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EQUALIST

Gender Equality in Information Sciences and Technology

Updated Gender Equality Plan

WP3– Development and implementation of tailored GEPs

University of Turku Information Systems Science Unit (ISS) UTU
– Finland

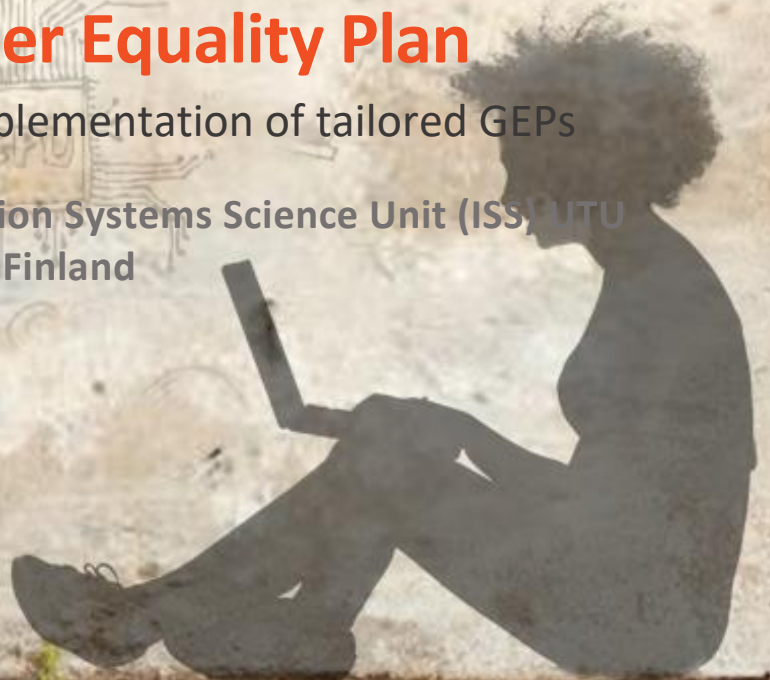


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1 UTU Gender Equality Plan

1.1 Introduction

This Gender equality plan (GEP) was created for the Information Systems Science (ISS) Unit in Department of Management and Entrepreneurship, Turku School of Economics, University of Turku (UTU). This GEP will not replace the Equality plan¹ of UTU but offer more detailed actions for realizing gender equality in the unit of ISS at University of Turku under the umbrella of the Equality plan of UTU. The Gender equality plan was created by the joint efforts of both the project researchers of and a GEP working group of ISS. The main actions are mainly based on the action suggested by the faculty members of ISS through the Crowdsourcing exercise and the daily practices in ISS. Meanwhile, the administration of UTU helps to come up with the GEP by offering the needed information during internal auditing phase.

In addition to the Equality plan of UTU and Gender equality plan for Information Systems Science, University of Turku is committed to the principles laid by the *code of Conduct for the Recruitment of Researchers* by European Commission. University of Turku has gained the "HR Excellence in Research" award that gives public recognition to research institutions that have made progress in aligning their human resource policies with the principles set out in the "Charter & Code".

In UTU, the GEP will be put in action at the department level (in ISS unit) because, in our university there is official Equality plan that is legally mandatory in next three years. The GEP will be implemented in ISS unit as a complementary one. Gender equality is one of the aims of the Equality plan. Thus, the goal of the GEP in ISS unit is consistent with the Equality Plan in UTU.

The refinement process of the GEP proceeded. Some of the challenges were changed and some activities united. The final result of the GEP is easier to carry out in the sense of sustainability – more data that is available is used.

2 Selection of Challenges

The selection of challenges is based on the findings from the internal auditing, crowdsourcing and interviews of the ISS faculty members. Gender equality in Finland has been comparatively well achieved (Rank the 2nd in the world by World economic forum²).

Although Finland is very advanced when it comes to gender equality, gender related challenges that are more or less important are still present to the ISS unit and they need to be tackled through the EQUAL-IST project. The findings on the challenges in ISS from the internal auditing and interviews are similar to the challenges raised in the Crowdsourcing platform, which strengthens the validity of these challenges. Thus, all the challenges raised in the crowdsourcing phase were included in the GEP.

Finland is a society with high gender equality. Due to the advanced state of gender equality in Finland, the approach at the ISS unit was different than in the other involved RPOs to maintain an internal balance and to be in line with the Equality Plan in UTU, while the other members of the EQUAL-IST project team focuses on promoting the ICT field and studies to all genders with emphasis on women.

¹ This Gender equality plan is subordinate to the Equality Plan of University of Turku, which is legally mandatory and cannot be bypassed with this plan.

² <http://reports.weforum.org/global-gender-gap-report-2016/economies/#economy=FIN>

The decisions to select the actions in our unit were based on the findings from the internal auditing process and crowdsourcing phase. Those suitable actions for gender equality challenges were chosen and included in the GEP to promote women in ISS as well as to achieve gender equality in ISS.

In the GEP refinement process there were two issues to take into account: firstly, part of the university employees was re-organised in the distinguished department, and secondly, a new approval processes were implemented as a nation-wide policy. This has changed the gender-balance dramatically for women.

3 Identified Challenges Related to Gender Equality and Diversity

The following challenges are the outcome of the internal auditing and crowdsourcing phase in ISS. Thus, the challenges are based on participatory research and on bottom up approach.

3.1 Challenge 1: Support gender-balanced recruiting and career planning

The recruitment process in University of Turku is controlled by the administration, and legally gender can be a reason for selection only when both female and male applicants are equally qualified and there is a clear disparity in a number of male and female representatives in an organization. One main option is to focus on advertising the open positions to ensure that we get good candidates – both women and men – to apply. The gender-balanced recruiting and career planning needs still to be supported.

3.2 Challenge 2: Endorse peer support between employees to ensure non-discrimination and gender equality

Peer support from colleagues will be very helpful if someone has some problems, troubles, or issues and feels that s/he needs some supports from the colleagues in the Unit or Faculty. The open and supporting relation between colleagues, no matter male or female colleagues, helps to achieve the goal of gender equality. In our unit, though there is peer supports between employees to deal with daily challenges at work, but it is not common among all ISS faculty members. Hence, there is a need to find good ways to support the peer support activities between colleagues, which might help prevent gender-related issues.

3.3 Challenge 3: Need for women voice for ISS

There are only male professors in our unit. Both the ISS unit head and the department head are male. Women are under-represented in ISS unit. Such as in ISS, usually the male professors or the male heads will make presentations, representing from the perspective of males. There is a lack of women voice in ISS unit. In fact, in ISS unit there are female faculty members with rich working experience. Those female faculty members should be given opportunities to represent the voice of women in ISS, such as when giving presentations to students or the public audiences. Meanwhile, in ISS males take a dominating manner in communication and discussions because of the lack of female professors or head, which might override women in discussions.

The publicity in ICT/IS-units is usually represented from a male perspective, as males are usually the majority in the field. This can make the voice of women to be missing, and also make ICT/IS to attract more male students than females.

3.4 Challenge 4: Female ISS students feel lack of belonging to the ISS community, as they are the minority in ISS

In ISS, female students are the minority in the subject of ISS, and they feel lack of belonging to the ISS community. This issue should be taken care of to make student be able to easily integrate to the ISS community - if they like. There should be more official and “unofficial” events for IS students. Those events should support the community spirit by relaxing and supporting activities for different people and personalities. Without contact to other students there will be danger that people do not see themselves as part of ISS community. Especially for female students – as they are minority in ISS – can experience that they have difficulties to be integral part of the ISS community, which might also make IST/ICT subject not attractive to female students.

4 Action Plan to Address the Identified Challenges

The goal of gender equality strategy in ISS is to focus on the area of personal career development of employees and to enhance ISS community to be supporting and encouraging for all members in ISS. The work life balance is not a focus as it is taken care by the central administration service in UTU. As shown in the recent Gender Equality Assessment Report in UTU, there is good guideline on keeping work life balance in UTU.

5 Challenges

In the following table, we summarize the challenges ISS is facing, and propose the actions to help address the challenges with more details on the areas of intervention and goals of each action.

Challenges	Areas of intervention	Goals	Actions
1. Support career-planning to avoid underrepresentation of women in senior faculty positions	<ul style="list-style-type: none"> HR & management 	<ul style="list-style-type: none"> Support individual career plans (Goal 1) 	<ul style="list-style-type: none"> Action 1.1 Creating individual career plans

- Activity 1.1.1. Encouraging both male and female researchers to develop in their academic career, development discussions, 50 % of the faculty members/ year

<p>1. Support career-planning to avoid underrepresentation of women in senior faculty positions</p>	<ul style="list-style-type: none"> • HR & management 	<ul style="list-style-type: none"> • ISS as a gender-neutral unit (Goal 2) 	<ul style="list-style-type: none"> • Action 1.2. Encouraging for the academic career in ICT field 	<ul style="list-style-type: none"> • Activity 1.2.1 Encouraging young faculty members to develop in their academic career/ development discussions 50 % of the faculty members/year • Activity 1.2.2. Supporting young faculty members to apply research funds and further to be leaders of the projects/ gender ratio 50 %
<p>2. Endorse peer support between faculty members to ensure non-discrimination and gender equality</p>	<ul style="list-style-type: none"> • HR & management 	<ul style="list-style-type: none"> • ISS as a gender-neutral unit (Goal 2) 	<ul style="list-style-type: none"> • Action 2.1. Support institutional communication about equality 	<ul style="list-style-type: none"> • Activity 2.1.1. Organizing possibilities for encouraging the discussions about non-discrimination, gender equality and emotional labour 1 discussion possibility/year

<p>2. Endorse peer support between employees to ensure gender equality</p>	<ul style="list-style-type: none"> • HR & management 	<ul style="list-style-type: none"> • ISS as a gender-neutral unit (Goal 2) 	<ul style="list-style-type: none"> • Action 2.2 Promote both women and men in ICT field 	<ul style="list-style-type: none"> • Activity 2.2.1 Interviews among the ISS faculty members and students on how they think about the gender-neutrality in institutional communication/ development discussions 80 % /faculty members /year • Activity 2.2.2 Organizing an ISS presentation yearly, before the major subject applications to enhance more women applicants to ISS 1 event/year
<p>3. Need for women voice for ISS</p>	<ul style="list-style-type: none"> • HR & management • Teaching & student services • Institutional communication 	<ul style="list-style-type: none"> • ISS as a gender-neutral unit (Goal 2) 	<ul style="list-style-type: none"> • Action 2.3. Give voice for women in ISS 	<ul style="list-style-type: none"> • Activity 2.3.1.Number of invited female and male speakers 50% women • Activity 2.3.2 Enhancing to register the speeches and the publications in the university level Converis system, 50% of faculty members in ISS unit

<p>4. Female students feel lack of belonging to ISS community as they are the minority in ISS</p>	<ul style="list-style-type: none"> Teaching & student services, 	<ul style="list-style-type: none"> ISS as a gender-neutral unit (Goal 2) 	<ul style="list-style-type: none"> Activity 2.4 Continue peer support program in the unit 	<p>Activity 2.4.1 Alumni survey and gender ratio to show ISS students the career possibilities 1 alumni survey/year 20% TISRA speakers women</p>
<p>1. Support career-planning to avoid underrepresentation of women in senior faculty positions</p>	<ul style="list-style-type: none"> HR & Management 	<ul style="list-style-type: none"> Gender balance in faculty (Goal 3) 	<ul style="list-style-type: none"> Action 3.1 Gender-balanced recruiting 	<ul style="list-style-type: none"> Activity 3.1.1. Gender ratio of applicants to open positions; at least 1 women applicant Activity 3.1.2. The gender ratio in ISS 30% women Activity 3.1.3. The gender ratio of major subject choices in ISS at least 10% of student applicants to be women

5.3.2 Goal 1: Support individual career development

5.1.1.1 Action 1.1: Creating individual career plans

Related Challenge: Creating individual career plans

Plan: An individual career/life plan will be discussed and documented between each employee and her/his supervisor in the yearly development discussions.

- The percentage of the junior faculty members who have their own career plans, monitoring once a year in the development discussions 50 %

Responsible persons: Project researcher and leader, and unit head.

5.1.1.2 Action 1.2. Encouraging for the academic career in ICT field

Related Challenge: Support career-planning to avoid underrepresentation of women in senior faculty positions

When applying for research funding, younger researchers should be taken into consideration to work as leaders of projects. This helps those junior faculty members, especially at the beginning of academic career,

to get valuable experience. In addition, it also offers the possibilities for senior researchers to focus on their research, not spending so much effort on being a leader of several projects.

Plan

- Encouraging both male and female researchers to develop in their academic career/ development discussions 50 % of the faculty members in ISS unit/year
- Supporting young researchers to apply research funds and further to be leaders of the projects/ gender ratio. Collecting data from the university administration, gender ratio 50 %

Responsible person: Project researcher, unit head and department head.

5.1.2 Goal 2: ISS as a gender-neutral unit

5.1.2.1 Action 2.1. Support institutional communication about equality

Related Challenge: Support career-planning to avoid underrepresentation of women in senior faculty positions
The awareness raising of non-discrimination and gender-equality need to be transparent and discussable. The faculty members are provided possibilities on these issues.

Plan

- Organizing possibilities for the discussions about non-discrimination, gender equality and emotional labour
1 discussion possibility event/year

Responsible person: project workers, subject head

5.1.2.2 Action 2.2 Ensuring gender-equality and non-discrimination in ICT field

Related challenge: Endorse peer support between employees to ensure gender equality

Need for promotion of ISS within Turku School of Economics, conveying the idea that ISS is interesting and is a subject choice for both men and women.

Related Challenge: Need for women voice for ISS

Plan

- Interviews among the ISS unit faculty members and students on how they think about the gender-neutrality in institutional communication/ development discussions 80 % /faculty members /year
- Organizing an ISS presentation yearly, before the major subject applications to enhance more women applicants to ISS, 1 event/year

Responsible person: unit head

5.1.2.3 Action 2.3. Give voice for women in ISS

Related Challenge: Need for women voice in ISS.

Plan: Inviting both male and female speakers to give speeches at events in ISS, to ISS students, and to employees of ISS. These events will not focus on gender balance, but show the career of ISS graduates, which might convey the message that ISS can also be attractive to women.

- Number of invited female and male speakers gender ratio, at least 3 women speakers
- Enhancing to register the speeches and the publications in the university level Converis system, at least 50% of faculty members in ISS unit

Responsible person: Project researcher and subject head.

5.1.2.4 Action 2.4. Continue peer support program in the unit

Related challenge: Female students feel lack of belonging to ISS community as they are the minority in ISS

Plan: TISRA (Turku Information System Research Alliance) seminar will organize peer support meeting every second month for faculty members and doctoral students of ISS. To invite alumni speakers to TISRA seminars and as a part of studies. All genders, also women, are given possibilities to give presentations. To monitor the gender ratio for speakers and participants on a yearly basis.

- Alumni survey and gender ratio to show ISS students the career possibilities once a year 1 survey/year
- 20% of TISRA speakers women

Responsible person: Project researcher.

5.1.3 Goal 3: Gender-balance in faculty

5.1.3.1 Action 3.1 Follow-up of gender balance in recruiting

Related challenge: Support career-planning to avoid underrepresentation of women in senior faculty positions

Both women and men are needed in the area of ISS at the labour market and in the faculty.

Related challenge: Support gender-balanced recruiting and career-planning

Plan: To monitor the gender ratio in the ISS unit on yearly basis.

- Gender ratio of applicants to open positions, at least 1 women applicant
- The gender ratio in ISS, 30% women
- The gender ratio of major subject choices in ISS, 10% women

Responsible person: project researcher

6 Action Plan Summary Table

The table below presents an overview of the Action Plan (Chapter 5.3) that UTU will implement to address the identified challenges. In particular, each row of the table presents for each challenge, its relevant Area of intervention, the goals set (Goals), the actions that will take place to meet the challenge (Actions), the **results** of this action implementation in terms of outputs planned (Target Indicators), the people **who** will be responsible to implement it (Who is in charge) and the approximate **resources and cost** needed to address every challenge, split between the two different periods of implementation (Resources).

Challenges	Areas of intervention	Goals	Actions	Targeted Indicators	Who is in charge	Resources	
						PM: 10.8 M, cost: 1900 euros	
						1 st iteration (10.2017-4.2018)	2 nd iteration (8.2018-4.2019)
							PM: 5.2M Cost: 400 euros
1. Support career-planning to avoid underrepresentation of women in senior faculty positions	<ul style="list-style-type: none"> HR & management 	<ul style="list-style-type: none"> Support individual career plans (Goal 1) 	<ul style="list-style-type: none"> Action 1.1 Creating individual career plans 	<ul style="list-style-type: none"> Activity 1.1.1. Encouraging both male and female researchers to develop in their academic career, development discussions, 80 % of the faculty members/ year 	unit head		PM: 0,4M

D3.2: Initial RPO-specific GEPs

							PM: 0.5 Catering: 80 euros
1. Support career-planning to avoid underrepresentation of women in senior faculty positions	HR & management	<ul style="list-style-type: none"> ISS as a gender-neutral unit (Goal 2) 	Action 1.2. Encouraging for the academic career in ICT field	<ul style="list-style-type: none"> Activity 1.2.1 Encouraging young faculty members to develop in their academic career/ development discussions 50 % of the faculty members/year Activity 1.2.2. Supporting young faculty members to apply research funds and further to be leaders of the projects/ gender ratio 50 % 			PM: 1 Catering: 80 euros
2. Endorse peer support between faculty members to ensure non-discrimination and gender equality	HR & management	<ul style="list-style-type: none"> ISS as a gender-neutral unit (Goal 2) 	<ul style="list-style-type: none"> Action 2.1. Support institutional communication about equality 	<ul style="list-style-type: none"> Activity 2.1.1. Organizing possibilities for encouraging the discussions about non-discrimination, gender equality and emotional labour 1 discussion possibility event /year 			PM: 0,5 Catering 80 €



D3.2: Initial RPO-specific GEPs

<p>2. Endorse peer support between faculty members to ensure non-discrimination and gender equality</p>	<ul style="list-style-type: none"> • HR & management 	<ul style="list-style-type: none"> • ISS as a gender-neutral unit (Goal 2) 	<ul style="list-style-type: none"> • Action 2.2 Promote both women and men in ICT field 	<ul style="list-style-type: none"> • Activity 2.2.1 Interviews among the ISS faculty members and students on how they think about the gender-neutrality in institutional communication/ development discussions 80 % /faculty members in ISS unit/year • Activity 2.2.2 Organizing an ISS presentation yearly, before the major subject applications to enhance more women applicants to ISS, 1 event/year 			<p>PM: 1</p>
<p>3. Need for women voice in ISS</p>	<ul style="list-style-type: none"> • HR & management • Teaching & student services • Institutional communication 	<ul style="list-style-type: none"> • ISS as a gender-neutral unit (Goal 2) 	<ul style="list-style-type: none"> • Action 2.3. Give voice for women in ISS 	<ul style="list-style-type: none"> • Activity 2.3.1.Number of invited female and male speakers, at least 3 female speakers/year • Activity 2.3.2 Enhancing to register the speeches and the publications in the university level Converis system, at least 50% of faculty members in ISS unit 			<p>PM: 0,8</p>
<p>4. Female students feel lack of belonging to ISS community as they are the minority in ISS</p>	<ul style="list-style-type: none"> • Teaching & student services, 	<ul style="list-style-type: none"> • ISS as a gender-neutral unit (Goal 2) 	<p>Activity 2.4 Continue peer support program in the unit</p>	<ul style="list-style-type: none"> • Activity 2.4.1 Alumni survey and gender ratio to show ISS students the career possibilities 1survey/year • 20% of TISRA speakers women 			<p>PM: 1</p>

D3.2: Initial RPO-specific GEPs

<p>1. Support career-planning to avoid underrepresentation of women in senior faculty positions</p>	<ul style="list-style-type: none"> • HR & Management 	<ul style="list-style-type: none"> • Gender balance in faculty (Goal 3) 	<ul style="list-style-type: none"> • Action 3.1 Follow-up for gender-balanced recruiting 	<ul style="list-style-type: none"> • Activity 3.1.1. Gender ratio of applicants to open positions, at least 1 women applicant • Activity 3.1.2. The gender ratio in ISS, 30% women • Activity 3.1.3. The gender ratio of major subject choices in ISS, at least 10% of student applicatns to be women 	<p>project research her</p>		<p>PM: 0.5</p>
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D3.2: Initial RPO-specific GEPs

Complementary to the above, the table below presents for every challenge, the period that the different actions will take place, both during the first and second project iterations.

		M14	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24	M25	M26	M27	M28	M29	M30	M31	M32	M33	M34	M35	M36	
		1 st iteration											2 nd iteration												
1 Support career-planning to avoid underrepresentation of females in senior faculty positions																									
1.1	Creating individual career plans				x	x	x	x							x	x	x								
1.2	Encouraging for the academic career in ICT field U						x	x	x										x	x	x	x	x		
2 Endorse peer support between faculty members to ensure non-discrimination and gender equality																									
2.1	Support Institutional communication about equality						x	x	x									x	x	x	x	x	x		
2.2	Promote both women and men in ICT field						x	x	x										x	x	x	x	x		
2.3	Give voice for female in ISS							x	x	x	x				x	x					x	x			
2.4	Continue peer support program in the unit																			x	x	x	x		
3 Gender balance in faculty																									
3.1	Follow-up for gender-balanced recruiting							x	x	x	x					x	x	x	x						

D3.2: Initial RPO-specific GEPs