

TAMK's Equality Plan for 2025-2026

HR Services, updated on 6.3.2025; approved in TAMK Executive Board
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The Equality and Non-Discrimination Plan will be included in the
Sustainability and Responsibility Plan from 2026 onwards.

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Introduction

Tampere University of Applied Sciences' (TAMKs') equality plan originates from legislation (see chapter 2.), [TAMKs' values and strategy 2030](#) and [Good Governance and Ethical Principles](#). [The Constitution of Finland](#) (2:6 §) includes basic rights and liberties of working life: *"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"* and *"Equality of the sexes is promoted in societal activity and working life, especially in the determination of pay and the other terms of employment, as provided in more detail by an Act"*. TAMKs' values support the legislation by respecting diversity in the daily life at the campus, including personnel and students (We respect diversity in our community). The aim of TAMK is to operate near the economic life by responding the changing competence needs of work life (strategy 2030). On-going technological revolution and aging citizens challenges the competences of TAMKs' personnel and its' operative capabilities. These challenges are tackled with continuous competence development (e.g. courses, study and working periods with another employer and coaching), recruitments in accordance the needed knowledge and with the development of leadership.

Psychological safety is part of TAMKs' working culture. Every member of TAMK is encouraged to share ideas, thoughts and to challenge others without fear or negative consequences. In TAMK psychological safety is closely related to prevailing team practices and entrepreneurial mindset that is recommended as away acting to everyone. Open communication is highly appreciated, and it is supported in many ways. For example, discussion forums are held regularly between management and personnel and between superiors and teams.

Management and superiors want to contribute on an environment that promotes psychological safety. Management and superiors have defined Principles of Good Leadership.

Leadership originates from TAMK values and teamwork

- I trust people, their competence and work performance: I build trust and boost success through communication. I thank, give feedback on good work and bravely address problems in a solution-oriented manner.
- I take care of working conditions: I make sure that the team has a common understanding of agreed practices and working locations. I take care that there is enough time for breaks, transitions and work which calls for concentration.
- I promote realisation of the strategy and objectives and value-based conduct: my aim is that joint objectives and focus areas are the basis for everything. I strengthen team

cooperation, support prioritisation, and offer regular possibilities to discuss what we want to achieve and how we act.

- I am present when I participate: Regardless of place, I set a good example by being present and involved. I listen carefully and communicate openly and equally.

In addition to above mentioned principles, superiors have committed to leadership promises which they have defined themselves in the end of 2023.

- We promise to create enthusiasm, trust, learning, appreciation and JOY!
- We promise to lead change with positive attitude and focus on benefits.
- We promise to involve personnel in common development, create hope and respond to future challenges.

At TAMK, superiors get regularly results from personnel survey to support their leadership also from the perspectives of equality and psychological safety. All in all, equality matters are discussed openly in several different forums and working groups at TAMK. TAMK's management practices are implemented by the management, superiors, team leaders and staff. Staff-related practices are planned, coordinated and implemented by the HR Services. Related questions and development of practices are discussed in TAMK's Work Safety Committee, Co-operational Committee, Accessibility Group and Sustainable Development Working Group as needed (see chapter 1.1.).

Regarding gender, the equality plan covers topics such as the type of employment relationship (permanent, fix-termed), participation in the management, salaries, combination of work and family life and work cycle management (e.g. work ability, competence development and age management) (see chapter 3). Additionally, the Equality Plan of TAMK includes students' equality in progressing their studies. For example, allocated support is offered to students from abroad and students with special learning needs. (See chapter 4.)

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 preventing inequality and strengthening and increasing equality practices. (See chapter 5.)

1.1 Equality work at TAMK

The working culture, management practices and acting in accordance with quality system support fair and equal treatment of personnel and students in TAMK. TAMK invests in continuous competence development and building of psychologically safe working culture. 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. The theme of equality is discussed on

different forums yearly. HR Services lead yearly the formulation and follow-up of the Equality Plan of TAMK. The Equality Plan is advanced in a following committee: Accessibility Group (members of personnel, management and students included), Sustainable Development Working Group (members of personnel, management and students included), Co-operational Committee, (members of personnel and management included), Work Safety Committee (members of personnel and management included) and TAMK Executive Board. The plan for actions in promotion equality is prepared yearly in these meetings. Additionally, 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.

TAMK proceeds the accessibility work and actions. 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 (Accessibility Criteria).

In the criteria, accessibility is considered through eight sectors. These are: Values; Attitudes and Operational Culture; Management; Physical Environment; Digital Accessibility; Teaching and Learning; Support and Counselling; Communication and Student Admission. The objective is to develop practices based on needs and students', staff's and superiors' self-evaluation. Based on these criteria, the Accessibility Group of TAMK has formulated [Everyone's TAMK Accessibility Plan](#). The main themes in the plan are: [Accessibility and equality](#) (where this report is part of the plan); [Accessibility in teaching](#); [Accessibility in student admission](#); [Accessibility in digital services](#); [Physical accessibility](#) and [Key accessibility-related development targets for 2023-2025](#). The Accessibility Group continuous to cooperate, work and follow the planned actions with other parties of TAMK (e.g., TAMKO, HR, Management) on a yearly basis.

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. [Good Governance and Ethical Principles](#) (internal) comprehensively explain these practices. At TAMK, the agendas and minutes of management groups are open to staff members and Tamko officials.

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.

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.

2 Equality legislation

Legislation has several sections that requires and encourages organisations to build practices that support fair and equal treatment. The general obligation ([chapter 2:1](#)) and equal treatment and prohibition of discrimination ([chapter 2:2](#)) defined in the Employment Contracts Act are closely related to equality. Work safety law ([738/2002](#)) requires employer to take care of work safety ([chapter 2:3](#) in the Employment Contracts Act), Act on Equality between Women and Men ([608/1986](#)) requires to take care of equality between genders, and Non-Discrimination Act ([1325/2014](#)) makes it possible for every community member to be equally involved in TAMK's operations and development. In recent years, there has been an increasing public discussion about the freedom of speech defined in the Constitution of Finland ([731/1999](#) 12 §) and the freedom of teaching and research ([Universities of Applied Sciences Act](#) 14.11.2014/932 3, 9 §).

According to Non-Discrimination Act, employers and education providers have to assess and promote equality in their operations in addition to preventing discrimination (<http://yhdenvertaisuus.finlex.fi/en/yhdenvertaisuuden-arviointi/miksi/>). The equality plan considers the viewpoints and lists equality promotion actions.

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. The equal treatment of everyone is included in values, leadership culture and will to involve

personnel and students to improve TAMK's operations. In addition to on-going and current development actions, all the members of TAMK may give feedback and improvement suggestion through [Feedback and Thanks! channel](#) (internal).

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. The guideline for TAMKs' personnel is that every person is treated equally in similar situations and without discrimination.

The equal treatment and the psychological safety are closely related to freedom of speech implied in the basic rights of everyone. Both, the equal treatment and the psychological safety, encourage people to share their opinions, viewpoints and knowledge and to argue the point of views both at the work community and in public. The 19th article of the Universal Declaration of Human Rights of YN declares: *"Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers"*. The Constitution of Finland (731/1999, § 12), instead, states similarly that *"Everyone has the freedom of expression. Freedom of expression entails the right to express, disseminate and receive information, opinions and other communications without prior prevention by anyone"*.

[Academic Community in Finland is concerned about the narrowing landscape of freedom of speech in several countries](#). Due to this the Committee for Public Information (TJNK) has, for example, conducted a survey about the freedom of speech and discrimination of experts and researchers. TAMK has published [guidelines](#) about the dealing of harassment in Social Media. In addition, public websites, [Häiritsevää palaute -sivusto](#) (internal, in Finnish) that gives advice for experts and superiors in situations of inappropriate feedback is available in our Intranet.

In TAMK, and in the universities of applied sciences in general, teaching relies on researched knowledge, and the communities include also researchers. As the Universities of Applied Sciences Act (932/2014, 4 § 1) states *"The mission of universities of applied sciences is to provide higher education for professional expert tasks and duties based on the requirements of the world of work and its development and on the premises of academic research and academic and artistic education and to support the professional growth of students."* Additionally, when carrying out the above-mentioned tasks, the universities of applied sciences have freedom of teaching and research. It is also reminded about the following of rules and regulations set for education and teaching (14.11.2014/932, 3 § 9).

3 PROMOTION OF STAFF EQUALITY

Equality practices are most often discussed in general 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.

3.1 Employment relationship types and different tasks

In February 2025, TAMK had 671 permanent employees (640, 01/2024) and 179 fixed-term employees (164, 01/2024). When considering different employment relationships by gender (Table 1, the figures from the previous year are in parentheses), 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 (same as in 2024), whereas; in fixed-term teaching staff (including part-time) 57 % (59 %, 2024) are women and 43 % (41 %, 2024) are men. Among specialist and support staff, the figures are: 69 % (67 %, 2024) of permanent employees are women and men 31 % (33 %, 2024) and 62 % (61 %, 2024) of fixed-term employees are women and 38 % (39 %, 2024) are men. The fixed-term employments include deputyships (e.g., parental leaves, study leaves and leaves of absence).

At TAMK, a larger proportion of both the teaching staff and the support and specialist staff are women. The support and specialist staff mainly consists of service functions such as education and learning services, personnel services, project office, business operations, and quality and information management.

Table 1. Permanent and fixed-term employments by gender

Situation on 1.2.2025	Female		Male		Total
Type of employment/ staff group	number	%	number	%	number
Permanent teaching staff	231 (221)	55 %	187 (183)	45 %	417 (404)
Fixed-term teaching staff	25 (21)	68 %	12 (10)	32 %	37 (31)
Fixed-term part-time lecturers	55 (62)	51 %	48 (48)	49 %	99 (110)
Permanent specialist and support staff	174 (159)	69 %	79 (77)	31 %	253 (236)
Fixed-term specialist and support staff (excluding trainees)	21 (14)	62 %	13 (9)	38 %	34 (23)
PERMANENT STAFF IN ALL	405 (380)	60 %	266 (260)	40 %	671 (640)
FIXED-TERM STAFF IN ALL	101 (97)	56 %	78 (67)	44 %	179 (164)

The attached table 2 specifies the gender distribution of permanent teaching staff by school. The table shows the figures from the previous year in parentheses.

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 1.2.2025	female		male	
	N	%	N	%
Executive group	7 (5)	64 %	4 (5)	36 %
Other superiors, including heads of competence areas	21 (20)	60 %	14 (13)	40 %
In total	28	62 %	17	38 %

	(25)		(18)	
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3.2 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 applies SIVISTA's collective agreements for private teaching sector for teaching and specialist and support staff. 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 specialist and support 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. When a person changes jobs inside TAMK, the requirements of the new job are evaluated, and thus the salary. In the context of the allocation of the local instalment of the TES, changes have also been made to the category of requirement and occurred in the change of job title and salary.

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.

3.3 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). The table shows the figures from the previous year in parentheses.

Table 3. Distribution of family leaves and other long leaves by gender in 2024

1.1.2024-31.12.2024	N/female	N/male	In total
Parental leaves (incl. pregnancy-free)	13 (15)	9 (12)	22 (27)
Child care leave, unpaid	4 (11)	3 (2)	7 (13)
Study leaves, unpaid > 30 days	17 (15)	5 (2)	22 (17)
Other leaves of absence (> 1 month), job alternation leave and unpaid private matter	8 (9)	2 (1)	10 (10)

3.4 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 (for internal use: <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.

4 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§.)

4.1 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.

4.2 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 recommendation on Accessibility Criteria for Higher Education Institutions.

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 different kind of challenges. Student counsellors provide additional and special support when necessary. Student counsellors advice students to plan an individualized study path regarding schedule and/or content when special requirements have been identified. Specific need teacher makes the evaluation of pedagogical support and plans the items of individual support with the student. Students are entitled to special support and individual learning arrangements if they have specific learning difficulties or an illness or disability affecting their learning.

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 (e.g., maturity test). They are offered additional Finnish language instruction to enable their graduation. Improving Finnish language skills is the basis for getting individual study arrangements.

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. The counsellor 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 and the most accurate information can be found from the website of [Students' well-being](#) and from [TAMK Parvi calendar](#). [Koppari](#) helps students find suitable services from TAMK's own guidance and support services, from our region, and from the internet.

4.3 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.

[Student feedback](#) (internal) is also an effective way for students to influence. Students can comprehensively answer the annual feedback surveys. From the perspective of equality, the questions include viewpoints such as study atmosphere, wellbeing of students, and possible harassment. The student feedback is processed by degree program and based on these and development actions are set accordingly. The results are also discussed in TAMK's management.

Tamko has defined ethical guidelines, [Code of Conduct](#), that includes Tamko's ethical guidelines to practice equal operations for all. Tamko's values are student orientation, equality, openness and sustainability.

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

4.4 Prevention of discrimination and 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. The Tampere Universities community has defined [safety charter](#) to promote and implement open, encouraging and respective behaviour in physical and digital environments. 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 insinuations, racist, sexual or hostile behaviour, messages, talks, calls or emails.

The student union Tamko has named [harassment contacts](#) who are peers to the 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.

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 to [prevent, identify and deal with inappropriate behaviour](#) (internal). 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.

5. Follow-up

TAMK's management and staff representatives follow and assess implementation of equality plan measures, for example, through the quantity and quality of new cases. Additionally, the student union Tamko follows the number of contacts with harassment representatives and raise topics to common discussion with management when needed.

Actions promoting equality in 2025-2026:

1. Updating the Equality and Non-Discrimination Plan as part of TAMK's Sustainability and Responsibility Plan and Monitoring During 2025

TAMK will integrate the sustainability and responsibility plan, the accessibility plan, and the equality and non-discrimination plan. The equality and non-discrimination plan will add a section to the overall plan, which is based on, among other things, labor, equality, and non-discrimination legislation.

2. Surveys, Assessments, and Subsequent Actions

An employee survey will be conducted at the end of 2025, which will include perspectives on equality, responsibility, and psychological safety.

Based on the results of the employee survey, TAMK and unit-level development measures for 2025 (-2026) will be prepared, and their implementation will be monitored as agreed. Supervisors are responsible for promoting the necessary development measures within their areas of responsibility.

Student feedback is collected either on spring or fall based on the class. Regarding equality, the feedback covers viewpoints such as study atmosphere, student wellbeing and possible harassment. After the surveys, students and personnel have common feedback meetings where development actions are agreed. The feedback and development actions are covered also in TAMK's management. The student feedback surveys are implemented by Quality and Information Management responsibility area.

TAMK's students and personnel may observe the results in the reporting service [Valvomo](#) (internal).

3. Adding the Awareness of Equality Matters

Eduhouse's training: [Code of Conduct - Diversity](#)

The staff can earn [Digital Learning Badges](#) such as Promoter of Equality (Yhdenvertaisuuden edistäjä), Accessible Teaching and Learning (Saavutettava opetus ja oppiminen), and Teacher as a Community Builder (Opettaja yhteisöllisyysosaajana). Badge descriptions are currently available in Finnish, but they can be performed in English as well.

Personnel and students have access to equality videos. Team level discussions can be held based on the videos.

[Promoting equality and parity in higher education institutions \(Youtube\)](#)

[Tasa-arvon ja yhdenvertaisuuden edistäminen korkeakouluissa \(Youtube\)](#)

4. Increasing International Diversity

Language and culture-aware virtual coffee sessions are organized for TAMK staff in the [TLC community on Teams, on the SIG – Language and Cultural Awareness channel](#) (internal). You can join the TLC community on Teams. By joining the channel, you can participate in the chat discussion. Read more about the [TLC community on Teams](#) (internal).

The staff can also earn internal Digital Learning Badges such as Actor in a Multilingual and Multicultural Work Environment (Toimijana monikielisessä ja -kulttuurisessa toimintaympäristössä) and Language and Cultural Awareness (Kieli- ja kulttuuritietoisuus). Badge descriptions are currently available in Finnish, but they can be performed in English as well.

The Everyone's TAMK activities, which cover both staff and students, will continue. Other measures to promote internationalization can also be found in [The Development and Well-being Plan for the Work Community](#) (internal, requires login).

5. Reviewing and Developing Research and Researcher Evaluation Criteria in Accordance with CoARA Principles

The CoARA agreement is a European agreement on the reform of research assessment. It focuses on actions that promote the diversity, openness, and non-discrimination of research work and its evaluation, thereby enhancing the quality and impact of science and research. In 2025, TAMK will initiate the development of research and researcher evaluation practices in accordance with CoARA principles, incorporating qualitative evaluation criteria as per CoARA guidelines. Read more in

[CoARA Bulletin I: TAMK Involved in Research Assessment Development](#) (internal)
[TAMK's CoARA plan in Zenodo](#)

6. Recruitment

Recruitments at TAMK are conducted openly through both internal and external searches. The recruitment process is managed by a selection group led by the recruiting supervisor, and all applicants are evaluated equally according to the application criteria.

The key aspect of recruitment is the suitability between the position and the individual, where the person's skills, education, and work experience are most important in relation to the demands and skill requirements of the position. In some cases, it may be necessary to consider positive discrimination in recruitment if the corresponding job role or team is strongly gendered and it is possible to choose from equally qualified candidates. General practices such as salary transparency, and other evolving practices, are also reviewed.

7. Security, Well-being and Increasing of Awareness

TAMK will organize Mielen EA2 training and enable participation for study counsellors and tutor teachers. In the future, TAMK will have its own trainer for organizing Mielen EA2 training.

[Students and staff can familiarize themselves with accessible and individualized student arrangements in TAMK Student's Guide.](#)

Highlighting the Risk Management System [Rego](#) in communications and campaigns, and developing actions based on its reports. Rego also includes a Whistle Blowing function, which allows anonymous reporting of concerns or suspected misconduct.

8. Working Culture that Encourage Discussion

Continuous and equal sharing of knowledge and discussions: Open discussions with all personnel are held once a month and superiors have leadership forum once a month. Additionally, members of the personnel are invited to TAMK-info twice a year and TAMK-day is held every year in August. Multilingualism is notified in the occasions.

TAMK management and student representatives from Tamko have meetings once a month. Communication and interfering to challenging situations is active also in-between the meetings. Multilingualism is notified in the occasions.

9. [The actions defined in the Accessibility Program can be found on our public website tuni.fi.](https://www.tuni.fi)

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

References

Acts

[Universities of Applied Sciences Act](#) (finlex.fi)

[Act on Polytechnics Act Amendment 953/2011](#) (finlex.fi) (in Finnish)

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

[Employment Contract Act](#) (finlex.fi)

[Non-Discrimination Act](#) (finlex.fi) (in Finnish)

[Occupational Safety and Health Act](#) (finlex.fi)

[The Constitution of Finland](#) (finlex.fi)

Accessibility

[Everyone's TAMK - accessibility plan 2022](#) (tuni.fi)

[Accessibility in teaching at TAMK](#) (tuni.fi)

[Accessibility in student admission at TAMK](#) (tuni.fi)

[Accessibility in TAMK's digital services](#) (tuni.fi)

[Physical accessibility at TAMK](#) (tuni.fi)

[Key accessibility-related development targets at TAMK for 2023–2024](#) (tuni.fi)

Accessibility criteria for higher education institutions (in Finnish)

[Saavutettavuuskriteeristö. Väline korkeakoulun arviointiin](#) (esok.fi)

[Equality planning in educational institutions](#) (oph.fi) (in Finnish)

[Feedback and thanks channel](#) (internal)

[Finnish Education Employers](#) (Sivista)

Inappropriate conduct, harassment and bullying, TAMK (internal)

[Prevention and addressing of inappropriate conduct \(intra.tuni.fi\)](#)

Dealing with harassment on social media, TAMK (internal)

[Dealing with harassment, hate speech and controversy on social media \(intra.tuni.fi\)](#)

Inappropriate feedback (in Finnish)

[Häiritsevä palaute - apua vihapuheeseen | Häiritsevä palaute \(hairitsevapalaute.fi\)](#)

Ministry of Justice

[Equality.fi](#)

Students' wellbeing

[Students' support services \(Koppari\)](#)

[Students' well-being \(TAMK Student's Guide\)](#)

[TAMK Parvi: calendar, activities and support services \(TAMK Student's Guide\)](#)

[TAMK's Principles of Good Governance and Ethics \(intra.tuni.fi\)](#) (internal)

[TAMK's Digital Open Badges \(intra.tuni.fi\)](#) (internal)

TAMK's cooperation activities and committee

[TAMK Cooperation Committee \(intra.tuni.fi\)](#) (internal)

[TAMKin YT-toimikunta](#) (in Finnish only, internal)

[TAMK's degree regulations \(TAMK Student's Guide\)](#)

TAMK's occupational health and safety activities and committee

[Occupational Health and Safety Organisation \(intra.tuni.fi\)](#) (internal)

[Työsuojelutoimikunta](#) (in Finnish only, internal)

[TAMK's safety charter \(intra.tuni.fi\)](#) (internal)

TAMK's staff survey in 2024. Research report on [Valvomo](#) (internal)

TAMK's strategy 2030

[TAMK's strategy and values \(intra.tuni.fi\)](#) internal)

[Key information of TAMK \(tuni.fi\)](#) (including strategy)

[TAMK's student feedback](#) (internal)

[TAMK's work cycle and age management \(intra.tuni.fi\)](#) (internal)

Tamko – Students' union

[Student representatives \(tamko.fi\)](#)

[Code of Conduct \(tamko.fi\)](#)

[Harassment Contacts \(tamko.fi\)](#)

Tiedon julkistamisen neuvottelukunta (in Finnish)

[Tieteen vapaus kaventuu maailmalla \(tjnk.fi\)](https://tjnk.fi)

[Kysely tutkijoiden ja asiantuntijoiden kokemasta häirinnästä ja sananvapauden toteutumisesta \(tjnk.fi\)](https://tjnk.fi)

[Whistleblow channel for reporting misconduct \(tuni.fi\)](https://tuni.fi)

APPENDICES

Table 1. Average overall salaries of women and men on 1 February 2025. 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 10)			
female	64 %	7	8350,10
male	36 %	4	10525,35
Heads of competence areas and heads of study services (in total 22, in addition three teaching staff members with superior responsibility)			
female	50 %	11	7007,62
male	50 %	11	7007,62
Teaching staff (in total 418)			
female	55 %	231	5376,52
male	45 %	187	5724,30
Superiors of administrative and support service staff (in total 12, excluding directors)			
female	75 %	9	5974,25
male	25 %	3	5943,12
Administrative and support service staff (excluding groups below and superiors, in total 120)			
(e.g., coordinators, planners and senior advisers)			
female	84 %	106	3688,33
male	16 %	14	3805,05
Facility management staff (in total 58, without superiors)			
(e.g., cleaner, caretaker, serviceman, technician)			
female	38 %	22	2842,53
male	62 %	36	3123,23
Laboratory staff (in total 13, without superiors)			
(laboratory engineer, laboratory technician)			

female	33 %	4	4164,29
male	77 %	9	3930,34
RDI service staff, Project Office (in total 13, without superiors)			
(e.g., project coordinator, project specialist, project manager)			
female	91 %	11	4351,76
male	9 %	2	*

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

Situation 1.2.2025	Principal lectures				Senior lectures				Laboratory staff			
	Female		Male		Female		Male		Female		Male	
School of Social Services and Health Care	-	-	-	-	98	88%	14	12%	-	-	-	-
School of Business and Media	-	-	-	-	50	53%	44	47%	-	-	-	-
School of Pedagogical Innovations and Culture	-	-	-	-	42	58%	30	42%	-	-	-	-
School of Built Environment and Bioeconomy	-	-	-	-	20	35%	37	65%	4	50%	4	50%
School of Industrial Engineering	-	-	-	-	9	14%	55	86%	-	-	5	100%
RDI	10	59%	7	41%	-	-	-	-	-	-	-	-
In total	-	-	-	-	1	100%	-	0%	-	-	-	-
	-	-	-	-	1	100%	-	0%	-	-	-	-
	10	59%	7	41%	221 (208)	54%	180 (179)	46%	4	31%	9	69%

