Tampere University's Equality and Non-discrimination Policy 2026–2028

Table of contents

Introduction

At Tampere University, we are committed to promoting equality, non-discrimination and diversity in all activities. Everyone within our university community – whether staff, grant researchers, students, or in any other role – has the right to equal opportunities to work, research, study, participate, and make an impact.

The promotion of equality and non-discrimination is not just a matter of documented plans or the job of working groups; it is a part of leadership and our joint responsibility. Equality and non-discrimination are realised in everyday life through collective actions, choices and attitudes. Together, we are developing a work and study culture, working conditions, learning environments and operating practices that take into account diversity and accessibility.

We monitor and evaluate the implementation of our equality and non-discrimination goals not only in the work of our Equal Opportunities Committee, but also as part of the university's broader operations, such as annual planning at the faculties and units.

This policy entity consists of two parts, each of which outlines selected priority areas for the upcoming planning period. At the end of the policy is a glossary where we explain in greater detail the central concepts we have used. However, working towards a more equal and non-discriminatory university is not confined to planning periods as it is a continuous, long-term and collaborative process.

- **The Equality and Non-Discrimination Policy for HR** supports the employer's statutory duty to promote gender equality and the equality of employees in working life in a purposeful and systematic manner. This policy focuses on fostering a responsible organisational culture and leadership, ensuring equal, fair and transparent HR practices, and preventing and addressing inappropriate behaviour, bullying and harassment.

- **The Functional Equality and Non-Discrimination Policy of an Education Provider** supports the achievement of equality and non-discrimination goals in education. As a university, i.e. as an education provider, we are obliged to promote equality and non-discrimination and to prevent exclusion. This policy concentrates on student admissions, teaching arrangements, learning materials, learning environments, diverse learning, the assessment of study attainments and the prevention and elimination of harassment.

The policies have been prepared by working groups appointed by the President, comprising experts, representatives of staff organisations and student representatives.

The Equality and Non-Discrimination Policy for HR was prepared by a working group chaired by the Chair of Equal Opportunities Committee and Faculty Manager **Kirsi Aalto**. The group comprised Professor **Tuomas Harviainen** and Financial Coordinator **Virve Larmila** as staff

association representatives, Information Specialist **Jonna Lahti,** Senior Specialist **Raisa Suominen** and Senior Specialist **Jonna Rinne** who also acted as the secretary of the group.

The Functional Equality and Non-Discrimination Policy of an Education Provider was prepared by a working group chaired by Head of Services **Taru Koskinen**. The group members were Professor **Mervi Kaukko**, Education Specialist **Olli Nuutinen** (until 31 July 2025) and Education Specialist **Camilla Pynninen-Kangas** (from 1 August 2025), Specialist **Jenny Vaara**, who also acted as the secretary, University Lecturers **Terhi Kilamo** and **Kaisu Rättyä** as employee representatives, and TREY's Member of Boards **Olavi Latukka** (until 22 January 2026) and **Silja Volanen** (from 23 January 2026) and TREY's Specialist in Social Affairs **Laura Kaipia** as the student representatives.

Accessibility is a key part of promoting equality and non-discrimination. In 2023–2024, we implemented a separate Accessibility Plan and Policy to advance accessibility goals within the university community. We have now incorporated relevant accessibility content into these policies.

The Policy for HR and the Functional Equality and Non-Discrimination Policy of an Education Provider intersect with several key strategies and plans, including, for example:

- University strategy and values, education and research strategies
- International Strategy and Language Principles
- HR Excellence in Research action plans
- Education Development Plan
- Accessibility work carried out at the service units
- Responsible research assessment principles
- Quality management principles
- Ecological sustainability and responsibility reporting
- Internal communication policies
- Development plans for data-informed decision-making

We have not included data or policies that are included in the above-mentioned other documents, for example, International Strategy and Language Principles.

It would be essential to ensure smooth cooperation across these areas and the functionality of the general framework. National and international developments in this field should be actively monitored and engaged with.

Our university has an Equal Opportunities Committee that monitors and assesses the implementation of policy goals, reports on them at regular intervals, and makes proposals for further development. The Committee also communicates equality and non-discrimination matters to the university community. Our staff, students and other community members can submit proposals and questions related to equality and non-discrimination work to the Committee by email.

The equality policy entirety will be approved after a broad consultation round in February 2026.

Tampere University's Equality and Non-Discrimination Policy for HR 2026–2028

Assessment of the implementation of previous policy goals

Our University's Equal Opportunities Committee has monitored the implementation of the objectives and measures outlined in the Equality and Non-Discrimination Policy 2023–2025, and a summary has been compiled at the end of the policy period (please see the appendix). In addition, the faculties responded to a survey assessing the implementation of the previous policy objectives, and the working group preparing this new policy has reviewed the survey outcomes.

During the previous planning period, we advanced equality and non-discrimination through several concrete actions. A Moodle course was developed for supervisors which also addressed these themes, and faculties incorporated measures into their human resource planning that reflect faculty-specific needs. Our Equal Opportunities Committee has established its operations, arranged training, monitored the situation, and refined operating models. We have developed the pay survey and recruitment statistics, which have been discussed by the YPJ assessment groups.

All the goals that we set for the previous period have not been achieved yet. Taking into account gender diversity in the development of information systems (adding the preferred first name alongside the official names), has been considered in higher education institutions' national working group but joint solutions are still pending. Efforts to support equal career advancement and participation opportunities, as well as improving the transparency of salaries, are underway but require further development and monitoring.

Description of the current situation

The working group responsible for drafting the Equality and Non-Discrimination Policy for HR has examined the current state of equality and non-discrimination at Tampere University using broad background data. Key sources of information included equality and non-discrimination indicators, pay survey, the equality and non-discrimination section in the occupational wellbeing survey, the faculty survey on the implementation of the previous policy, and an overview of non-discrimination in recruitment.

Pay equality is monitored through regular surveys that include all staff. The 2025 pay survey indicated that gender-based salary gaps were partly explained by employment in different jobs. However, the survey also highlighted that practices related to bonuses, job demands assessments, and personal performance evaluations are not fully transparent. Our university is committed to enhancing the transparency of salaries and using survey results to support data-driven decision-making. Entering into force in June 2026, the EU Pay Transparency Directive will strengthen employers' obligation to address unjustified pay gaps.

Fixed-term contracts remain common at our university, particularly among teaching and research staff, of whom 72% are employed on a fixed-term basis. Among other expert and support services staff, 21% work under fixed-term contracts.

Responses to the equality and non-discrimination section of the occupational wellbeing survey in 2025 highlighted, among other things, the need for better integration of international staff, clearer language policies for everyday work situations, development of work environments with diversity in mind, and improved opportunities to balance work and family life. Other themes included the consideration of diversity in work arrangements, support for community-building and diversity-related training needs. The respondents expressed the desire for equality and non-discrimination issues to be regularly and openly discussed. To prevent harassment and discrimination, the respondents called for greater openness and transparency, more effective processing of harassment cases, and better integration of people working under resource agreements into the community. In terms of recruitment, anonymous recruitment was proposed.

Based on the spring 2025 survey for faculty leaders, the objectives of the previous policy period were considered largely important and actively promoted. Our faculties have taken equality and non-discrimination into account in their annual planning. Many responses emphasised support for community-building and the diverse work community, the application of Language Principles, and the inclusion of international staff in everyday practices. While some measures have been embedded in our operations, goals related to, for example, equal career advancement and the prevention of inappropriate behaviour still require sustained effort. Faculties have identified areas for development and are committed to continuing this work in line with the policy, each from their own starting points.

The non-discrimination assessment of recruitment found that the role of the preparatory group or the recruiting supervisor are central to ensuring equality. According to the assessment, equality and non-discrimination perspectives are generally well considered by our preparatory groups. However, applicants have expressed the desire for more transparent communication during the recruitment process. Although we have the capacity for anonymous recruitment, it has not been widely utilised in the recent years. So far, our job advertisements have not included a diversity statement. We have not applied positive action in our recruitment processes, and there are currently no university-level guidelines for it.

Measures the employer is responsible for in the period of 2026–2028

Priority 1: Responsible organisational culture and leadership

Our objectives

As an employer, Tampere University highlights responsibility throughout the entire employment relationship. We promote non-discrimination, support occupational wellbeing and skills development, and address inappropriate conduct. Our goal is a fair, open and supportive working community.

We are building an organisational culture that promotes responsibility in research, teaching, societal interaction and administrative and development work. We are committed to social and cultural responsibility.

In leadership, our aim is that staff feel they are treated fairly and equally. The members of our community can be heard and raise concerns. Our leadership is guided by the Universities Act, University Regulations, President's decisions, operational guidelines and plans that ensure compliance with legislation and promote good governance.

Our supervisors play a key role in ensuring fairness in everyday practices. We encourage all supervisors to complete the supervisors' Moodle course, which also includes equality and non-discrimination matters. In addition, a recruitment themed page has been created on the Intranet for recruiting supervisors and preparatory groups, which also addresses equality and non-discrimination in recruitment.

We regularly review equality and non-discrimination indicators and dismantle structures that perpetuate inequality in decision-making, preparation processes and information systems. We strengthen the staff's competence through communication and training and ensure that key information is published simultaneously in Finnish and English whenever possible. We use gender-neutral language and avoid offensive expressions.

We strive to consider gender diversity where possible such as in our internal surveys. However, in our official documents (degree certificates, references) we must use the same data as in the population information system.

We are committed to preventing discrimination and harassment against gender minorities. We continue to actively seek solutions so that our information systems would better serve all our community members. The goal is that both the person's official names and desired first names could be included in the information systems, ensuring that all members of the university community can use them without compromising their health, wellbeing or safety.

We promote accessibility and inclusion to ensure that everyone has equal opportunities to participate in the activities of our community.

Our induction materials, training programmes and development initiatives support the realisation of equality and non-discrimination, as well as intercultural competence and age-inclusive leadership.

Measures (table)

Goal	Measures	Responsible persons/ unit	Schedule	Indicators / Monitoring
Equal Opportunities Committee and equality work will be included in the leadership system. The term of office of the Equal Opportunities Committee will expire in 2026. The organisation of equality work and its resources are prepared under the leadership of a Vice President during 2026.	Reorganisation of equality and accessibility work at the university. Allocating resources for equal opportunities expertise.	Top leadership	2026	Equality and accessibility work is part of the leadership system and has resources.
Developing managers' and supervisors' awareness and know-how on equality and non-discrimination.	Supervisors' Moodle course is strongly recommended to supervisors as is participation in the University's leadership training.	Leadership, supervisors, HR (guidelines, completion data)	2026–2028	Follow up in professional development reviews.
Updated and accessible monitoring data	Key equality statistics from Equal and non-discriminatory university indicators[1] are attached to this policy imported to reporting tools (TUNI reports, management's reporting JORA) and updated in real time.	Top management, Management and Administrative Services, IT Services	2026–2028	Key equality statistics available from reporting tools in real time.
Knowledge-based operations	We base decision-making on systematically available equality data.	Managers, supervisors	2026–2028	Equality data is reflected in the justifications of operations planning and decision-making.
Information systems are free of gender-based discrimination, safe and accessible.	We engage in active cooperation with other higher education institutions to promote information systems development with the aim of enabling the use of preferred first names alongside one's official names when this becomes legally and technically possible.	IT Services	2026–2028	People have the right to use their preferred first name in the University's information systems when this is legally and technical possible. Our systems feature updated name data.

---

[1] *Equal and non-discriminatory university indicators 2024-2025 are attached to this policy.*

Priority 2: Equal, transparent HR practices

Our objectives

We aim to implement equal, fair, and transparent human resources practices, ensuring equitable opportunities for career advancement and working conditions. We aspire to be an attractive employer and to strengthen our staff's competence in diversity and inclusion.

We incorporate the principles of equality and non-discrimination into our HR planning, recruitment processes, and other HR procedures. We seek to address identified gender imbalances also through our recruitment activities. We pay attention to our unconscious biases and provide guidance to recruiting supervisors and preparation groups to mitigate their impact. Where possible, we aim to include individuals of different legal genders in our recruitment preparation groups and to ensure that diversity is reflected in the composition of the groups also in other ways.

Our remuneration practices are based on principles of equality. We regularly collect and review up-to-date pay survey data and take into account the requirements of the EU Pay Transparency Directive. With the introduction of the directive, amendments to national equality and non-discrimination legislation are expected in 2026. Gender or any other prohibited grounds of discrimination should not influence the salaries we pay or our terms of employment. We monitor fixed-term employment relationships and aim to ensure that such contracts are only used when there is a genuine temporary need and that they cover the full anticipated duration of the work in each instance.

We consider the age of our staff, any limitations in functional capacity, and individual life situations. We support the reconciliation of work and family life and recognise the diverse family and caregiving responsibilities of our employees. Where necessary, we make individual adjustments and offer flexible work arrangements. The multi-location working model that was introduced during the drafting of this policy has caused concern especially among our administrative personnel. For our part, we will monitor the effects of the reform on individual arrangements and available flexibilities.

The use of family leaves can significantly affect career advancement and the merit earning opportunities of early-career researchers. Family leave must not have a detrimental impact on gender equality.

We promote an accessible operating environment and equal opportunities for participation. We support the integration of international staff and the inclusion of all members of our community.

We support the equal career advancement and development opportunities of all employees. We place increasing emphasis on the transparency of career advancement principles and progression pathways, and on communicating them clearly.

Measures (table)

Goal	Measures	Responsible persons/ unit	Schedule	Indicators /Monitoring
The principles of pay transparency and equal pay will be realised in accordance with the EU Pay Transparency Directive and changing national legislation.	We prepare for the enforcement of the EU Pay Transparency Directive. We arrange training for decision-makers, HR and shop stewards. Correction of gendered pay inequities. We will correct any identified unexplained pay gaps and increase the general transparency of remuneration.	Decision-makers (employment contract signatories, salary system decision-makers), YTN, HR (as regards training)	2026–2028	Pay survey, management's reporting tools (metrics), volume and reach of organised training.
Fixed-term employment contracts only in genuinely temporary roles and concluded for the entire duration of the post.	Continuous, case-by-case monitoring of fixed-term employment at our units.	Managers, supervisors, HR	2026–2028	Reduction in the share of fixed-term staff, decrease of consecutive fixed-term contracts.
Clear and transparent career paths and principles of career advancement	We will enhance communication about principles and practices at the faculties and units. We will clarify the guidelines on career paths published on the Intranet.	Managers and deans, supervisors, HR	2026–2028 2026 (Intranet pages)	Career advancement discussed with each employee in professional review discussions. Updated Intranet guidelines have been updated.
Taking into account different life situations, personal characteristics and limitations of functional capacity in daily work. Equal opportunities for career development and advancement 1) Better consideration of family and care responsibilities in work arrangements. 2) Parental leave taken into account in the duration of fixed-term contracts.	Taking into account different life situations, personal characteristics and limitations of functional capacity e.g. neurodiversity. Personal adjustments and flexibility where necessary. 1) Flexible working hours and remote work options; individual adjustments where needed; childcare facilities on campus. 2) We will prepare written guidelines on how parental leave is considered in fixed-term contracts and, e.g., in the membership of various bodies.	Supervisors, facilities services regarding premises, HR and operations management regarding guidelines	2026–2028 Guideline is drafted in 2026	Different limitations of work ability, life situations and family and care responsibilities are taken into account, measured by the responses to the equality section of the occupational wellbeing survey. Guideline exists. Updated information on childcare facilities on the campuses is available on the Intranet and public website.
Addressing observed gender biases in recruitment	We will add a diversity statement to our job advertisement template. We will actively experiment with methods to attract persons of underrepresented genders to apply for our jobs (e.g. our recruitment channels, the language and pictures of the announcements). We will prepare guidelines on the use of positive action and pilot its implementation.	Managers, recruitment preparatory groups and recruiting supervisors, HR	Diversity statement added in 2026, 2026–2028	Diversity statement included in job advertisements. Guidance on positive action is available. Positive action is piloted in accordance with the guidelines.

Priority 3: Prevention and intervention in cases of inappropriate behaviour, bullying and harassment

Our objectives

Our university is committed to providing a safe and equal working environment for all. We acknowledge that good interaction is a source of occupational wellbeing and different daily interaction situations and conflicts are key aspects affecting wellbeing. We support the faculties and units to strengthen the interaction skills of work communities and to intervene in conflict situations in a timely manner. Harassment, bullying, discrimination and other inappropriate behaviour are strictly prohibited. No member of our university community may behave in a way that endangers or harms the safety or health of others. Academic hierarchies do not justify inappropriate behaviour. Erudition is one of our key values and it is manifested as respect for others in everyday life. The safer spaces principles concern us all.

The University responds as promptly as possible to complaints of harassment. Our staff recognises situations involving harassment, social media harassment, discrimination and bullying, and are aware of the organisation's policy on these issues. Every member of our university community has a duty to address observed misconduct, and all reports are taken seriously. Our supervisors recognise their role and responsibility in identifying and addressing inappropriate behaviour, bullying and harassment, and can consider the specific characteristics of our diverse work community.

Our actions are guided by clear instructions and processes that support early intervention and fair handling of cases. Confidentiality, the duty of non-disclosure and equality are the cornerstones of handling such reports. Our staff have the right to receive support, e.g., from harassment contact persons, occupational safety delegates or shop stewards. Supervisors also have the right to receive support in identifying and addressing such situations. Instructions and modes of action are available on the Intranet and they are linked to the supervisors' Moodle course.

Measures (table)

Goal	Measures	Responsible persons/ Unit	Schedule	Indicators/ Monitoring
Each community member must behave constructively in situations involving harassment, discrimination or bullying.	We offer our staff information and tool for acting in such situations.	All members of our community, Equal Opportunities Committee and HR.	2026–2028	Intranet page and induction materials have been updated.
We acknowledge that good interaction and a collegial work environment are key sources of occupational wellbeing and that everyday conflicts significantly affect occupational wellbeing.	We support the faculties, units and work communities to improve interaction skills and to intervene in any conflicts affecting daily work in a timely manner so that the conflicts do not escalate into harassment, discrimination and bullying. We discuss interaction in joint events (house rules on interaction).	Faculties and units together with management and supervisors, supported by HR, harassment support persons and occupational safety delegates, Equal Opportunities Committee.	2026–2028	Occupational wellbeing survey, section "Resources related to interaction", question "We talk about and address difficult issues", positive change in the average response 2025 → 2027, 2028.
Our supervisors and staff identify and respond to situations involving harassment, social media harassment, discrimination and bullying.	We offer support for addressing difficult issues. We supplement the Moodle course content for supervisors and new employees with practical guidance and materials on identifying and preventing harassment, social media harassment, discrimination and bullying.	All members of our community, managers, supervisors, harassment contact persons, occupational safety delegates, staff, HR supports the supervisors	2026–2028	Units have processes for solving and preventing these situations. The induction materials for supervisors and new employees have been updated. The numbers of supervisors participating in the Moodle course and OSAAVA training

Functional Equality and Non-Discrimination Policy of an Education Provider 2026–2028

Assessment of the implementation of goals in the previous policy

The working group responsible for drafting the Functional Equality and Non-Discrimination Policy of an Education Provider has examined the current state of equality and non-discrimination at Tampere University using background data. Key datasets include equality and non-discrimination metrics, a survey for faculties on the implementation of objectives from the previous planning period, accessibility plan and policy 2023–2024 and its follow-up, equality and non-discrimination section of the occupational wellbeing survey and relevant parts of the non-discrimination survey conducted by Student Union of Tampere University TREY.

Tampere University's Equal Opportunities Committee has monitored the implementation of the objectives and measures outlined in the 2023–2025 Equality and Non-Discrimination Policy, and a summary has been compiled at the end of the policy period (please see the appendix). The planning group identified some of the actions in the 2023–2025 policy period as continuous, meaning that work to fulfil them continues.

In May-June the Equal Opportunities Committee conducted a survey with the faculties on the implementation and monitoring of the Equality and Non-discrimination Policy for 2023–2025. Faculties were asked to assess how the development measures that were relevant to them had been implemented. Many of the measures were considered important, and active development is ongoing. The development suggestions highlighted the need to distinguish between actions at the university, faculty, service unit, and individual levels, and to limit actions to specific areas.

To gather student perspectives, the planning group organised two workshops for students in September 2025 in collaboration with Student Union of Tampere University TREY. The aim of the workshops was to increase understanding of how our students experience everyday life at out university and to collect development ideas for updating the equality and non-discrimination policy. The development suggestions included, among other things, accessible teaching arrangements, communication channels used, integration of international students into the community, safer spaces principles, individual study arrangements, interaction expertise and teachers' and study counsellors' competence in equality-related matters.

Actions taken

Below is a summary of key actions that have been implemented or are currently underway.

- Guidelines for education that supports pedagogical wellbeing were adopted in spring 2024 and are being implemented across the faculties.
- Education and Learning Services are undertaking development work on students' individual study arrangements. The allocation of support resources for students and teaching staff is being reviewed to better reflect the increasing diversity of our student population.
- Accessibility has been improved in the Sisu information system.

- Development of student admissions is being carried out as part of Education Development Plan for 2024–2026
- Competences aligned with the Sustainable Development Goals (SDGs) have been incorporated into curricula. Tampere University's Student's Guide allows the filtering of course units according to SDGs, including goal 5. Gender Equality and 10. Reduced Inequalities.
- The common principles of internships have been supplemented with guidance on: Individual study arrangements during application and completion of higher education internships.
- Student survey results are being used to support the development of a diverse and inclusive organisational culture. Where appropriate, gender and the stage of studies are used as background variables in surveys and reports (as is the case in the University's student surveys and development-oriented assessments).
- We have clear processes and procedures for addressing inappropriate behaviour, bullying, discrimination and harassment. Support is available for both staff and students who have encountered harassment or inappropriate conduct. Online guidelines are available to students and staff in both Finnish and English.
- Collaboration between the University and the student union's harassment contact persons has been strengthened and it has functioned seamlessly. The processes for handling cases of inappropriate behaviour, harassment and bullying have been reviewed and clarified in cooperation with the student union to ensure that they are also clear to the students. We are equipped to address both individual and community-level issues. Our approach is called workplace mediation, and external expert support can be used if needed.
- We have a model for early intervention and support. Every supervisor is aware of their responsibilities and procedures in cases of inappropriate behaviour. This is ensured through adequate induction of supervisors and staff training. We have appointed harassment contact persons, occupational safety delegates, and a social media harassment team. Upon request, the faculty's Head of Study Services is involved in handling harassment reports concerning our students.

Actions that have not been implemented or of which we are unaware

Below are highlights of education-related goals and measures that have either not been implemented as planned or of whose implementation we are unaware in the 2023–2025 planning period:

- At the University level, we added a question on equality and non-discrimination in teaching situations to the course feedback survey in the academic year of 2023–2024. However, we deleted it at the beginning of the 2025–2026 academic year since both students and teaching staff had found it ambiguous. However, our teaching staff can still include their own questions in the course feedback system, such as a question related to equality. Since

2024, Tampere University's own questions in the Finnish Bachelor's Graduate Survey have included a question about students' experiences of equality and non-discrimination in teaching situations at the University.

- It is not possible to update one's gender or name in information systems. See pages 5, 7 and 8 in the Equality and Non-Discrimination Policy for HR 2026–2028.
- Guidelines on students' harassment on social media have not been drafted yet. We do not have enough harassment contact persons who represent different genders.
- We have not identified faculty-level pictures of their operating models and designated responsible parties at our teaching units for addressing conflicts between students and teachers when equality and non-discrimination concerns have been raised raised. Our Equality Opportunities Committee is collecting information on existing operating models at the units to support this work.
- We have not identified how students are encouraged to constructively address situations where they feel that teaching staff are acting contrary to equality and non-discrimination goals. We encourage our teachers to engage in discussions with students about equality and non-discrimination issues in teaching situations, even in cases where the teacher's perspective differs from that of the students or an individual student. Such situations can serve as learning opportunities for us all, and in doing so, we can help equip our students with additional skills for discussing equality and non-discrimination issues in their future working lives.

Description of the current situation

This description of the current situation is based on education-related indicators collected as part of the indicators related to monitoring the Equality and Non-Discrimination Policy. We monitor gender data in the register for men and women as Finnish legislation currently recognises only two genders. For this reason, there is no option for 'other' in register-based data content.

Of our degree students, 53% are women and 47% are men. Of our bachelor's students, 56% are women and 44% are men. Of our master's students, 53% are women and 47% are men. In 2025, 54% of our doctoral students are women and 46% are men. Our students are mostly 20-29-year-olds. (Situation on 20 September 2025)

Ten per cent of our students with a right to study are international. The number of international students' rights to study has grown by 3% since 2020. In 2025, international students comprised 9% of the study rights in degree education. In 2025, 24% of doctoral students were international. Of the students admitted to our international degree education programmes, 78% come from outside the EU/EEA countries. (Situation on 20 September 2025)

In 2025, 43% of applicants to our international degree programmes were women and 57% were men. 83% of these applicants come from outside the EU/EEA area. Among those who accepted their study place with a binding commitment, 53% were women and 47% were men. Of all those who accepted a study place, 57% were from outside the EU/EEA area.

In 2025, of the applicants to our Finnish-language bachelor's and combined bachelor's and master's degree programmes, 65% were women and 35% were men. Of those who accepted a study place with a binding commitment in 2025, 56% were women and 44% were men. Among applicants to our master's programmes in 2025, 69% were women and 31% were men. Of those who accepted a study place with a binding commitment to our master's programmes in 2025, 62% were women and 38% were men.

We used surveys to collect data on our students' experiences, and selected responses from some of these surveys are presented below. In the 2024 Finnish Bachelor's Graduate Survey, the average responses (on a scale from 1 = strongly disagree, 3 = neither agree nor disagree, 5 = strongly agree, N = 1745) of our university's bachelor's degree graduates to questions related to equality and non-discrimination were the following:

- I have been able to become part of the university's student community (university community) in the way I wished. 3.7
- The university provides learning environments for different situations and needs. 3.9
- The university's teaching situations are equal and non-discriminatory. 4.3

In a survey for international students conducted in 2024, the average responses (on a scale from 1 = strongly disagree, 3 = neither agree nor disagree, 5 = strongly agree, N = 354) of our university's international degree students to questions related to equality and non-discrimination were the following:

- I feel I am part of the student community at the university 3.2
- Functional campus facilities support my learning 4.2.
- The treatment of all students in teaching is equal and non-discriminatory 4.3

Measures the education provider is responsible for in the period of 2026–2028

Priority 1: Accessible and diversity-promoting education and learning

Our objectives

We promote equality, non-discrimination and accessibility in student admissions, curriculum design, teaching arrangements, assessment of learning outcomes, and study guidance. Our aim is to ensure that, for example, gender, nationality, social position, disability or financial situation do not affect the opportunity to apply for and pursue studies. As an education provider, we must ensure that everyone has equal opportunities for education and professional development, and that our teaching and study materials support the realisation of equality and non-discrimination, while also reflecting social and cultural diversity. We aim for our degree and continuous learning education to be accessible and inclusive. Thus, our learning materials, teaching methods, use of digital tools for teaching and learning, and assessment procedures treat everyone equally and accessibility has been taken into account. University studies equip students with the ability to understand and examine issues related to equality and non-discrimination. Our degrees must be designed so that it is possible to complete them within the target time.

We aim to ensure the equal treatment of our students by improving the conditions for participation in education for students with disabilities or other individual needs. Individual study arrangements support our students and safeguard equal treatment alongside our other students.

Measures

Goal	Measures	Responsible persons /Unit	Schedule	Indicators / Monitoring
Our applicant communications attract a diverse range of students. Applicant communications take into account gender diversity and other underrepresented groups.	Our applicant communication campaigns promote gender equality and encourage applicants from immigrant backgrounds and other underrepresented groups to apply for university studies.	Education & Learning, Admissions Services, Communications and Marketing	2027–2028	Number of campaigns implemented
Curricula and teaching arrangements promote equality and non-discrimination and foster the appreciation of social and cultural diversity.	In the curriculum, we describe study modules and courses that provide competence for multicultural settings.	Faculties' curriculum design groups	2026–2027	Number of study modules and course units
	We describe the modules and courses that promote the employability of especially international student in the curriculum.	Curriculum design groups at the faculties	2026–2027	Descriptions in the curriculum
	We offer our teaching and counselling staff support and training for providing teaching and guidance that promotes equality and non-discrimination.	Education & Learning, faculties	2026–2027	Number of participating employees
	We identify studies that foster academic skills in the degree programmes and develop them in curriculum design.	Education & Learning coordinates, faculties' curriculum design groups implement	2026-2027	Number of mappings
We incorporate accessibility perspectives into the planning of teaching and curriculum design to ensure that teaching is suitable for as many students as possible without requiring separate adjustments.	As much as possible, we identify alternative completion methods and assessment and alternative teaching methods in courses in curriculum design.	Faculties' curriculum design groups	2026–2027	Student surveys, teaching methods used and the clarity of completion methods.
	We ensure accessible arrangements in the syllabus, materials, and methods.	Teaching staff	2026–2028	Student surveys, experiences of teaching situations and learning environments, a survey for teaching staff
Individual arrangements promote study progress.	We assess the application of proposed individual study arrangements in teaching and in the work of teaching staff.	Education & Learning coordinates, teaching staff participates in assessment	2026–2028	Assessment completed
	We streamline the process for students who request individual study arrangements and clarify the operating model.	Education & Learning	2026–2028	Student survey results

Priority 2: Organisational culture of equality, non-discrimination and accessibility

Our objectives

The equality of all people is our core value that we respect in our own activities and promote through research and teaching in society at large. We strive for an operating environment and organisational culture where all members of our community – students and staff alike – have the right to a physically, psychologically, socially and digitally safe, healthy, equal, and non-discriminating study and work environment. We also raise awareness of anti-racist practices as part of the University's operations. In our operations, we seek to ensure that our environments are physically and digitally accessible. We promote the inclusion of diverse learners and working methods in our environments. Our university's Safer Spaces Policy ensures that all members of our higher education community have safe, equal, and comfortable conditions for studying, working, teaching, conducting research and spending time.

Openness, diversity, and responsibility guide internal communications in our university community. We aim for effective information flows as an essential part of our organisational culture. We have various policies and guidelines related to equality and non-discrimination, which are compiled and made available to the entire community on the Intranet. Our students are an important part of the university community, and the guidelines and procedures also apply to them.

We aim to increase competence and awareness within our university community regarding equality and non-discrimination, so that our students and teaching and guidance staff have the necessary tools to consider diversity and ensure non-discrimination in different situations. We actively seek to identify and eliminate practices and structures that maintain inequality in our organisational culture.

Measures

Goal	Measures	Responsible persons / Unit	Schedule	Indicators /Monitoring
Our staff and students are familiar with the principles guiding equality and non-discrimination.	We organise regular training for teaching and guidance staff on current topics such as diversity, different manifestations of racism and ethnic discrimination, changes in educational practices, and the Safer Spaces Policy.	Education & Learning coordinates, HR Services	2026–2028	Number of training sessions and participants.
	We design and implement a basic training course for students on equality and non-discrimination which they can complete independently.	Education & Learning	2026–2027	Number of persons completing the training
	We participate annually in thematic weeks related to equality and non-discrimination, such as the Anti-Racism Week.	Equal Opportunities Committee coordinates	2026–2028	Number of thematic weeks
Our teaching and guidance staff have sufficient competence to plan and deliver accessible teaching.	We develop the accessibility competence of teaching and guidance staff through up-to-date guidelines and training.	Education & Learning, group responsible for the coordination of accessibility in teaching and guidance	2026–2028	Number of training sessions and participants.
We aim to improve the healthiness of study and work environments and the wellbeing of our community by encouraging a reduction in fragrance use.	We guide our staff and students towards a fragrance-free working culture, e.g., through internal communication campaigns arranged in autumns.	Occupational safety and health	2026–2028	Accessibility of communications
We reduce physical barriers by acknowledging diversity.	In learning spaces and shared facilities, we take into account the diversity of our community and the needs of specific groups, such as students with families who require childcare facilities.	Facilities Services	2026–2028	Accessibility surveys in connection to refurbishments.
	We make the Safer Spaces Policy visible in our learning environments, e.g. doors and key physical teaching spaces to increase awareness.	Facilities Services, safety team	2027–2028	Number of facility and property upgrades (visibility of policy in the spaces)
	We draft principles on how students may participate in teaching and practice and laboratory sessions with their children.	Education & Learning coordinates, faculties, curriculum design groups at the faculties, teaching staff	2026–2028	New guidelines
	We raise awareness of child-friendly work and study environments, e.g. of family leaves, facilities for childcare and breast-feeding and moving about the campuses with a pram.	HR, Education & Learning, Facilities Services	2026–2028	Updated information on the intranet and public website

Priority 3: Prevention of inappropriate behaviour and harassment, and handling challenging situations

Our objectives

Our university is an equal and non-discriminatory place to study and work. Harassment, discrimination, bullying and inappropriate conduct are strictly prohibited. If inappropriate behaviour, bullying or harassment occurs, all members of the university community have a duty to intervene. We take reports of inappropriate conduct seriously. Our approach to handling such matters is based on equality, fairness, confidentiality and discretion.

Employees have the right to request that a harassment contact person, occupational safety delegate, other support person or a shop steward is involved in processing their case. Students may also request a support person, such as the student union's harassment contact person, to assist in the process.

We focus on early intervention and response. We aim to identify various forms of harassment and inappropriate behaviour and address issues before they escalate. We promote the sharing of good practices among our teaching units.

Measures

Goal	Measures	Responsible persons/ Unit	Schedule	Indicators /Monitoring
Our university has an equal and non-discriminatory organisational culture.	We appoint harassment contact persons of different genders at the University.	Operations Management and Administrative Services, HR / Education & Learning	2026–2028	The number of harassment contact persons of different genders
	We regularly provide training and support to harassment contact persons and study coordinators on handling harassment reports.	HR, Education & Learning	2026–2028	Number of training sessions and participants.
	We promote the processes of reporting incidents of harassment without compromising confidentiality.	Operations Management and Administrative Services, HR, Education & Learning	2027–2028	New reports
	We use an anonymous feedback system to collect observations and feedback related to equality.	Operations Management and Administrative Services	2026–2027	Updated operations model has been introduced

Development of equality and non-discrimination work

Planning groups have proposed that the University should further develop equality and non-discrimination work as part of strategic leadership and everyday operations. They recommend strengthening the organisation and expertise of equality and non-discrimination work and ensuring commitment from the leadership and supervisors. The equality indicator system should also be developed so that key statistics can be integrated into reporting tools, eliminating the need for manual data compilation. This would ensure that the implementation of the Equality and Non-Discrimination Policy is systematic and effective.

We should adopt more transparent and systematic practices to promote pay equality in light of the impact of the EU Pay Transparency Directive. We should develop and strengthen our expertise on legislative changes, carry out regular pay surveys and correct identified unexplained gender pay gaps. In this way, we can advance equality in career development and reinforce our staff's trust in our fair employment practices.

Both planning groups also discussed gender diversity and how legislation recognises different genders. The groups found that gender diversity should be taken into account better than at present. Please see pages 5, 7 and 8 of the Equality and Non-Discrimination Policy for HR 2026–2028 for more information.

Our gender data is based on registers that legally recognise only men and women, as Finnish legislation currently recognises two genders. Belonging to a gender minority is a matter of privacy, and employers are not permitted to ask about it. According to the Equality Ombudsman (TAS 145/2019), the privacy of gender minorities must be respected, and promoting equality does not mean finding out about gender identities or expressions.

Equality and Non-Discrimination Policies are drawn up for a fixed term. Work to promote these values does not end with the approval of the policy; it is an ongoing process of development, learning and collective action. We all have a responsibility to uphold the principles of equality and non-discrimination in our daily lives. As a community, we are building a university where everyone can feel they belong, are seen, and are treated as equally valuable.

Additional materials and appendices

Guiding acts and regulations

The Constitution of Finland 731/1999

Act on Equality between Women and Men 609/1986

Non-discrimination Act 1325/2014

Directive (EU) on the accessibility of websites and mobile applications of public sector bodies 2016/2102

Act on the Provision of Digital Services 306/2019 (available in Finnish and Swedish only)

Employment Contracts Act 2001/55

Universities Act 2009/558

Criminal Code 1889/39

Occupational Safety and Health Act 738/2002

Attached background materials

Equal and non-discriminatory university, indicators 2024–2025

Equality and Non-Discrimination Policy for HR 2023–2022 and Follow-up of Measures

Equality and Non-Discrimination Policy of an Education Provider 2023–2025 and Follow-up of Measures

Pay survey 2023–2025

Other background materials of the planning groups

Survey for the faculties on the implementation of measures included in the equality policies for 2023–2025

Equality questions in the occupational well-being survey of 2025

Equality survey of recruiting

Online materials:

Ombudsman for Equality website

Equality.fi website

Sanoista tekoihin – opas toiminnalliseen tasa-arvo- ja yhdenvertaisuussuunnitteluun koulussa (only in Finnish)

Report on the promotion of gender equality and non-discrimination in higher education institutions (Tanhua) 2020 (only in Finnish)

The final report of the KOTAMO project on equality, non-discrimination and diversity among teaching and research staff in higher education institutions

Key concepts used in the policy

The meaning of words and terms evolves over time. We have included the following glossary alongside the policy to help readers understand what the planning groups refer to when they use different concepts. This ensures that the terms used in the policy are interpreted in the same way by everyone.

Anti-racism is active and deliberate action against all forms of racism. Anti-racist work aims to reduce prejudice, ethnic discrimination and the impact of discriminatory practices. Increasing one's own understanding of racism is at the heart of anti-racism.

Inappropriate behaviour is a pattern of unwelcome behaviour that violates the general code of good conduct, [legislation](#) or professional obligations. It is often defined as offensive, intimidating, malicious or insulting behaviour that is systematically targeted at a particular person as deeds and acts of negligence. Even occasional and less severe incidents may constitute inappropriate behaviour if the behaviour is consistently directed at a specific person or persons. Inappropriate behaviour involves a repeated or persistent course of conduct and may endanger the health of the person subjected to such behaviour. Employers, supervisors, employees and students can be guilty of inappropriate behaviour.

Accessibility means taking human diversity into account in the design, implementation and maintenance of buildings and the built environment. In addition to mobility, accessibility considers aspects related to vision, hearing, comprehension and communication. An accessible environment or building is functional, safe and pleasant for users, and all spaces are easy to reach. Accessibility enables smooth participation in work, study and leisure activities.

Age management refers to managing employees of different ages, taking into account individual needs and strengths related to ageing. Although age management focuses on the needs of an ageing workforce, it covers all age groups and emphasises preventive action and a holistic perspective. The term life course management is also used alongside age management, highlighting different life stages and situations.

Harassment may be based on, for example, age, ethnicity, opinions, religion or be sexual or gender-based harassment. No one shall be treated differently from other persons on the grounds of age, origin, language, religion, conviction, opinion, political activity, trade union activities, family relations, health, disability, sexual orientation or other reasons that concern one's person. Harassment covers a range of behaviours, such as offensive language and actions and degrading attitudes. Sexual harassment may be physical or verbal. For example, unwanted sexual innuendo, lewd comments, sexual looks and gestures and inappropriate touching and communications constitute harassment.

Sustainability refers to development or change that safeguards good living conditions for both present and future generations within planetary boundaries.

Bullying or bullying at the workplace can involve repeated, prolonged negative treatment, insults, belittling or social exclusion. A bully may commit a criminal offence if their behaviour meets the criteria of, e.g., an assault, defamation, dissemination of information violating private life or unlawful threats.

An indicator is a tool, method or item expressing progress and direction towards achieving a goal.

Diversity is reflected in the appreciation of different people, fields and traditions. Diversity in the community refers to differences among its members, for example, in age, gender, ethnic background, gender identity, sexual orientation, family situation, disability, language, religion, belief or educational background. In a community, diversity is seen in cultural, linguistic, social and functional variation.

Inclusion is the experience of belonging and having the opportunity to participate in a community that is meaningful to oneself. At the individual level, inclusion is experienced when a person feels they belong to a group or community that matters to them. Central to this is the feeling of being seen, heard and accepted. In a community, inclusion is reflected in mutual respect and trust among members and the opportunity to influence one's community. Broadly understood, inclusion also means that all members of a community can be active participants regardless of personal characteristics.

A pay survey is a statutory workplace-specific review of the salaries of women and men. The survey analyses whether there are unjustified gender-based pay gaps between employees performing the same or equivalent work. Based on the pay survey, measures to promote equal pay are recorded in the workplace's equality policy. Tampere University's pay survey also includes information on age distribution, fixed-term contracts, contractual pay, etc.

Positive action: Everyone has a statutory right to equal and non-discriminatory treatment. Achieving *de facto* equality may require taking into account the specific needs of a demographic group in an unfavourable position. In such cases, measures such as positive action and, for persons with disabilities, reasonable accommodations, may be applicable. The Non-discrimination Act and the Act on Equality between Women and Men allow for positive action of different population groups. According to Section 11 of the Non-Discrimination Act, different treatment is not considered discrimination when it is based on law, pursues an acceptable objective, and the means used are proportionate. According to Section 7 of the Act on Equality, placing people in different positions based on gender identity or gender expression is not considered discrimination if the aim is acceptable and the means chosen are deemed appropriate and necessary in relation to that aim. According to Section 9 of the Act on Equality, temporary, planned special measures taken to promote *de facto* gender equality and to fulfil the purpose of the Act are not considered discrimination based on gender. Under the Act on Equality, members of a gender that is in the minority may, under certain conditions, be given preferential treatment. Positive action in recruitment under the Act on Equality requires that the field or area of research is exceptionally gender-segregated, and that positive action may be applied in recruitment to help balance this distribution, provided that the candidates are equally qualified and of equal merit based on the selection criteria.

Racism is a system where policies, institutional practices, culture and other norms maintain racialised societal power structures. It is part of social, economic and political systems in which everyone participates. Racism can appear, for example, as intentional and conscious acts between individuals and groups, or as unintentional racialising behaviour based on prejudice and fear. Groups of people may be defined as inferior based on ethnic origin, skin colour, nationality, culture, first language or religion. Racism can also manifest in structures, such as discriminatory practices and processes in working life, education and services, where organisations, companies, institutions and authorities discriminate directly or indirectly against certain groups.

Accessibility means organising and implementing the physical, psychological and social environment so that everyone can act equally with others regardless of their characteristics. Accessibility in higher education means that university facilities, digital systems, learning environments, teaching methods and prevailing attitudes enable inclusion and equality for people with diverse personal characteristics and life situations be they students or staff.

The principle of equal pay means the obligation to pay the same salary for the same work or work of equal value.

Discrimination occurs when a person is treated less favourably than others without an acceptable reason or is placed at a disadvantage based on a personal characteristic or an assumed identity. Based on the Non-discrimination Act, no one may be discriminated against based on age, origin, nationality, language, religion, belief, opinion, political activity, trade union activity, family relationships, state of health, disability, sexual orientation or other personal characteristics. Situations where individuals are treated differently than others without an acceptable reason constitute direct discrimination. Indirect discrimination means situations where a seemingly equal practice places someone at a disadvantage without an acceptable reason.

Equality refers particularly to gender equality and, in that context, to the prohibition of discrimination based on gender, gender identity and gender expression. The Act on Equality between Women and Men prohibits discrimination on such grounds as gender, gender identity and gender expression, pregnancy, childbirth, parenthood and family responsibilities.

TASY is an abbreviation of tasa-arvo ja yhdenvertaisuus (equality and non-discrimination; a closely related or equivalent term used in English is **DEI**, Diversity, Equity, Inclusion).

A goal states what we aim for and the direction we want to take.

A measure describes the means of how the goal will be achieved.

Non-discrimination means that all people are equal regardless of their origin, gender, age, ethnic or national background, language, religion or belief, opinion, disability, state of health, sexual orientation or any other personal characteristic.

Responsibility means accountability and taking responsibility for one's own actions, decisions and their consequences.