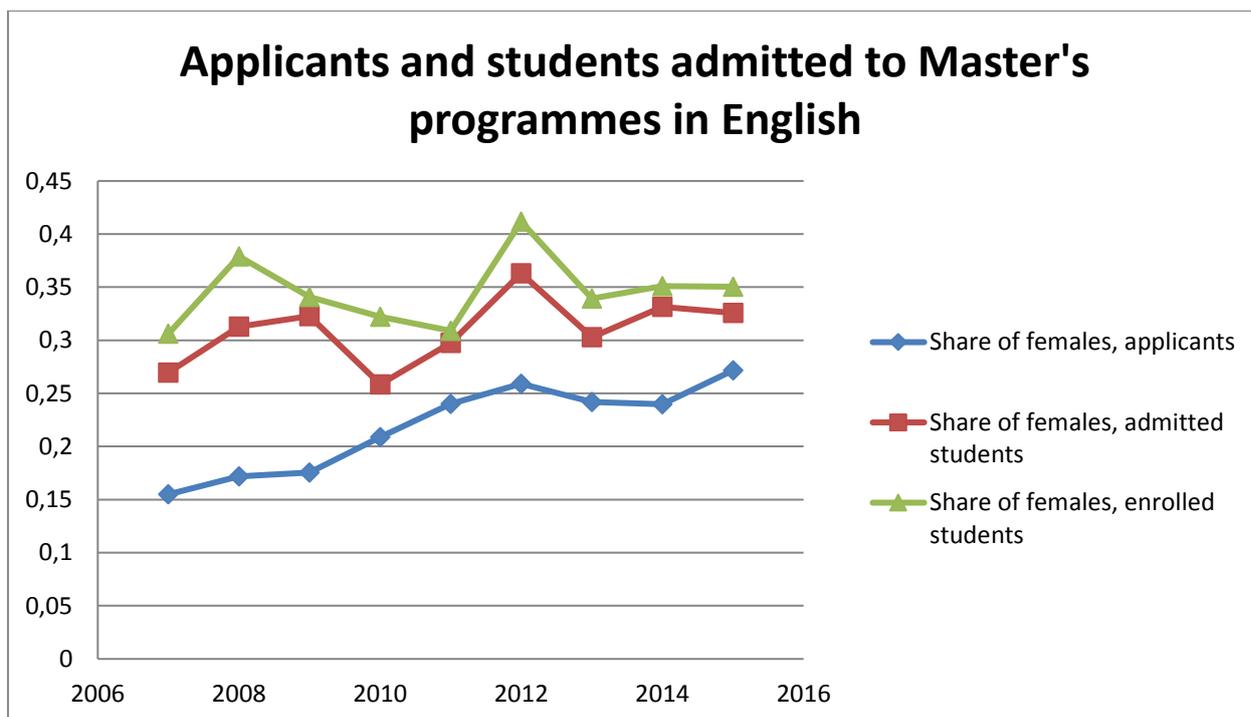


Figure 8. Share of women applying to, admitted to, and accepting a study space in Master's programmes in English 2007-2015

On the "Bachelor's path" (Bachelor's + Master's degree), the share of female first-choice applicants steadily declined from 2007 to 2011. In 2012, the drop was more significant, but share of female applicants has plateaued since then. The share of women admitted was smaller than the share of female first-choice applicants, and the share of women who accepted the study space is even smaller than the share of women admitted. On the "adult Master's path" (Master's programmes in Finnish), the share of women among applicants, admitted students and those who accept their study space has varied significantly in recent years, and no clear trend can be identified. On the "international Master's path" (Master's programmes in English), the share of female applicants has clearly grown during the period examined. The share of women who are admitted and accept their study space has continuously been higher than the share of female applicants.

The share of female postgraduate students is higher than the share of undergraduate students in both technology and business (Table 6).

Table 6. Share of female postgraduate students (enrolled as attending 31 December 2015) in different departments and schools

				M	F	F%	Total
Field of study	School	Department	Degree programme				
No field of study	LUT School of Business and Management	LUT School of Business and Management	Business Administration	15	21	58%	36
			Computer Science	12	4	25%	16
			Industrial Engineering and Management	47	47	50%	94
	LUT School of Business and Management in total			74	72	49%	146
No field of study in total				74	72	49%	146
Technology		LUT Mechanical Engineering	Mechanical Engineering	1			1
		LUT Mathematics and Physics	Computational Engineering		1	100%	1
		LUT School of Energy Systems	Mechanical Engineering	43	11	20%	54
			Energy Technology	20	11	35%	31
			Environmental Technology	4	12	75%	16
			Electrical Engineering	36	5	12%	41
		LUT School of Engineering Science	Chemical Engineering	32	32	50%	64
			Computational Engineering	23	9	28%	32
		Technology in total			159	81	34%
Technology in total				159	81	34%	240
Grand total				233	153	40%	386

Table 7. Share of female graduates 2015

2015	Undergraduate degrees				Postgraduate degrees			
	M	F	Total	F%	M	F	Total	F%
LUT School of Energy Systems	236	47	283	20 %	22	6	28	21%
LUT School of Engineering Science	49	29	78	37%	10	7	17	41%
LUT School of Business and Management	379	220	599	39%	8	8	16	50%
LUT in total	664	296	960	31%	40	21	61	34%

Student views on gender equality

Students' views on gender equality have been elucidated in the education quality survey carried out by the Student Union in 2016 and in a student equality workshop on 7 May 2015. The survey and workshop also shed light on the realisation of equality in other areas.

The education quality survey was carried out online, and 625 LUT students responded. The study dealt especially with what delays the progress of studies and how the university could help to speed up studies. The responses of men and women did not differ significantly. Women assess their study pace to be slightly faster than men do. When examining the factors

that slow down studies (on a scale of 1-5 scores 2-5, as 1=does not delay), it was found that women experienced physiological ailments (long-term fatigue, continuous headache/migraine, neck or back pains) to be an obstacle to studies more frequently than men did. Men considered dyslexia and a lack of motivation as obstacles more often than women, but both genders felt that their motivation was as high. The differences cannot be explained by the different fields of science (business vs. technology).

The student equality workshop examined how gender equality is fulfilled in student admissions, teaching arrangements, grading and other matters. Regarding student admissions, the emphasis on equations was brought up because it was assessed to give men an advantage over women. In addition, the workshop stated that student recruitment is still held back by technology being labelled as a male field and by the general lack of knowledge (among applicants, their parents and guidance counsellors) regarding the field of technology and the opportunities it provides also to women. Regarding teaching arrangements, it was stated that some members of the teaching staff still have an attitude towards women which is manifest e.g. as chauvinistic comments. Students hoped for a clearer channel to report problems to the university directly instead of communicating everything through the Student Union. There were no obvious complaints regarding grading, but students wondered whether gender could affect grading in one way or another especially if there is only one or a few female students in the group. Because examinations and assignments are not submitted anonymously (e.g. by using the student ID number as the sole identifier), the respondent's gender may affect grading even at a subconscious level.

The Student Union has not arranged an equality workshop after 2012, but according to the student members of the amendment committee, the situation is essentially the same. LUT's regulations for education and the completion of studies now include an amendment on student feedback and complaints about teaching. Students may give informal feedback on education for example to heads of degree programmes, the study affairs staff or the vice rector for education. Postgraduate students may give feedback to, for instance, heads of doctoral programmes, the LUT Doctoral School or the vice rector for research. In addition, all LUT community members may give open feedback on the university intranet. Feedback and development proposals can be given anonymously or under one's own name. The quality manager goes through the messages regularly and sees to it that the appropriate party handles the feedback and initiatives. A summary of the feedback and responses to it is posted monthly on the intranet.

Harassment prevention

The LUT early support model (Annex 2) also includes Guidelines for addressing harassment (Annex 3). The guidelines are targeted for both staff and students. Students also have a harassment liaison whose contact information is available on the Student Union web site.

Promotion of equality

Equality between students is promoted as follows:

1. In admissions, LUT will make sure that the admission criteria support the university's quantitative, qualitative and equality-related objectives and do not exclude special groups.
2. Student recruitment campaigns will be planned to encourage both genders to apply to different degree programmes.
3. Promotional activities encouraging women to study technology will be increased in basic and upper secondary schools.
4. Cross-disciplinary studies in technology and business will be marketed especially to women. Information on LUT's educational opportunities will be directed increasingly to female engineers.
5. Both women and men will be guided and encouraged equally in their studies. In the selection of postgraduate students, the merits of both women and men will be taken into consideration equally.
6. Teaching and study materials should be unbiased and promote equality to the extent possible. Degree programmes should be flexible enough to enable combining studies and family.
7. Study guidance will encourage students to choose a field beyond the traditional gender stereotypes.
8. In the supervision of theses, attention will be paid to providing guidance equally to both male and female students, and undergraduate students will be encouraged equally to carry out postgraduate studies.
9. Studies will be designed to appeal to both genders.

Measures 1-4 relate mainly to the recruitment of undergraduate students and measures 5-9 to practical teaching and study guidance.

In student recruitment, Media Services has aimed to promote equality by hiring both men and women from as wide a range of degree programmes as possible for the Abitiimi student marketing team, by marketing the university through graduate stories that go against preconceived notions, by creating marketing arguments that appeal to women as well as possible, and by promoting communication independent of gender by addressing an entire class or school at once whenever possible. When the Abitiimi addresses an entire class or school, also students who have previously not considered studies in technology or business may become interested in the fields and in LUT.

Ethnicity, nationality and language

The share of students in Master's programmes in English out of all LUT undergraduate students has increased steadily in recent years (Figure 9). In 2015, roughly one fourth of first-year students came to study in Master's programmes taught in English. This is explained by the increased number of the programmes.

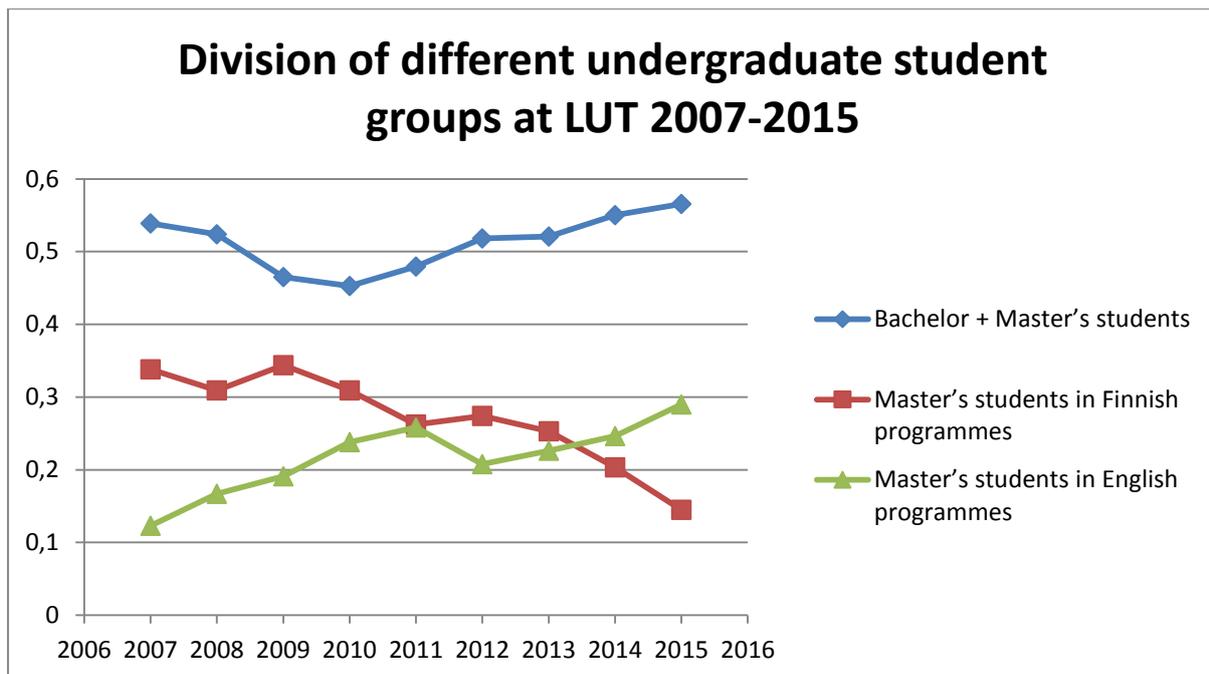


Figure 9. Development of the relative shares of different undergraduate student groups 2007-2015.

A total of 9% of LUT's undergraduate students and 40% of postgraduate students at LUT are foreign nationals (statistics of students enrolled as attending 31 December 2015). In addition to international degree students, the university attracts approximately 200 foreign exchange students annually.

In the International Student Barometer (ISB) 2015, LUT was in the top three of 183 higher education institutions when student satisfaction was surveyed in terms of study facilities (1/183), laboratories (1/183), the library (2/183), technology (2/183), internet connections (2/183), the campus (1/183), environmental friendliness (1/183), safety (1/183), health care (1/183), housing (3/183), and reception and orientation (2/183). In the overall assessment, LUT was ranked eighth of 183 higher education institutions. LUT's weak links at the national level were access to information related to one's grading (nationally 11/14, internationally 99/183), housing expenses (nationally 13/14, internationally 126/183), and acquiring professional experience alongside studies (nationally 13/14, internationally 179/183). In the overall evaluation, LUT was ranked first among Finnish universities and second in Continental Europe.

The key equality questions related to internationalisation that emerged in the workshop were not related to the teaching language, but to how the same assessment requirements can be applied to students from different backgrounds. The education LUT provides in English focuses on Master's studies. This is problematic especially for international Bachelor's level students who take part in student exchange, as their knowledge level is not likely to be sufficient to carry out such studies. From the perspective of degree students, the insufficient skill level of exchange students poses a problem especially in group work, where the evaluation may easily be considered unfair and unequal. International students are also considered to receive more attention than Finnish students in the general activity of the

university. The question was raised regarding what studies Finnish students have a right to conduct in Finnish and what this means in practice. In addition, the workshop pondered whether tuition fees will compromise equality in e.g. student admissions.

Age and situation in life

The impact of students' age and situation in life on studies can be seen at LUT especially in the differences between full-time students and adult Master's students. Full-time students refer here to students who are admitted to complete the consecutive Bachelor's and Master's degrees and typically enter the university from upper secondary school at the age of roughly 20 years, give or take a couple of years. Over half of the first-year students in 2015 were full-time students. Adult Master's students refer to students completing the Master's degree in Finnish. They already have at least a Bachelor's degree. Adult Master's students are usually older than full-time students, often have a family and carry out their studies while they work. In 2015, roughly 15% of first-year students were adult students (Figure 9).

Based on the education quality survey by the Student Union, the differences between full-time and adult students are clearer than those between e.g. male and female respondents. The survey indicated that the progress of full-time students was most often obstructed by a lack of motivation, challenges in mental well-being (e.g. depression, fatigue), a new relationship, and recreational activities (hobbies, student associations). Full-time students were also more critical of the teaching (materials, teaching and guidance skills, examinations corresponding to course contents) and campus facilities (group work spaces, quiet work spaces, computers) than adult students. The studies of adult students were more often delayed by full-time work (64% of adult students considered that their work was an obstacle to their studies), living in another city (57%), and family and children. Moreover, adult students more frequently felt that making improvements that support distance studies (distance examinations, online lectures, summer courses in another location) would significantly further the progress of their studies.

In the student workshop, questions regarding the equality of full-time and adult students related mainly to the arrangement and evaluation of studies. Due to work and living farther away, adult Master's students had fewer possibilities to take part in classroom lessons during the day in Lappeenranta. In addition, grading is often based on an examination tied to a given time and place. At the beginning of their studies, adult students have their own courses which take their particular situation better into account. However, some full-time students consider this to reduce equality between students. Also daily communication and logistics related to teaching, such as receiving information on cancelled classes and dropping assignments into a mailbox, are more problematic for students living farther away. Even though adult students would likely benefit from multi-modal teaching and assessment that enable distance studies, improvements in this area would also be useful to full-time students, who could e.g. view lecture recordings to revise. In addition, taking the prior knowledge and experience of all students better into consideration in teaching would bring added value to all students.

Accessibility of studies

Accessibility at LUT has been assessed in an accessibility report updated on 11 January 2012 (Annex 1). The report focuses especially on the accessibility of facilities and communication. In the student equality workshop, accessibility was discussed especially from the perspectives of facilities, teaching solutions, and communication and electronic services.

Accessibility of facilities and electronic services

The accessibility report presents e.g. the following observation regarding the accessibility of LUT's operating environment:

- The university aims to take people with special needs into account e.g. in the design of its web site and Uni student portal. The design of the interface, content and technical implementation take into consideration the needs of as many different target groups as possible and apply the following guidelines: WAI, JUHTA, and testing instructions issued by associations of the visually impaired.
- The special needs of applicants are taken into account depending on the case and the applicant's guide includes guidelines for entrance examination arrangements for special needs groups.
- The most significant obstacles to mobile access can be avoided, but only if the person or his or her assistant is already familiar with the facilities.
- The quality of acoustics varies. Some facilities generate a significant echo, which makes it difficult for the hearing impaired to understand speech. Sound amplifiers are often needed and can be installed in all teaching facilities except small tutorial classrooms.
- The accessibility of the bomb shelters is restricted. Consequently, no important operations have been located in the bomb shelters. However, most student association club rooms are located in bomb shelters.

In addition, daily activities at the university can be carried out in English, but the staff materials on the intranet are mainly in Finnish. In 2015, the most important materials had already been translated into English. Training regarding equality questions has not been arranged, but staff training on learning disabilities and obstacles to learning has.

In the student workshop, facilities were assessed to be reasonably accessible (there are elevators and few thresholds, exterior doors can be opened by pushing a button, etc.), but there was room for improvement in the adjustability and ergonomic features of furniture. An especially positive aspect was the fact that electronic access control provides students access to the university facilities at any hour of the day (the access control key is available to everyone).

As for electronic communication and services, the positive aspect was that they exist. Unfortunately, it was also stated that the existing tools are not necessarily fully and systematically utilised, but instead, practices vary greatly. Both students and staff are unaware of all of the possibilities and purposes of the tools.

Taking different learning styles into consideration

On 2 September 2008, LUT's steering and development group for teaching proposed university-wide guidelines for addressing dyslexia in teaching. The proposal took a stand on e.g. diagnosing dyslexia and on how to support dyslexic students. Moreover, the group pointed out that the university should prepare a more extensive plan for accessible studies. The vice rector for education approved LUT's guidelines for accessible studies on 30 September 2014 (Annex 4), which were updated on 20 October 2015.

The purpose of the guidelines is to help students, teachers and other staff to find ways to remove obstacles to the studies of individual students or student groups. The guidelines are applied to all of LUT's education and training. For students with learning disabilities, equality means that their disability is taken into consideration in the arrangement of learning environments and assessment. Nevertheless, this does not mean compromises in learning outcomes. Obstacles to studies can be removed through different arrangements depending on the situation. For example, students may be given a separate space and additional time to complete their examination, write their responses on a computer, or be provided an alternative or complementary way to complete the examination or course. Dyslexia will be taken into consideration in maturity tests.

For general guidance and assistance, students may contact their degree programme's accessibility liaison or the supervisor of the studies. Together they can assess which arrangements best facilitate the student's studies. The student may authorise the accessibility liaison to contact teachers or other staff, and if needed, also the Finnish Student Health Service (FSHS). Especially if the student has not been diagnosed or has no evidence of a learning disability, the student is advised to contact FSHS for further assistance and referrals for e.g. tests. In the education quality survey, 16% of respondents assessed that dyslexia or another learning disability delayed the progress of their studies. Most of them stated that the effect of the disability was minor, but 3% considered it a significant problem.

Information on accessibility and learning disabilities in studies is provided to students in the Uni portal and to teachers on the LUT intranet. The Uni portal contains guidelines on addressing learning disabilities, which have been prepared together with the Student Union.

Measures to improve student equality

General measures promoting student equality

1. Student and staff awareness of equality promotion and its objectives will be increased. The equality plan and key equality principles are published on the staff intranet and the Uni student portal.
2. Staff will be provided training and discussion events related to equality questions by employing current practices (e.g. coffee meetings). The topics will be chosen to support ongoing strategic development actions and reforms.

Measures promoting gender equality

3. The university will see to it that the gender perspective is taken into account in the development of student recruitment. Special attention will be paid to attracting female applicants and students to Bachelor's studies. Marketing will exploit LUT's strategic focus areas (green technology, sustainable competitiveness, internationalisation).
4. The well-being section of the Uni student portal explains that students have a right to be treated equally and presents equality promotion practices (Student Union harassment liaison and grey list, LUT's guidelines for addressing harassment). Students will be provided a direct feedback channel to the university (e.g. an anonymous online form) for calling attention to violations of equality.
5. The university will investigate the possibility to start submitting examination papers without a name, using e.g. the student ID number as an identifier. The university will benchmark the experiences of other universities in this procedure. Anonymous examination papers will promote equality extensively.

Measures promoting equality between students of different languages and cultures

6. Communication and information available in English to students and staff members will be further increased. The languages of education and work at the university are Finnish and English.
7. The university will ensure that no compromises will be made regarding course prerequisites and learning outcomes for any student. If the formal prerequisites are not fulfilled (the required courses have not been completed), sufficient knowledge will be confirmed e.g. with a preliminary test or in another way.
8. The availability of courses in English for Bachelor's level exchange students will be developed. This will help to avoid the need to admit exchange students with insufficient background knowledge to Master's level courses.
9. Student guidance for exchange students will ensure that students taking part in Master's level courses have the required knowledge.

Measures promoting equality between students of different ages and stages in life

10. Possibilities for distance studies and flexible modes of learning (lecture recordings, distance examinations, electronic examination system EXAM, online Moodle courses, etc.). This measure is related to actions 5 and 6 of the Action plan for education, dealing expanding the range of teaching and assessment methods, increasing online instruction and the more pedagogical use of Moodle.
11. LUT will use its electronic systems and services more efficiently for teaching so that with the exception of classroom teaching and individual guidance, all study-related activity (enrolment, submission of assignments that do not involve immediate feedback, announcement of grades) and communication (e.g. cancelled lectures) will take place electronically and will not require presence on campus. The education technology team in

- Study Services will support and assist teachers in the adoption of new technologies, taking into account the pedagogical perspectives.
12. Students will be able to carry out studies year-round. The programme of the LUT Summer School will be expanded and developed to enable the inclusion of its courses in LUT degrees. A joint summer school with Saimaa University of Applied Sciences will be arranged in summer 2017.
 13. The range of open university summer courses will be built to support the progress of students' studies as well as possible.
 14. Studies conducted elsewhere (e.g. summer schools or open university education) will be flexibly included in degrees.
 15. Students' professional experience will be accounted for in studies on a trial basis.
 16. LUT will support especially Bachelor's level students in the development of coping skills, taking responsibility for the progress of their studies, and entrepreneurial learning through e.g. introductory courses and peer groups. This measure is related to action 8, support for entrepreneurial learning, in the Action plan for education.

Measures supporting accessible studies at LUT

17. Information on the university's guidelines and practices to promote accessible studies will be provided to both teachers and students.
18. Training related to different learning styles will be included in the university pedagogy studies for teachers, and training on general equality questions will be arranged.
19. The university will ensure that information on accessible facilities and services and arrangements to promote accessibility will be available in the study guides and Uni portal.
20. The university will look into e.g. outsourcing study counselling psychologist services jointly with Saimaa University of Applied Sciences.
21. The university will develop functional solutions to improve access to facilities identified as inaccessible in the university's accessibility report (some student association club rooms, chapel). The university will see to it that the renovated main building facilities will be as accessible as possible to students.

ANNEXES (links to the intranet and Uni)

- Annex 1 [Accessibility report](#)
- Annex 2 [Early support model](#)
- Annex 3 [Guidelines for addressing harassment](#) (part of the Early support model)
- Annex 4 [Guidelines for promoting accessible studies](#) (UNI portal)