



# **Equality and non- discrimination policies 2023–2025**

**Equality and non-discrimination policy  
for HR 2023–25**

**Equality and non-discrimination policy  
– A functional plan of an education provider 2023–2025**



# **Equality and non- discrimination policy for HR 2023–2025**

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# 1 Aiming for an equal, diverse, and responsible University

Tampere University is committed to the values of diversity and responsibility and strives for equality in all its activities. The equality of all people is an inalienable human right that the University respects in its own activities and promotes in society through teaching and research. Tampere University has defined its mission as building a sustainable world together. In accordance with its strategy, the University operates in an ecologically, socially and economically sustainable manner. Among the university's values, diversity is reflected in the appreciation of different people, fields and traditions.

In this policy period, Tampere University has prepared two equality and non-discrimination policies. What the policy for human resources and the functional equality and non-discrimination policy of an education provider have in common are equality and non-discrimination demands and the development of operations. The policies have been drafted to support Tampere University as it strives to reach the equality and non-discrimination goals it has set. The equality and non-discrimination policy for HR supports the employer's duty to purposefully and systematically promote gender equality in working life and the equality of employees.

The purpose of the Act on Equality between Women and Men is to prevent direct and indirect gender-based discrimination and to promote equality between women and men. Another purpose of the Act is to prevent discrimination based on gender identity or gender expression. According to the Non-discrimination Act, no one can be discriminated against on the basis of age, ethnic or national origin, nationality, language, religion, belief, opinion, health, disability, sexual orientation or other personal characteristics.

Tampere University is committed to promoting equality, non-discrimination and cultural diversity in its operations. The University must provide equal opportunities to work, participate and influence as an employee or as persons with roles in the community. Promoting equality and non-discrimination is the duty of every member of the university community. The University is developing a work culture, working conditions and modes of operation that take into account diversity and accessibility and that are applied in recruitment and human resources decisions. The promotion measures are effective, appropriate and proportionate while they take into account the circumstances and available resources.

The University has an Equal Opportunities Committee. The duties of the Committee – which the President appoints for a two-year period – include, among other things, making suggestions on ways to promote the implementation and development of equality and non-discrimination at the University. The Committee also communicates equality-related topics to the university community. Staff and students can send ideas and comments relating to the activities to promote equality and non-discrimination by email sent to the Equal Opportunities Committee at [yhdenvertaisuus.tau@tuni.fi](mailto:yhdenvertaisuus.tau@tuni.fi). The Committee monitors the fulfilment of these goals and reports to

the University's leadership. The Equal Opportunities and Non-discrimination policy and monitoring its implementation are parts of Tampere University's quality management.

The equality and non-discrimination policy for human resources covers the period of 2023–2025 it has been prepared by a working group appointed by the President for this purpose on 8 December 2022. The members comprised Paula Järvenpää (Chair) Jaana Salmensivu-Anttila (Secretary), Tuomas Harviainen, Jussi Kivistö, Johanna Nummi, Nataliya Strokina ja Raisa Suominen. The final draft of the policy was approved after an extensive round of consultation and receiving comments from the university community in June 2023. News on the approved policy will be reported on the Intranet and posted on the University's public website.

## 2 Description of the current situation

Tampere University has examined the current gender equality situation based on extensive data. The most important datasets were indicators that describe equality and non-discrimination, the pay survey, and the equality and non-discrimination survey.

Tampere Universities community employs some 4,200 people in various research, teaching and service positions. 48% of staff are men and 52% women. The share of international staff is 19%, representing 82 countries. There are large differences between the academic disciplines.

Men and women are found in somewhat different positions. Among teaching and research staff, there are more men who work as professors (72%). At the tenure track levels of 1–3, the development is steady (nearly 50%). There are more male than female supervisors at the University, 61% of supervisors are men. The majority of international personnel work in teaching and research positions. Of the professors, 8% are international staff.

In other expert and support staff, women make up the majority, but men and women are typically placed at somewhat different job requirement levels. The most common job requirement levels of men are 9, 10 and 8 while the women's most common job requirement levels are 9, 7 and 10. In other expert and support staff, there are clearly fewer international employees than in teaching and research. This is influenced, among other things, by language requirements.

Pay survey data show that the differences in men's and women's median salaries are mostly explained by their employment in different jobs. On the other hand, men are paid various bonuses more often than women. Among teaching and research staff, men are typically placed at somewhat higher positions than women. However, there are many men in research assistant positions, especially in the fields of technology. In the group of other expert and support staff, men as a whole are placed at somewhat higher job requirement levels than women. From the average salaries of other expert and support staff - who perform the same duties - is noted that the average total salary of women in managerial positions is 88% of the average of men's total salary.

Based on the observations made from the pay survey data, the universities' salary system (YPJ)

is somewhat ambiguous. The assessment of job requirement levels and the assessment of personal performance may be case-specific, meaning that a broader analysis of the placement of men and women in different job requirement categories may be omitted. In the salary harmonisation carried out at the University, this aspect was partly addressed. There is also a lack of transparency in the assessment of personal performance: the role of the supervisor and the Head of Unit is central to the assessment of both job demands and performance, and in proposing and validating the levels. An individual supervisor may not have access to a broader picture of how the job demands and performance levels are divided at the University.

There are 300 persons outside the YPJ salary system who have either a salary paid in euro or a negotiated salary. The largest group receiving euro-based remuneration is research assistants (68 persons). Among teaching and research staff, such employees are typically professors, professors of practice, postdoctoral researchers, senior research fellows, etc. In other kinds of expert and support work, employees who have a negotiated salary are typically managers, deans, senior specialists, etc.

Three observations emerge from the pay survey data: 1) The placement of men and women in different positions, which can be influenced especially at the faculties and service units. A faculty and service unit-level gender equality review can be carried out, for example, in connection with HR planning. 2) Differences in the average salaries of men and women, which can be influenced especially by the assessment teams. For example, pay survey data could be sent to the assessment teams for review and discussion. In their role, assessment teams have the opportunity to conduct a broader unit-specific examination of job requirement levels. 3) The need to raise awareness of equality and non-discrimination issues. These observations can be addressed by the means of communication and training, as well as, for example, discussing the pay survey data.

In autumn 2022, the Equality Opportunities Committee commissioned a survey on the implementation of equality and non-discrimination at the University. Of the respondents, 29% had personally experienced unequal treatment, discrimination or harassment. The most typical situations where such behaviour had been experienced were related to remuneration, career advancement and the division of labour. Unequal treatment, discrimination or harassment was most often thought to occur because of favouritism. 35% of women, 18% of men and 40% of respondents representing other genders and 44% of respondents who did not want to disclose their gender had experienced unequal treatment, discrimination or harassment. Slightly more than one-third of the respondents had not witnessed discriminatory practices at the University. Those who had observed discriminatory practices had most often noted them in HR policy. Nearly one-third of the respondents described good practices of promoting equality and non-discrimination at the University that they had observed. The good practices were most often related to language principles and accessibility, in which the greatest progress had been observed. The University's equality and non-discrimination trainings had also been noticed as was the attention paid to equality and non-discrimination in recruitment.

In light of the indicators and survey data - pay survey and equality and non-discrimination survey - that was used to analyse the current situation, the key challenges of equality and non-discrimination are the differences between disciplines, which appear to have a significant impact, the placement of women and men at different research career and job requirement levels, developing the transparency of the salary system, and the experiences of unequal treatment, discrimination and harassment. Measures that address these concerns and challenges will begin in the new 2023–2025 period of equality and non-discrimination work.

### 3 Responsible organisational culture and management

#### Objectives

Tampere University invests in an organisational culture that promotes sustainable development in community activities, teaching, research, development and innovation activities, and societal interaction. The University strives for social and cultural responsibility in all its activities. The University's duty to promote equality and non-discrimination is not limited to internal activities; it also extends to the University's societal impact more broadly through its teaching and research.

At the University, the aim of management and supervisory work is to make all employees feel that they are fairly and equally treated. Management also has the duty to ensure that all university community members have an opportunity to be heard and point out any shortcomings in the domain of equality and non-discrimination. Equal and good management is guided by the University's regulations, operating policies, plans and other documents guiding the operations, which ensure that university community members are not placed in an unequal position on prohibited grounds for discrimination. The aim is a truly diverse University that is committed to promoting equality.

The structures and operating models that maintain inequality are identified and examined in a cross-cutting manner in all activities of the University, including decision-making and its preparation as well as the information systems the University is using. Awareness and competence in issues related to the promotion of equality and the consideration of diversity will be increased through communication and regular training. The aim is to have relevant information simultaneously available also in English. The University uses gender-neutral language and refrains from derogatory forms of speech and presentations of marginalised groups.

Every university community member has the right to define their gender identity. Nationwide reporting and information systems still use a two-gender system. In the University's internal surveys, people can report their gender identity taking into account the equality and non-discrimination of persons not identifying as men and women or giving one's gender identity is not required. As an employer, Tampere University is committed to combating the discrimination and

harassment of persons who have a gender minority identity.

The University promotes accessibility to enable equal participation. Tampere University has an accessibility policy for the period of 2023–2024 whose implementation is actively monitored. In addition to the full realisation of individual rights, the University harnesses the potential and contribution of all community members for the common good.

The principles of equality and non-discrimination are also applied in the development of the University's premises. An effort is made to ensure equal premises for persons working in similar jobs while considering individual workspace needs.

## Development measures

### **Adequate resourcing and organisation of equality and non-discrimination work, taking into account faculties and service units.**

Equality and non-discrimination work is coordinated by a university-level Committee with representatives from all faculties, services, and TREY. The Committee members form a network through which multi-directional communication and the coordination and monitoring of equality work become more effective at the University.

Responsibility: Executive management

Schedule: in 2023

**Requiring equality and non-discrimination policies also from faculties and service units as part of their HR planning.** Analysis of the equality and non-discrimination situation specific to a faculty and service unit as part of the HR planning process and the definition of development measures. Faculty- and service unit-specific planning can identify more effective and targeted measures to solve equality and non-discrimination problems.

Responsibility: Deans at the faculties and Heads of service units

Schedule: in the HR plans for in 2024 at the latest

**Development of supervisors' training on equality and non-discrimination issues. A mandatory intensive training package for supervisors will be drawn up and implemented.**

Responsibility: HR, Equal Opportunities Committee

Schedule: in 2024

**Collection and reporting of follow-up data on the equality and non-discrimination situation.**

Responsibility: Equal Opportunities Committee, Operations Management, HR

Schedule: in 2023, continuous

**Information systems that do not discriminate based on gender, safe and accessible information systems** Conducting national co-operation in the development of universities' information systems to meet the legal provisions and to implement people's right to use them safely with their own name. During the period required for changing the systems, provision is made for university-specific transitional arrangements, especially in e-mail and publication systems, so that all members of the university community can use them without endangering their health, well-being and safety.

Responsibility: IT Services

Schedule: in 2023

**Implementation of the language principles and monitoring their implementation.**

Responsibility: Executive management, Equal Opportunities Committee, faculties, service units

Schedule: starting from 2023

## 4 Research and teaching

### Objectives

In Finland, the freedom of science is ensured by the Constitution. The freedom of science entails researchers' right to choose their research topics and methods. The freedom of science includes the right of researchers to publish their research results, which is closely linked to freedom of expression. Researchers must be able to present their research results without fear of sanctions, threats, or persecution. Ethical principles are observed in research.

The University safeguards the freedom of research and teaching by preventing the harassment and inappropriate treatment of researchers, teachers, students, and other staff and by supporting university community members in situations where such negative conduct occurs. The University also acts outwards, and, as an education provider, in ways that emphasise equality and non-discrimination and oppose inappropriate treatment.

Tampere University is committed to the principles of responsible assessment of research and the promotion of open science. Openness and transparency in the research process also have an impact on equality and non-discrimination. By providing equal access to research-based knowledge, openness significantly increases equality in the research community. Supporting equality, non-discrimination and diversity is at the core of responsible assessment. In the assessment of researchers, diverse careers and career paths must be considered. Equality and diversity should also be taken into account in assessment practices, such as peer review. The practices must be continuously developed to eradicate unconscious prejudices and other issues that affect equal treatment.

The University aims to support the career advancement of researchers and teachers so that researchers and teachers from different backgrounds have equal opportunities to advance and develop in their career. Persons working with funding from a grant are included as important members of the university community. The decision-making on research funding is also fair and transparent. The prerequisites for the research work of research and teaching staff are supported by flexible work plan solutions and substitute arrangements.

The University is committed to promoting accessibility in all teaching. The University has drawn up a separate accessibility policy for the period of 2023–2024. The Equal Opportunities Committee promotes a clear division of labour and responsibilities in accessibility matters.

## Development measures

### **Preparing an implementation plan for realising the responsible assessment of researchers.**

Tampere University is committed to developing the assessment of research. The aim is that the assessments take into account diverse outcomes of research, openness and practices and actions that maximise the quality and impact of research. Preparing an implementation plan to promote the responsible assessment of researchers.

Responsibility: Executive management

Schedule: in 2023

## 5 Human resources policy

### Objectives

Tampere University aims to have equal and transparent HR management processes and practices. As an employer, the University aims to create equal opportunities for career development and equal working conditions for staff. The University strives to be an attractive employer for all employees, and it also develops the diversity and inclusion capacities of the entire staff.

Tampere University was granted the European Commission's HR Excellence in Research quality label in 2021. The University is committed to quality work related to the Human Resources Strategy for Researchers (HRS4R) where the goal is to develop researchers' working conditions, support career advancement and promote an efficient and equal working environment. Recruitments are handled in an open, professional, and transparent manner as required by the Quality Label.

The University takes into account the principles of equality and non-discrimination in HR planning, recruitment and other HR management processes and practices. Recruitment guidelines are clear and support the realisation of equality and non-discrimination. The criteria for recruitment are transparent. Attention is also paid to unconscious biases, and efforts are made to reduce their significance by arranging training for the people involved in recruitment. As much as possible, people of different genders and career stages are selected equally to the preparatory groups that prepare the filling of vacancies and expert positions. When deciding on the salary or other conditions of employment, a person's gender or other prohibited grounds for discrimination related to the person are not the basis for decision-making at the University. The University promotes equal and non-discriminatory remuneration. The measures are based on the regular collection and review of salary data.

The University takes into account the age and life stages of its employees in development activities

and operating methods. When reconciling work and family life, special attention is paid to work arrangements and measures to support the well-being and community spirit of employees. The University is actively working to create an accessible operating environment where all employees from different backgrounds have equal opportunities to work. The language principle work supports the participation opportunities of international personnel while it also considers the use of national languages as languages of science.

The University supports the career advancement and development of all employees. Increasingly more attention is paid to the transparency of career advancement principles in connection with the development needs that were highlighted in the equality and non-discrimination survey. The University invests in the development and implementation of career advancement models.

Orientation materials and practices, as well as training arranged for the personnel, support the realisation of equality and non-discrimination. Multicultural competence and age management are also supported and discrimination is prevented by HR development and personnel training.

## Development measures

**Gender segregation will be dismantled with the measures presented in the faculties' and units' equality policies.** In their HR plans, faculties and service units are required to include measures to promote equality, non-discrimination and accessibility, taking into account the specific situations and needs of the faculty and unit. Equal Opportunities Committee prepares guidelines for the faculties and service units.

Responsibility: Deans and Heads of Service Units, Equal Opportunities Committee

Schedule: in 2024, continuous

**Increasing the transparency of career development and the development of career paths from the perspective of equality and non-discrimination.**

Responsibility: Executive management, HR

Schedule: in 2023, continuous

**Equal support of the staff's opportunities for career development (division of labour, resources, awareness of opportunities for participation).**

Responsibility: Faculties, service units

Schedule: in 2024, continuous

**Increasing the transparency of remuneration, for example, by developing the pay survey and its scope and usability as well as knowledge-based management.**

Responsibility: Executive management, HR, YPJ assessment groups, Co-operation Council

Schedule: launch in 2023 and annually after that

**Producing annual monitoring data on the filling of vacancies to support knowledge-based management.**

Responsibility: HR

Schedule: in 2023, continuous

## 6 Addressing inappropriate behaviour, bullying and harassment in our work community

### Objectives

Tampere University should be a safe workplace for everyone. Harassment, discrimination, bullying, and inappropriate behaviour are strictly prohibited. If inappropriate behaviour, bullying, or harassment occurs, all university community members have a duty to intervene. The University has clear instructions and processes for acting in such situations. The aim is to address inappropriate conduct as early as possible. Reports of inappropriate behaviour are taken seriously. The processing of cases is based on equality, fairness, confidentiality, and professional secrecy. The personnel have the right to request a harassment contact person, occupational safety delegate, other support person or shop steward to participate in the processing of their case.

The University's operating process and instructions for addressing inappropriate behaviour, harassment and bullying are available to the community on the Intranet.

## Development measures

### **Raising awareness of operational processes and guidelines related to cases of harassment, social media harassment, discrimination and bullying**

Responsibility: Equal Opportunities Committee, HR, faculties, service units

Schedule: in 2023-2024

### **Principles of safe space posted prominently in the premises**

Responsibility: Facilities Management

Schedule: in 2024

## 7 Monitoring and evaluation of equality and non-discrimination objectives

The University monitors and assesses the achievement of equality and non-discrimination objectives as part evaluating operations. The monitoring and evaluation of equality and non-discrimination is part of the University's general co-operation, operations management, planning and assessment. The collection of monitoring data is developed using digital systems. The Equal Opportunities Committee assesses the achievement of the objectives and measures and reports to the University's Management Group, which issues an opinion on the measures proposed by the Committee.

The Equal Opportunities Committee has compiled a clear set of indicators on whose basis the realisation of equality and non-discrimination is monitored at the University. In their HR planning, faculties and other units assess the achievement of equality and non-discrimination goals annually and set goals for the coming years.

If necessary, Equal Opportunities Committee may coordinate separate equality and non-discrimination reports in cooperation with the University's expert bodies and use these reports when it assesses the state of equality and non-discrimination at the University. In the future, possible internal audits may support the development of equality and non-discrimination work at the faculty and unit levels.

The monitoring table attached to the equality and non-discrimination policy for human resources shows the measures taken, still in progress and not implemented during the policy period. In the upcoming policy period, the assessment of the effectiveness of the measures will be developed. Pay survey statistics are attached to the policy. In connection with reporting on the previous policy period, the examination of the effects of salary harmonisation was particularly highlighted, and it is included in the pay survey. The pay survey now also includes a mapping of

salaries paid in euro in addition to YPJ salaries. The third attachment to the policy is the set of indicators prepared by the Equal Opportunities Committee to monitor the equality and non-discrimination situation, which contains statistics and indicators on the current state of equality and non-discrimination in the University community.

During the Marin's Government term, the national recommendations of the KOTAMO project, funded by the Ministry of Education and Culture, were completed to support equality and diversity work in higher education. One of the recommendations was that the Ministry of Education and Culture should convene an independent, cross-administrative co-operation group to support equality work in the sector. The group would support the equality work of higher education institutions by recommending measures to the institutions and producing, compiling, and disseminating information on good practices and the latest research data on the state of equality in Finland and internationally. Any decisions on the establishment of a cooperation group will be made by the Ministry during the Orpo's Government period.

## Attachments

Follow-up of measures in the 2021–2022 policy period

Pay survey data from 2021–2022, data from 30 September.

Set of indicators on the equal and fair Tampere University, March 2023.

Pay survey data from 2023–2024, handled in Cooperation Council 9 June, 2025.



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discrimination policy  
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an education provider  
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## I Introduction

Tampere University and Tampere University of Applied Sciences together form the Tampere Universities community that is committed to promoting equality, non-discrimination, and cultural diversity in its operations. The University's obligation to promote equality and non-discrimination is not limited to internal activities but extends to the University's societal impact more broadly through the teaching and research it conducts. Diversity is also a value that has been approved by the Board of Tampere University Foundation. "It is reflected in the appreciation of different people, fields, and traditions. We encourage cooperation and identifying new opportunities. Equality is our starting point."

Tampere University's equality and non-discrimination policy 2023–2024 has been divided into two policy documents: the functional plan of an education provider and a policy on equality in HR matters. This functional plan of an education provider has been drawn up to support the achievement of the equality and non-discrimination objectives related to education at Tampere University. The plan includes three themes: operating culture, prevention of inappropriate treatment, harassment and bullying and handling challenging situations as well as education and study. The themes include objectives and related measures aimed at increasing educational equality and non-discrimination at Tampere University.

The University monitors and assesses the achievement of equality and non-discrimination objectives as well as the implementation of the equality and non-discrimination policy by assessing it and as part of the overall assessment of the University's other activities. The monitoring and evaluation of equality and non-discrimination is also part of the University's general operations management, planning and evaluation.

The Equal Opportunities Committee assesses the fulfilment of the measures and objectives and issues a report on the fulfilment of the equality objectives within the period covered by the policy. Information on the report will be used as the basis for preparing a new policy. The realisation of the objectives is assessed based on materials generated in operations management (annual reports, faculty/unit-specific assessments of curriculum design, student surveys etc.) and with the help of separately collected material. The Vice President for Education, faculties and Education and Learning are responsible for monitoring and evaluating the promotion of equality and non-discrimination in studies. Education and Learning are responsible for producing monitoring data on student admissions, implementing student surveys, and reporting the data. The services also distribute follow-up data to the faculties and other units to support curriculum design groups and to the Education Council for drawing university-level conclusions.

The education provider's functional plan was drawn up by a working group appointed by the President and chaired by Head of Unit Sari Mäkelä. The working group comprised student representatives Aino Halinen from the Board of TREY and Laura Kaipia, Specialist in Social Affairs at TREY, IT Specialist Leena Heino, University Lecturer Anna Rastas, Professor Esa

Räsänen, Education Specialist Elisa Sinikallio and Education Specialist Camilla Pynninen-Kangas.

Tampere University has also drawn up a separate accessibility policy for the period of 2023–2024, which contains the objectives the University has set in terms of accessibility. The accessibility policy and equality policy complement each other.

## II Legal basis and concepts

In Finland, provisions prohibiting discrimination are contained, among other things, in the Constitution (1999/731), Non-discrimination Act (1325/2014), Act on Equality between Men and Women (1986/609), Employment Contracts Act (2001/55), Universities Act (2009/558) and Criminal Code (1889/39).

According to the Non-discrimination Act, nobody may be discriminated against based on age, ethnic or national origin, nationality, language, religion, belief, opinion, health, disability, sexual orientation or other personal characteristics. In addition to direct and indirect discrimination, harassment, denial of reasonable adjustments, and instructions or orders to discriminate are prohibited. According to Section 6 of the Non-discrimination Act, the education provider and the educational institution maintained by it shall evaluate the realisation of equality in their activities and take necessary measures to promote the realisation of equality. Section 15 of the Non-discrimination Act obliges the education provider to make the due and appropriate adjustments necessary in each situation for a person with disabilities to gain access to education.

Section 10 of the Criminal Code prohibits making available to the public or otherwise disseminating any information, opinion or other message that threatens, slanders or insults any group on the grounds of race, colour, descent, national or ethnic origin, religion or belief, sexual orientation or disability, or on any other comparable basis.

The purpose of the Act on Equality between Women and Men is to prevent direct and indirect gender-based discrimination and to promote equality between women and men. Another purpose of the Act is to prevent discrimination based on gender identity or gender expression. According to Section 6c of the Equality Act, the employer's duty is to take pre-emptive action in a purposeful and systematic manner against all discrimination based on gender identity or gender expression or on the other bases of discrimination mentioned in the Non-discrimination Act.

The Constitution, Act on Equality between Women and Men (Sections 5 and 5a), Non-discrimination Act (Section 6) and Employment Contracts Act require the education provider to take active measures to promote equality and equal treatment and to eliminate discrimination and harassment.

According to Section 41a of the Universities Act (558/2009) students have the right to a safe study

environment. A university may adopt a code of conduct and other regulations to ensure a safe and comfortable university community. This also means a study and work environment that is free of harassment and discrimination.

In 2016, Finland ratified the United Nations Convention on the Rights of Persons with Disabilities. The Convention mandates safeguarding the rights of persons with disabilities in all administrative branches. Article 24 of the convention contains stipulations on the right to education of persons with disabilities and Article 27 on the right to employment of persons with disabilities.

Discrimination refers to treating a person or group of people differently from others in the same position without an acceptable reason. The prohibited grounds for discrimination were described above. Discrimination is prohibited regardless of whether it is based on a fact or an assumption concerning a person or someone else.

The University also strives to prevent multiple discrimination. Multiple discrimination means that a person encounters discrimination based on several different grounds. In this case, the negative effects of discrimination may be combined in a way that produces a qualitatively different kind of discrimination than the grounds for discrimination in question would produce on their own. Sexual and gender-based harassment constitutes discrimination within the meaning of the Equality Act.

In addition to the obligations set out in legislation, the aim is to create a genuinely diverse university that is committed to the promotion of equality. Achieving the objectives requires identifying phenomena that threaten equality, non-discrimination and accessibility and integrating the measures promoting their prevention into the university's regular operations.

### III Education and studying

Tampere University promotes equal access to education and ensures equality and non-discrimination in, for example, admissions, teaching arrangements and the assessment of study attainments. The University community must identify factors that make it difficult for students to participate in and intervene in the activities of the university community. Access to participation cannot depend on wealth, social status, age, language, stage of life or any other discriminatory factor related to the person.

As an education provider, the University must ensure that everyone has the same opportunities for education and professional development, and that the teaching, research, and study materials support the realisation of equality and non-discrimination and, for their part, also reflect social and cultural diversity.

The content and methods of teaching provided at Tampere University promote equality and non-discrimination.

The organisation of education as a whole takes into account the equal treatment of students and the prohibition of discrimination. All students are offered equal opportunities to study and complete their degrees on time.

## Objectives and measures

**Objective: The University offers students equal and accessible support and guidance services.**

**Measures:**

Gender, age, or other individual characteristics involving discrimination do not have affect study guidance and counselling. Teachers and students' supervisors are offered training on the topic.

*Responsibility: Education and Learning, faculties*

The University will investigate the support students who speak Finnish as a second language need and the problem areas they have in their studies. It will also raise awareness of existing support, such as the S2 counsellor, and further develop support measures based on the results of the report.

*Responsibility: Education and Learning, faculties*

**Objective: Learning materials, teaching methods, teaching technology and study assessment procedures treat everyone equally and are accessible to everyone. Teaching methods and materials do not include, for example, ideological or religious discrimination. Social and cultural diversity is taken into account in teaching situations and in the selection of educational resources so that those who identify themselves as belonging to marginalised groups are not exposed to harassment or discriminatory practices. Planning that supports equality and equal treatment is part of curriculum design and the development of study guidance. In accordance with the University's guidance and counselling policy, the University, as a provider of education and guidance, ensures that all students have an equal opportunity to complete their studies.**

**Measures:**

The student's gender, age or other individual characteristics that may cause discrimination do not affect the assessment of study attainments. Teachers are offered training on the topic. In competence-based curriculum design, competence is described on all grade levels. This helps to avoid that assessment is based on reasons related to the student's person.

*Responsibility: Education and Learning, faculties, curriculum design groups of degree programmes*

To reconcile private life, family, working and studying, and to enable equal progress in studies, flexible study opportunities will be further developed, among other things, by alternative ways of completing studies where possible.

*Responsibility: Education and Learning, curriculum design groups*

Teachers are instructed to use accessible learning materials, teaching technology and teaching and assessment methods that treat everyone equally and to guide students to also act equally. Teachers' sufficient competence to use accessible learning materials, educational technology and teaching and assessment methods is ensured. Access to support and guidelines needed to do this is clarified and allocated resources.

*Responsibility: University's management, faculties, curriculum design groups of degree programmes, Education and Learning.*

Collecting feedback on teaching and learning materials from the perspective of equality and non-discrimination, in both course feedback and other student surveys.

*Responsibility: Education and Learning, faculties*

**Objective: There are clear guidelines on support for the accessibility of studies (including individual study arrangement proposals), and both students and teachers are aware of the practices.**

**Measures:**

Creating a more systematic way of ensuring students' awareness of the practice of individual study arrangements. Planning the communication methods to be repeated every academic year.

The practical development of individual study arrangements and increasing awareness are also included in the university's accessibility policy.

*Responsibility: Education and Learning, Persons and bodies described in the Accessibility policy*

**Objective: Students have an opportunity to apply for studies regardless of their nationality, social background, and wealth.**

**Measures:**

The University promotes the accessibility and equality of admissions in accordance with the approved accessibility policy. The accessibility policy states:

An internal audit related to accessibility will be carried out (2023–2024) on the various student admission methods. The different admission methods are examined from the point of view of

accessibility. For example, in interviews used in admissions, MOOCs and Open University Routes.

A quality manual for admissions is drawn up, which takes accessibility into account as part of the planning of admission criteria. Training materials for persons related to student admissions are also drawn up.

*Responsibility: Education and Learning*

The diversity of the university community and higher education applicants is highlighted in marketing and applicant communications and considered in the services provided for applicants.

*Responsibility: Education and Learning, Communications and Marketing*

**Objective: University studies provide an ability to understand and analyse equality and non-discrimination issues.**

**Measures:**

The competences provided by Tampere University's degree programmes to understand and promote equality and related legislation are assessed as part of the curriculum design process. This perspective is taken into account when designing study modules in sustainable development.

*Responsibility: faculties, curriculum design groups of degree programmes*

**Objective: Non-discrimination also applies to internships.**

**Measures:**

The guidelines and communication related to internships will take better account of the equality of students. Advocacy for taking diversity into account in internships is also carried out in cooperation with other universities.

*Responsibility: Education and Learning*

**Objective: Making it easier to update name and gender information.**

**Measures:**

A graduate can get a copy of their degree certificate with a changed name or personal identity code. The University ensures that instructions on requesting such a certificate can be found on the University's website.

*Responsibility: Education and Learning*

Work to ensure that it is possible to correct one's gender or name in the information systems by self-notification continues. The guidelines for community members on how to update such information is clarified.

*Responsibility: Education and Learning, IT Services*

## IV Operating culture

Equality as a starting point for the University's operations means not only addressing shortcomings, but also the active and goal-oriented development of equality in all activities of the University. The University has various principles and guidelines related to equality and non-discrimination, which have been compiled and are available to the entire community on the Intranet. Students are an important part of the university community, so the guidelines and procedures also apply to them.

### Objectives and measures

**Objective: Competence about and awareness of equality issues, as well as other tools needed to take diversity into account and promote equality, are also developed as part of the research and teaching carried out at the University.**

**Measures:**

The Equal Opportunities Committee arranges trainings and events on equality and non-discrimination issues. In its activities, for example, in the planning and implementation of training, the Committee maps and utilises the expertise available at the University and determines the best possible channels for informing and discussing equality and non-discrimination issues.

*Responsibility: Equal Opportunities Committee*

The University and the TREY Student Union communicate on equality and non-discrimination issues in a cross-cutting and integral way as part of their own activities. The Equal Opportunities Committee supports the University and Student Union in communications related to equality and non-discrimination.

*Responsibility: Equal Opportunities Committee, Communications and Marketing, Trey Student Union*

Information on issues and procedures related to equality and non-discrimination, and harassment at the University are added to the learning platform of each course such as Moodle. This will enable students to become more aware of equality and non-discrimination issues at the University and provide students with clear instructions on how to act in harassment situations.

*Responsibility: Education and Learning, faculties*

Data from student surveys are used in the development of a diverse and pluralistic operating culture. Gender and the year of study are used as background variables in surveys and reports when this is appropriate for the survey. In addition to them, data are also produced of other necessary background variables. In reporting, the anonymity of the respondents is ensured according to good research ethics. When mapping the significance of ethnicity and racial identities, as well as other categorisations, it is ensured that the provision of such information is voluntary and that respondents are given the opportunity to determine for themselves how they wish to name their specificity in relation to, for example, ethnicity, sexuality, or position in racialised hierarchies. The data are processed in accordance with legislation on the processing of personal data.

*Responsibility: Education and Learning, Student Union TREY, faculties*

The University will examine how the participation opportunities of international staff and students have been ensured at the faculties. Their engagement draws on proven good practices.

*Responsibility: faculties, Equal Opportunities Committee*

The possibility of one or more equality and non-discrimination officers is examined. They would be supported by the University's Equal Opportunities Committee.

*Responsibility: University's management*

**Objective: The University actively identifies practices and structures that maintain inequality in education. Societal diversity must be considered as a starting point in education. The University ensures that there are no entries in education policies, operating instructions, plans, or other documents that describe the activities in a way that puts individuals in an unequal position. If such entries are found, the policies, guidelines and plans are modified. The University ensures that marginalised groups – such as racialised minorities, people from different cultures or persons with disabilities – have a safer space in the university community.**

**Measures:**

The University actively identifies practices and structures that maintain inequality as part of education planning and the teaching undertaken by the faculties. The course feedback system must enable questions about the realisation of equality and non-discrimination during the course. In the procurement phase of the new course feedback system, sufficient flexibility is considered so that the questions can be modified later.

*Responsibility: Education and Learning, faculties, Equal Opportunities Committee*

In teaching, gender-neutral language is used while any derogatory forms of speech and demeaning presentations of marginalised groups are refrained from. Where possible, the evaluation and development of teaching content and practices as well as educational resources will also analyse how these consider different marginalised groups.

*Responsibility: Teaching staff, students*

The University prevents and intervenes in ideological and religious discrimination. The University's traditions are examined from the point of view of whether they put individuals in an *unequal position, for example, as regards religious beliefs*.

*Responsibility: University's management, faculties, Education and Learning*

**Objective: The educational activities of Tampere University apply the safer spaces policy drawn up jointly by the University to ensure safe study, working, research and leisure facilities for all members of the university community ([Safer spaces policy](#)).**

**Measures:**

The University's educational activities communicate the principles of safer spaces, and the principles are included in the induction of new employees. It is the responsibility of each community member to adhere to the principles of safer space and provide feedback on any inappropriate conduct.

*Responsibility: faculties, Education and Learning, staff, and students*

The University's educational activities observe the safer spaces policy at the University and promote accessibility. Faculty-specific info sessions and coaching will be arranged on the themes.

*Responsibility: faculties, Education and Learning, staff and students*

**Objective: The University promotes accessibility to enable the equal participation of students and employees. The University's campuses and facilities are accessible. At the accessible University, each student and employee can feel that they equal with others and**

included regardless of their personal characteristics or life situation. The University's education and electronic learning environments are accessible. The language principles of the diverse University equally treat people using Finnish and other languages in their work. The aim is to have relevant information simultaneously available in English.

#### **Measures:**

Measures related to accessibility are described in the University's Accessibility policy.

*Responsibility: Persons and bodies described in the Accessibility policy*

The realisation of de facto equality at the University will be increased by reducing, for example, any physical, cultural, social, and digital barriers. This requires university-level guidelines to support diversity education and accessibility work.

*Responsibility: Education and Learning, Facilities Services, Human Resources*

## **V Prevention of inappropriate treatment, harassment, bullying, and handling of challenging situations**

Tampere University is an equal place to study and work. Harassment, discrimination, bullying, and inappropriate treatment are strictly prohibited. If inappropriate treatment, bullying, or harassment occurs, all members of the University community have a duty to intervene.

Reports of inappropriate behaviour are taken seriously. The processing of cases is based on equality, fairness, confidentiality, and professional secrecy.

The personnel have the right to request a harassment contact person, occupational safety delegate, other support person or shop steward to participate in the processing of their case. Students can also ask for a support person, such as the Student Union's harassment contact person, to accompany them in the handling of their case.

Attention is paid to measures aimed at preventing and eliminating sexual and gender-based harassment, as well as harassment that is linked to some other grounds for discrimination defined in the Non-discrimination Act.

*Inappropriate treatment* is disruptive behaviour that is contrary to generally accepted practice and inappropriate for work or study situations.

*Harassment* involves creating an intimidating, hostile, degrading, or humiliating atmosphere. Harassment is one form of discrimination. Harassment includes gender-based and sexual harassment, but it can also be related to other grounds for discrimination, such as language, nationality, religion, opinion, state of health or disability. Harassment can manifest itself in many

ways and via a wide variety of channels. Harassment can take place face-to-face or, for example, via messages or social media.

*Sexual harassment* refers to verbal, non-verbal or physical unwanted conduct of a sexual nature that violates a person's mental or physical integrity by creating an intimidating, hostile, degrading, humiliating, or distressing environment.

*Gender-based harassment* refers to unwanted conduct related to a person's gender, gender identity or gender expression that is not of a sexual nature and that intentionally or actually violates a person's mental or physical integrity and creates an intimidating, hostile, degrading, humiliating, or distressing environment.

*Racist harassment* can be interpreted as harassment directed at a member of the University community who identifies with an ethnic or racialised minority, as well as the derogatory manner of speaking or presenting such groups.

*Social media harassment* is harassment and threats that take place on social media. It can take the form of bullying, hate speech, harassment or deliberately confusing or provocative activities, i.e., trolling.

*Hate speech* is an activity or communication that aims to incite hatred against an individual or a group of people. Hate speech can occur in texts, messages, speeches, pictures or in other ways.

Moreover, harassment may also be directed at a disability or other external characteristics of a person or characteristics that affect a person's functional ability. In the case of persons with severe disabilities, a particular risk is dependence on the help of others, which may cause difficulties in reporting on the harassment or inappropriate treatment.

*Multiple discrimination* must also be identified in cases of harassment. This means assessing cases of harassment from the perspective of, for example, gender, age, ethnicity, and the possible joint effects of other marginalising factors.

*Bullying* is a form of psychological violence in which a bully targets another person with verbal, gestural, mental or physical aggression. Psychological violence is long-term, repeated bullying, oppression, nullification, or other negative behaviour that leaves a person feeling defenceless. It can be directed at one or more people. Psychological violence feels distressing, oppressive, humiliating, threatening and seems senseless to the victim.

## Objectives and measures

**Objective:** The University and TREY Student Union have clear processes for tackling inappropriate behaviour, bullying, discrimination and harassments and people who have encountered such behaviour are offered support. All forms of harassment and inappropriate behaviour are identified and addressed.

**Measures:**

The University bears the responsibility for the implementation of a safe environment for both employees and students by raising students' and staff's awareness of how the University's and the Student Union's processes work in cases of harassment, discrimination and bullying. Information on how to act in harassment situations and the available support are easily available and the information is up to date.

*Responsibility: HR, Education and Learning, University's harassment contact persons, TREY Student Union, occupational health and safety*

Both students and employees have clear instructions on what to do when they encounter inappropriate behaviour. The different guidance services for students (e.g. study psychologists, counsellors, Heads of Study Services) know how to tell students about these instructions. Supervisors are familiar with the modes of addressing conflicts and inappropriate behaviour.

*Responsibility: HR, Education and Learning, University's harassment contact persons, Student Union, occupational health and safety*

The University has appointed harassment contact persons of different genders who provide advice and support for people taking their cases further. Employees are also advised by the occupational health and safety organisation.

The instructions on what to do when one is the target of harassment on social media are extended to students.

*Responsibility: Education and Learning, University's harassment contact persons, TREY Student Union*

**Objective: Tampere University invests in early reaction and intervention. The problems are tackled before the situations get severe.**

**Measures:**

The University has an operating model for early reaction and support. Each supervisor knows the responsibilities and ways to take action in cases of inappropriate behaviour. This is ensured by training the supervisors and personnel development training.

*Responsibility: HR*

Students are given information on early reaction and operating in problematic situations, for example, in the orientation of new students. Employees who guide and supervise students are familiar with the instructions and know how to guide students in these situations.

*Responsibility: Education and Learning*

Surveys of a healthy and safe study environment for students are carried out every three years at every faculty, and the guidelines on harassment and inappropriate treatment of students are reviewed at the feedback events.

*Responsibility: FSHS, TREY Student Union, Education and Learning*

Students are encouraged to intervene constructively in situations where they feel that the teaching staff is acting contrary to the goals of equality and non-discrimination. Teachers are also encouraged to discuss equality and non-discrimination issues with students in lessons, even in cases when the teacher's views differ from those of the student(s). Such situations can serve as spaces for everyone to learn new things and provide students with additional skills for discussing equality and non-discrimination issues in their future career.

*Responsibility: faculties, teaching staff, students*

**Objective: The university also acts externally and as an education provider in a way that emphasises equality and non-discrimination and opposes inappropriate treatment.**

**Measures:**

Tampere University participates in public debate and utilises the University's expertise in equality and non-discrimination matters.

*Responsibility: Equal Opportunities Committee, faculties*

**Objective:** In both traditional and digital learning environments, teaching methods and learning materials, attention is paid to the prevention of discrimination.

**Measures:**

Staff is trained on equality issues. The teaching staff is sufficiently supported. The feedback culture is developed, and feedback is given in a timely manner. At the beginning of courses, teachers go through the ways of giving feedback on teaching, teaching methods, teaching materials, and learning environments.

*Responsibility: Education and Learning, faculties*

**Objective:** Staff and students are offered help and support in various challenging situations and conflicts. Operating models will be created for this.

**Measures:**

In addition to the University's joint operating models, units providing education draw up their own operating models that are known to everyone as well as the defined responsible parties to be used in such conflicts between the students and the teachers, where equality and non-discrimination perspectives have been raised. The University's Gender Equality Committee collects information on the existing operating models of the units to support this work.

*Responsibility: faculties, Equal Opportunities Committee*

## Monitoring

*Inappropriate treatment, bullying and harassment situations:* The University's designated harassment contact persons intervene in situations after learning about them and handle them together with the employer and/or, if necessary, experts from the occupational health service. Harassment situations are handled between the employer's representatives and the employee and, if he or she so wishes, the shop steward. The process does not involve public communications.

The Student Union's harassment contact persons support students in harassment cases and handle matters confidentially, respecting the wishes of the students who have contacted them. If necessary, TREY's harassment contact persons investigate cases in cooperation with the university's harassment contact persons. No statistics on cases of harassment are compiled for privacy reasons.

*Harassment reports:* Once a harassment report case has been handled in accordance with the process, a decision is made. If follow-up has been agreed, the harassment contact persons/occupational safety delegates will contact the parties concerned later and enquire about

how handling the situation has proceeded. Harassment reports are not recorded in statistics to protect privacy. There is a special email address for reporting social media harassment where the number of messages is monitored. The operations will be developed based on the experiences gained by monitoring.

*Workplace assessments:* In the feedback events of workplace assessments, recommendations for actions are given. Occupational safety delegates ensure that monitoring will happen.