The University of Tampere promoting equality

The University of Tampere has compiled this Equal Opportunities Plan to support the achievement of the objectives set in the University’s Strategy and HR Strategy and to fulfil the obligations regulated by the legislation concerning equality. According to the Non-Discrimination Act, no-one may be discriminated against on the basis of age, ethnic or national origin, nationality, language, religion, conviction, disability, sexual orientation or any other reason related to the person. The Act on Equality between Women and Men, on the other hand, is aimed at preventing direct and indirect discrimination based on gender and at promoting equality between women and men. Legislation that requires the employer to take active measures to promote equality and equal treatment and to eliminate discrimination and harassment include the Constitution of Finland, the Act on Equality between Women and Men, the Non-Discrimination Act and the Employment Contracts Act. The University of Tampere takes the principle of equality into account in all its decisions as well as in their preparation and implementation. In addition to fulfilling the obligations set by legislation, the University’s objective is to build a truly diverse and equal University.

Work on equality as a part of the routines at the University

In its Strategy, the University of Tampere has committed to promote equality in society and the equal opportunities of the members of the University community to learn, know, participate and impact. Achieving these goals requires that measures promoting equality are integrated as a part of the University’s daily operations, communications and work orientation of its employees. The University aspires to act responsibly, ethically and in a way that treats people equally in all studying, teaching and administrative procedures. Moreover, the University ensures that the perspective of equality is taken into account in the operations of all its schools. Furthermore, the activity and responsibility of individuals is necessary in order to promote equality – promoting equality is an obligation that concerns every member of the University community.

An equal opportunities team is established at the University of Tampere, tasked with making proposals and giving statements on the implementation and development of equality at the University. Promoting equality is included in the informing duties of the University and its schools. Measures and their effects are monitored regularly using separately defined indicators. Additionally, the expertise found at the University is employed in the evaluation of questions on equality that arise at the University.

The plan supporting the work on equality and parity

The Equal Opportunities Plan defines the objectives, measures and responsible parties in the promotion of equality at the University of Tampere. The plan applies to the entire University community from personnel to students, and it sets the guidelines for promoting equality in different phases of planning, implementing, evaluating and developing the University’s operations on different levels of action. The schools compile their own equal opportunities plans based on the University’s plan. These are included in the HR strategies of the schools.

The objectives and measures promoting equality in the plan are divided into four thematic areas: (1) Management and operational culture; (2) Recruitment, salaries and career advancement; (3) Teaching and studying; and (4) Research. For each thematic area, the plan presents the measures that are required on each level of action in order to achieve the strategic objectives of the University and the obligations set by legislation. Promoting equality in the daily activities of the entire University community is a requirement for achieving the objective of diversity. The achievement of the objectives included in the plan is monitored.
and their effects evaluated regularly. The Equal Opportunities Plan and the monitoring of its fulfilment consist a part of ensuring the quality of the University’s operations.
Management and operational culture

Good management is a central factor in the University’s success. The objective of management concerning equality is to make every member of the University community feel that they are treated fairly, feel that their work is valued and value the work of others. Management is in place to ensure that the operative instructions, plans and other documents guiding the University’s operations contain no elements that place the members of the University community in unequal positions based on their gender, age, ethnic or national origin, nationality, language, religion, conviction, disability, sexual orientation or any other reason related to the person.

<table>
<thead>
<tr>
<th>OBLIGATING REGULATIONS</th>
<th>THE OBJECTIVE OF A DIVERSE UNIVERSITY</th>
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</thead>
<tbody>
<tr>
<td>• The University has principles governing the prevention of discrimination and harassment, procedures for early reaction and operative instructions for disturbances. Additionally, the occupational health and safety strategy of the University incorporates objectives and measures concerning occupational health and safety issues of a mental nature.</td>
<td>• Functions and structures that cause sexual, ethnic or other type of inequality are identified and removed.</td>
</tr>
<tr>
<td>• Supervisors have a central role in promoting equal treatment. The rights and responsibilities that leaders and supervisors have in the University’s equal opportunities work are defined and the assessment of management and supervision is developed.</td>
<td>• The diversity in personnel and the challenges and opportunities this causes are taken into account in management.</td>
</tr>
<tr>
<td>• The supervisor has a duty to investigate a suspected case of discrimination that has been presented to them by an employee or that the supervisor has heard about otherwise. If necessary, the supervisor must use procedures available to her/him to solve the matter.</td>
<td>• Supervisors act responsibly in order to create and maintain an equal, just, engaging and exciting operational culture.</td>
</tr>
<tr>
<td>• In case an employee has appealed to the principles against discrimination set in the Act on Non-Discrimination or the Act on Equality between Women and Men or participated in solving an issue related to discrimination, no counter-measures, such as reducing her/his working conditions, may be made against her/him.</td>
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<tr>
<td>• Every member of the University community has the right to a safe atmosphere at work and to be accepted as her-/himself. Additionally, every member of the University community has the right and duty to step in when they witness unequal treatment or discrimination.</td>
<td></td>
</tr>
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Measures:
1. Ensuring the operative instructions, plans and other documents guiding the University’s operations contain no elements that place the members of the University community in unequal positions.
   **Responsible parties:** University Board, operative management

2. Securing the participation of employees in supervisory positions to training on management and supervision. The training will include the perspective of equality.
   **Responsible parties:** operative management, HR Services

3. Ensuring that every member of the University community knows how to act if they experience discrimination. The duty of the employer and every member of the University community is to step in without delay when they notice or are informed about a flaw that concerns occupational health and safety or signifies unequal treatment.
   **Responsible parties:** personnel, students, HR Services, occupational health and safety organisation

4. Increasing the visibility of instructions and procedures concerning the prohibition of inappropriate treatment and harassment.
   **Responsible parties:** HR Services, equal opportunities team, occupational safety committee

5. Incorporating planning and monitoring processes that support equal treatment into the procedures of HR planning.
   **Responsible parties:** schools’ management boards and deans

6. Taking perspectives of equality into account in the allocation of work duties and when drafting work plans. Discussing the creation of an atmosphere of equality in development discussions.
   **Responsible parties:** deans of the schools, supervisors

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1. Utilising the results of questionnaires on well-being at work and workplace reports in the development of a diverse and pluralist operational culture.
   **Responsible parties:** operative management, deans of the schools

2. Supporting age management and knowledge on multiculturalism with HR development and HR training.
   **Responsible parties:** HR Services

3. Organising training on diversity management to leaders and supervisors.
   **Responsible parties:** operative management, HR Services

4. Easing the reconciliation of work and family for both women and men with as flexible working time arrangements as possible, by encouraging people to take family leaves and by allowing as flexible use of unpaid leaves of absences as possible, when the situation at work allows it. Developing services that support the integration of international personnel into the University community.
   **Responsible parties:** HR Services, deans of the schools

5. Assessing and developing how diversity and accessibility are achieved at the University.
   **Responsible parties:** Press and Communications Office, equal opportunities team

6. Thinking of ways to identify not only visible but also invisible and/or unintentional procedures that maintain inequality in schools.
   **Responsible parties:** schools’ management boards and deans
**II Recruitment, salaries and career advancement**

As an employer, the University of Tampere creates equal opportunities for every member of the work community regardless of their gender, age, ethnic or national origin, nationality, language, religion, conviction, disability, sexual orientation or any other reason related to the person.

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<tr>
<th>OBLIGATING REGULATIONS</th>
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<tbody>
<tr>
<td>- The employer’s duty is to act in such a way that both women and men can apply for open positions. At its discretion, the University may use positive action when filling positions.</td>
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<tr>
<td>- To advance equality, appropriate measures are taken to ensure disabled people can be hired, cope at work and advance their careers.</td>
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<tr>
<td>- When deciding on the length or continuation of a contract of employment, salary conditions or other terms of employment, schools act in such a way that the decision is not based on gender or any other forbidden discriminatory reason.</td>
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**THE OBJECTIVE OF A DIVERSE UNIVERSITY**

- Recruitment processes are transparent and guided by clear operative instructions, taking into account the principle of equality.
- The salary system for universities is in place to advance the equity of salaries, to support the development of the personnel’s skills and their advancement towards more demanding tasks, to motivate the personnel towards better work contribution and to develop and improve supervision and management.
- The University supports career advancement, opportunities for diverse tasks at work and development at work, taking into account the principle of equality.
- The principles of career advancement are transparent.
- The development discussions and work plans are tools for career planning.

**Measures:**

1. Using equal treatment in recruitments with the help of the University’s recruitment instructions that include a clear and transparent research career model.  
   **Responsible parties:** deans of the schools, HR Services
2. Making equal and well-documented comparisons of the applicants’ merits using the same criteria and emphases.  
   **Responsible parties:** deans of the schools
3. Aspiring to remove any obstacles for women to apply to male-dominated fields and vice versa.  
   **Responsible parties:** the entire University community
4. When possible, choosing a balanced amount of women and men to groups preparing recruitment processes and to specialist tasks.  
   **Responsible parties:** deans of the schools
5. The schools have a duty to consider using positive action in recruitment when a specific employee group has a clear gender imbalance. Positive action may be used in

   **Responsible parties:** HR Services
2. Monitoring and reviewing recruitment processes regularly.  
   **Responsible parties:** schools’ management boards, equal opportunities team
3. Monitoring the functioning of the salary system and reporting any conflicts.  
   **Responsible parties:** assessment groups for the salary system for universities
4. Developing the organisation of work tasks and monitoring the usage of flexible working hours.  
   **Responsible parties:** deans of the schools, HR Services
5. Developing the charting of salaries in such a way that it enables the monitoring and assessment of how different parts of the salary are determined.
recruitment only when the underrepresented gender is not automatically and definitely given priority. Additionally, the applicants must be equally or very nearly equally competent.

**Responsible parties:** Rector, deans of the schools

6. The salary system supports the achievement of equal salaries. Assessment groups for the salary system for universities take care of monitoring equality in salaries.

**Responsible parties:** HR Services, assessment groups for the salary system for universities

7. Monitoring the personnel’s experiences on the equality of salaries and remuneration regularly with statistics and questionnaires on well-being at work.

**Responsible parties:** HR Services, schools

8. The employer acts in such a way that women and men have equal opportunities to get placed or advance to more demanding positions at work. Training on development discussions is arranged for supervisors and they are encouraged to employ the University’s instructions on development discussions.

**Responsible parties:** Rector, deans of the schools

9. Monitoring the functioning of support for careers and the personnel’s experiences on equal treatment with the help of questionnaires on well-being at work and statistics.

**Responsible parties:** HR Services

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**Responsible parties:** HR Services, assessment groups for the salary system for universities

6. Training supervisors to support the careers of people that belong to ethnic and other minorities.

**Responsible parties:** HR Services
III Teaching and studying
The University of Tampere ensures that equality is achieved in student admissions, teaching arrangements and the assessment of coursework.

**OBLIGATING REGULATIONS**

- The instruction given at the University of Tampere promotes equality in both its contents and methods.
- The equal treatment of students and the prohibition of discrimination are taken into account in how education is organised as a whole. All students are offered equal opportunities to study and to complete their degree on time.
- Attention is given to measures directed at preventing and removing sexual and gender-based harassment.

**Measures:**

1. Ensuring that the process for student admissions treats applicants fairly. The criteria for admissions for both degree and postgraduate studies are public and justified. The process for student admissions is developed from the perspective of accessibility. This requires the identification of factors related to concrete special arrangements.
   **Responsible parties:** Teaching Council, schools’ management boards

2. Monitoring the implementation of the process for student admissions from the perspective of equality.
   **Responsible parties:** Study Services, curriculum committees

3. Monitoring the experiences students have on how well equality is achieved with regular student questionnaires and feedback.
   **Responsible parties:** Study Services, curriculum committees

4. The gender, age or any other reason related to the person of the student does not affect the assessment of coursework or student counselling.
   **Responsible parties:** the teaching personnel at schools, heads of academic counselling

5. The equal opportunities team disseminates information on issues concerning equality at the University in cooperation with the Press

**THE OBJECTIVE OF A DIVERSE UNIVERSITY**

- Study materials, teaching technology, teaching methods and the procedures for assessing studies treat both genders and the members of different ethnic and other minorities equally.
- Work for accessibility supports the fulfilment of actual student equality.
- Both the curriculum work and the development of supervision include planning that supports equality and equal treatment.

**Measures:**

1. Directing instructors towards using study materials, teaching technology and methods for teaching and assessment that treat different genders and minority groups equally and guide students to act equally, as well.
   **Responsible parties:** schools, curriculum committees

2. Increasing the fulfilment of actual equality at the University by decreasing physical, cultural and technological barriers. This requires training on diversity and drafting instructions.
   **Responsible parties:** Study Services, equal opportunities team

3. Monitoring the fulfilment of equality and equal treatment in student admissions for different study paths.
   **Responsible parties:** Teaching Council
and Information Office and the Student Union.

**Responsible parties:** *equal opportunities team*

6. Increasing flexible study opportunities in order to accommodate the reconciliation of family life and studies.

**Responsible parties:** Study Services, curriculum committees
IV Research

The University supports the career advancement of researchers with different backgrounds, taking into account the perspective of equality. The research careers of women and people who belong to ethnic or other minorities are advanced. The goal is to have equal opportunities for career advancement for everyone conducting research, regardless of their gender, age, ethnic origin, religion, conviction, disability or sexual orientation.

<table>
<thead>
<tr>
<th>OBLIGATING REGULATIONS</th>
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<tbody>
<tr>
<td>• The principles governing the allocation of the University’s research funding are consistent, clear and public.</td>
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<tr>
<td>• Doctoral students are treated equally in supervision and assessment.</td>
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<tr>
<th>THE OBJECTIVE OF A DIVERSE UNIVERSITY</th>
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<tbody>
<tr>
<td>• The goal is to have a balanced amount of women and men as well as representatives of ethnic and other minority groups among both the personnel conducting research and doctoral students.</td>
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<tr>
<td>• The decision making processes concerning research tasks and funding is fair and transparent.</td>
</tr>
<tr>
<td>• Doctoral students are supported, supervised and assessed equally.</td>
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Measures:
1. Monitoring and promoting the fulfilment of equality in the terms of employment for people conducting research.  
   **Responsible parties:** Research Council
2. When possible, choosing a balanced amount of both women and men to examine doctoral dissertations.  
   **Responsible parties:** schools’ management boards, doctoral study committees
3. When possible, attempting to take the demands of family life into account in the organisation of research.  
   **Responsible parties:** deans of the schools

Measure:
1. Increasing the share of international research personnel and doctoral students.  
   **Responsible parties:** schools’ management boards and deans
2. Drafting supervisory agreements with doctoral students.  
   **Responsible parties:** schools, Research Council
Monitoring and assessment

The monitoring and assessment of equality work is established as a part of the resource planning, the assessment of operations and the allocation of objectives and resources at the University. On the school level, the promotion of equality among personnel is included in HR planning and the HR plan document. General focus areas in equality work arise on the University level in the process of drafting the operational and financial plan, following the spirit of the Equal Opportunities Plan. The monitoring of HR resources, connected to operational and financial planning, is specified in the process of drafting the HR report, which systematically and annually collects comparable data on the status of HR resources and personnel, including the observance of equality. School-specific monitoring information from the data collected for the HR report is shared with the schools to support their HR planning work. This requires revising the statistical and monitoring information as well as reporting duties in such a way that monitoring actions that comply with the University’s objectives concerning equality is possible in the processes of HR planning and operational and financial planning both on the University and the school levels. The schools’ long-term HR plans, produced every four years, assess how well the school in question has reached its goals concerning equality. Additionally, the plans include new goals for the coming years, based on the policies of the University’s Equal Opportunities Plan. In research, the parties responsible for monitoring and assessing the promotion of equality are the schools and the Research Council.

In teaching and studying, the parties responsible for monitoring and assessing the promotion of equality are schools and the Teaching Council. Moreover, Study Services is responsible for producing monitoring information on student admissions, implementing student questionnaires and reporting on the information. In addition to this, Study Services shares school-specific monitoring information for the schools to support curriculum committees and for the Teaching Council to make conclusions on the University level. Ensuring that the promotion of equality and equal treatment in studying is included in planning work occurs with the help of instructions and statistics produced by Study Services as a part of the coordination, support and guidance on curriculum work. The assessment of the objectives concerning equality that are included in the curriculum work is conducted on the school level every three years simultaneously with the assessment and revision of the curricula. The Teaching Council is responsible for making University-level conclusions on how well equality in teaching and studying is achieved in curriculum work as well as for making developmental suggestions on the matter. In addition to this, the Teaching Council forwards the feedback it receives to the curriculum committees of the degree programmes.

The equal opportunities team reviews the fulfilment of the goals concerning equality every three years based on the material produced in the University’s resource planning (annual reports, HR reports, salary surveys, questionnaires on well-being at work, the school-specific assessments on curriculum work, student questionnaires, etc.). Furthermore, the equal opportunities team may organise separate equality reports in cooperation with specialists at the University and utilise the results of these reports in the assessment conducted every three years based on legislation. In the future, internal audits may support the development of equality work on the school level. The equal opportunities team can be named as the responsible party for implementing internal audits on this theme. Additionally, the team’s tasks may include restricted assessment and developmental tasks assigned to it by the Rector to rectify flaws that have emerged or to promote equality issues.
<table>
<thead>
<tr>
<th>PROCEDURE / TIME</th>
<th>MONITORING MATERIAL or REPORT / RESPONSIBLE PARTIES</th>
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<tbody>
<tr>
<td><strong>University level</strong></td>
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<tr>
<td><strong>The process for drafting the operational and financial plan / from the end of the year to the next spring</strong></td>
<td>Annual report / Financial Services</td>
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<tr>
<td><strong>Questionnaire on well-being at work / autumn</strong></td>
<td>Report on well-being at work / HR Services</td>
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<tr>
<td><strong>HR report / February</strong></td>
<td>HR Report / HR Services</td>
</tr>
<tr>
<td><strong>Annual planning / February</strong></td>
<td>Producing and compiling information on the status of HR resources:</td>
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<tr>
<td></td>
<td>- Salaries / HR Services, evaluation groups</td>
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<td></td>
<td>- Recruitment / HR Services</td>
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<td>- Family leaves / HR Services</td>
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<td>- Career model / HR Services</td>
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<td>- Status of well-being at work / HR Services</td>
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<tr>
<td><strong>School level</strong></td>
<td></td>
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<tr>
<td><strong>HR planning / autumn - equality planning</strong></td>
<td>School-specific information to support work on HR planning</td>
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<td></td>
<td>Workplace reports and other school-specific material</td>
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<tr>
<td><strong>Curriculum work / spring</strong></td>
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<tr>
<td><strong>Budget negotiations / autumn</strong></td>
<td>Feedback from the Rector</td>
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<td>HR plan</td>
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Table 1. Annual monitoring procedures, materials and responsibilities concerning equality.
### Table 2. Long-term evaluations on the progress on equality.

<table>
<thead>
<tr>
<th>PROCEDURE / TIME / RESPONSIBLE PARTIES</th>
<th>MONITORING MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HR issues</strong></td>
<td>Teaching, studying and scientific postgraduate education</td>
</tr>
<tr>
<td><strong>University level</strong></td>
<td></td>
</tr>
</tbody>
</table>
| The evaluation of progress on equality / every three years / equal opportunities team | - Annual reports / University Services  
- HR reports / HR Services  
- Salary surveys / HR Services  
- Questionnaires on well-being at work / HR Services |
| **School level**                       |                     |
| HR plan / every four years /- assessment of the fulfilment of the objectives concerning equality in personnel / schools’ management boards | - School-specific statistics / University Services  
- Schools’ own monitoring material |
| Evaluation of the curricula / every three years /- assessment of the fulfilment of the objectives concerning equality included in the curriculum work /schools | - The statistics from the student questionnaires for the schools / Study Services  
- Schools’ own monitoring material |