

Tampere University's Equality and Non-Discrimination Policy 2021-2022

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Foreword

At Tampere University, diversity and responsibility are some of our core institutional values. We recognise that equality of opportunity is an inalienable right and are committed to promoting equality not only in all of our activities but also in the broader society through our research and teaching. We have made it our mission to work together to build a sustainable world. Without the continuous pursuit of greater equality, we would not, as an organisation and as a society, be contributing to the sustainable development goals.

Equality and non-discrimination are not something we promote simply to demonstrate our sense of responsibility and high ethical standards. We need all the members of our university community to work together to further improve the quality and impact of our research and teaching. Non-discriminatory practices and procedures enable us to provide all the members of our community with equal opportunities to participate in these efforts. Only by respecting individuality can we work together to make our mark on the world.

We need strategies and plans, but ultimately it is actions that matter. Tampere University's Equality and Non-Discrimination Policy for the years 2021-2022 was prepared with the aim of translating the policy into action. Each subchapter ends with a section titled "Targets" that lists the long-term objectives we are looking to achieve over the next two years. The actions that we are planning to take while the policy remains in force are listed under the headings "Development measures and responsibilities".

This is an ambitious policy and will not become practice without a conscious effort. While this policy is a promise to strive towards greater equality, it is also an invitation to all the members of our community to contribute to the efforts and help us put the policy into practice. We will begin to monitor the implementation of this policy in the autumn of 2022. The faculties and service units have no time to lose. I encourage you all to read the policy and join the activities!

I want to take this opportunity to express my sincere thanks to the working group that coordinated the preparation of the policy¹, which included representatives of the University units, employee organisations and the student union TREY. The draft version was commented by the faculties, service units, the Cooperation Council and countless members of the university community. Now is the time to turn the policy into action.

In Tampere, Finland, on 15 April 2021

Mari Walls
President

I Working for equality and non-discrimination

Tampere University and Tampere University of Applied Sciences constitute the Tampere Universities community that is committed to promoting equality, non-discrimination and cultural diversity in all its endeavours.

This policy was prepared to support the achievement of Tampere University's equality and non-discrimination objectives. This policy highlights the University's legal obligations as regards equality and non-discrimination and promotes compliance with operational models that are in line with the University's strategy and support equality and non-discrimination. This policy defines both HR-related and operational objectives for the University as a workplace and as an educational establishment. The policy also includes the University's objectives for digital accessibility and physical accessibility.

Diversity is one of our core values as approved by the Board of Tampere University and shows in our respect for all people, disciplines and traditions. We encourage the members of the university community to collaborate and identify new opportunities. Our guiding principle is equality.

The University must provide all students, staff and other stakeholders with equal opportunities in terms of learning, research, participation and involvement. All the members of the university community have a duty to promote equality and non-discrimination.

¹ The working group comprised Juha Teperi (chair), Niina Puronurmi (secretary), Kaija Aaltonen, Alexander Efimov, Jenna Ilomäki, Laura Kaipia, Ulla Kampman, Johanna Katajamäki, Jenni Kuuliala, Minna Leinonen, Ella Meriläinen, Ritva Nätkin, Anna Rastas, Elisa Sinikallio, Jarkko Valjakka, Taina Vimpari and Veli-Matti Värri.

The University creates a campus culture, working conditions and procedures that recognise the value of diversity and apply to recruitment and the making of decisions that affect staff. The actions taken to support equality and diversity must be effective, appropriate and proportionate to the circumstances and the available resources.

All the documents and other materials published by the University must be as accessible as possible. In our communications, we will also make an effort to provide timely information in English.

The University has an Equal Opportunities Committee which is responsible for monitoring the implementation of this policy and for taking steps to promote equality across the University. The Equal Opportunities Committee, which is appointed by the president of Tampere University to serve a two-year term, is tasked with preparing proposals and issuing statements concerning the fulfilment and development of equality and non-discrimination across the University. The Equal Opportunities Committee 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 to the Equal Opportunities Committee at yhdenvertaisuus.tau@tuni.fi. They are also invited to contact the Equal Opportunities Committee with any questions or issues relating to equality and non-discrimination. The Equal Opportunities Committee maintains dialogue and collaborates with the university community and especially taps into the expertise of those who represent different minority groups. The Equal Opportunities Committee enables the members of the university community to participate in the activities through the medium of English. All the members of the university community are able to put themselves forward as candidates for membership in the Equal Opportunities Committee when a new term of office is approaching. The president will decide the final composition when appointing the Equal Opportunities Committee.

The University monitors progress towards greater equality and non-discrimination and the implementation of the agreed measures on a regular basis. The expertise of the members of the university community will be utilised to assess the current state of equality, non-discrimination and accessibility at the University.

In addition to legal requirements as regards equality and non-discrimination, this policy establishes further objectives and measures for promoting equality of opportunity at different stages and organisational levels and identifies the persons responsible for taking these measures. Measures for improving both digital and physical accessibility are also discussed in this policy. The faculties and other University units will be expected to include the measures set out in this policy in their own HR plans. The student union of Tampere University has drawn up its own equality policy.

The Equal Opportunities Committee will monitor and assess the achievement of the objectives every two years and report to the University management. This policy and the monitoring thereof will help to ensure that the University's activities meet appropriate quality standards.

This policy has been widely circulated for comment within the university community, and a large number of comments was provided on the draft version. While it has not been possible to include all the comments in this document, all input is valuable and supports the implementation of this policy. The new Equal Opportunities Committee will maintain close collaboration with the university community.

The *targets* defined in this policy are long-term objectives. The *measures* listed in this policy are the actions we will take to meet the objectives before this policy expires.

II Regulations and definitions

The Non-Discrimination Act prohibits discrimination on the grounds of age, origin, nationality, language, religion, belief, opinion, political activity, trade union activity, family relationships, state of health, disability, sexual orientation or other personal characteristics. Besides direct and indirect discrimination, the Act prohibits harassment, the denial of reasonable accommodations, and the giving or instructions or orders to engage in behaviour that would result in discrimination. The **Criminal Code of Finland** (chapter 11, paragraph 10) prohibits the publication, dissemination or otherwise making publicly available information, an expression of opinion or another message where a certain group is threatened, defamed or insulted on the basis of race, skin colour, birth status, national or ethnic origin, religion or belief, sexual orientation, disability or other comparable grounds.

The purpose of the **Act on Equality between Women and Men** is to prevent gender-based direct and indirect discrimination and promote equality between women and men. It also prohibits discrimination based on gender identity and gender expression.

Under the Constitution of Finland, the Act on Equality between Women and Men (sections 5 and 5a), the Non-Discrimination Act (section 6) and the Employment Contracts Act, employers and education providers are required to take action to promote equality and non-discrimination and eliminate discrimination and harassment.

As set out in section 41 a of the Universities Act (558/2009), students have the right to study in a safe environment. A university may adopt a code of conduct or other regulations to protect the safety of the university community. A safe environment for working and learning also means an environment that is free from harassment and discriminatory treatment.

Finland ratified the **United Nations Convention on the Rights of Persons with Disabilities** in 2016. The parties to the Convention undertake to eliminate discrimination against persons with disabilities so that they enjoy full equality under the law. Article 24 protects the right to education of persons with disabilities and Article 27 their right to work on an equal basis with others.

Discrimination means treating a person or a group differently from others who are in a similar position for an unlawful reason. The prohibited grounds of discrimination are listed above. Discrimination is prohibited regardless of whether it is based on a fact or an assumption concerning the person in question or someone else.

The University is also committed to preventing **multiple discrimination**, which occurs when a person is discriminated against for more than one reason. The combined negative effects can result in a discrimination experience that differs from discrimination occurring on the basis of a single ground. Sexual and gender-based **harassment** is a form of discrimination as referred to in the Act on Equality between Women and Men.

Besides fulfilling our legal obligations, we are committed to creating a **genuinely diverse** campus environment and providing equal opportunities for all. To achieve the objectives set out in this policy, we need to not only promote equality, non-discrimination and physical and digital accessibility but also identify related barriers and integrate equality and diversity into our everyday practices.

The University's related guidelines are available on the [intranet](#).

III Operational culture

Tampere University has established policies and procedures for preventing discrimination and harassment, providing early support and responding to inappropriate behaviour. We have an action plan for occupational health and safety, which also includes objectives and activities for promoting mental health and well-being among students.

The University has a duty to promote equality and non-discrimination not only within the University but also beyond organisational boundaries through teaching and research that deliver impact for society.

Target

We will actively identify structures and processes that perpetuate inequality. We will create operational models for addressing and eliminating discriminatory and unequal practices. We will review structures and processes that perpetuate inequality across the University, including decision-making processes and related preparations and the information systems used by the University. We will ensure that both the current state of equality and the steps taken by the University to address potential problems are covered when communicating about equality-related topics.

We will work to raise awareness of equality and non-discrimination and develop expertise and other tools for promoting equality and non-discrimination as part of our research and teaching activities.

We will use gender-neutral language and refrain from making any disparaging comments about marginalised groups, such as ethnic minority groups, people from different cultures, or people with a disability. When assessing whether a term is offensive, we will consider the meaning of the term to the group it refers to.

We will promote physical and digital accessibility to ensure the campus premises are accessible to all and offer all students and staff equal opportunities for participation. Our campuses, campus facilities and virtual learning environments will be accessible.

We will engage in closer collaboration across the Tampere Universities community to promote equality and non-discrimination. We will step up the efforts to promote equality and non-discrimination in collaboration with internal stakeholders.

All the members of our university community are free to choose their gender identity. When assessing the meanings associated with ethnicity and racial identities and categorisations, it is important to refrain from making assumptions. When relevant, the meaning of these terms should be discussed with members of the university community who self-identify with these minorities or groups.

We will review the regulations, guidelines, plans and other documents governing our operations to make sure they do not include any provisions that treat individuals differently. If such provisions are discovered, we will revise the regulations, guidelines and plans. When new documents are drawn up, a special focus will be placed on ensuring the measures included therein are not discriminatory in their application or effect. As for the University Regulations and other key regulations, we will carry out a Gender Impact Assessment as well as evaluate whether the regulations are likely to have other discriminatory impacts on different people. Other guidelines and plans will also be assessed to ensure they do not include practices that are directly or indirectly discriminatory.

Equality and non-discrimination are topics that cut across all our communications and marketing activities. Our communications, online services, documents and other materials must be accessible to all. We invest in timely communication both in Finnish and in English.

Individuals whose working language is Finnish or some other language must be treated equally under the language policy of our diverse University. We aim to ensure that essential information is available both in Finnish and English at the same time.

Tampere University will adhere to the jointly drawn up principles for creating a safer space to provide safe spaces for all the members of our community for learning, working, research and free-time activities.

When we carry out activities that generate knowledge and conduct commissioned research, information about gender will be processed in a manner that ensures it can be utilised when planning and assessing the activities we undertake to promote equality and non-discrimination.

National reporting and information systems currently include only binary gender identity options. The University's internal surveys will be developed to ensure that non-binary gender identity options are included and that respondents also have the option not to disclose their gender. The goal is that changing one's gender marker and name as they appear in the University's systems will only require a notification.

Development measures and responsibilities

The results of staff well-being surveys, workplace surveys and student surveys will be utilised to foster a diverse and pluralistic campus culture. Gender and staff group or the stage of one's studies are always included as standard demographic variables in surveys and reports. In addition to these, information about other relevant background variables will be examined. In accordance with the principles of research ethics, it will not be possible to identify individual respondents when the results are reported. When exploring the meaning of ethnicity, racial identities and other categorisations, it is important to ensure this type of information is provided voluntarily and that the information is processed in compliance with data protection laws.

We will look into the measures taken to ensure international students and staff have opportunities for participation in the faculties. To encourage participation and involvement, we will identify and implement good practices.

Responsibility: *faculties; Equal Opportunities Committee*

We will determine whether it is necessary to appoint one or more equality and non-discrimination representatives who would be supported by the Equal Opportunities Committee.

Responsibility: *University management*

Clear campus signage improves accessibility. We will improve the accessibility of the campuses and learning environments so students with a disability can attend classes unassisted. Staff will receive training for creating accessible learning environments. In 2021, the Facilities Management unit will assess the accessibility of the campus buildings, especially for persons with a hearing impairment, a vision impairment or reduced mobility. For example, the Threshold Association (Kynnys ry) will be consulted in the process, if necessary. Based on the results, we will draw up a proposal and a budget for the alterations that are needed to improve accessibility. Renovations will be carried out in 2022. Accessibility will be considered when the existing facilities are renovated or new ones are built.

Responsibility: *Facilities Management; HR*

The diversity of campus users will be considered when designing the facilities. In 2021, Facilities Management will map out the bathroom facilities located in the non-restricted campus premises to identify the necessary alterations that must be made to ensure that there is a gender-neutral toilet in each campus building. The renovations will be completed in 2022. Gender neutrality will be taken into account where possible when planning future renovation and construction projects.

Responsibility: *Facilities Management; operative management*

Tampere University takes part in Pride events and flag flying each year.

Responsibility: *Equal Opportunities Committee*

The Equal Opportunities Committee organises training and events for discussing equality and non-discrimination questions.

Responsibility: *Equal Opportunities Committee*

The training sessions and events hosted by the University are physically and digitally accessible.

Responsibility: *HR; education providers*

The University and the student union communicate about equality and non-discrimination issues across the organisation as part of their own activities. The Equal Opportunities Committee supports the University and the student union in communicating about equality and non-discrimination.

Responsibility: *Equal Opportunities Committee; Communications; student union*

Principles for creating a safer space will be drawn up in collaboration with the university community in 2021. The University will ensure all the members of the university community are aware of these principles, for example, by organising training sessions. We will communicate openly about the safer space principles and make them easily available on the intranet.

Responsibility: *Occupational Safety Committee; Equal Opportunities Committee*

When communicating with internal and external audiences, the University will refrain from discriminating against individuals and take social and cultural diversity into consideration. When speaking in public on behalf of Tampere University, the members of the university community may not,

for example, make negative statements that constitute slander as referred to in the Criminal Code of Finland.

Responsibility: *university community*

The University will carry out a pilot project to assess the gender impact of the University Regulations and other key regulations. A similar assessment may also be completed to evaluate whether these regulations are likely to have other discriminatory impacts on different people.

Responsibility: *administrative bodies*

The University will establish a language policy. The Equal Opportunities Committee will assess the implementation of the language policy.

Responsibility: *University management; Equal Opportunities Committee*

IV Leadership

Effective leadership supports the members of our university community as they work towards our strategic goals. The goal of leadership is to ensure all staff members feel they are treated fairly and equally and are not discriminated against.

Leadership also includes a duty to make sure all the members of the university community are able to make their voices heard and raise concerns relating to equality and non-discrimination and can be sure that their concerns and development suggestions will be duly addressed and processed. All supervisors have a key role in promoting equality and non-discrimination.

The University's regulations, guidelines, plans and other documents governing our operations set out the principles of leadership and help to ensure no members of the university community are discriminated against. When regulations, guidelines and plans are prepared, it is important to carry out a separate assessment to ensure they do not include any indirectly discriminatory provisions.

Besides these minimum requirements, good leadership enables the members of the university community to seek professional development and ensures they have opportunities for participation and involvement.

Legal obligations

Under the Act on Equality between Women and Men (section 8), "the action of an employer shall be deemed to constitute discrimination if the employer manages the work, distributes tasks or otherwise arranges the working conditions in such a way that one or more employees find themselves in a less favourable position than other employees on the basis of gender."

Under the Non-Discrimination Act (section 16), a person may not be treated less favourably or experience other negative consequences because he or she has appealed to a right or an obligation laid down in the Non-Discrimination Act, taken part in investigating a matter concerning discrimination or

taken other measures to prevent discrimination. Section 8 a of the Act on Equality between Women and Men also prohibits this type of action: “The action of an employer shall be deemed to constitute discrimination if a person is given notice or otherwise treated less favourably after they have appealed to a right or an obligation laid down in the Act or taken part in investigating a matter concerning gender discrimination.”

Target

The role of leadership in creating a diversity-sensitive organisation includes the cultivation of understanding, approval and appreciation of our differences while also taking into account the opportunities and challenges of diversity.

Supervisors will act responsibly to foster and maintain an operational culture that embraces diversity and equality and encourages participation and involvement. We are continuously working to develop and improve leadership and supervision.

All the members of our community have the right to work in a safe environment and be accepted for who they are. They are entitled and obligated to address inequality and discrimination that they witness. We take into account gender diversity and the implications of different social positions, especially those leading to marginalisation, for equality and non-discrimination. Gender is a complex concept that goes beyond a binary framework. Gender diversity is an umbrella term that encompasses all the different gender minorities and majorities.

Development measures and responsibilities

We will ensure that employees who hold a supervisory position take part in leadership training where equality and non-discrimination themes will be discussed.

Responsibility: *operative management; HR*

The employer and all the members of the university community must immediately address any problems which they detect, or which are brought to their attention, that are not in line with the principles of occupational health and safety or equality and non-discrimination. We will ensure that all the members of our community know what to do if they experience or witness discrimination.

Responsibility: *staff; students; HR; occupational health and safety organisation*

We will support the building of diversity awareness and age management skills and prevent discrimination by offering professional development opportunities and staff training. Training on diversity management will be provided to leaders and supervisors.

Responsibility: *operative management; HR*

V Recruitment, equal pay and career advancement

As an employer, the University provides all staff with equal opportunities for career advancement and an equal work environment. The University must develop the working conditions so that they are suitable

for all regardless of gender. To help employees maintain a balance between work and family, we will pay particular attention to work arrangements and take measures to prevent gender discrimination before it happens.

Staff recruitment

Legal obligations

Under section 6 of the Act on Equality between Women and Men, employers “must act in such a way that job vacancies attract applications from both women and men and promote the equitable recruitment of women and men in the various jobs and create for them equal opportunities for career advancement”. Under section 6 c, employers must “take pre-emptive action against all discrimination based on gender identity or gender expression”.

As set out in section 8.1, paragraph 2 of the Act of Equality between Women and Men, “the action of an employer shall be deemed to constitute discrimination prohibited under this Act if the employer, upon employing a person or selecting someone for a particular task or training, bypasses a more qualified person of the opposite sex in favour of the person chosen, unless the employer's action was for an acceptable reason and not due to gender or unless the action was based on weighty and acceptable grounds related to the nature of the job or the task.”

The Non-Discrimination Act also highlights other social divisions that may be barriers to employment or career advancement. Under section 5, employers are required to develop working conditions, recruitment processes and the decision-making processes that affect staff. These development measures must be effective, appropriate and proportionate, considering the operational environment, resources and other circumstances.

Under section 15 of the Non-Discrimination Act, employers are obligated to make reasonable adjustments to offer a person with a disability an equal opportunity to access education, gain employment, perform job tasks and progress in his or her career. As set out in the United Nations Convention on the Rights of Persons with Disabilities (Article 27), people with a disability “have the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities”. The actions to be taken include the employment of persons with a disability both in the private sector and the public sector.

Section 8 of the Act on Equality between Women and Men prohibits employers from acting in such a way that people find themselves in a less favourable position on the basis of pregnancy, childbirth or some other gender-related reasons when the employer is employing a person, selecting someone to perform a particular task or deciding on the duration or continuation of an employment relationship, pay or other terms of employment.

As set out in section 9 of the Non-Discrimination Act, different treatment that seeks to promote equality or prevent or eliminate discrimination does not constitute discrimination. Under section 9, item 4 of the Act on Equality between Women and Men, “temporary, special actions based on a plan and which are for the purpose of promoting effective gender equality and are aimed at implementing the objectives of this Act” do not constitute discrimination. This type of preferential treatment means proportionate action that is taken to promote equality or prevent or eliminate discrimination.

Under section 15 of the Non-Discrimination Act, employers are obligated to make reasonable and appropriate adjustments to offer a person with a disability an equal opportunity to access education, gain employment, perform job tasks and progress in his or her career.

Targets

When deciding on the duration or continuation of an employment contract, a person's age, gender or other prohibited grounds of discrimination will not affect the decision. The University will reduce gender segregation in its own practices. International recruitment is one part of the efforts to promote equality and non-discrimination.

We will support the continuity of employment by identifying the risks of discrimination faced by fixed-term employees, and employees who experience career interruptions (due to, for example, family leave) and by paying attention to vulnerable groups.

Our recruitment guidelines are clear and support equality and non-discrimination. Recruitment criteria are transparent.

The goal is gender equality in the executive ranks as referred to in the Act on Equality between Women and Men.

When undertaking development measures and implementing operational policies, we will consider the age and personal circumstances of staff. In the context of HR planning, we will take the age of the workforce into account and plan ahead: a significant number of employees, especially teaching and research staff, are due to retire over the next few years.

Development measures:

- 1) In the faculties and units where the gender imbalance is significant (less than 30% of staff are women or men), the deans and directors will decide on the measures to be taken to address the imbalance and monitor the situation on an annual basis.
- 2) For a justified reason, the University may take affirmative action to promote equality through preferential treatment. We will look into the possibilities and preconditions for taking affirmation action in cooperation with employer and employee representatives.
- 3) We will generate research-informed and evidence-based knowledge of gendered recruitment practices. This can also be accomplished in connection with developing affirmative action procedures.
- 4) The University will test anonymous recruitment in positions where the anonymity of candidates can be retained at the beginning of the recruitment process.
- 5) When possible, the members of appointment committees and the appointees to expert positions will be equally selected from among candidates representing different genders. Follow-up data on recruitment activities will be collected on an annual basis.
- 6) When new positions are filled, efforts will be taken to remove the barriers to employment for persons with disabilities. For example, highlighting an accessible work environment when inviting applications for an open position will show the employer is committed to the principles of non-

discrimination, whereas the lack of this information will discourage applicants with a disability from applying for the position.

- 7) The University will develop the recruitment-related skills among supervisors and all those who participate in recruitment activities. The parties that are responsible for professional development activities will organise annual training for supervisors and staff involved in recruitment activities. Equality and non-discrimination laws will also be discussed during the training.

Responsibility: *faculties; Cooperation Council; HR*

Follow-up/indicators: We will map out the experiences of stakeholders who have made use of anonymous recruitment.

We will monitor whether gender segregation has been reduced as a result of international recruitment. The faculties and units will deliver information about their planned measures and their implementation to the Equal Opportunities Committee.

HR Services will develop the monitoring of recruitment activities in cooperation with ICT Services to facilitate the collection of follow-up data.

Equal pay

When deciding on pay and other terms of employment, a person's gender or other prohibited grounds of discrimination will not affect the decision.

Legal obligations

As set out in section 8 of the Act on Equality between Women and Men, the action of an employer constitutes discrimination if people find themselves in a less favourable position on the basis of pregnancy, childbirth or some other gender-related reasons when the employer deciding on pay or if the employer applies the pay or other terms of employment in such a way that one or more employees find themselves in a less favourable position based on their gender than one or more employees in the employer's service performing the same work or work of equal value. This section also prohibits discrimination based on gender identity or gender expression.

As set out in section 6 b of the Act on Equality between Women and Men, employers must carry out pay surveys to ensure there are no unjustified pay differences between the women and men they employ to perform the same tasks or tasks of equal value. If a pay survey (based on, for example, different job requirement levels or staff groups) reveals clear pay differences between female and male employees, the employer must look into the reasons for these differences. If the workplace has established a pay system where salaries consist of pay components, the central components must be inspected to determine the reasons for the differences. If there is no acceptable reason for the differences, the employer must take appropriate measure to address the disparity.

Under section 8 of the Act on Equality between Women and Men, the action of an employer constitutes discrimination if the employer applies the pay or other terms of employment in such a way that one or

more employees find themselves in a less favourable position based on their gender than one or more employees in the employer's service performing the same work or work of equal value.

Target

The University supports a fair and equal pay policy.

Development measures:

- 1) The assessment groups will be provided with data about the impact of gender by utilising statistics and research findings.
- 8) The gender impact of the harmonisation of salaries and job titles will be assessed: How have the changes affected pay among female and male employees? What changes have been made to the salaries and titles of female-dominated and male-dominated jobs? Have the changes increased or decreased the gender pay gap? Have the changes made to job titles affected female and male employees from a hierarchical perspective (such as possible changes in the titles of manager and director)?
- 9) Information about the identified challenges will be made available to the persons involved in salary assessments.
- 10) The University will create pay survey standards to facilitate the collection of detailed information about pay differences and ensure the availability of sufficient resources for carrying out pay surveys.
- 11) The collection of statistical data will be developed so that any gender differences concerning pay, recruitment and career advancement can be reported.

Responsibility: HR

Follow-up: The University will carry out a pay survey and map out the changes made to the salaries and job titles of staff groups as a result of the university-wide harmonisation. We will collect feedback from employees involved in payroll activities and salary assessments and assess changes in pay among female and male employees.

[Career advancement](#)

Legal obligations

Pursuant to section 6 of the Act on Equality between Women and Men, the University has a duty to promote equality between women and men with regard to the terms of employment and develop working conditions to ensure they are suitable for all employees regardless of gender. As an employer, the University must facilitate the reconciliation of work and family life by paying special attention to working arrangements.

Under section 15 of the Non-Discrimination Act, employers are obligated to make reasonable and appropriate adjustments to offer a person with a disability an equal opportunity to perform job tasks and progress in his or her career. The criteria for assessing whether the adjustments are reasonable include the needs of the person with a disability, the size and financial position of the organisation, the nature

and scope of the organisation's activities, the estimated costs of the adjustments and the support available for making them.

Target

We support career advancement and professional growth among all staff and offer them opportunities to seek a variety of roles in line with the principles of equality and non-discrimination. The goal is to offer staff equal opportunities to seek career advancement and/or professional growth. The principles for career advancement are transparent.

The University's new organisational structure enables employees to seek career advancement by taking up not only supervisory positions but also senior specialist roles.

Orientation materials and practices must support equality and non-discrimination.

Development measures:

- 1) Supervisors will support equality and non-discrimination among employees in terms of career advancement and professional growth. When supervisors develop their knowledge and competencies, the models and attitudes will spread throughout the organisation.
- 2) The impact of Covid-19 restrictions on occupational well-being and different genders and staff groups will be assessed. These impacts will also be mapped out when conducting professional development reviews and salary assessments. Difficulties resulting from the Covid-19 restrictions may not affect a person's career or pay.
- 3) The needs, strengths and working capacity of employees with a disability or a chronic illness and older employees will be considered when taking measures to develop occupational well-being. If an employee's work capacity changes during his or her career, flexible arrangements and adjustments will be agreed on. When employees are approaching retirement, the University will plan ahead to ensure different work arrangements can be put in place to ensure a flexible transition to retirement. The goals are to ensure an effective sharing of knowledge and a smooth change of roles and responsibilities. When measures are taken to promote well-being among staff, the accessibility of the work environment and teaching facilities will be taken into consideration.
- 4) The focus of HR plans will shift from fixed-term positions to permanent positions.
- 5) The University will help employees maintain a balance between work and family by putting in place flexible work arrangements. We will support the continuity of employment during and after family leave through HR planning, internal recruitment, long-lasting employment relationships and other instruments.
- 6) Supervisors will receive coaching for supporting the careers of persons who belong in ethnic or other minority groups.
- 7) The University will develop services that support international employees' integration into the university community.
- 8) The University will put together an orientation package for new employees on equality and non-discrimination. Orientation will be offered to all staff.

Responsibility: *faculties; HR*

VI Preventing inappropriate behaviour, harassment and bullying

Tampere University provides staff and students with an equal and non-discriminatory environment for learning and working. We have a zero-tolerance policy for harassment, discrimination, bullying and inappropriate behaviour. All the members of the university have a duty to intervene if they witness inappropriate behaviour, bullying or harassment.

We take complaints of inappropriate behaviour seriously. Complaints are processed in accordance with the principles of equality, fairness and confidentiality.

Staff members have the right to be accompanied by a harassment contact, occupational safety representative, other support person or trade union representative when matters relating to inappropriate behaviour are discussed. Students are likewise entitled to be accompanied by a support person, such as the student union's designated harassment contact.

We will pay attention to measures for preventing and eliminating sexual harassment, gender-based harassment, and other forms of harassment based on the other grounds for discrimination listed in the Non-Discrimination Act.

Inappropriate behaviour is a pattern of unwelcome behaviour that violates the code of good conduct or is inappropriate and disruptive in a work or classroom environment.

Harassment creates an intimidating, hostile, degrading or humiliating environment. Harassment is one form of discrimination. Harassment can be gender-based or sexual but also refers to unwelcome conduct based on, for example, language, nationality, religion, opinions, state of health or disability.

Sexual harassment is defined as any form of unwanted verbal, non-verbal or physical conduct of a sexual nature that violates the psychological or physical integrity of another person, whether intended or not, especially by creating an intimidating, hostile, degrading, humiliating or oppressive environment.

Gender-based harassment refers to unwanted behaviour relating to a person's gender, gender identity or gender expression, which is not sexual in nature and violates the psychological or physical integrity of another person, whether intended or not, especially by creating an intimidating, hostile, degrading, humiliating or oppressive environment.

Racial harassment is harassment directed at a person who identifies with an ethnic or racial minority group. Derogatory remarks about a minority or marginalised group also constitute racial harassment.

Social media harassment refers to the sending of abusive or threatening messages on social media. Social media harassment can include bullying, hate speech, harassment or leaving intentionally provocative or offensive messages known as trolling.

Harassment can also be directed at a person because of disability, external characteristics or functional ability. As persons with a severe disability may rely on others for some form of support, they may have difficulties with bringing up harassment or inappropriate behaviour that they experience.

It is also important to recognise *multiple (or intersectional) discrimination* where a person is discriminated against on two or more separate grounds.

Bullying is form of emotional abuse where aggression can take verbal, gestural, emotional or physical forms. Emotional abuse is a persistent and repetitive pattern of behaviour that can include, for example, bullying, belittling and other negative behaviour that makes the victim feel helpless. Harassment may be directed at one or more people. Emotional abuse makes the victim feel distressed, oppressed, humiliated and threatened.

Legal obligations

Sexual and gender-based harassment and the giving or instructions or orders to engage in behaviour that results in discrimination are actions that constitute discrimination as defined in the Act on Equality between Women and Men.

If an employee experiences harassment or other inappropriate treatment at work that causes hazards or risks to the employee's health, the employer, after becoming aware of the matter, must, by using the means available, take measures to remedy the situation.

As set out in section 41 a of the Universities Act, students have a right to study in a safe environment. To guarantee a safe environment for learning, the University works to prevent inappropriate behaviour, harassment, discrimination and bullying directed at students and takes prompt action to address unwanted behaviour.

Target

The University protects the freedom of scientific research and teaching by taking measures to prevent harassment and inappropriate behaviour directed at research staff, teaching staff, students and other staff and by supporting the members of the university community in case they experience such behaviour. When interacting with external audiences and in its role as an education provider, the University emphasises the importance of equality and non-discrimination and the prevention of inappropriate treatment.

The prevention of discrimination is also considered in the context of conventional and digital learning environments, teaching methods and learning materials.

The University and the student union have clear processes for responding to inappropriate behaviour, bullying, discrimination and harassment.

The University takes responsibility for creating a safe environment for working and learning by raising awareness among students and staff of the policies and procedures established by the University and the student union for dealing with harassment, discrimination and bullying.

Development measures and responsibilities

The University has updated the [procedure](#) for responding to conflicts and inappropriate behaviour among staff. The procedure will be discussed when the units host staff events where the results of workplace surveys are presented. In addition, the concept of inappropriate behaviour in the workplace will be discussed and the University's early support model will be presented during these events. Such events take place every three years, and all staff in the relevant faculty/unit are invited to attend.

Responsibility: *occupational health and safety organisation; HR*

The University does not have a separate procedure for responding to harassment among students. The procedure will be drawn up together with the student union.

Responsibility: *The University's harassment contacts; HR; Education and Learning; the student union's harassment contacts*

Clear instructions for responding to inappropriate behaviour are available for both students and staff on the intranet. Academic advising staff (including study counselling psychologists, counsellors, and heads of study services) are able to provide more information about these guidelines to students. Supervisors are familiar with the policy and procedures for addressing conflicts and inappropriate behaviour.

Responsibility: *HR; Education and Learning*

The procedure for responding to conflicts and inappropriate behaviour applies to all cases where members of the university community experience harassment, bullying or inappropriate behaviour at the University. The University will clarify the procedure to make sure relevant stakeholders are aware of their role at different stages of the process. This will be completed in early 2021 and communicated to the university community.

Responsibility: *HR; occupational health and safety organisation*

The University assesses the safety of the learning environment every three years. The policy for responding to harassment and inappropriate behaviour will be presented to students at the event where the results of this assessment are discussed.

Responsibility: *study environment inspection group; Education and Learning; occupational health and safety organisation; FSHS; student union*

Staff are advised to report harassment by filling out a dedicated form and submitting it to the University's designated harassment contact. The procedure will be clarified: the process that begins after reporting harassment will be described on the intranet page titled Inappropriate conduct, harassment and bullying.

Responsibility: *HR; occupational health and safety organisation; student union*

Tampere Universities will prepare a policy for responding to harassment on social media. The policy will set out the procedure for dealing with harassment, hate speech and social media storms and identify contact persons who will provide advice and support. Tampere University and Tampere University of Applied Sciences will set up a shared email address for inquiries relating to social media harassment. The instructions will be published on the intranet and taken into use in early 2021.

Responsibility: *Safety Team; Communications; HR; student union*

The University has designated both male and female harassment contacts who provide advice and support for responding to harassment. Staff members can also contact the staff involved in occupational health and safety activities with related questions.

Responsibility: *HR; occupational health and safety organisation*

We have a zero-tolerance policy for all forms of inappropriate behaviour, harassment and bullying. Anyone who witnesses inappropriate behaviour has a duty to report it through the appropriate channels. The University has designated contact persons and clear policies and procedures for responding to and addressing inappropriate behaviour.

Responsibility: *Operative management; HR; occupational health and safety organisation*

The University has a policy for providing support as early as possible in response to problems and concerns. Problems are addressed before they escalate. All supervisors are aware of their roles and responsibilities when it comes to dealing with inappropriate behaviour. We ensure this by providing sufficient orientation to supervisors as well as staff training.

Responsibility: *HR*

Follow-up

Inappropriate behaviour, bullying and harassment: The University's designated harassment contacts will respond to reported harassment and take action in cooperation with the employer and/or occupational healthcare professionals, if necessary. Reports of harassment will be processed between the employer representatives and the employee concerned, and, if the employee so chooses, with the trade union representative. The process does not include public communications.

The student union's designated harassment contacts offer confidential support to students who have experienced harassment. They will not take action without the consent of the person who contacted them. If necessary, TREY's harassment contacts will look into harassment reports in cooperation with the University's harassment contacts. No statistics are compiled of harassment cases to protect privacy.

Reporting harassment: After a harassment report has been duly processed, a decision will be made. If follow-up measures are agreed, the harassment contacts/occupational safety representatives will contact the parties concerned later on to make inquiries. No statistics are compiled of harassment reports to protect privacy.

Workplace surveys: Suggestions for further development are made when the results of workplace surveys are presented to staff. The occupational health and safety organisation will ensure that the implementation of the measures is monitored.

Harassment on social media: Guidelines for responding to harassment on social media have been prepared, and the University has set up an email address for reporting social media harassment. The number of contacts will be monitored. The procedures will be developed based on follow-up data.

VII Education and learning

Tampere University promotes equal access to education and ensures that, for example, student admissions, teaching arrangements and student assessment practices are in line with the principles of equality and non-discrimination. The members of the university community must identify factors that are

making it difficult for students to participate in the activities and address these factors. The opportunities for participation cannot depend on wealth, social status, age, language, personal circumstances, educational background or other personal characteristics.

As an education provider, the University must ensure that everyone has equal opportunities to study and pursue professional development and that teaching, research and learning materials support equality and non-discrimination and also reflect social and cultural diversity.

Our teaching must promote equality and non-discrimination both in terms of content and methods.

Students must be treated equally and without fear of discrimination in the context of teaching. All students are offered equal opportunities to study and complete their degrees on time.

Legal obligations

As set out in section 6 of the Non-Discrimination Act, education providers and educational establishments must assess their compliance with non-discrimination requirements and take appropriate measures to promote non-discrimination. The development measures must be effective, appropriate and proportionate, considering the operational environment, resources and other circumstances.

As stated in section 6 c of the Act on Equality between Women and Men, education providers are “obliged to take pre-emptive action in a purposeful and systematic manner” against all discrimination based on gender identity, gender expression and other grounds of discrimination listed in the Non-Discrimination Act.

Under section 15 of the Non-Discrimination Act, education providers must make reasonable adjustments to enable a person with a disability to study. The criteria for assessing whether the adjustments are reasonable include the needs of the person with a disability, the size and financial position of the education provider, the nature and scope of the activities, the estimated cost of the adjustments and the support available for making them.

The Finnish National Agency for Education provides education providers with guidance and advice on physical and digital accessibility.

Targets

We offer all our students equal access to physically and digitally accessible support and guidance services.

Our learning materials, teaching strategies, educational technologies, and student assessment methods treat all students fairly and are accessible to all.

When instructional strategies and learning materials are selected, social and cultural diversity within the university community must be considered to ensure persons who identify with marginalised groups are not exposed to harassment or discriminatory practices. Teachers are recommended to include a content warning in learning material that contains sensitive material or material that may be disturbing to some students. There must always be a justified reason for using such material in a teaching context.

In this policy, the term physical accessibility refers to the physical campus environment, including the buildings and outdoor areas. Digital accessibility refers not only to information and websites but also services and attitudes. Accessible teaching is approachable and provides students, who differ in terms of

their personal characteristics and circumstances, with equal opportunities for participation. While physical and digital accessibility benefit everyone, they are essential for providing equality of opportunity for students with a disability. An accessible learning environment is accessible from physical, psychological and social perspectives. Physical and digital accessibility ensures equability of opportunity for all students. We have a clear procedure for providing students with special arrangements, of which both students and teaching staff are made aware. In addition, we are working to ensure that free-time activities organised by societies and associations affiliated with the University are accessible.

Planning that supports equality and non-discrimination is part of curriculum design and the development of academic advising and guidance. As set out in the guidelines for academic advising and guidance, the University, as an education provider, has a duty to ensure that all students have equal opportunities to study and make academic progress.

Students have an equal opportunity to apply for admission and study at the University despite their nationality or socio-economic status. When developing student admission practices, we will identify and address possible discriminatory practices.

We will make sure that names and gender markers that appear in degree certificates can be changed afterwards.

Development measures and responsibilities

We will ensure the student admissions system treats all applicants fairly. The criteria for admitting students to bachelor', master's and doctoral programmes are openly available and justified. The student admissions process will be developed from the perspectives of digital and physical accessibility. The guidelines for requesting special arrangements will be regularly reviewed and assessed. Information about the physically and digitally accessible environment for learning must be easily available to all.

Responsibility: Education and Learning

We will monitor student admissions processes from the perspectives of equality and non-discrimination. Based on the collected data, we will take measures, for example, to prevent structural racism and address gender gaps in different fields of study, if necessary. Students' different backgrounds will be considered when developing student admissions. The work of the faculties relating to student admissions will be supported.

Responsibility: Education and Learning; degree programme committees

The University and the student union will regularly conduct student surveys and collect feedback to invite students to share their experiences of equality, non-discrimination, digital accessibility and physical accessibility. We will develop the activities together based on international surveys and feedback.

Responsibility: Education and Learning; Financial Service; ICT Services; student union

Students' gender, age or other personal characteristics will have no impact on the assessment of student performance or their supervision and guidance.

Responsibility: teaching staff; all academic advising and guidance staff

To help students strike a balance between their personal life, family, work and studies and offer them equal opportunities to their maintain academic progress, we will develop flexible learning opportunities, such as alternative course completion options.

Responsibility: *Education and Learning; curriculum committees*

Tampere University will promote the equality and accessibility of national student admissions collaboration.

Responsibility: *Education and Learning; other stakeholders responsible for student admissions*

When creating a competence-based curriculum, the competencies that students must acquire to achieve a specific grade are defined. This will facilitate fair assessment practices that are not affected by any reasons related to students' personal characteristics.

Responsibility: *Teaching staff; degree programme committees; faculties/units*

We will train our teaching staff and academic advising staff on accessibility themes and how they can be taken into account in everyday work. We will offer training sessions and raise awareness of the information and support that is already available.

Responsibility: *Education and Learning; HR*

We will instruct teachers to use accessible learning materials, educational technology, teaching strategies and student assessment methods that are fair to all students and also steer students to behave in an equitable manner. We will ensure teachers have the necessary skills to use accessible learning materials, educational technologies, teaching strategies and assessment methods.

Responsibility: *faculties/units; degree programme committees; support for developing learning environments*

We will improve equality, among other things, by reducing possible physical, cultural, social and digital barriers that exist within the university community. To achieve this, we must provide diversity training and establish university-wide guidelines for improving accessibility.

Responsibility: *HR; Education and Learning; Facilities Management*

We will review and assess student admissions and pathways to degrees from the perspectives of equality and non-discrimination. Necessary measures will be taken in response to the findings.

Responsibility: *Education and Learning; Education Council*

When teaching and related support services are developed, we will take measures to increase awareness among teachers and students of the possibility to request special arrangements. Students may be eligible for special arrangements if they have a diagnosed learning difficulty, an illness or a disability. We will increase awareness of the procedure for requesting special arrangements.

Responsibility: *Vice President for Education; degree programme committees; teaching staff; Education and Learning*

The University will address and prevent discrimination against individuals because of religion or belief.

Responsibility: *curriculum committee of the faculties/units; teaching staff; Education and Learning*

The diversity of the university community and applicants will be highlighted in our marketing and communications.

Responsibility: *Communications; Education and Learning*

The accessibility of the campuses, buildings, facilities and learning environments will be improved when renovating and remodelling the existing premises or building new ones. Gender diversity will be considered when designing and renovating the premises. Accessibility will be considered in the context of building maintenance.

Responsibility: *Facilities Management*

Tuition fees place students coming from outside the EU/EEA countries in an unequal position. The University will invest in a scholarship system to promote the equal position of students who are required to pay tuition fees. Besides academic performance, the scholarship system will take into account the need for financial support. We will look into the impact that the introduction of tuition fees (possibly in cooperation with other universities in Finland) has had on international students' opportunities to study in Finland, their well-being and integration into Finnish society. The University will collect data about tuition fees, the personnel costs associated with the scholarship system, and student marketing costs. The data will be made openly available to the university community.

Responsibility: *Education and Learning*

We will develop the instructions and practices relating to internships and student mobility to ensure they do not place students at an unfair disadvantage. Internships and exchange programmes must be safe for students who identify with minority groups, and they may not expose students to discrimination or harassment. In case of problems, the University must provide affected students with the necessary support. The University must enhance disabled students' access to internships and student exchange and take disability into account when developing related support services.

Responsibility: *Education and Learning; teaching staff*

We will assess the extent to which the degree programmes offered by Tampere University provide students with an understanding of non-discrimination and related legislation and the ability to promote non-discrimination.

Responsibility: *faculties/units; degree programme committees*

VIII Research

We support the career advancement of researchers from different backgrounds to ensure that all employees who carry out research have equal opportunities to advance and progress in their career.

Legal obligations

The freedom of scientific research is a constitutionally protected right in Finland. The freedom of scientific research entails the right to select one's research topics and methods. It also entails the right to publish research findings, a concept that is closely connected to researchers' freedom of speech. Researchers must be able to publish their findings without fear of sanctions, threats or persecution. When research is conducted, it is necessary to comply with ethical principles and respect the fundamental rights guaranteed by the constitution.

Target

The principles of equality and non-discrimination will be adhered to when recruiting research staff and doctoral students.

Doctoral researchers will be supported, supervised and assessed based on the same criteria.

The decision-making processes concerning research positions and funding will be fair and transparent.

Grant holders will be supported by providing them with workspace and access to University-provided information systems. In addition, their integration into the university community will be supported with the help of everyday practices and by offering them opportunities for participation. We will improve the prerequisites for research among research and teaching staff by putting in place flexible work plans and substitute arrangements.

Development measures and responsibilities

The equal and non-discriminatory treatment of researchers not only during the recruitment process but also during employment is a key principle for Tampere University. We take persistent measures at the faculty-level and the University-level to monitor and promote compliance with this principle.

Responsibility: *faculties; HR*

The opponents and preliminary examiners of doctoral dissertations will be equally selected from among male and female candidates when possible.

Responsibility: *faculties*

When research tasks are organised, researchers' personal circumstances will be considered when necessary. Staff members' research work will be supported and promoted across the University.

Responsibility: *deans/heads of unit*

Open positions for doctoral researchers and tenure-track faculty will be internationally advertised if possible. All those interested in academic research will be equally encouraged to apply for the positions.

When new tenure-track faculty members are hired (especially if the academic rank of the position, ranging from assistant professor to full professor, is not defined in advance), it is important to ensure that the appointment criteria are clear and transparent and that the members of the recruitment committee are unbiased experts in the field of the open position.

Responsibility: *faculties; deans/heads of unit*

As stated in the University's guidelines for academic advising and guidance, a supervisory plan is drawn up with all doctoral students to support their professional development as a whole.

Responsibility: *faculties; counsellors; Education and Learning*

The University's principles for allocating research funding may not be directly or indirectly discriminatory. When funding is awarded, the need to extend the grant period, for example, due to family leave or other legal grounds will be taken into account. When recruiting research staff, family leave will not have a negative impact when assessing candidates' research merits.

Responsibility: *operative management; faculties; HR*

Follow-up

The University's coordination group for doctoral education (under the supervision of the vice presidents) and the faculty-specific doctoral education committees (under the supervision of deans) will monitor and assess the quality of doctoral education provided by the faculties. The Doctoral School at Tampere University will periodically conduct surveys to explore the achievement of the objectives described above and follow up on the implementation of the agreed measures in the context of doctoral education.

While assessing the objectives and measures described above, a special emphasis will be placed on the recruitment of research staff, the admission of doctoral researchers, career advancement and the development of the prerequisites for undertaking research. Surveys will be conducted at regular intervals to look into these questions.

IX Monitoring and assessing the achievement of equality and non-discrimination objectives

The University will follow up on and assess the achievement of the equality and non-discrimination objectives not only by monitoring compliance with this policy but also by integrating the follow-up procedures into other university-wide assessment processes. The monitoring and assessment of equality and non-discrimination will also be integrated into general cooperation activities, operations management and the planning and assessment cycles. Where possible, the existing information systems and sources of data will be utilised. The collection of follow-up data will be developed with the help of digital systems.

The Equal Opportunities Committee will assess the achievement of the objectives and the implementation of the agreed measures and draw up a report when this policy expires. The Equal Opportunities Committee will present the report to the Management Group of Tampere University, which will comment on the development measures that are proposed by the Equal Opportunities Committee based on the report. The information included in the report will be utilised to prepare a new policy on equality and non-discrimination. The achievement of the objectives will be assessed based on the materials generated during the operations management process (such as annual reports, pay surveys, staff well-being surveys, faculty-/unit-level assessments of curriculum development, student surveys) and separately collected

data. We will also compare staff and student statistics and look into the results of past staff well-being surveys and student surveys to gain a more long-term perspective.

Comparable data about human resources and the level of well-being among staff (including compliance with the principles of equality, non-discrimination, physical accessibility and digital accessibility) will be collected on an annual basis. This information will be disseminated to the faculties and units to support HR planning. When drawing up HR plans, the faculties and units will also assess the achievement of long-term equality and non-discrimination objectives and set objectives for the coming years. The faculties/units and the Science Council will be responsible for monitoring and assessing equality and non-discrimination in the context of research.

The vice president for education, the faculties and the Education and Learning unit will be responsible for monitoring and assessing equality and non-discrimination in the context of education. Education and Learning will be responsible for compiling admissions statistics, conducting student surveys and reporting on the results. Education and Learning will provide faculty-level and unit-level statistical data to the faculties and units to support curriculum development and to the Education Council to support the drawing of informed university-level conclusions.

Education and Learning will draw up guidelines and compile statistics as part of coordinating the curriculum development process in order to ensure compliance with the equality and non-discrimination principles when creating plans that apply to education and teaching. When the faculties and their management groups assess and revise curricula as part of the curriculum development process, they will also assess the achievement of related equality and non-discrimination objectives.

If necessary, the Equal Opportunities Committee may initiate separate equality and non-discrimination reviews in cooperation with the University's experts and utilise the results when assessing the current state of equality and non-discrimination within the University. Internal audits may be carried out in the future to develop the activities undertaken at the faculty level and unit level to promote equality and non-discrimination. The Equal Opportunities Committee may be appointed to oversee these internal audits. The Equal Opportunities Committee may also be authorised by the president to carry out limited assessment and development tasks to address any shortcomings or promote equality, non-discrimination and physical and digital accessibility.

