

TAMK's Equality Plan for 2020-2021

HR Services, updated on 14.5.2021

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INTRODUCTION

Tampere University of Applied Sciences' equality plan describes the equality situation at TAMK and measures to promote staff's and students' equality. Equality work aims at identifying and preventing expressions, structures and operations which maintain or increase inequality and strengthening and increasing equality practices. Discrimination or violation of equality is not accepted at TAMK.

Equality work is largely based on legislation and our ambition to build good everyday practices for our students and staff. The practices arise from TAMK's strategy and values (TAMK's strategy 2030). In accordance with our strategy and values, we work in a globally responsible manner and value activeness, learning and competence. It is also important that we succeed by doing together and respect diversity in our community. Promotion of equality also realises our strategic objectives.

Equality work

TAMK's role as an educational institution sets its specific challenges for implementation of equality. This plan aims at making the equality viewpoint a part of evaluation of education and teaching and student admission as well as supporting students and applicants who want to diverge from the traditional gender roles. Equal treatment of staff is an important part of management. Equality is believed to increase wellbeing of students and staff and their experience of equality and thus have a positive effect on the entire university community.

Accessibility discussion and related work have arisen in recent years. The theme can be thought to include equality practices. In an accessible higher education institution, students and staff can feel equal and involved regardless of their personal characteristics or life situation. The accessibility criteria report defines it as follows: Accessibility means how well the higher education institution's facilities, online systems, learning environments, teaching methods and attitudes enable involvement and equality of students who have diverse personal characteristics and different life situations (Saavutettavuuskriteeristö).

In the accessibility criteria, accessibility is considered through eight sectors. They are:

1. Values, attitudes and operational culture
2. Management
3. Physical environment
4. Digital accessibility
5. Teaching and learning
6. Support and counselling
7. Communication
8. Student admission

The objective is to develop practices based on needs and students', staff's and superiors' self-evaluation.

TAMK's values and operational culture go hand in hand. Equality, non-discrimination and involvement are at the centre of the accessible operational culture. Community spirit and interaction, for example listening to students' and staff's opinions and encouragement to activeness, are also important. It is important that the higher education institution's management practices are open and transparent. For example, students and staff know the practices and guidelines and they are applied fairly.

TAMK has many accessibility practices in all the eight sectors. The physical environment is well functioning from the viewpoint of accessibility and measures have been taken to ensure digital accessibility in the Tampere Universities community's joint platform contents. Learning environments, teaching materials and learning are developed continuously. Support and counselling of students include student counsellors, tutoring, wellbeing services as well as cooperation with student unions, Finnish Student Health Service FSHS and pastors.

TAMK established an accessibility group in spring 2021. It develops accessibility practices.

We discuss equality on different forums as a part of TAMK's regular operation. Staff-related practices are planned, coordinated and implemented by the HR Services. TAMK's management practices are implemented by the management, superiors, team leaders and staff. Related questions and development of practices are discussed in TAMK's occupational health and safety and cooperation committees as needed.

The student union Tamko plans and implements equality practices starting from the orientation studies. It also follows practices and when necessary discusses their development with TAMK management.

To implement equality, it is essential to maintain its internal meaning. It is important that staff and students experience that practices and courses of action promote equality and we can be proud of our courses of action when looking at TAMK from an outside perspective. Everyone of us builds equality and thus equality issues are a part of development of personal work.

Equality legislation

According to legislation, which took effect in 2015, employers and education providers have to assess and promote equality in their operations in addition to preventing discrimination. The equality plan considers the above-mentioned and lists equality promotion measures for the period 2020-2021.

TAMK promotes equality in relation to all discrimination grounds stated in the Non-Discrimination Act. The Non-Discrimination Act requires employers and education providers to provide reasonable accommodations for disabled persons. Reasonable accommodations protect equality in education, completion of work assignments and career progress. According to the Act on Equality between Women and Men, gender diversity has to be considered and discrimination of gender minorities prevented.

Definition of discrimination

Discrimination means that a person or specific group is treated unequally based on their background. The Non-Discrimination Act and Act on Equality between Women and Men list the following forms of discrimination: direct and indirect discrimination, sexual or gender-based harassment, instruction or order to discriminate and denial of reasonable accommodation. Discrimination can be based on a fact or assumption on the concerned or another person. The forbidden discrimination grounds given in the Non-Discrimination Act are age, origin, nationality, language, religion, belief, opinion, political activity, trade union activity, family relationships, state of health, disability, sexual orientation and other personal characteristics. The Act on Equality between Women and Men prohibits gender-based discrimination, including discrimination related to gender identity, gender expression, pregnancy, childbirth, parenthood and family responsibilities.

PROMOTION OF STAFF EQUALITY

Equality practices are most often discussed in management and HR management. This plan examines equality from the viewpoints of employment relationships, salaries and combination of work and family life. The plan maps the current state of equality and defines future measures based on potential development needs. Competence development and recruitment are considered as part of TAMK's annual planning process.

Employment relationship types and different tasks

At the end of March 2021, TAMK had 692 permanent employees (641, 01/2020) and 85 fixed-term full-time employees (58, 01/2020). When considering different employment relationships by gender (Table 1), it is noticed that gender is not the divider in the type of employment. Among teaching staff, fixed-term and permanent employments are as common among women and men. 55% of permanent teaching staff are women and 45% are men whereas 57% of fixed-term teaching staff (including part-time) are women and 43% are men. Among other staff, the figures are: 71% of permanent employees are women and 29% men and 67% of fixed-term employees are women and 33% are men. The fixed-term

employments include deputyships (eg maternity and paternity leaves, study leaves and leaves of absence). Female domination among other staff is explained by the nature of administrative and support service work as they are traditionally women’s work (eg coordinators and cleaners).

Table 1. Permanent and fixed-term employments by gender

| Situation on 31.3.2021 | Female | | Male | | Total |
|---|------------|-----------|------------|-----------|------------|
| Type of employment/ staff group | number | % | number | % | number |
| Permanent teaching staff | 218 | 55 | 182 | 45 | 400 |
| Fixed-term full-time teaching staff | 40 | 77 | 12 | 23 | 52 |
| Part-time lecturers | 45 | 47 | 51 | 53 | 96 |
| Permanent other staff | 208 | 71 | 84 | 29 | 292 |
| Fixed-term other staff (excluding trainees) | 22 | 67 | 11 | 33 | 33 |
| FULL-TIME STAFF IN ALL | 488 | 63 | 289 | 37 | 777 |
| PART-TIME STAFF IN ALL | 45 | 47 | 51 | 53 | 96 |

The attached table 2 specifies the gender distribution of permanent teaching staff by school.

Both women and men are well-represented among superiors with a similar gender distribution as among the whole staff.

Table 2. Proportion of women and men in management tasks

| Situation on 31.3.2021 | female | | male | |
|---|-----------|------------|-----------|------------|
| | N | % | N | % |
| Executive group | 3 | 60% | 2 | 40% |
| Other superiors, including heads of competence areas | 28 | 68% | 13 | 32% |
| In total | 31 | 67% | 15 | 33% |

Salaries

The starting point of TAMK’s salary practices and development is that the same salary is paid for the same or equal work regardless of the employee’s gender. Equal work means that the key work-related requirements, competences, responsibilities, workload and working conditions are equal. The used title is not decisive.

TAMK applied AVAINA's collective agreements for teaching and other staff until 31 March 2020. From the beginning of April 2020, the employer has applied SIVISTA's collective agreements for private teaching sector.

The minimum salaries of TAMK's teaching staff are determined based on SIVISTA's collective agreement. Salaries grow in steps based on valid work experience. The salary steps are basic salary, 5 years, 10 years, 15 years and 20 years of valid work experience.

Development of other staff's salary structure is based on SIVISTA's collective agreement as among teaching staff. The salaries include a bonus based on valid work experience. TAMK uses the salary steps in taking minimum salaries into account but in practice the salary level is higher. TAMK has worked on the salary structure in recent years and the work continues. Other staff's (administrative and support service staff from 1 April 2020) salary grouping was made in 2015. Harmonisation of titles was completed at the same time. For April 2020, the salary groupings were technically changed to comply with SIVISTA's salary groups.

We have developed the staff's salary system based on work-related difficulty level, professional skills and performance. Performance is discussed as a part of annual development discussions. Assessments are used in making a personal development plan and deciding on allocation of locally negotiated salary amounts. Assessment of work-related difficulty level, professional skills and performance are still developed and they will be used more extensively in salary development.

Women's and men's average salaries by work task can be found in the attached table 1.

Among the management and directors, men's average salary (n=7; 8516.37 €/month) is slightly higher than women's (n=7; 8055.28 €/month) due to different work tasks.

Heads of competence areas' and heads of study services' salaries (n=18; 6486.53 €/month) are the same regardless of gender.

Among teaching staff, women's average salary (n=218; 5138.05 €/month) is slightly lower than men's (n=182; 5358.60 €/month). This is explained by the collective agreement based bonus in the male-dominated field of technology.

Among administrative and support service staff, women's average salary (n=132; 3276.30 €/month) is slightly lower than men's (n=24; 3677.40 €/month). Different work assignments and longer work experience explain it. The same applies to the Facilities Management where women's average salary is 2324.64 €/month (n=24) and men's 2777.15 €/month.

Among laboratory staff, women's (n=5; 3427.17 €/month) and men's (n=12; 3447.42 €/month) salaries are almost the same.

Combination of work and family life

TAMK has a positive attitude to use of different leaves. They include statutory family and study leaves and discretionary job alternation leaves and leaves of absence. The aim is to take care of work through deputyships in such a way that leaves are given when reasonably possible for the employer. TAMK staff has traditionally used these possibilities a lot and we want to offer them in the future, too.

In general, women have used more family leaves as well as other long leaves (Table 3). For example, 93% of staff who were on study leave in 2020 were women. In all, 9 men were on paternity leave and 15 women on maternity or childcare leave in the same year.

Table 3. Distribution of family leaves and other long leaves by gender in 2020

| 1 Jan – 31 Dec 2020 | N/female | N/male | In total |
|-------------------------------------|----------|--------|----------|
| Maternity leaves | 10 | - | 10 |
| Paternity leaves | - | 9 | 9 |
| Childcare leaves | 5 | - | 5 |
| Study leaves | 14 | 1 | 15 |
| Other leaves of absence (> 1 month) | 11 | 3 | 14 |

Work cycle and age management

As an employer, TAMK wants to promote staff's holistic and occupational wellbeing by developing for example work cycle management. Work cycle management stands for organisation of work and management from the viewpoint of the staff's different career phases, life situations and resources. The objective is that TAMK staff are healthy and competent, have a good functional ability and enjoy their work in all their career phases.

TAMK has listed the means of work cycle management and related measures (<https://intra.tuni.fi/handbook?page=2681>). The means are grouped under three main themes: 1) work ability and flexibilities, 2) competence development and self-management and 3) retirement. Work cycle management is a part of TAMK's HR management. Use of the means calls for activeness from both the employer and employee.

EQUALITY AT APPLICATION FOR STUDIES AND DURING STUDIES

TAMK is committed to promoting accessible higher education studying in accordance with the Non-Discrimination Act. Students' individual skills and abilities in completing their studies are considered in organisation of education and supervision of learning if possible. (Tampere University of Applied Sciences' degree regulations, 31§.)

Student admissions

The Ministry of Education and Culture's national recommendations are followed in TAMK's student admission. The starting point is that student admission is based on demonstrated capability. Applicants' gender, origin, ethnicity or social position may not have an effect on student admission. The national admission criteria of health care and social services include health requirements. Applicants have to give information on their state of health and potential prior cancellation of study right. The request for information is based on legislation on safety of minors, patients and clients during studies. (Act on Amendment of Universities of Applied Sciences Act 953/2011, Tampere University of Applied Sciences' degree regulations 7 §.)

Physical limitations may prevent access to some degree programmes and specialisations. Potential obstacles to admission are stated in the admission criteria and they are always based on factors which actually prevent working in the field. An example is the requirement to have a sufficient eyesight and colour vision for microscope work in the Degree Programme in Biomedical Laboratory Science.

Applicants' reasonable accessibility needs are considered in admission procedures. Individual arrangements in use are described in the admission grounds which are confirmed annually.

The field-related gender distribution of TAMK students follows the traditional Finnish distribution: majority of applicants are men in the field of technology whereas the majority of applicants are women in health care and social services. TAMK has experience in projects which have tried to encourage women to apply to male-dominated fields. As a rule, such influencing takes place in upper secondary education before application to professional or higher education studies.

Studying and actual equality

Academic progress and assessment principles are described in Tampere University of Applied Sciences' degree regulations. Accessibility is considered in facilities, teaching methods and learning materials if possible. TAMK aims at following the Ministry of Education and Culture's recommendations on accessible information and communication environment.

TAMK follows the principle of actual equality. The aim is to support admitted students in such a way that they can complete their degree. Students' different starting points and possibilities are considered in planning course implementations and organising support measures when needed. Student tutors offer peer support for students. Teacher tutors support their students in all challenges and student counsellors provide additional support when necessary. TAMK's special needs teachers organise for example dyslexia tests for students. Students who have a diagnosed learning difficulty or an illness which affects studying may have additional supervision from teachers with a support voucher.

TAMK's Finnish-language degree programmes also have students whose mother tongue is other than Finnish. They often face language difficulties at the latest when making their thesis (eg maturity test). They are offered additional Finnish language instruction to enable their graduation.

Study-related student counselling and other services are also available in English. International degree students have a social counsellor who supports them in adaptation to the Finnish culture and society. She offers concrete help and counselling in accommodation issues, application for a job, taxation issues and establishment of social networks. Students' wellbeing services have been increased based on needs.

Institutional democracy

Students have the possibility to have an impact on and participate in TAMK's decision-making. The student union Tamko nominates student representatives to TAMK's bodies. Students have their representatives for example in TAMK's board and many working groups related to wellbeing, internationality, accessibility, quality and curriculum development.

TAMK's executive group discusses topical matters with Tamko's representatives almost monthly.

Prevention of discrimination and sexual harassment

TAMK's aim is to be a higher education community in which staff and students feel themselves comfortable and safe and are treated fairly. Nobody should tolerate mental violence, discrimination or harassment based on their gender, age, ethnic background or any other reason. Superiors, peer students and colleagues are in the key position in rooting out potential bullying. In addition to teachers and superiors, everyone who notices inappropriate behaviour should step in. If the superior is the bully, the superior's superior has to step in.

Any harassment is not tolerated at TAMK. Inappropriate, discriminating and insulting talks, messages or emails do not belong to TAMK or any other educational institution or workplace. Harassment may be suggestions which exceed nice flirtation, racist, homophobic or sexual behaviour, or unwanted sexual or hostile messages, talks, calls or emails.

The student union Tamko has named harassment contacts who represent both sexes. The harassment contacts are peer students. They confidentially support and guide students who have experienced harassment. Students who have witnessed harassment can also contact them for example to discuss courses of action. All harassment contacts are students of TAMK.

Staff can contact their superior, HR Services, occupational health and safety representatives or employee representatives in potential harassment, discrimination and bullying cases. Occupational health care can also support if necessary.

TAMK has guidelines (<https://intra.tuni.fi/en/handbook?page=2673>) to prevent, identify and deal with inappropriate behaviour and the guidelines have been discussed at staff infos and superiors' events. In practice, problem situations have been rare they have been dealt in accordance with the described process.

FOLLOW-UP

TAMK's management and staff representatives continuously follow and assess implementation of equality plan measures through for example the quantity and quality of new cases. Tamko makes equivalent follow-up through its harassment contacts.

TAMK's HR director is in charge of updating the equality plan.

REFERENCES

Inappropriate conduct, harassment and bullying, TAMK

<https://intra.tuni.fi/en/handbook?page=2673>

Act on Equality between Women and Men

https://www.finlex.fi/en/laki/kaannokset/1986/en19860609_20160915.pdf

Ministry of Justice, Equality

<https://yhdenvertaisuus.fi/en/frontpage>

Saavutettavuuskriteeristö – väline korkeakoulun saavutettavuuden arviointiin

<http://www.esok.fi/oho-hanke/julkaisut/saavutettavuuskriteeristo> (in Finnish only)

Finnish Education Employers <https://www.sivista.fi/esittely/in-english/>

TAMK's staff survey in 2019. Research report on Valvomo

TAMK's strategy 2030

<https://intra.tuni.fi/en/handbook?page=2553>

TAMK's work cycle and age management

<https://intra.tuni.fi/en/handbook?page=2681>

TAMK's occupational health and safety activities and committee

<https://intra.tuni.fi/en/handbook?page=2823>

<https://wiki.tamk.fi/display/tyosuojelutoimikunta> (in Finnish only)

TAMK's cooperation activities and committee

<https://intra.tuni.fi/en/handbook?page=2710>

<https://wiki.tamk.fi/display/yt> (in Finnish only)

Equality planning in educational institutions (in Finnish only)

<https://www.oph.fi/fi/koulutus-ja-tutkinnot/tasa-arvo-ja-yhdenvertaisuussuunnittelu-oppilaitoksissa>

Non-Discrimination Act

<https://www.finlex.fi/en/laki/kaannokset/2014/en20141325.pdf>

APPENDICES

TABLE 1. Average overall salaries of women and men on 31 March 2021. The table concerns permanent employees. Part-time employees' salaries have been converted to equivalent full-time salaries.

| Task and gender | % (of the group) | N | average salary €/month |
|--|------------------|-----|---------------------------|
| Executive group and directors (in total 14) | | | |
| female | 50% | 7 | 8055.28 |
| male | 50% | 7 | 8516.37 |
| Heads of competence areas and heads of study services (in total 18) | | | |
| female | 78% | 14 | 6486.53 |
| male | 22% | 4 | 6486.53 |
| Teaching staff (in total 400) | | | |
| female | 55% | 218 | 5138.05 |
| male | 45% | 182 | 5358.60 |
| Superiors of administrative and support service staff (in all 13, excluding directors) | | | |
| female | 85% | 11 | 4944.55 |
| male | 15% | 2 | * |
| Administrative and support service staff (excluding groups below and superiors, in total 156) | | | |
| (eg coordinators, planners and senior advisers) | | | |
| female | 85% | 132 | 3276.30 |
| men | 15% | 24 | 3677.40 |
| Facility management staff (in total 57, without superiors) | | | |
| (eg cleaner, caretaker, serviceman, technician) | | | |
| female | 42% | 24 | 2324.64 |
| male | 58% | 33 | 2777.15 |
| Laboratory staff (in total 17, without superiors) | | | |
| (laboratory engineer, laboratory technician) | | | |
| female | 29% | 5 | 3427.17 |
| male | 71% | 12 | 3447.42 |
| RDI staff (in total 17, without superiors) | | | |
| (eg project coordinator, project specialist, project manager) | | | |
| female | 88% | 15 | 4188.68 |
| male | 12% | 2 | * |

* too small a group to provide information

TABLE 2. Principal lecturers, senior lecturers and laboratory staff by school and gender

| Situation on 31.3.2021 | Principal lecturers | | | | Senior lecturers | | | | Laboratory staff | | | |
|--|---------------------|------------|-----------|------------|------------------|------------|------------|------------|------------------|------------|-----------|------------|
| | Female | | Male | | Female | | Male | | Female | | Male | |
| Well-being and Health Technology | 5 | 86% | 1 | 14% | 23 | 74% | 8 | 26% | - | - | - | - |
| Business | 3 | 60% | 2 | 40% | 39 | 59% | 27 | 41% | - | - | - | - |
| Media, Music and Art | 1 | 25% | 3 | 75% | 13 | 38% | 21 | 62% | - | - | - | - |
| Pedagogical Innovations | 7 | 70% | 3 | 30% | 32 | 60% | 21 | 40% | - | - | 1 | 100% |
| Built Environment and Bioeconomy | 4 | 80% | 1 | 20% | 22 | 42% | 30 | 58% | 5 | 45% | 6 | 55% |
| Industrial Engineering | - | - | 7 | 100% | 5 | 9% | 52 | 91% | - | - | 5 | 100% |
| Health | 10 | 91% | 1 | 9% | 51 | 91% | 5 | 9% | - | - | - | - |
| Other | - | - | - | - | 3 | 100 | - | - | - | - | - | - |
| In total | 30 | 62% | 18 | 38% | 188 | 53% | 164 | 47% | 5 | 29% | 12 | 71% |