



ESG Report 2025 – English Brief

Table of contents

1 Sustainability Management	2
1.1 Governance bodies and their division of responsibilities in sustainability matters ..	2
1.2 Advance policy	2
2 Environmental Responsibility and Carbon Footprint	3
2.1 Travel	3
2.2 Procurement.....	4
2.3 Waste management.....	4
2.4 Biodiversity	4
2.5 GHG emissions	4
3 Social Responsibility	7
3.1 Staff.....	7
3.2 Students	7
3.3 Activities supporting inclusion diversity and equality	8
4 Handprint	10
4.1 Degrees.....	10
4.2 Research on sustainability and research centres on sustainability.....	10
5 Summary and Next Steps	12

1 Sustainability Management

1.1 Governance bodies and their division of responsibilities in sustainability matters

TAMK's management team ensures that management is aligned with the policies set by the Board of Directors and the institutional strategy, and that TAMK is managed in accordance with its rules of procedure and its operational and financial objectives. The implementation of the strategy is guided by performance indicators to ensure that the targets are achieved. The management team also ensures that TAMK is managed in its overall best interest by reconciling the needs of different areas of responsibility and by ensuring consistent and equitable decision-making across the organisation.

The sustainability and responsibility working group appointed by the management team **promotes the integration of sustainability into processes and unit-level operations and is responsible for monitoring and reporting.** The group includes representatives from all key services at TAMK, the student union, and, starting from 2025, the competence units. In 2025, the group's work was guided by the Vice President for RDI.

Based on proposals from the sustainability and responsibility working group, **TAMK's management team approves matters concerning the entire UAS and decides on commitments to various sustainability initiatives.**

Matters related to the development of sustainability in education are prepared in the education development team and decided by the Education Management Team. **Matters related to the development of RDI activities** are processed by the RDI Management Team. Development guidelines for sustainability and responsibility are also discussed directly with the vice presidents.

TAMK also promotes sustainability and responsibility in **cooperation with Tampere University.** TAMK has two representatives in the university's sustainability and responsibility group: one representing TAMK's sustainability and responsibility activities as a whole and one representing facilities and campus services. Collaboration is particularly strong in sustainability communication and carbon footprint calculation.

1.2 Advance policy

TAMK's operations are guided by a **four-year agreement with the Ministry of Education and Culture (OKM).** For the period 2025–2028, the Ministry requires higher education institutions to contribute to solving societal challenges, promoting sustainable development, and advancing the twin

transition. It also requires good governance, investments in staff and student wellbeing, and systematic competence development for personnel. Universities of applied sciences are also expected to aim for carbon neutrality by 2030.

In this agreement, TAMK has committed to promoting sustainability and responsibility in a comprehensive manner and to launching new joint initiatives with companies and other organisations. As part of its responsibility commitments, particular emphasis is placed on strengthening community and belonging and supporting the wellbeing of the TAMK community.

The sustainability and responsibility work of the Tampere higher education community is guided by the Sustainable Development Roadmap 2030, published in 2021. In autumn 2025, the need to update the roadmap was identified. The matter was presented to the TUNI joint rectorate and the revision process started in January 2026. The updated roadmap will be approved in autumn 2026. (It is practically ready when this report is written). The new roadmap will include measurable goals.

2 Environmental Responsibility and Carbon Footprint

The energy palette of TAMK main campus consists of geothermal energy, district heating, district cooling and carbon neutral electricity, which includes nuclear power. Two of TAMK buildings (L and C) have solar panels and the new building (D) will have solar panels.

The total **electricity consumption** of the TAMK main campus was 4639 MWh including solar power. Electricity is carbon neutral. The consumption level is stable (4670 MWh in 2024). The total consumption of **district heating** in 2025 was 5808 MWh, about 10 % less than in 2024. The district heating is produced with a mix of sources of energy by Tampereen Energia. In 2025 the share of renewable energy grew.

Water consumption at main campus was 13 673 m³ (13 351 m³ in 2024). Water consumption has been increasing in last years. One possible reason is that students are using the campus gym and its showers and saunas more actively than before.

2.1 Travel

TAMK has renewed the **travelling guidelines** to support sustainable travelling. Train and bus are the priority modes of travel in Finland. In international travel, bus and train can be used to get destinations, if travel time in one direction does not exceed 24 hrs. On longer, trips direct flights are prioritised. Using bus and train can be negotiated, when planning the trip. Students' green travels are supported through Erasmus+ Green Mobility grants.

TAMK staff can use the **university's bus card** when travelling in Tampere. TAMK has **safe storage for staff's bikes** and **supports staff in buying e-bikes**. The campus has **e-car charging** facilities. **Availability of parking spaces is limited and there is no free parking.**

In 2025 TAMK made a survey of the commuting habits of staff and students. According to the survey (answered by 143 students and 212 staff members) 35% uses mainly public transport, 30% car and 26% walks or bikes. Eight percent uses mainly some other mode of transport i.e. scoots. The most common power source of cars is gasoline (47%). Next comes diesel (23%), hybrid (12%) and electric cars (10%). Cars using gas or ethanol add to 8%.

2.2 Procurement

TAMK's renewed procurement guidelines include advice for including criteria for environmental and social sustainability in purchasing process. TAMK does not have data on percentages of green-certified products purchased (e.g., FSC paper, Energy Star electronics), or of suppliers with environmental certifications (e.g., ISO 14001); % of local suppliers etc.

2.3 Waste management

The amount of waste produced on campus in 2025 was 276 854 kg. This was 3% less than in 2024. The recycling rate was 62% (64% in 2024). This data is provided by the waste management company. In addition to these figures 3 812 kg of paper waste with confidential data and 6 309 kg of electric waste was produced at TAMK.

2.4 Biodiversity

TAMK does not have information of the number of native species on campus. There have been discussions about creating a biodiversity action plan.

2.5 GHG emissions

The total amount of GHG emissions including Scope 1, 2, and 3) was 4 495 tons of carbon equivalent.

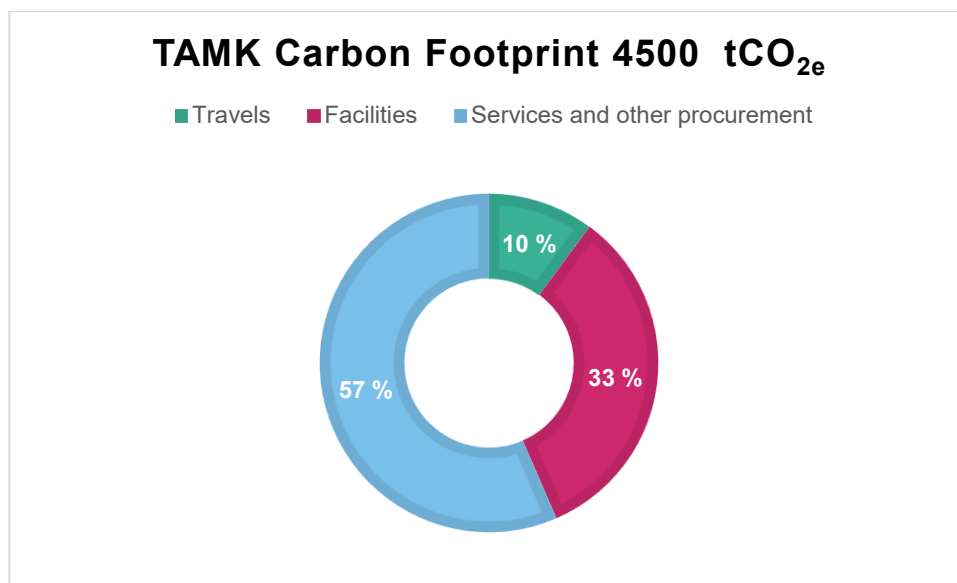


Figure 1. The division of TAMK Greenhouse gas emissions.

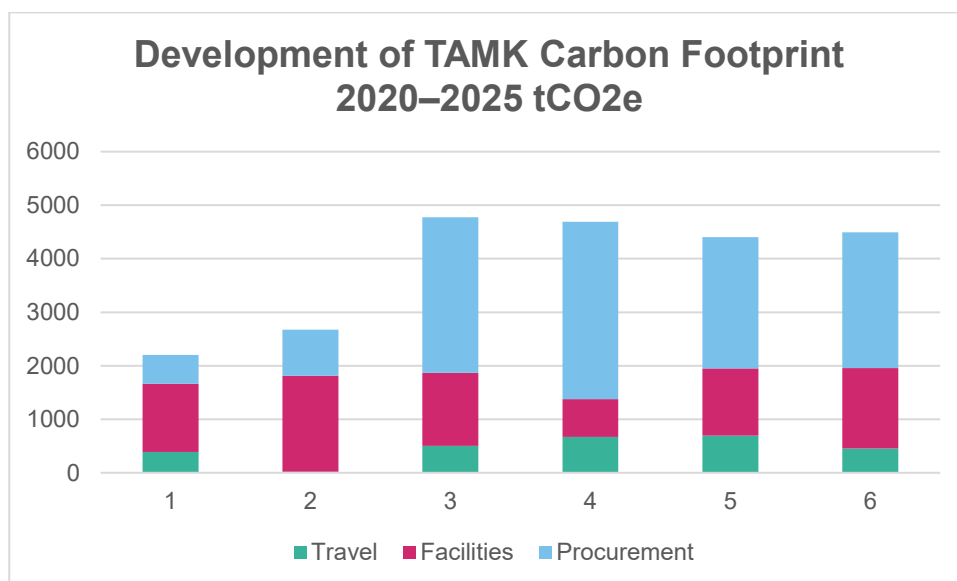


Figure 2. The development of TAMK GHG emissions 2020–2025.

3 Social Responsibility

3.1 Staff

Total number of employees on 31st December 2025 in TAMK was 887. Out of this 550 were teaching staff and 337 supporting staff. 60% of the staff were women and 40% men. This applies also to the top management and supervisors.

Most of the staff (704 individuals) had permanent position. The following table shows the number and percentage of persons with other than permanent contracts.

	Men	Women	Total
Teaching staff	8%	16%	12%
ICT staff	53%	39%	44%
Supporting staff (not including interns)	13%	19%	17%
Total	14%	19%	17%

The average age of all staff was 48,8 years. The following table shows the age distribution in different groups of staff.

Age	Teaching	Supporting	Sum	%
Under 24	1	5	6	0,68
25–29	7	22	29	3,27
30–34	24	33	57	6,43
35–39	59	36	95	10,71
40–44	69	47	116	13,08
45–49	102	52	154	17,36
50–54	84	45	129	14,54
55–59	101	43	144	16,23
60–64	83	45	128	14,43
65–	20	9	29	3,27
Sum	550	337	887	100,00

3.2 Students

Altogether 12 146 degree students studied in TAMK in 2025. 1 082 (8,9%) of them were international. 51% of students were women and 49% men.

The age structure of the degree students:

Under 25	50,9%	all bachelor students
25-34	32,0%	10,1% of this age class were master students, 89,9% bachelor.
Over 34	17,1%	34,1% master students, 65,9% bachelor students

Additionally, 475 students participated studies in Professional teacher education. 67,6 percent were women and 33,4 percent men. 12,2% had other nationality than Finnish. 81,9% of the professional teacher students were 35 years or more.

TAMK does not publish data on nationalities of the students.

3.3 Activities supporting inclusion diversity and equality

The following principles and policies guide all actions in TAMK

- Plan for equity, inclusion and accessibility
- Principles of good governance
- Theses for safety
- Processes for informing about inappropriate conduct or harassment.

The actualisation of these policies is frequently monitored via staff and student surveys. A staff wellbeing survey was executed in autumn 2025. 80% of staff answered. The activities done in 2024 and 2025 show positively in all indicators, including responsibility and equity.

Staff's competences have been supported with substance-related trainings and with open trainings for all staff. These have included trainings in sustainability and responsibility.

During 2025 for example the **following actions were performed to support the staff wellbeing.**

- Company bicycle benefit was continued. 11 staff members started using this benefit.
- New occupational rehabilitation groups were started for both teaching and supporting staff.
- Staff can use the SportUni services for an inexpensive price. 110 staff members have paid the membership.
- TAMK pays Sport and Culture vouchers for staff. 713 staff members used this benefit in 2025.
- A pop-up choir for staff was founded. 29 staff members joined the first year.

Students are informed about their **well-being services** in the intranet and study guide. The services include small group activities, study workshops, special needs teachers, study counsellors, social wellbeing support, and pastor. SportUni offers very inexpensive and diverse sport opportunities for students. Liikkuva opiskelu – Study in Motion project aims at developing practices to integrate movement in teaching and learning.

Active **cooperation with the student union** Tamko is an important part of supporting student well-being. The student union has representatives in all administrative groups in TAMK, also in the sustainability working group. In the groups the representatives bring up issues that are important for students. Another important form of cooperation with the student union is tutoring of first year students, which supports the feeling of belonging to the university and provides peer support. Over 80% of the students feel that adequate time is reserved for group formation in the beginning of studies.

International students are offered special social counselling. Inadequate skills in Finnish language and challenges in getting intern placements have been recognised as the most severe challenges for foreign students in integrating to studies and to Finland. These challenges have been started to resolve in a project which brings together universities of applied sciences, regional cities and enterprises, and by hiring an internship coordinator for international students together with the City of Tampere.

The **course feedback system** serves as channel for providing feedback and participating in developing TAMK continuously. The student feedback and activities taken in response are processed systematically in degree programmes.

The **yearly student survey** includes questions related to social well-being. According to the survey, students feel that they are able to get study counselling when they need it (6,06 / 7,00), teachers are quite fair and equitable (5,79 / 7,00), students are valued (5,79 / 7,00). Students also feel that their well-being enables studying in university (5,60 / 7,00).

The **graduating bachelor** students' general satisfaction to their studies is 5,42 / 7,00.

95% of graduating bachelor and 97% of **master** students are satisfied to their studies.

4 Handprint

All TAMK degree programmes that have started after August 2024 have Sustainable Future as one cornerstone of the curriculum. Each TAMK graduate should be able to advance Sustainable Development as a professional.

4.1 Degrees

Bachelor's degrees with special emphasis of on Environmentally Sustainable Development include Environmental Engineering (eng), Forestry (fin), Hospitality management (fin), Construction (fin), Architecture (fin). Programmes on Midwifery, Health counselling and Social Work support Socially Sustainable Development.

Master's degrees of Risk management and Circular Economy and Forest management advance sustainable development holistically. In 2025 three new master programmes focusing on sustainable development were in curriculum development process.

In 2025, 29,7% of bachelor's **theses** and 51,9% of master's theses related to sustainability or responsibility. The number is based on key word search.

TAMK does not collect information on the number of individual lectures related to sustainability or the number of students attending on them. In 2025 we started a new elective course Sustainable Thinking and Action. More than 150 students participated this course.

TAMK organised an event on the SDG day (25th September). The sustainability activities of TAMK were presented on more than 10 pop up spots.

TAMK graduates feel that their understanding of sustainability and responsibility issues has increased during the studies (5,43 / 7,00).

4.2 Research on sustainability and research centres on sustainability

Research in TAMK is organised in eight research groups. They all relate with sustainability.

- Applied CleanTech (ACT)
- Bio-based Colorants and Inks (Biocolores)
- Family Growth and Wellbeing (GrowWell)
- Predictive, Preventive, Personalised and Participatory Health (PRECISE)
- Safety and Security, Resilience, Crises and Trauma (SAFE)
- Sustainable Futures through Human Interaction and Transformative Learning across Societal Transitions (SHIFT)
- TAMK Advanced Manufacturing Group (TAMG)
- Transformative Value Creation in Renewing Economy (TRaCE)

Research projects on sustainability

All research and development projects in TAMK have to be connected to at least one SDG. In 2025 there were 309 RDI projects of variable size. 52 of them related to SDG 8 – Decent work and economic growth, 50 to SDG 4 – Quality Education.

5 Summary and Next Steps

Governance

- New road map for sustainable development is published during 2026. It will be used as the basis for goal setting and actions.

Environment

- Work for carbon neutrality is continued in accordance with the goals set in the Sustainability programme of Arene.
- Understanding the biodiversity footprint and developing measures to decrease it is developing trend in environmental sustainability. TAMK follows development in other Finnish UASes and utilises Tampere University's experiences.

Social

- TAMK has quite up-to-date policies and processes related to social responsibility.
- Developing sense of community through spaces and activities is part of implementing the road map for sustainable development.

Handprint

- TAMK has good tools for collecting feedback about student learning and motivation on sustainability. It is important to use the tools to develop education.
- Developing tools to follow and communicate better the RDI activities impact on enhancing sustainability.