KANSALLINEN KOULUTUKSEN ARVIOINTIKESKUS
NATIONELLA CENTRET FÖR UTBILDNINGSUTVÄRDERING
FINNISH EDUCATION EVALUATION CENTRE

AUDIT OF HANKEN SCHOOL OF ECONOMICS

Tekijät **Oliver Vettori, Crina Damşa, Hanna Maula, Alexander Myers & Mirella Nordblad. Hanken self-assessment (eds.) Tove Ahlskog-Pursiainen & Katarina Valkama.**

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Audit of Hanken School of Economics

Abstract

Title of publication

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The Higher Education Evaluation Committee’s decision

Hanken School of Economics passed the audit 15 June 2023.

The Quality Label is valid until 15 June 2029.

The audit team’s evaluation of the evaluation areas I-III

I: HEI creates competence: *good* level

II: HEI promotes impact and renewal: *good* level

III: HEI enhances quality and well-being: *good* level

HEI as a learning organisation – evaluation area chosen by Hanken

Recruitment and integration of international students with a focus on the Hanken International Talent (HIT) initiative

Theme and partner for benchlearning

Theme: Support for digital pedagogy (Hanken Teaching Lab)

Partner: BI Norwegian Business School (Learning Center)

Key strengths and recommendations

Strengths

- Hanken has impressive corporate and alumni relations and engages in regular dialogue with these key stakeholders. The university has clearly benefitted from this approach, for example, in terms of fundraising and the corporate relevance and impact of its activities.

- The involvement of stakeholders and students in the planning of education ensures the education provision's grounding in the business community and in the needs of the students.
- Hanken has a considerable, collegiate and well-developed quality culture, which is deeply embedded in the different actors' and stakeholders' mindsets and frequently alluded to as the "Hanken spirit".
- The Hanken International Talent initiative addresses a significant societal need. There is a strong willingness to learn and iterate to help scale and improve the initiative.

Recommendations

- Hanken should develop an institution wide approach to research-based, up-to-date education provision, to ensure the relevance of all education provision.
- Hanken needs to develop a common understanding and shared narrative of what societal engagement and impact means at Hanken. Hanken would benefit from clearer targets for societal engagement and impact. This would help to measure the extent to which it is achieving its own ambitions, to clearly identify areas for improvement and to clarify how success will be measured. A more data-driven approach would support goal-oriented work in this area.
- Hanken should develop instruments and systematic processes for scanning and monitoring the institution's operational environment and strategic horizons and for linking these to the Plan-Do-Check-Act cycle.
- Hanken should set clear strategic targets for the Hanken International Talent initiative to strengthen the link between the initiative and Hanken's strategy. This would guide the steering as well as further iteration and improvement of HIT.

Tiivistelmä

Julkaisun nimi

Hanken Svenska Handelshögskolanin auditointi (Audit of Hanken School of Economics)

Tekijät

Oliver Vettori, Crina Damşa, Hanna Maula, Alexander Myers & Mirella Nordblad. Hankenin itsearviointi (toim.) Tove Ahlskog-Pursiainen & Katarina Valkama.

Korkeakoulujen arviointijaoston päätös

Hanken Svenska handelshögskolanin auditointi on hyväksytty 15.6.2023.

Laatuleima on voimassa 15.6.2029 asti.

Auditointiryhmän arvio arviointialueista I-III

I: Osaamista luova korkeakoulu: *hyvä* taso

II: Vaikuttava ja uudistava korkeakoulu: *hyvä* taso

III: Kehittyvä ja hyvinvoiva korkeakoulu: *hyvä* taso

Oppiva korkeakoulu – Hankenin valitsema arviointialue

Kansainvälisten opiskelijoiden rekrytointi ja integrointi, Hanken International Talent (HIT)

Vertaisoppimisen teema ja kumppani

Teema: Digipedagogiikan tuki (Hanken Teaching Lab)

Kumppani: BI Norwegian Business School (Learning Center)

Keskeiset vahvuudet ja kehittämissuositukset

Vahvuudet

- Hankenilla on vaikuttavat yritys- ja alumnisuhteet, ja se käy säännöllistä vuoropuhelua näiden keskeisten sidosryhmien kanssa. Yliopisto on selvästi hyötynyt toimintatavastaan varainhankinnan sekä toiminnan elinkeinoelämän yhteyden ja vaikuttavuuden osalta.
- Sidosryhmien ja opiskelijoiden osallistuminen koulutuksen suunnitteluun varmistaa, että

koulutus vastaa yrityselämän ja opiskelijoiden tarpeita.
- Hankenilla on kollegiaalinen ja kehittynyt laatukulttuuri, joka on juurtunut eri toimijoiden ja sidosryhmien ajattelutapaan ja johon viitataan usein Hanken-henkenä.
- Hanken International Talent -aloite vastaa yhteiskunnalliseen tarpeeseen. Yliopistolla on vahva halu oppia ja uudistaa toimintaa sen laajentamiseksi ja parantamiseksi.

Kehittämissuositukset

- Hankenin tulee kehittää koko yliopiston kattava lähestymistapa tutkimusperustaiseen ja ajantasaiseen koulutukseen, jotta varmistetaan ajantasaisuus ja tutkimusperustaisuus kaikessa koulutustarjonnassa.
- Hankenin tulee kehittää yhteinen ymmärrys yliopiston yhteiskunnallisesta vuorovaikutuksesta ja vaikuttavuudesta sekä selkeämmät tavoitteet osa-alueelle. Nykyistä selkeämpien tavoitteiden avulla Hankenin on mahdollista paremmin mitata, missä määrin se on saavuttanut tavoitteensa, tunnistanut kehittämisalueensa ja määritellyt, miten menestystä mitataan. Tietoon perustuva lähestymistapa tukisi tavoitteellisuutta tällä osa-alueella.
- Hankenin tulee kehittää työkaluja ja systemaattisia prosesseja yliopiston toimintaympäristön ja strategisten näkymien analysoimiseksi ja seurantaan ja niiden liittämiseksi osaksi jatkuvan kehittämisen sykliä (PDCA).
- Hankenin tulee asettaa Hanken International Talent (HIT) -toiminnalle selkeät tavoitteet, jotka tukevat sen yhteyttä Hankenin strategiaan sekä toiminnan ohjausta, uusimista ja edelleen kehittämistä.

Sammandrag

Publikationens namn

Auditering av Hanken Svenska Handelshögskolan (Audit of Hanken School of Economics)

Författare

Oliver Vettori, Crina Damşa, Hanna Maula, Alexander Myers & Mirella Nordblad. Hankens självvärdering (red.) Tove Ahlskog-Pursiainen & Katarina Valkama.

Beslutet av sektionen för utvärdering av högskolorna

Auditeringen av Hanken Svenska handelshögskolan godkändes den 15 juni 2023.

Kvalitetsstämpeln är i kraft till och med den 15 juni 2029.

Auditeringsgruppens omdöme för utvärderingsområdena I-III

I: En kompetensskapande högskola: *god* nivå

II: En nyskapande högskola med genomslagskraft: *god* nivå

III: En utvecklingsorienterad och välmående högskola: *god* nivå

En lärande högskola, utvärderingsområdet som Hanken valde

Rekrytering och integrering av internationella studerande med fokus på Hanken International Talent (HIT)

Tema och partner för kollegialt lärande

Tema: Stöd för digipedagogiken (Hanken Teaching Lab)

Partner: BI Norwegian Business School (Learning Center)

Centrala styrkor och rekommendationer

Styrkor

- Hanken har imponerande företags- och alumnrelationer och för regelbunden dialog med dessa nyckelintressenter. Universitetet har tydligt dragit nytta av sitt verksamhetssätt, till exempel när det gäller medelinsamling och verksamhetens genomslagskraft och relevans

för näringslivet.
- Externa intressenters och studerandes engagemang i planeringen av utbildningen säkerställer utbildningens förankring i näringslivet och i de studerandes behov.
- Hanken har en betydande, kollegial och välutvecklad kvalitetskultur, som är djupt förankrad i olika aktörers och intressenters tankesätt och som ofta hänvisas till som Hankenandan.
- Hanken International Talent -initiativet svarar mot ett betydande samhällsbehov. Det finns en stark vilja att lära och förnya verksamheten för att utvidga och förbättra initiativet.

Rekommendationer

- Hanken bör utveckla ett universitetsövergripande angreppsätt för forskningsbaserad och aktuell utbildning, för att säkerställa utbildningsutbudets relevans.
- Hanken behöver utveckla en gemensam uppfattning om och tydligare mål för samverkan och verksamhets genomslag i samhället. Med tydligare mål skulle Hanken bättre kunna mäta i vilken utsträckning man uppnår de egna ambitionerna, identifiera förbättringsområden och klargöra hur man mäter framgång. Ett mer datadrivet sätt skulle stödja målinriktat arbete inom detta område.
- Hanken bör utveckla instrument och systematiska processer för att analysera och följa upp dess verksamhetsmiljö och strategiska horisonter samt koppla dessa till cykeln för kontinuerlig förbättring (PDCA).
- Hanken bör definiera tydligare mål för Hanken International Talent (HIT) -initiativet för att stärka kopplingen mellan verksamheten och Hankens strategi. Detta skulle stödja styrningen, det kontinuerliga genomförandet och vidareutvecklingen av HIT.

The premise and implementation of the audit

The work of the Finnish Education Evaluation Centre (FINEEC) is based on the principle of enhancement-led evaluation and producing impactful information which contributes to the enhancement of education.

The purpose of the audit model is

- to evaluate whether the quality work in the HEI meets the European quality assurance standards,
- to assess whether the quality system produces relevant information for the implementation of the strategy and the continuous development of the HEI's activities, and whether it results in effective enhancement activities,
- to encourage internationalisation, experimenting and a creative atmosphere at HEIs, and
- to accumulate open and transparent information on quality work at Finnish HEIs.

The principles of the audit framework are described in the audit manual.

The implementation of the audit

The four-member audit team carried out the audit. The members of the audit team were:

- **Oliver Vettori** (PhD) Dean, Accreditation & Quality Management and Director, Programme Management & Teaching and Learning Support, WU Vienna, (chair)
- **Crina Damşa** (PhD) Associate Professor, University of Oslo
- **Hanna Maula** (DSc) Vice President, Communications & Brand, UPM-Kymmene Corporation
- **Alexander Myers** (MSc) Doctoral Researcher, LUT University.

Mirella Nordblad from the Finnish Education Evaluation Centre acted as project manager of the audit and Sanna Vahtivuori-Hänninen as second project manager. The audit is based on the material submitted by the higher education institution, a self-assessment report, additional material requested by the audit team, and the audit team's site visit to the institution between 7 and 8 March 2023. The audit team also had access to essential digital materials and systems. The main stages and timetable of the audit were:

Agreement negotiation	2 December 2021
Appointment of the audit team	13 September 2022
Submission of the audit material and self-assessment report	13 December 2022
Information and discussion event at Hanken	15 February 2023
Audit visit	7–8 March 2023
Higher Education Evaluation Committee's decision on the result	15 June 2023

Publication of the report	15 June 2023
Concluding seminar at Hanken	20 June 2023
Follow-up on the enhancement work	2026

Evaluation criteria

The evaluation areas I–III are each assessed as one entity using the scale *excellent, good, insufficient*.

The level *excellent* means that the HEI shows evidence of long-term and effective enhancement work. The HEI's enhancement activities also create substantial added value for the HEI, stakeholders, or both. The HEI presents compelling examples of successful enhancement activities.

The level *good* for the evaluation areas I–III is described in appendix 1.

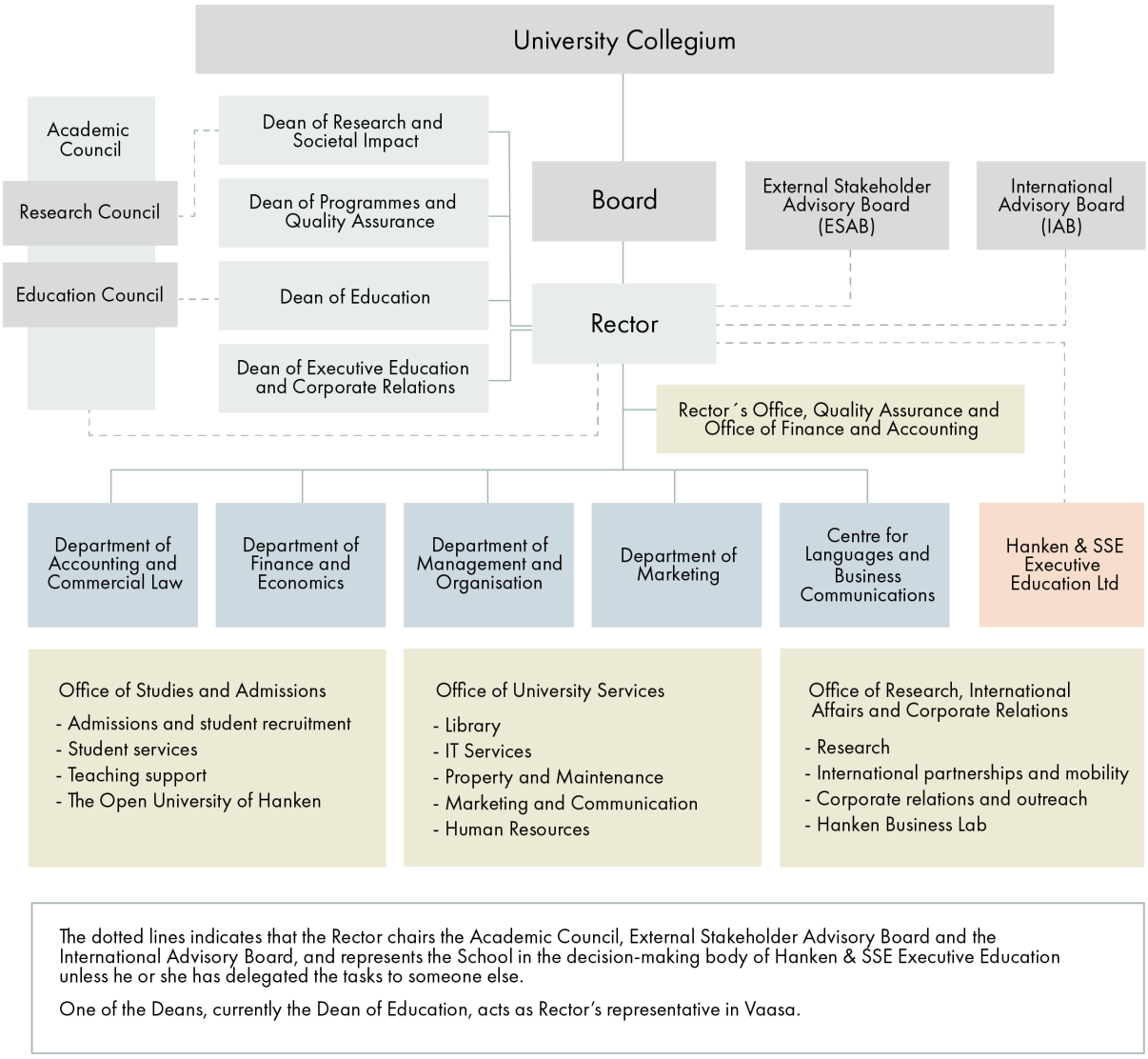
The level *insufficient* means that the HEI shows an absence of or major shortcomings in systematic, functioning, and participatory procedures in the evaluation area (I–III). There is no clear evidence of the impact of quality management in the enhancement of activities.

In order for the HEI to pass the audit, the evaluation areas I–III should reach at least the level *good*.

The organisation and strategy of the HEI

Hanken is a stand-alone university level business school with an international and research-oriented profile and close ties to the corporate world. The mission of Hanken is to create new knowledge and educate responsible professionals for the global economy and changing society. Hanken carries the responsibility to educate graduates fluent in Swedish (Finland's second national language), simultaneously offering tuition in English targeting international students, thus creating an international classroom mixing domestic and international students and faculty. Hanken operates in Helsinki and Vaasa, the administrative language of the school is Swedish. Hanken has a solid foundation with international recognition reflected by international accreditations (EQUIS accredited since 2000, AMBA accredited since 2008 and AACSB accredited since 2015), a sound financial basis, and valuable national and international networks.

Hanken has 1279 BSc students, 1046 MSc students and 106 PhD students registered as active. Hanken has four academic departments and a Centre for Languages and Business Communication, each responsible for the activities on both locations. All departments span two or more subjects and programmes, and host competence centres bringing research and practice together. The administrative and support services are organised in three administrative units and a Rector's office. All departments and units have annual dialogues with the rector.



The responsibilities of the different bodies are described in the Hanken Quality Handbook. The board sets Hanken's mission, strategy and action plans. The rector leads the operations supported by the Management team consisting of the deans, heads of departments and units, as managers responsible for implementing quality management within their areas, and the president of the student union. The Academic Council coordinates the quality assurance of education and research.

The key strategic objectives in Hanken's 2030 strategy are to strengthen academic excellence, internationalisation and corporate world connections, to advocate responsibility and sustainability, and to increase funding from different sources. The balance between Hanken's fundamental role of being, on the one hand, an institution that shall contribute to securing the future of a minority language and, on the other hand, a university that wants to assert itself internationally, characterises all operations.


VISION
An internationally highly regarded research-driven, stand-alone business school responding to global business and societal challenges innovatively and responsibly.
HANKEN
MISSION
To create new knowledge and educate responsible professionals for the global economy and changing society.
STRATEGIC GOALS: ACADEMIC EXCELLENCE, CORPORATE RELEVANCE, INTERNATIONAL ORIENTATION, SUSTAINABILITY, ECONOMY
VALUES: OPENNESS, EQUALITY, INTEGRITY

1 HEI creates competence

- Auditointiryhmän arvio

The evaluation area I assesses the procedures which support student-centred, working-life oriented planning, implementation and enhancement of education, which is based on research or artistic activities.

Based on the audit team's evaluation, the evaluation area I is at the level *good*.

The audit team identified the following as the main strengths and recommendations:

Strengths

- Systematic internationalisation and work life relevance are embedded across all curricula. Their implementation is supported through maintaining alumni networks, career support, internship, talent and mentorship programmes.
- Individualised arrangements and support for students' study progress and well-being are in place and fostered by different structures in the university.
- Evaluation of education is based on systematic data collection, a process of assessment of learning and through the student representatives' involvement.
- Involvement of stakeholders and students in the planning of education ensures grounding in the business community and the needs of the students**.**

Recommendations

- Hanken should develop an institution-wide approach to research-based, up-to-date education provision and ensure both the relevance of all education provision and teachers' autonomy.
- To achieve the university's strategic ambitions, Hanken should integrate key graduate attributes, such as sustainability, in the entire education provision as a systematic way to enculture and educate students throughout the study period and across degree programmes.
- Feedback collected for evaluating and enhancing the quality of education should be followed by feedback to students and staff (feedback-on-feedback) about the measures taken and impact of their contributions on the quality and development of the education provision.

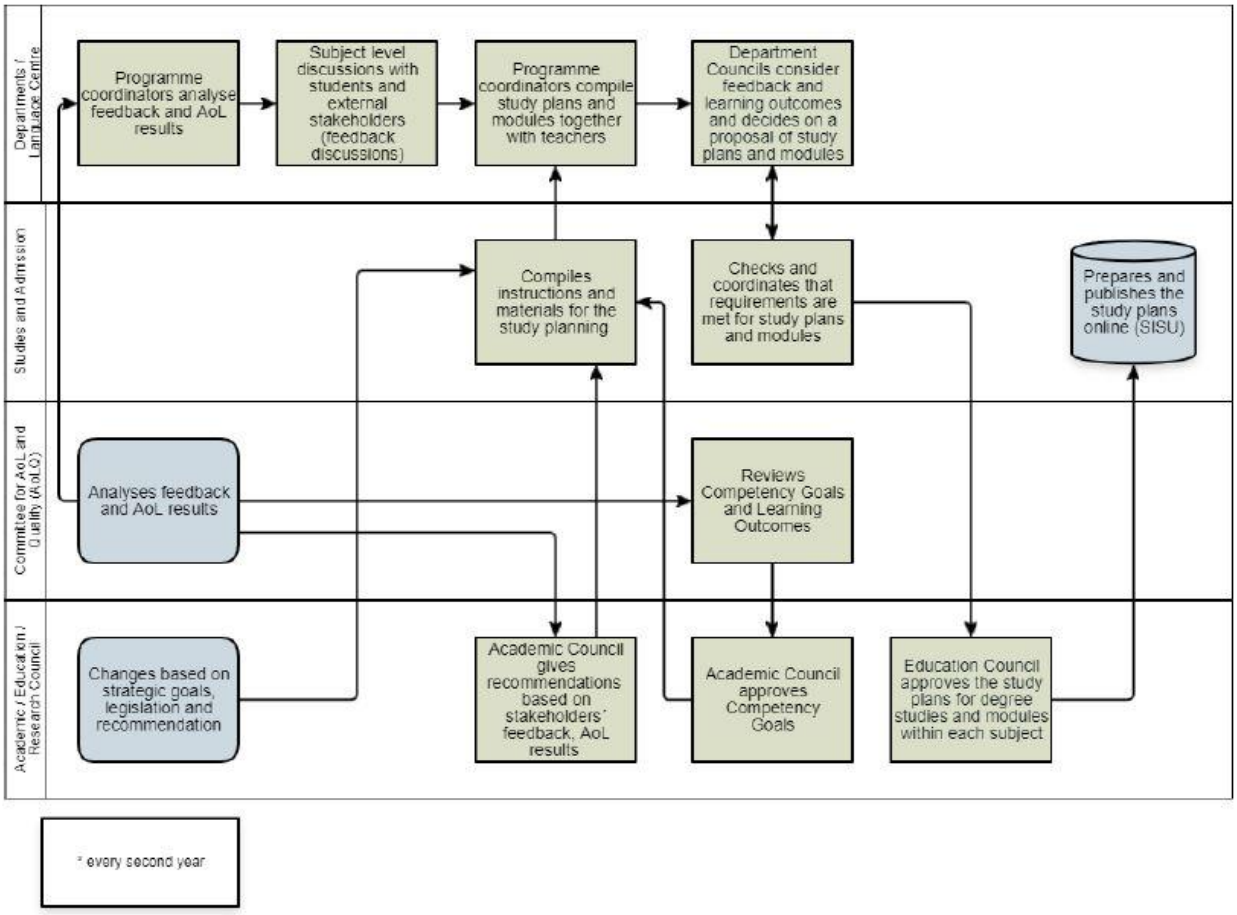
1.1 The planning of education

- Korkeakoulun itsearviointi

Programmes

The degrees offered and the degree requirements are stated in the Degree Regulations. The regulations and the programme offering are decided by the board. The Academic Council defines competency goals for all programmes, covering knowledge in four general knowledge and competence areas: economic sciences, analytical and critical thinking skills, communication skills, and global competences. The goals are formulated in line with the Decree on University Degrees and the National Framework for Qualifications and Other Competence Modules, and reflect the strategy, where Hanken positions itself as a research-driven, internationally oriented business school with strong connections with practice, promoting ethics, social responsibility, and sustainability. Hanken's mission is to educate responsible professionals, embracing both the responsibility to educate business graduates fluent in Swedish and a high degree of internationalisation. Thus, Hanken offers a broad choice of majors in Swedish (all degree levels) and a selection of programmes in English (all but BSc). The establishment of new programmes (decided by the board) is a significant task and involves deliberations across different bodies: the Management Team, the External Stakeholder Advisory Board, the International Advisory Board, the Academic Council, and the academic community at large.

Every two years, the Education Council approves the study plans, i.e. requirements, course offering and structure of the modules of the major and minor subjects and the specialised MSc programmes. The planning process has been improved by systematising feedback management and clarifying responsibilities for coordination, while the formal decision-making process has remained the same. The suggestions to the Education Council are made by the department councils and Steering Committee of the Language Centre, who also decide on the detailed course descriptions with revisions made yearly, as needed. The proposals are prepared by the teachers together with a programme coordinator. The role of programme coordinators synchronising the courses is new to the subject based study plans and is expected to strengthen a holistic alignment of the programmes. The administration provides the departments, subjects and language centre with data, instructions, and support for the planning. The Teaching Lab continuously supports Hanken's teachers in planning courses, digitalising teaching, using tools efficiently, with pedagogical training etc.



Strengthening corporate world connections is one of Hanken's strategic goals. Hanken has an External Stakeholder Advisory Board (ESAB), which gives input to topical issues and information on expectations of the business community. For instance, in November 2022 a workshop was held with ESAB to secure input to the planning of a possible new English BSc programme. In search for a common model for stakeholder input on subject and programme level, a model with subject-specific feedback discussions with students and external stakeholders was piloted during the spring 2022. The Academic Council has decided that similar feedback discussions shall be organised bi-yearly, before the study plan revision process, next time in 2024-25. The aim is that stakeholder input is systematically obtained, and feedback discussed in all programmes and subjects.

Hanken has a comprehensive process of Assurance of Learning to ensure that students can demonstrate achievement against stated learning outcomes at programme levels, and to support continuous data-driven improvement of teaching and learning.

Curriculum management

The minimum requirements for what a course description must contain are set in the Rules of procedure for studies and examination and include learning goals, level, possible prerequisites

and limitations as to the right to participate, the department and subject responsible, the examiner, the language of instruction, course literature, scheduled contact hours, teaching methods, forms of examination, and assessment. Student feedback and guidelines of indicative work hours for different tasks support calculating the workload of student activities, i.e. contact teaching hours and estimated hours of individual and/or teamwork (preparation for lessons, exam/s, written assignments, presentations etc.). Through following a recommended course of study and observing prerequisites and/or recommendations on supporting courses, the students can avoid a course becoming too burdensome. Sometimes pre-course formative assignments are used to check sufficient prior knowledge for a course.

Faculty have high autonomy in planning their teaching. Methods are developed based on experiences regarding learning outcomes, student feedback, peer feedback, and discussions among colleagues. Assessment rubrics in key courses have been developed through the AoL process. Almost all teachers are active researchers, teaching courses in areas where they are pursuing their research. The initiative for new courses often comes from faculty when new topics are on the fore in research. International content, classroom, learning experiences, and collaborations are integrated parts of the programmes. The BSc degree includes a mandatory semester or internship abroad, and the curriculum planning creates a “mobility window”. International faculty (Hanken employed and visiting) and mixing international degree and exchange students with domestic students contribute to the internationalisation of Hanken.

Targeted modules and MOOCs have been created around topics of interest for a continuous learning audience. Separate open university courses are offered in basic courses with a high demand, and quotas for non-degree students are offered on most courses.

Strengths	Enhancement areas
Content informed by state of the art in research	Increasing collaboration between teachers and across subjects
Involvement of support services in course preparations and planning and continuous support in pedagogical and digital development	More systematic follow-up of feedback and stakeholder input for course development uniformly across subjects
Strong connection to strategy through Competency Goals and Learning Outcomes for all programmes	

1.1 The planning of education

- Auditointiryhmän arvio

Curriculum development is well-structured and involves different stakeholders

Defining competency goals and the processes of curriculum development and approval takes place through thorough processes, which provide a solid basis for the planning of education. The involvement of a wide range of units and actors in the process (Management Team, Academic Council, External Stakeholder Advisory Board, Department Councils, programme coordinators and students) allows for a broad representation of perspectives and interests. The revision or renewal of degree programmes is organised every second year. The curriculum development process also includes students, who can provide input to curricula through their student representatives in various Hanken bodies at the university and at department level, and via the student union. In addition, administrative units support the process, amongst others, by providing information generated through quality management processes as well as advice on didactical matters.

The degree programmes are framed in line with the criteria outlined by the National Framework for Qualifications. The course descriptions are regulated through a set of rules of procedure for studies and examinations which cover legal, procedural and pedagogical matters. The planning of education also takes into account the resources at Hanken, which leads to the conclusion that the process can be characterised as smart planning, being resource-driven as much as strategy-driven.

Hanken has implemented a system of Assurance of Learning (AoL), which supports the assessment and documenting of learning outcomes at the programme level, and a data-driven approach to evaluating teaching and learning. The AoL process covers the general competency goals of the programmes. AoL is also used as a tool for curriculum management (see sections 1.3 and 3.1 for a detailed discussion and assessment of the AoL). The audit visit revealed good practices in its implementation, but also that the AoL process covers only part of the competency goals of a programme and of the strategic areas for teaching. ’Closing the loop’ is recommended across all courses and teaching initiatives, where feedback and evaluations serve as direct input into programme revision and are responded to and become a systematic practice.

Mandatory curriculum to be connected to institutional strategy on sustainability

The education provision is connected to the institutional strategy in several ways, although, the impact differs among programmes and types of initiatives related to education. The impact of the institutional strategy is visible in the regular education provision, for example, in the teaching of

labour market relevant skills. The strategy is less clearly implemented in the provision that addresses sustainability and emerging societal challenges. The audit visit revealed greater and more concrete efforts to include sustainability as a topic in some programmes, but clearly less in other programmes. The education provision addressing this thematic area seems more person-dependent; highly regarded academics disseminate research knowledge and some deep-impact initiatives that appear more isolated than cross-cutting. Together with the mandatory course included in the bachelor's (BSc) and master's (MSc) programmes, these were framed as the institution's primary provision on this strategic area.

A gap was identified between the belief that this strategic area is being sufficiently addressed, the strategic goals on sustainability and responsibility (one of the key learning outcomes) and the way the current education provision in mandatory courses has the potential to match the strategic goals and ensure students' deep learning. Success depends on the willingness of those involved in the programme development process to take up new impulses. This could be promoted by additional efforts from the side of the management, through a better understanding of what is meant with sustainability and what it means for education, and through implementation that is more anchored in the various levels of the institution (see also Section 2.2). The audit team recommends that Hanken considers a more integrated approach to sustainability, where competency goals and education about sustainability are built into various courses at different levels (both BSc and MSc), in addition to offering the generic, mandatory courses and specific project-based initiatives (as per today).

Continuous learning is a theme given some attention at Hanken and is considered to some extent when planning education. Hanken's Open University offers basic-level courses in business and economics suited for everyone, without formal requirements on prior degrees, while the intermediate and advanced level have requirements related to previous studies of the subject. As mentioned in the self-assessment, Hanken owns the Hanken & SSE Executive Education Ltd. together with Stockholm School of Economics (SSE) and offers executive programmes with a global reach. There remains some unclarities on how continuous learners are accommodated in terms of intake, education provision and follow-up. The need to have a clear institutional strategy on continuous learning, including Hanken's Open University, cross-institutional studies and the joint Digivisio 2030 programme creating an open and sustainable learning ecosystem in Finland, was also recognised in the university's documentation available for the audit team.

A systematic research-based approach to education and updating of the curricula to be implemented institution-wide

The connection of research to teaching and learning as well as the research-based nature of education was emphasised explicitly in the self-assessment report and during the audit visit. The staff members involved in teaching at the university are directly involved in research, which is assumed to ensure a connection between research and curriculum and teaching. Testimonies of research interests and knowledge being translated into the curriculum were provided by several

participants in the audit. The flexibility with which individual courses can be implemented enables teachers to adapt their courses to the current state of the art of research in the field. Teachers' autonomy in selecting course content and building on their own research was repeatedly emphasised during the visit. There are many indications that this autonomy contributes to the relative flexibility in the curriculum development and contents being updated easily as teachers assess needs for change.

Concurrently, the audit visit revealed the drawbacks of this considerable autonomy. One is the differences between courses, with some courses being up to date in terms of research-based contents, as the respective teachers dynamically engage with recent research and developments in their disciplinary area. Other courses, however, were reported to be unchanged in terms of content for several years and not up to date in terms of more recent development in the research and disciplinary area. Discussion with the board and student representatives revealed an understanding of how Hanken will be impacted by fast-paced societal and technological developments, in particular digital technologies such as AI, in terms of the competencies and the employability of future graduates. Hanken is taking measures to better integrate analytics in teaching at Hanken. For instance, the topic was addressed in the last annual dialogues with the rector. Hanken also has a Quantum Laboratory, a data lab which offers access to databases, organises events and courses, but also collaborates with industry and conducts research. Considering the magnitude and pace of change in this field, it will require further attention at the institutional level.

Overall, Hanken should consider a more systematic, institution-wide approach to research-based education, from planning to evaluation, where both teachers' autonomy and the relevance of all education provision is ensured. This requires, firstly, a clear and relatively shared understanding of research-based education at the institutional level within and across units. Secondly, it requires concrete approaches to develop a more research-based, up to date curriculum for all education provision. Experience sharing among those involved in curriculum development across programmes and units may be a strategy to raise awareness of differences and the need to shared understanding.

Relevance to work life, internationalisation and mobility are embedded across all curricula in a systematic way

Relevance to work life and internationalisation are strongly embedded in the university's strategy, the degree programmes and activities, and the setup of the study administration. At the strategic level, the university covers relevance to work life and internationalisation in its strategic goals and identifies these as strategic priorities in its education provision. The strategic importance accorded to internationalisation is visible in the form of a mandatory semester of studying abroad for all Hanken students. The mandatory semester abroad enhances internationalisation in an excellent way. It has proved its benefits for students in terms of competence development, network development as well as a broader understanding of the global

business landscape and its challenges. International cooperation is furthermore used to enhance education provision at the university beyond matters of internationalisation.

Internationalisation is also visible in Hanken's educational offer for international students, which are provided the same study opportunities and follow-up as the local students. Among the possibilities for further development in this area, internationalisation "at home", is one of the aspects that could be considered for further development. The challenge of keeping international graduates in Finland was highlighted during the audit visit and in audit documentation, which may require more attention for measures to support students in learning the language and being involved in local professional networks already during their study period (see Section 4.1 for further discussion on this topic).

Both the audit documentation and the audit visit revealed that the connection to work life is very clear and that ties with the business community are maintained and capitalised upon. Formal agreements with various internship partners from the business community as well as close ties with Hanken alumni create good opportunities for input from work life into the curriculum and study-related activities. This connection is represented through elective courses and course formats implemented in various projects and initiatives. Work life connections are also created and maintained through work life days, career guidance, expert lectures on work life, traineeships and thesis work in companies. Internships as part of undergraduate and graduate degrees support the formation of connections with work life. Students are also supported in being engaged in society-relevant projects.

There is an ongoing process to involve corporate world representatives in discussions about future labour market needs and to anticipate changes in the Hanken environment both locally and globally. Feedback discussions with external stakeholders are now systematically arranged every second year at the subject level, and once to twice a year at the university level in the External Stakeholder Advisory Board. Some of the labour market representatives interviewed reported that they have provided input or are participating in the development of a new bachelor's programme. It appears that especially in the planned bachelor's programme that is to be taught in English inputs from and cooperation with the labour market have been systematically sought. However, less concrete involvement in renewing existing programmes were mentioned by the interviewees. The audit team recommends more systematic use of stakeholder expertise, especially in renewing its existing programmes. More specifically, in this area, a clearer framing of how these activities and components are linked to learning outcomes, knowledge and competences to be acquired by the students, and how they are relevant for work life could be considered. The audit team also recommends strengthening the implementation of processes of ongoing reflection on future competency goals. The know-how of staff regarding the various procedures implemented could also be more transparent and accessible across campuses.

1.2 The implementation of education

- Korkeakoulun itsearviointi

Student selection

The BSc programme has several application routes, the main ones being matriculation exam results and an entrance exam. The BSc students continue without admission procedures to master's studies, and there are additional admissions to MSc programmes both in English and in Swedish. Success in previous studies is a significant criterium for admission to the MSc and PhD programmes.

The admission criteria, set by the Education Council/Research Council, are published on Hanken's website and in studyinfo.fi well ahead of the application period to ensure that applicants can prepare for the application. To enhance equal opportunities to access education, there is a process for applying for individual arrangements in connection to the language and entrance tests. All applications are processed according to the set admission criteria and education documents are verified to ensure that prior qualifications are valid. No staff member can take part in the admissions process or evaluation of an applicant if there is a conflict of interest. An applicant who is dissatisfied with a decision on admission can lodge a rectification request, and in a next step, a court appeal.

Prior learning and mobility

Hanken has explicit processes for credit transfer from other higher education institutions, while recognition of prior learning other than studies is unusual and a matter of judgment on a case-by-case basis. According to The Rules of procedure for studies and examination courses completed within Hanken's exchange programme at partner universities are fully credited, and courses completed at Finnish HEI's are transferred with the credits and grade originally received. Credit transfers are approved by an examiner of the subject in question. The degree supervisors determine whether studies at other universities can be included in the PhD degree.

Students can change their major subject between the BSc and MSc degrees. Flexible study paths and mobility include students transferring from another institution, exchange studies and studies based on co-operation agreements with other universities. Hanken offers students from other institutions and non-degree students many possibilities to take courses at Hanken, ranging from single courses to study modules in different subjects. In 2021, 6,5% of all credits based on cooperation in Finland were completed at Hanken.

Teaching and learning

Intended learning outcomes are set in the course descriptions. The teaching methods vary between subjects, but it is common to have assignments along the course to support cumulative learning. Teaching at Hanken supports responsible management skills, collaborative learning and co-creation which are all important work-life skills. In most majors, students are exposed to case-based group work and summative assessment in courses often include both an individual and a group assignment. Teachers provide formative assessment during courses; peer-review, self-reflection and group member participation evaluations are regularly used methods in several majors. However, there are majors in which individual work and summative assessment are common, and recent student feedback has included requests for more formative assessment and feedback on the learning process. There are also indications of a discrepancy between the teachers' perception of clearly communicated assessment grounds and the students' perception of their knowledge of the assessment grounds. This is an area of focus in the revision of course descriptions and in the communication to teachers.

The studies mix academic and practical knowledge. The teachers use their research to inform teaching, research results are analysed, teaching cases are derived from research projects and business cases and guest lecturers and study visits contribute to the connection to practice. Corporate representatives, during 2017-2021 from around 380 companies, participate in the delivery of the programmes as guest lecturers, case presenters, project providers and tutors. Professors of practice contribute with their expertise to both research and teaching and broaden the collaboration with the corporate world. Economic, social, environmental and ethical aspects are covered in mandatory courses for both BSc and MSc students and integrated into many others. Students' knowledge of corporate social responsibility and sustainability is measured as part of the AoL process.

Student well-being

Study counselling, a psychologist, study coaching and a psychotherapist are available for the students to provide guidance and tools for study and life management. The support offered aims to facilitate a smooth course of study, reduce uncertainties and stress and prevent unnecessary dropouts. Introduction days are arranged for different student groups, and student tutors support the socialising process. The BSc students' choice of main subject is supported with information sessions and workshops.

Hanken is committed to promoting equality, diversity, inclusion, and accessibility. Study administrative processes are regulated in the Rules of Procedure concerning Studies and Examination. Equal treatment in examination must be ensured. Students have the right to be informed about how the assessment criteria have been applied and may request rectification of the assessment of a study performance. The Board of Appeal handles these requests. Students can apply for individual arrangements, i.e., solutions to support students with special needs in their studies, that apply to teaching, supervision, or examination. The Gender Equality and Equal

Treatment Plan encourages the integration of the gender equality principles and thinking in all activities.

Strengths	Enhancement areas
Established use of teaching methods that support collaborative and active learning	Communicating assessment grounds better, for example by developing assessment rubrics for the courses that do not yet use them
The teachers are active researchers	More systematic outreach activities to reach students who do not seek support themselves
Versatile forms of support for students	

1.2 The implementation of education

- Auditointiryhmän arvio

Student admission is well-developed and transparent - recognition of prior learning requires further attention

Hanken has developed a transparent system for student admission, which follows national guidelines in student selection. The admissions routes and selection criteria are openly available on Hanken's website and the national online platform Studyinfo. The selection criteria for doctoral programmes are open to applicants, and application deadlines and English language requirements have been harmonised. Hanken also has a clear process described on its website for the recognition of prior learning acquired in other higher education institutions as well as non-formal and informal learning. Applications for recognition of prior learning are made with the Sisu digital tool. As mentioned in the self-assessment, recognition of non-certified learning is not that common at Hanken. Based on audit interviews, not all students are familiar with the recognition of prior learning process indicating a further need to better communicate the process to students especially in terms of non-certified learning.

Coherent and institution-wide efforts needed to implement student-centred teaching

Institutional goals and strategy indicate a clear focus on increasing the quality of education, addressed through pedagogically grounded teaching and learning approaches, the collection of course evaluation and feedback data, and through the development of the teaching competence of faculty. Variation in teaching approaches, efforts to enable interactive ways of working, alignment between elements of course design, i.e., learning outcomes, teaching methods, learning activities and forms of assessment, were reported in the audit by both faculty and students. A relevant set of competences, specified by learning outcomes, are considered important for students graduating with a profile that increases employability. Examples are guest lectures by alumni from the business sector, internships and guidance in contact with relevant employers. While the assessment forms may be aligned pedagogically with other curriculum elements, the audit interviews indicate insufficient transparency in the assessment process and grading. The audit team recommends Hanken to endeavour towards creating more clarity about how selected assessment forms contribute to identify students' knowledge and competence development.

Student-centred learning has been identified as an area of importance for the university. As discussed in relation to the planning of education, student-centred learning is foreseen in the strategic goals and the curriculum development phase, yet the extent to which it is implemented is not completely clear. The audit interviews indicate varying awareness and implementation by

teachers. Whereas some teachers describe truly student-centred approaches and teaching strategies, others appear to set up their teaching based on traditional pedagogical principles, where lecturing is the main/only teaching format. Hanken's self-assessment report and the workshops with teachers and students identified a series of projects and initiatives intended to create environments for students to engage and be active in their learning. Students value the quality of teaching in many respects and appreciated especially the interactive and activating teaching methods used by some teachers, such as flipped classroom, role play, or group work. Examples are instruments for collecting student feedback, internship formats, interactive or project-based teaching. While these have the potential to contribute to students participating in a variety of activities, they appear to be rather irregular and not indicative of an institution-wide and shared understanding of student-centred learning, and how these can be shaped and facilitated in all programmes and courses. While various teaching approaches are needed and welcome, differences between teaching approaches, ways of including research or teaching adaptively indicate a privatisation of the teaching act to the extent that it can generate unequal opportunities for students.

The development of teaching competence is indicated as an enhancement area by Hanken, and it is illustrated by the significant investment and development of the Hanken Teaching Lab. The Lab offers pedagogical support and training for teachers and doctoral researchers, and coordinates communication about university pedagogy training that Hanken teachers can attend at other higher education institutions. The Teaching Lab contributes to informing teachers about course design, pedagogy, and digitalisation but also about Assurance of Learning (AoL) and its continuous measurement process that aims to improve students' learning. There is ongoing work with a Teaching Portfolio template and with continuously developing support for the didactical competences of staff members (see also Section 3.2 for assessment of the Teaching Lab).

The audit team commends the institution for its facilitation of learning through adapted teaching and digitalisation of teaching and learning activities, especially in response to the COVID-19 pandemic. The Teaching Lab provided and continues to provide support for digitalising teaching, planning of education, management of student data and implementing e-exams with Exam. The digital transformation agenda is visible at the strategic level, through the Digital Learning Policy document, which has been guiding the process of digitalisation of teaching and learning driven mostly by the Teaching Lab.

With regard to approaches intended to generate renewal of both curriculum and teaching, there seems to be a need for a more concerted and coherent approach. A strategic agenda regarding the development and enhancement of collective approaches to teaching and digital transformation was reported both by the management, teachers and support services. To match these ambitions, Hanken needs to create a more collective teaching culture and arenas for sharing and actively exchanging good practices of teaching. Hanken should especially motivate collaboration among teachers, pedagogical innovation and digital transformation that reach their end-beneficiaries, the students.

Feedback on student learning and performance to be implemented systematically

Feedback on students' learning is recognised as very important in the implementation of education. In workshops and interviews, students mentioned many aspects related to the planning and implementation of education in a positive light. Among the aspects that were recurrently referred to as insufficient was feedback on their learning and performance, based on formal assessments. Both student representatives and students participating in the workshops mentioned that feedback on exams were non-existent and that grades were often provided without any explanation or justification of rationale or criteria used. Based on the audit visit, such a practice is not valid for all courses. Students have also the right to on request obtain information on how assessment criteria have been applied. However, given the representativity of the students the audit team discussed with during the visit, the conclusion is that the lack of feedback is a phenomenon that Hanken ought to address. Formative and summative feedback are shown by pedagogical research and practice to be powerful tools for learning. For an institution that cares not only about graduation rates and employability, but as stated during the audit visit, also about students' learning and development, having consistent practices of providing feedback to students is of critical importance.

Doctoral supervision requires more structure and quality assurance

Hanken has doctoral researchers placed in different departments, which are characterised by different academic cultures and supervision traditions. There are different measures to support doctoral researchers in their development, such as doctoral training and courses, in-house or at other universities. The doctoral researchers participating in the audit reported sufficient support by Hanken services, high-quality courses, and the possibility to customise their training programme. The doctoral researchers acknowledged the good support provided by their supervisors and easy access to Hanken staff. However, the audit visit unveiled some doctoral researchers experiencing varying degrees and types of guidance. Some of the interviewees appeared baffled by these differences in approaches and at times contradictory advice given by different supervisors to different doctoral researchers. These reports raise concerns about the coherence in supervision and the institutional approach to supervision. While no standardisation is expected, it appears that supervision is person-dependent and not always in favour of supporting a systematic support that contributes students' progress.

Hanken doctoral students represent a diverse population. It was reported that the different backgrounds, academic and otherwise, of international doctoral researchers could be better accommodated. In addition, doctoral researchers without scholarship or contract worker status appear somewhat disadvantaged in terms of access to research resources and infrastructure. Doctoral researchers who had Hanken funding reported that the 1 year full-time + 2+1-year part-time funding system with encouragement to apply for funding from external sources creates some challenges. There was a worry among some of the interviewees about the end of full-time

funding and the difficulty to get grants from external sources, although it was acknowledged that support is available for applying external funding. The system was considered as discouraging especially for international doctoral researchers with families. The various roles and in some cases changing status of the doctoral researchers, e.g., from employee to grant holder without access to employee services, was reported as confusing. This appears to create a two-tier system, which has the potential to impact students' progress and wellbeing. Hanken should investigate these challenges and implement the appropriate solutions. The funding situation for doctoral researchers, their status and the organisation of the supervision requires to be addressed at the institutional level, to further improve the situation of doctoral researchers, including the international ones (see Chapter 4 for elaboration on this topics).

Good structures are in place to support study progress and completion

The self-assessment and the audit visit provided evidence of systematically organised support for students to ensure study progress and completion. Appropriate support structures are in place that address all necessary areas, providing administrative, pedagogical, digital and library support. The support services carry a large amount of the responsibility for the administrative support provided to degree programmes, outreach and evaluation of education, with the Teaching Lab providing expertise and support that concerns pedagogical and digital support. Student progress data is available for the monitoring of degrees, as well as data on completion. Digital tools for the systematic tracking of students' progress (Sisu) are used to identify students' progress and needs for support, in order to refer them to the necessary support and guidance services. Hanken is proud to feature individualised arrangements for student support and well-being services as enhancement areas. As part of this enhancement effort, the institution has also renewed its guidelines on student well-being, student equality and accessibility in studies to better inform students of their rights and opportunities, support uniform application throughout Hanken, and facilitate teachers in supporting students with special needs; as well as interventions required when students are in need. The individualised arrangements for student support have been shaped in response to the specific needs for guidance of students during the COVID-19 lockdown and were continued after. The audit visit confirmed that Hanken arrangements, in general, were of great value for students both in terms of guidance in their studies (e.g., support group for master's theses, the HIT initiative) as well as generic support, such as counselling and career guidance and integration of students with professional life.

As Hanken is a relatively small institution with a specialised education provision, not comparable with the provisions of many other institutions in Finland, the topic of alternative study paths was not raised much. In addition, the teacher-student ratio was mentioned by several participants during the audit visit, with concerns for the quality of education and equal treatment of all students. The support services and the Teaching Lab assist teachers in accommodating the situation, yet this may need attention in the coming years.

1.3 The evaluation and enhancement of education

- Korkeakoulun itsearviointi

Assurance of learning

The Assurance of Learning (AoL) process, guided by the Assurance of Learning policy, is a tool by which Hanken can be assured that BSc, MSc, EMBA and PhD graduates have the knowledge and skills expected by the academic and business communities and fulfil the competency goals stated for each programme. Each programme-specific competency goal has been concretised by measurable learning outcomes. Students' learning outcomes are measured at different points during the studies. Assessment rubrics are used to determine how well the learning outcomes meet the expectations. One of the benefits of using assessment rubrics is that when they are communicated to the students in advance, the students know what the expectations on their learning are. Most of the learning outcomes are measured in the theses, but there are also measure points in courses. From the beginning of 2013 all theses in all degree programmes are assessed as part of the AoL process, which makes the information on students learning comprehensive.



Although the assessment mostly deals with individual student performance, the focus is on the programme level; problem areas are identified, solutions and improvements are discussed and considered for a programme. After implementation of improvements, re-assessments are conducted, and a loop of the process is closed. Changes and improvements are also made to rubrics and measure points.

Student feedback and societal needs

Feedback is collected through course feedback, graduate surveys, alumni surveys, feedback discussions with students, regular discussions with the student union and sometimes (especially during the pandemic) ad hoc surveys on well-being. General results are presented on the webpages.

All courses on BSc and MSc levels and most courses on PhD level are evaluated by students. The results of the evaluations are processed by the teachers, heads of subject and departments and are considered when designing the courses for the following academic year. The dean of education and dean of programmes and quality assurance receive semester-wise reports on the results of the three standard questions for all courses. All students that have been registered for a course receive the electronic course evaluation form. Full anonymity is guaranteed. Courses that receive the average of at least 4 (on a scale to 5) on the three standard questions and a response rate of at least 35 % are marked in the course description as courses that have obtained top evaluations. The students' response rate is quite low (26,1 % in 2022). A new course evaluation system, integrating giving feedback-on-feedback, was introduced in March 2022, and the aim is that all teachers use this function in the future thereby encouraging more students to give feedback.

The feedback collected in the graduates' surveys is, since 2021, discussed on Hanken-level in the Academic Council, and broken down by subject and analysed at the department level and discussed with students and stakeholders. These discussions serve also as a forum for feedback-on-feedback and will after a pilot in 2022 be held every second year before the revision of the study plans.

The support services participate in the meetings of the decision-making bodies and are made aware of and discuss the development needs concerning the services. The graduate surveys include questions about the study services, but more effective channels for student input are the frequent contacts with student representatives. The Office of Studies and Admissions has regular meetings with the student union together with the dean of education and/or the rector. The directors of the support services and senior managers are members of the Management Team that discusses all strategic issues and plans the implementation and involvement of bodies and units of the organisation. The administrative units have annual dialogues with the rector, the directors of the units have regular meetings with the teams within their units and with each other and administrative teams have strategy days addressing development needs.

The participation of business representatives in teaching, the researchers' collaborations with companies and organisations, the professors of practice, the External Stakeholder Advisory Board and the feedback discussions with stakeholders all contribute to input about the expectations of society and working life. National strategies and policies as well as trends and recommendations by the international business school networks are, to appropriate parts, incorporated into Hanken's strategies. The heads of subjects are convened by the dean of education a few times

per academic year to review current issues and seek common solutions.

The Digital Learning Policy draws up the guidelines for Hanken's digital pedagogy, and the implementation of it supports the students' digital working life skills. Hanken offers opportunities for continuous learning as individual courses as well as study modules. The larger modules include topics such as Corporate Responsibility, IP Law and a study module in HR. The globally available MOOC's include topics such as Service Management, Organising for the Sustainable Development Goals and Introduction to Humanitarian Logistics. The resources of the Learning environments project on topics such as scientific writing, the writing process, good language and skills for work life, are available to the public. Most of Hanken's courses are open to the public through quota for Open University students. Executive education is offered by the limited company Hanken&SSE, which Hanken owns together with Stockholm School of Economics.

Strengths	Enhancement areas
A well-established Assurance of Learning process supporting continuous improvement	Increasing the share of students giving course feedback and the share of teachers giving feedback on feedback
Strong corporate involvement in programme delivery	Implementing the feedback discussions as a recurrent way for students and external stakeholders to contribute to the study planning
Active student participation in education-enhancing activities	

1.3 The evaluation and enhancement of education

- Auditointiryhmän arvio

Hanken monitors and evaluates degree programmes in a systematic way

Hanken has implemented an Assurance of Learning policy and the Assurance of Learning (AoL) process. The latter is implemented as a tool to ensure that students at all levels are aware of and acquire the knowledge and competences expected by the programme at graduation and business communities after graduation. The AoL is implemented through the development of assessment rubrics at the programme level, by operationalising learning outcomes and competencies. These are presented to students at the beginning of the courses. The Teaching Lab assists with the development of assessment rubrics and data collection of students' evaluation of courses is used to improve in subsequent iterations. The AoL is an important instrument for assuring the alignment of planning, learning and assessment in the programmes, and involves significant efforts by various actors at Hanken to develop a functional system.

The AoL targets especially outcomes at the programme level and is applied to theses and according to the self-assessment report, is also part of some courses. The audit visit confirmed that the AoL is indeed a useful instrument for institutional purposes, but still not implemented for learning purposes. As students reported a lack of feedback on learning and lacking understanding of their own performance and grounds for their grades, there is a concern that the AoL instrument is not fully effective in the ways it was envisioned.

In addition to the AoL, Hanken employs follow-ups and reviews as a tool in the quality management of degree programmes that are connected to university and department-level planning. This system, based on the sample of reports reviewed and audit discussions, seems to work well and is a good practice for systematically integrating the analysis into the annual operations management process.

The institution collects student feedback data to enhance the quality of education – feedback-on-feedback is to be given systematically

The strategy and implementation of the collection of data for the purpose of evaluation of education has been developed and implemented diligently at Hanken in the past years. The usefulness and importance of the different systems for collecting feedback is acknowledged by staff and contributes to a quality culture built on evidence based on data. A particularly noteworthy development is the current revision of the instruments for collecting student feedback on courses, which constitutes a major improvement regarding the evaluation and enhancement of the education provision. Digital systems are available for monitoring students' progress and evaluating education at the bachelor's, master's and doctoral degree levels. The

data are analysed by the support services (the Teaching Lab) and cover the demographics of the students, their progress, and their evaluation of education.

Students can have their voices heard directly via their representation in management bodies and programme committees. As regards degree programmes and courses, the perspective of students is considered via course evaluations and their involvement in the curriculum development process. Although several channels for student feedback are used and have an established role in the quality management of teaching and learning, some aspects can still be improved. The student feedback systems create valuable data on student learning and the quality of courses, but as mentioned by some students they also want to give feedback concerning their programmes and structures. As described in the self-assessment, feedback results are presented in management and programme-specific meetings, where feedback and measures are discussed. The audit team recommends a continuous dialogue with students regarding their possibilities to influence their degree programme.

Whereas the feedback collection processes are well established and used, scope for improvement remains regarding the ways in which the feedback received is handled. Hanken's education provision could therefore be improved by ascertaining that there is an actual follow-up on the feedback provided in all cases. Enhancing students' competences as feedback givers and feedback-on-feedback can add to the establishment of a broader feedback culture within the university. This is one of the clear development issues identified during the audit visit. Learning to provide feedback, receiving feedback and tailored guidance based on the expressed needs, and being informed about how the uptake of their evaluations in the process of curriculum revisions and renewal is expected to make a difference when data is collected. This feedback on feedback can support student wellbeing and progress at different stages of the study trajectory.

Yet, several students, including international students and doctoral researchers, were uncertain whether their feedback had an impact, and if their views were considered in the revision, improvement, or renewal of the education provision. If and when improvements and developments are made, students should see that their feedback matters. Although student feedback may have a big impact, that information is not necessarily reaching students. As mentioned, students are well represented in the Hanken bodies at the university and department level as well as involved in feedback discussions at the subject level. Still, students could be further involved in the analysis of the feedback and in discussions about what could be improved and how. There are also some good practices related to mid-course evaluations, a practice that the audit team recommends could be employed on a wider range of courses.

Developments of support services are well tuned to the needs of students and staff

With regard to quality management of study progress, Hanken has established an orderly system of procedures and instruments, with clearly assigned responsibilities among the administrative support structures. The support services are part of the annual operations planning process with

linked assessments. In addition, the support services have their own surveys and there is evidence of data use for the improvement of support services for both staff and students. The responsibilities of the support services are to contribute to a systematic approach to the development of teaching and learning throughout the university (see also Section 3.1).

The support services are in charge of ensuring that the needs of staff and students are identified and instrument and measures to address these exist. Examples are: asking students what they need and want; attending to students' needs for follow-up with regard to their study choice and progress; identifying the reasons for drop-out from the process; creating and tailoring employability measures and comparisons with other institutions and sectors; cooperation with the corporate world; exchanging experiences and knowledge with other institutions on offered services (e.g., spaces for group work); identifying the effectiveness of support and trainings; identifying networking opportunities and creating conditions for collaboration with other institutions. The audit confirmed that the support services are prompt in addressing the various needs of students and staff for learning and development. The individualised arrangements for students and the follow-up of teachers' pedagogical competences, as well as digital support, are concrete examples of the systematic development and activities of support services based on needs of students and staff.

1.4 The HEI’s examples of successful enhancement activities

- Korkeakoulun itsearviointi

The Assurance of Learning process

One of the key successes in the enhancement of Hanken’s activities is the Assurance of Learning (AoL) process that is focused on what the students learn rather than on what is taught. The AoL process is a data driven continuous improvement process that aims to improve students’ learning. To measure how well the students fulfil the programme specific goals, the students’ performance is compared to the expectations. When the competency goals and the basis for assessment are clear to the students, they know what is expected of them.

The building blocks of the AoL process are the Hanken mission, the competency goals for each programme, intended learning outcomes, assessment rubrics, data collection and analyses, recognising development needs within the programme, curriculum planning, and repeating to assess whether the measures taken had the desired effect.

Since many learning outcomes are measured in the theses, standardised assessment rubrics have been developed for theses assessment. These are available to the students in advance, and the completed matrix together with a verbal assessment is sent to the student after assessment, thus enhancing transparency regarding the expectations and assessment grounds.

Hanken Teaching Lab

Hanken Teaching Lab coordinates and offers pedagogical training for Hanken’s teachers and doctoral students, and regularly organises workshops to support the effective use of tools such as Moodle, Teams, Wooclap and Exam etc. The Teaching Lab helps teachers, be they new or experienced, when they need help with digitalising teaching, planning courses, using Moodle, managing students in Sisu, creating e-exams with Exam, etc. The Teaching Lab provides information, facts, and guidelines for teachers regarding not only course design, pedagogy, and digitalisation but also about Assurance of Learning (AoL) and its continuous measurement process that aims to improve students’ learning. The Teaching Lab was also active in preparing the Digital Learning Policy adopted in 2017. Thanks to this, Hanken made a lot of progress in the digitalisation of teaching and learning already before the pandemic, and the targets set for 2017-2020 were reached. An updated Hanken Digital Learning Policy with new targets was prepared by the Teaching Lab and adopted by the rector in May 2022.

The effects of the Teaching Lab’s services offered have been praised by the teachers, who find that they receive knowledgeable and service-oriented help. Teaching Lab also offers them forums

for knowledge and best practice sharing. Hanken received good feedback on the online teaching offered during the pandemic, and much of what was done was supported by the Teaching Lab. Recently a Teaching Portfolio template has been drafted, and the services offered are continuously developed (see chapter 5 about benchlearning). Staff within the Teaching Lab have experience as teachers themselves, which is an important factor in the unit being able to offer the support that is needed.

Individual arrangements

The principles and processes concerning how teachers accommodate students that need individual arrangements have recently been reviewed. The purpose is to promote student equality and accessibility in studies, to better inform students of their rights and opportunities, support uniform application throughout Hanken, and facilitate the teachers in deciding on individual cases. Individual arrangements relate to different practical support measures to promote the accessibility in studies for students with special needs, and how the teachers accommodate students with needs for individual arrangements in their teaching.

The arrangements are practical solutions, which do not compromise the objectives of a degree or the learning outcomes of individual courses but are intended to help the student reach the goals. The goal is for the student to receive the individual arrangements that they need while ensuring that the objectives required for the degree are met. Reasonable individual arrangements are not merely the individual responsibility of the teacher, but a question of what kind of practical arrangements the degree programme or the university can offer. The clear instructions now make life easier for all concerned.

Well-being services

During the pandemic Hanken introduced additional well-being services for students, namely discussions with a study coach and a psychotherapist. Hanken also began to carry out short well-being surveys that the students answer by phone asking how their studies are progressing and how they are feeling. In connection with the well-being surveys, the students are asked whether they are interested in making an appointment with the study coach. The concept of the survey was in the spring 2022 used by the Association of Business Schools Finland to follow up on all Finnish business students' well-being.

2 HEI promotes impact and renewal

- Auditointiryhmän arvio

The evaluation area II assesses the procedures used to manage and improve societal engagement, strengthen the impact of the HEI's research, development and innovation as well as artistic activities, and support an innovative organisational culture.

Based on the audit team's evaluation, the evaluation area II is at the level *good*.

The audit team identified the following as the main strengths and recommendations:

Strengths

- Hanken has a strong ambition to contribute to society and its renewal. The university tackles the challenge from many angles and a relatively large proportion of Hanken's research output focuses on this area in one way or another.
- Hanken has an agile, innovation-oriented organisational culture that allows renewal. Hanken has interesting and progressive initiatives to create societal impact, such as the HUMLOG Institute and the Hanken Business Lab. The Hanken Business Lab has clear objectives for societal impact. It not only aims to generate new business but also serves in advancing non-profit activities.
- Hanken has impressive corporate and alumni relations and engages in regular dialogue with these key stakeholders. The university has clearly benefited from this approach, for example, in terms of fundraising and the corporate relevance and impact of its activities.

Recommendations

- Hanken needs to develop a common understanding and shared narrative of what societal engagement and impact means at Hanken.
- Hanken would benefit from clearer targets for societal engagement and impact. This would help measure the extent to which it is achieving its own ambitions, to clearly identify areas for improvement and to clarify how success will be measured. A more data-driven approach would support goal-oriented work in this area.
- Hanken should reflect its strong focus on different aspects of sustainability and societal impact in its formal advisory boards, which are currently dominated by corporate representatives. Hanken should add different types of stakeholders to these bodies such as non-profits. This would provide a richer view on which to plan for the future.

2.1 Managing societal engagement and impact

- Korkeakoulun itsearviointi

Hanken's aim is to conduct research and provide education that is relevant to the corporate world, the business community, and society at large. Hanken's executive education programmes, as well as other possibilities for lifelong learning, aim for impact on management practices regionally, nationally, and internationally. Corporate social responsibility and sustainability are topics that are covered on all levels of education. Hanken also offers a study module in Corporate Responsibility open to external participants, giving students and professionals a platform for dialogue. The majority (83% this year) of the applicants are working professionals from different fields, i.e. finance, law, accounting, and communications. Hanken's six globally available MOOCs, of which several have a focus on sustainable development, have so far had over 32 500 enrolments from 134 countries.

Strong relationship with alumni and corporate partners and the engagement in institutional networks are important channels for societal impact. The Hanken Partner Programme, currently with 20 partner companies, connects Hanken with the corporate world. Interaction between the companies, students and faculty offers competence development for all. Five of the Competence Centres have a focus on CSR and sustainability and organise open seminars and seminars targeted to the business community, non-governmental organisations, and policymakers. One example is the Centre for Corporate Responsibility that aims at enhancing the understanding of the interactions between business, politics, and society, particularly the societal impacts and responsibilities of business. The Career Services operates as an important link between the corporate world, Hanken and its students. The Hanken International Talent (HIT) initiative is a special effort to support international students' integration into and engagement with Finnish business and society. The Hanken &SSE Executive Education programme Business Lead for educated refugees and immigrants is another example of integrating international talent into Finnish businesses.

Institutional commitment to sustainability networks includes 18 networks supporting active cooperation, knowledge-sharing, collaboration, and dialogue on sustainability both nationally and internationally. The latest addition is the ENGAGE.EU alliance, consisting of leading European universities in business, economics, and the social sciences, aiming to provide European citizens with the set of skills and competences needed to tackle major societal challenges. The partnership is expected to further strengthen Hanken's international societal impact.

Hanken supports researchers in acquiring competitive external funding for impactful research projects from the EU and the Academy of Finland. Hanken encourages and supports researchers in reaching out to media with their research. The Marketing and Communication team invites all departments, competence centres and teams to monthly meetings to share information about projects, improve internal communication and increase the coordination and planning of

communication proactively.

Faculty and administrative staff take part in national and international networks to stay current in their areas of expertise. The international accreditations maintain a future-oriented mindset and the peer reviews drive continuous improvement with surrounding needs and trends in mind. Input from the Board members, the International Advisory Board and the External Stakeholder Advisory Board is requested and considered in strategic planning. Finland's higher education visions and policies, together with the funding model, affect Hanken's direction. National research data provided by the Academy of Finland (Tieteen tila) and policy advocacy coordinated by the Universities Finland (Unifi) give key inputs to the strategic science policy choices made.

Societal impact (key highlights and current challenges) is a topic of the annual dialogues between the Rector and the departments. Impact is emphasised in the ongoing review of the Tenure Track system as well as other elements of the faculty incentive system and is part of the evaluation of research (the next starting in 2023). Since 2018, Hanken's researchers have been asked to tag their scientific publications with the UN Sustainable Development Goals in Hanken's research database HARIS. In 2022, a mapping was made of the societal change drivers in Hanken research using SDGs as key for publications and projects. Tagging courses with the SDGs is introduced as of 2023.

Strengths	Enhancement areas
Societal engagement and impact are part of the strategy and part of the annual dialogues	Strengthening the role of societal impact in faculty management
Sustainability issues are strongly emphasised in the programmes	
The competence centres' activities support effective dissemination of research output	
Reaching new audiences by MOOCs on topics where Hanken is on the forefront in research	

2.1 Managing the societal engagement and impact

- Auditointiryhmän arvio

Hanken should develop a common understanding and shared narrative of what societal engagement and impact means

Societal engagement and impact are present in Hanken's strategic statements. Hanken's vision expresses the ambition to "respond to global business and societal challenges innovatively and responsibly" and Hanken's mission is "to create new knowledge and educate responsible professionals for the global economy and changing society". Hanken's strategic goals include sustainability and corporate relevance. Hanken also has an important societal role in securing the future of a minority language, while at the same time it emphasises internationalisation and inclusiveness, e.g., Business Lead – a fast-track for unemployed academically educated refugees and immigrants into Finnish work life.

The will and the ambition for societal engagement and impact were repeatedly referred to during the audit interviews and there were plenty of practical examples of Hanken's societal engagement and impact, such as strong corporate and alumni relations, collaboration with NGOs, and commenting and advisory roles on a wide range of issues of societal importance. There are ambitious societal engagement initiatives such as the HUMLOG Institute and the Business Lab that support Hanken's overall strategy. The audit team commends all this.

The short-term strategic action plan and annual operations planning process, with annual dialogues, follow-up of KPI's and strategy-linked department and Hanken-level operations plans, are the main management system procedures in place to support the implementation, enhancement and achievement of the strategic goals set for the societal engagement and impact of Hanken activities. On the other hand, Hanken has a wide variety of bottom-up initiatives or activities that have grown organically in units and responsiveness in serving society on an on-demand basis. What remains unclear is the role of strategic leadership, clear objectives as well as practice and tools for systematic measurement and data-driven improvement of societal engagement and impact. Monitoring of the societal engagement activities is mostly left to the units. There are almost no quantitative measures and only anecdotal qualitative ones at the university level, and it is not clear how any achievements correspond to the set objectives or are based on an analysis linked to the university's environment. Overall, there should be better strategic university-level indicators (quantitative and/or qualitative) to follow up on the strategic objectives. Sustainability and responsibility are emphasised on the strategic level and play an important role in some structures and activities, such as master's programmes, Competence Centres, MOOCs and mandatory sustainability courses. On the other hand, there could be clear, future-oriented, ambitious objectives and follow-up indicators that relate to sustainability and responsibility.

One related challenge is the lack of a common understanding of what societal impact means for the university. Currently the understanding of what societal engagement and impact means for Hanken is fragmented. Based on the audit interviews, in some parts of the university the approach and KPIs for societal impact are clearly defined, while in others it was found too difficult or even unnecessary to define and measure this area. Some interviewees viewed societal impact very narrowly, i.e., only in terms of educating competent professionals for society's needs. While societal engagement and impact is a broad concept and thus challenging to define and measure accurately, it would be important for the university to have a clear understanding of what societal impact means in this community, what are the key objectives for the coming years and how to monitor the achievement of these goals. Perhaps a clearer approach would help Hanken also to avoid the risk of "spreading itself too thinly" as one of the external stakeholders put it when talking on one hand about multiple initiatives, ambitions, and needs and on the other hand about the small size of the institution.

Hanken's national and international networks are strong. As stated in the self-assessment report, input from the board members, the International Advisory Board and the External Stakeholder Advisory Board is requested and considered in strategic planning. Hanken has adopted instruments that are intended to form a multifaceted analysis of the operational environment, but there is still room for a more systematic and multi-directional approach to achieve their full potential.

Close links with the business world are an absolute strength for a business school, but it is important to be aware of a risk of being too market driven. It is important that universities aim to be one step ahead, exploring issues that may not yet be on the business agenda and contributing to the future of our operating environment.

All in all, the audit team recommends finding a common understanding of societal engagement and impact and a shared narrative connected to clear objectives, KPIs as well as monitoring impact. Hanken is aware of the need for a more systematic approach. This is currently in progress and the whole operational planning system is in a development phase.

2.2 Research, development and innovation activities with impact

- Korkeakoulun itsearviointi

Openness in science and research

Hanken has signed the Declaration for Open Science and Research (Finland) 2020-2025 and is committed to following the strategic principles, objectives, and action plans outlined in the different national policies made under the Declaration.

Hanken's Guidelines for Open Science and Research adopted by the Research Council, guide the implementation and allocation of responsibilities within the School. Hanken Library, together with Research services, Marketing and communication service, IT services, Teaching Lab and legal advisors, provide services and support for open science including maintaining information and instructions online, for example, in the LibGuides on Open Science, Open access, Research data management (RDM), Copyright guide and Open educational resources (OERs), and offering training, guidance and assistance, for example, in Moodle courses on RDM and open science for PhD students and workshops for researchers.

The main objectives of Hanken's open science strategies, services and practices are to advance open access to research outputs including scientific publications, research data and methods, transparent and responsible assessment of research, as well as open education. Hanken offers researchers different options to publish open access free of charge and promotes responsible research evaluation. Researchers are encouraged and instructed to use Fairdata Qvain metadata tool to describe and publish (meta)data.

Research communication

Hanken publishes research news on its website and shares them on social media channels. Researchers are offered training in media relations and encouraged to communicate their research to media and in their own social media networks. The annual Hanken Magazine presents research conducted at Hanken. An example of research-related presentations and disseminations organised is Hanken Research Days, a yearly conference open to the public. For dissertations and dissemination events, a press release is typically sent out in three languages (Finnish, Swedish, English).

Hanken uses a company to access a register of journalists and a platform for sending press releases. The company offers media monitoring in both traditional and social media. Media hits are shared on Hanken's own channels and in alumni networks.

Societal engagement, impact of research and research activities

Hanken applies an Area of Strength policy in research. An area of strength is defined as an area where the research conducted is of an internationally competitive level. The areas are prioritised in research investments. The current areas were chosen based on an external research evaluation (EoR) in 2018. The next assessment, including self-evaluations by the departments and an evaluation by an external expert panel, is conducted in 2023.

Executive education is one of the means for communicating research findings to the corporate world. Teaching in executive education also exposes the faculty to topical questions in the business world which in turn enhances the corporate relevance of the degree programmes and research. Several faculty members are active in the Executive MBA programme. There are, however, ample opportunities to engage more faculty members in Hanken&SSE Executive Education beyond the EMBA programme.

Monitoring societal engagement and impact is demanding as the scope of impact is wide and the impact often evolves over time. The researchers' awareness of the importance of communicating research results to society is constantly growing as societal impact has to be addressed in funding applications. Hanken's research database HARIS, where researchers submit data on research publications, projects, and other activities, is a potentially useful tool for monitoring activities and outcome related to societal impact. There is room for improvement both in existing processes, such as the possibility to link publications to the UN SDGs (in 2021, 37 % of all publications and 45 % of peer reviewed scientific publications were tagged), and in monitoring outcome for easy access in the public domain.

Responsible conduct of research

Hanken's Guidelines for Open Science and Research has the objective to protect academic freedom, promote open science and increase researchers' opportunities to distribute and utilise research-based knowledge. Hanken is committed to protecting academic freedom and the intellectual property rights of researchers.

Hanken adheres to good scientific practices and code of conduct for research integrity specified by the Finnish National Board on Research Integrity (TENK) and the National recommendation on good practice in researcher evaluation. Hanken's Committee on Research Ethics promotes the responsible conduct of research and addresses research practices that deviate from their guidelines. The PhD programme includes a compulsory course in Research Ethics. Research ethics is introduced from the first introductory course of the BSc studies, and the students must pass a self-test on research ethics before writing their bachelor's or master's thesis. The Disciplinary Board deals with academic dishonesty in study attainments in accordance with the Action Plan Against Academic Dishonesty.

Strengths	**Enhancement areas**

Open access to scholarly publications

HARIS database is a good tool for monitoring societal impact

Support and information on research funding opportunities

Good connections with Hanken alumni and donors who are leaders in the corporate world and non-business organisations

Open access to research data

Enhance HARIS database to add additional information for publications, funding and societal impact activities for easy access and understanding in the public domain

More collaborative research projects with corporations involved

2.2 Research, development and innovation activities with impact

- Auditointiryhmän arvio

Hanken’s research has a versatile societal impact and contributes to reforming the corporate world and society

Hanken’s research, development and innovation activities contribute to reforming society and the corporate world. This is not least mirrored in the key research areas of strength and high potential, which also translate into an impressive number of scientific contributions. The audit interviews revealed that Hanken and its researchers are well connected, and that the university has expert roles and collaborations in many different areas of society. Most of the researchers provided a clear understanding and various examples of the societal impact of research. These included for instance law-making, working with public sector organisations, consulting policymakers nationally and internationally, participating in national committees and working groups, doing capacity building for NGO’s in emergency areas, company projects and collaborations, and working on research topics that are current and meet the needs of society and the corporate world. While in general societal engagement and impact was seen as valuable and important by interviewees, in some of the interviews the view of it was somewhat traditional and more output-oriented instead of being a two-way stream benefitting all parties involved and with a strategic role and goals.

Hanken follows an Area of Strength policy in its research and not only areas of strength, but also emerging areas of high potential are identified. The areas of strength are reviewed regularly, based on an external evaluation by an international expert panel. Hanken has very high-profile researchers in the area of sustainability and a relatively large share of the university’s research output is focused on this area, which is a strength. High ambition is reflected in how the UN Sustainable Development Goals (SDGs) are linked to research, faculty and research areas, and the overall number of people doing something related to SDGs. This shows the focus on the strategic goal. What is often missing are clearly defined objectives and, in some cases, even a reluctance to set specific targets for societal impact or sustainability. The risk here is that even a good effort and approach is to some extent too reactive. In any case, Hanken seeks to reform and improve society in different ways and examines societally significant issues from different angles.

The Hanken Business Lab has clear objectives for societal impact. It not only aims to generate new business but also serves as a non-profit production studio. The audit team commends this approach. Hanken also has other initiatives that emphasise cooperation with NGOs. Executive Education, for its part, is a channel for disseminating the latest, impactful research knowledge to those already in work life.

Hanken should focus on setting clearer goals, KPIs and data-driven development of the societal impact of research

Hanken communicates its research findings to the media and measures hits in both traditional and social media. Communication should take a strong proactive and data-driven approach, testing different formats and approaches. It emerged from an audit interview that Hanken is very much present in the Swedish-language media and not in the Finnish-language media, even though there is relevance in a broader context and thus potential that has not yet been capitalised. Some of Hanken's research has a global reach also in terms of international media, and it was recognised in interviews that Hanken is not well enough known in Finland for all the good things they do. Overall, Hanken would benefit from better capturing and communicating its societal impact.

Hanken's research database HARIS collects information on research publications, projects and other activities. An effort is made to link publications to the SDGs, but this does not necessarily produce or improve societal impact, although it does give an idea of which SDG the research is more or less linked to. Based on the interviews, Hanken has not set clear goals for societal impact beyond the general goal of having an impact. Gathering information from research is positive, but how the information is used and how the societal impact is developed and increased is also important. Some of the faculty also felt that there is a growing amount of data collected from them on societal impact, but it is not always clear whether and how data is utilised. The audit team recommends that Hanken focuses on setting clear goals and KPIs and data-driven development of its societal impact of research. This would better enable the university to follow its own ambition and measure the change, but also make it clearer for the faculty for which purposes data is collected.

Hanken has systematic procedures for ensuring the responsible conduct of research, including Hanken's Committee on Research Ethics, a Disciplinary Board as well as self-tests on research ethics on the bachelor's and master's levels and a compulsory course in research ethics as part of the PhD programme. The audit interviews did not reveal any weaknesses related to responsible conduct of research and research ethics.

The self-assessment report states that Hanken has signed the Declaration for Open Science and Research (Finland) 2020-2025 and has Guidelines for Open Science and Research to guide the implementation and allocation of responsibilities within the university. The audit interviews confirm that the university has goals, services and practices in place to advance open science. All research articles are expected to be uploaded openly for everyone to access, and data is also opened when possible.

2.3 Promoting renewal through the organisational culture

- Korkeakoulun itsearviointi

Enhancing an innovative organisational culture

Hanken strives for continuous improvement of its activities, with organisational engagement and openness (both internally and externally) as key principles. The strategy is regularly updated, with the next update planned for 2023. The yearly internal dialogues with the rector consist of an analysis of existing activities and output across education, research, and societal impact as well as 1-2 current themes, with the units expected to present plans for how they will address current challenges.

Hanken annually arranges a Research day, a Teaching day and a “Höstservice-day” for the administrative and support services to share and discuss current issues. The theme of the latest Research Day was societal impact, the latest Teaching Day discussed arrangements for students with special needs and the “Höstservice” discussed hybrid work. A Hanken retreat with 90 participants was arranged to get together for strategic discussions after the pandemic. The Teaching Lab shares best practices, organises workshops and coordinates pedagogical training, and the Teacher Mentor programme provides a safe space for newer and more experienced teachers to come together and develop their teaching. Rector’s monthly updates have increased openness on current issues.

The Hanken Partner Programme systematically enhances the connections to practice and the customer orientation of Hanken. The annual Hanken Network Day serves as a platform for the partner companies to network with both students and faculty. The Hanken Business Lab and Ventures Studio drive novel forms of entrepreneurial innovation and collaboration to achieve organisational creation, growth and impact. They work in close collaboration with the students, academics, alumni, other universities, and the entrepreneurial ecosystems, and offer the Hanken community an innovative platform and culture. The core of the new strategy of the executive education company Hanken&SSE is “Igniting Renewal”, i.e., Hanken&SSE sees its role as being actively engaged in processes that help a company renew itself. Hanken as a whole can benefit from this approach of the Labs and Hanken&SSE in expanding a “renewal culture” in the organisation.

Collaboration with alumni

Hanken has a strategic approach towards its alumni community and the alumni association is fully integrated in Hanken’s everyday operations. The alumni association promotes the professional and personal networks of the alumni, and the alumni contribute to Hanken’s activities by bringing corporate relevance to the curriculum through guest lectures, company

visits and company cases, taking part in career events, the introduction days for new students, the graduation festivities, and other events. Hanken's mentorship programmes involve alumni, both as mentors (senior alumni) and mentees (up to 5 years after graduation). The collaboration has been improved by offering group-mentoring around specific topics in addition to one-to-one mentoring.

The Hanken Ambassadors are a specially appointed group of 35 alumni who function as spokespersons and contribute to enhancing the image of Hanken. Hanken increasingly utilises alumni in marketing activities, for example by posting video interviews and testimonials of their studies at Hanken and their career. Most recently, several alumni participated in Hanken's Career Podcast and shared their career stories.

Hanken arranges a wide range of events for its alumni. The biggest event is the annual Homecoming Day "Hankendagen" (Hanken Day), which is arranged in Helsinki and Vaasa in alternate years. Smaller, topical alumni events are arranged throughout the year and alumni are invited to all open Hanken events, such as research seminars. Hanken also hosts an international alumni day abroad every year. Feedback is gathered from all events. A recent improvement based on alumni feedback has been the decision to offer most alumni events in hybrid form from 2022 onwards, enabling attendance from around the world.

Collaboration networks

Hanken's international partnerships relate mainly to student mobility, joint courses and programmes, research collaboration, faculty exchange and executive education. Hanken has guidelines for strategic partnerships, and for forming and terminating exchange partnerships and double degrees.

As of May 2022, Hanken has formal agreements with 133 universities and business schools in 39 countries. Many of the partnerships go beyond student exchange. Although research collaboration and faculty exchange are individual-led, collaboration in research and faculty exchange take place with more than half of the partners (58 %). Currently, Hanken has an MSc double degree with EMLYON Business School, a joint Summer School with Mays Business School at Texas A&M University, a joint Winter School with Lund University School of Economics and Management and is a partner in the MSc level QTEM-network. Hanken became a member of the European university alliance ENGAGE.EU in 2022 and it is expected that this network will offer significant opportunities for joint provision of education in the future. Hanken signed the U.N. Principles for Responsible Management Education (PRME) in 2008 as the first university in Finland. The endorsement of the PRME has resulted in a systematic implementation of corporate responsibility in the teaching activities of Hanken. Another example of a strategic network is the joint company Hanken & SSE Executive Education, owned by Hanken and the Stockholm School of Economics, that offers executive education including the Hanken executive MBA programme.

Hanken collaborates with other Finnish universities in several networks, and locally also with the

universities of applied sciences in selected areas and with the local authorities in Helsinki and Vaasa.

Strengths

Pedagogical innovations are supported financially

The innovative cultures of the Business Lab and Hanken&SSE

The participation in the ENGAGE.EU alliance

Enhancement areas

Strengthening the culture of innovation in the organisation as a whole

2.3 Promoting renewal through the organisational culture

- Auditointiryhmän arvio

Hanken encourages experimentation and enhances innovative organisational culture

Based on the audit interviews and workshops, the smallness of the university, the strong sense of community, a flat organisation and non-hierarchical communication were considered as strengths of the university. Staff, students and corporate partners alike talked about an openness, friendly atmosphere and a low threshold to contact people. Hanken is an organisation that is open to new ideas, aims for improvement and engages its staff, students and alumni in activities which enable renewal and enhancement. Hanken has a creative and development-oriented atmosphere, where the expertise of different actors is actively sought and utilised. While some of the staff in the audit workshop considered the strategy and values of Hanken highlighting the importance of being innovative, others saw the good innovation in courses and research more driven by individuals rather than the organisation. The strong ethos of academic freedom at Hanken in terms of developing one's own teaching and research was also recognised as a driving force. In some parts of the organisation, the lack of time and resources and heavy teaching workload was considered as not promoting innovation. On the other hand, the audit interviews indicated that there are many innovative initiatives at Hanken, so the biggest question may be whether they can all be followed up. Hanken clearly encourages experimentation and wants to foster and develop an innovative organisational culture. Enhancement was also emphasised by the new rector.

The approach of annual internal dialogues with the rector emphasises joint goal setting and monitoring, and also allows addressing current issues or challenges. Topical issues are also addressed during Research Day, Teaching Day and Service Day, which are intended for the community. Hanken has a range of practices and channels for sharing and developing competences and mentoring models for both staff and students that support the personal development of those being mentored.

Alumni and corporate relations are a clear strength of Hanken

Hanken has continuous interaction with different types of stakeholders. Business, the public sector, NGOs and alumni are actively engaged with. This interaction is positive and a natural part of Hanken's everyday activities. Stakeholders from the corporate world also can give feedback and influence the university's activities through formal structures, e.g., the External Stakeholder Advisory Board and the Hanken Partner Program. Hanken has a respectably strong alumni network and close business relationships, and a long tradition of nurturing these. These networks have been utilised, e.g., in the university's fundraising, which has been very successful by Finnish

standards.

Continuous dialogue with external stakeholders is actively maintained, e.g., through alumni events, benchmarking, collaboration, and networks. In many contexts, Hanken provides a platform for different parties to meet. For example, the Hanken Network Day, Hanken Business Lab and Hanken Venture Studio enable different stakeholders to meet, learn from each other and create something new. Hanken sees change in a positive light and as an opportunity, which is also reflected in the approach adopted by executive education (”Igniting Renewal”). The university also takes a customer-oriented approach to its relationships with partner organisations. This approach also helps the university to deepen its understanding of the external environment. Both the self-assessment report and audit interviews show that the university has well-functioning procedures for managing and updating stakeholder relations and cooperation networks.

Hanken takes a strategic approach to alumni relations and the alumni community is closer than is typical of most Finnish universities. The university benefits from this in many ways, be it through guest lectures, events, fundraising or even developing education to meet the needs and challenges of the business world. In the audit interviews, alumni had very positive comments about Hanken and valued the community and alumni events. Even though there are existing activities, such as a mentorship programme and Hanken homecoming day that bring alumni and students together, some students mentioned in the interviews that they would like to have better connection with the alumni. The audit team sees potential in better connecting alumni with students. Improving alumni activities to that direction would support integrating students into work life already during their studies and, on the other hand, provide alumni with an even better insight into the views and expectations of young people.

Hanken is strongly international and takes full advantage of national and international collaboration

Hanken is engaged with an impressive array of international networks, most of them part of the international business school community (AACSB, EFMD, PRME). Hanken is also well networked in the university sector. According to the self-assessment report, as of May 2022 Hanken had formal agreements with 133 universities and business schools in 39 countries, and some of the partnerships go well beyond student exchange, such as the MSc double degree with EMLYON business school. The benefits of the existing collaboration networks were mentioned in several interviews, and the advantages of the academic and institutional networks for Hanken’s activities were clearly visible. Hanken also sees a lot of transformative potential in them joining the ENGAGE.EU (European University Alliance), which will translate into joint educational offers and increased collaboration across 9 different European countries.

As a small university, Hanken is agile and flexible, and there is a low threshold for cooperation. In one of the audit interviews, Hanken was aptly described as a niche player that needs national and international partners around it to ensure having an impact. The audit team commends

Hanken for its productive corporate and alumni relations and ongoing dialogue with a variety of stakeholders and recommends continuing on this path. The external stakeholders the audit team met had a very positive image of Hanken. The university clearly has great potential to create and even strengthen its societal engagement and impact in the future, perhaps even beyond existing fields. However, a strategic approach is needed to find the right focus.

Overall, the audit team sees societal engagement and impact as a strength of Hanken. Had there been a clearer common understanding of the role, objectives and indicators of this entity at the university, the audit team’s assessment of this evaluation area would have been ”excellent”.

2.4 The HEI’s examples of successful enhancement activities

- Korkeakoulun itsearviointi

Corporate connections

Hanken’s connections to practice are multifaceted and frequent and have often been assessed as a strength by external evaluators. This is a result of persistent development work. Hanken has structured broader corporate relationships under a Partner Programme, currently involving 20 partners that partake in events such as the annual career fair Hanken Network Day, the annual homecoming day “Hankendagen”, Hanken Research Day, and in events and conferences organised by the competence centres. The partner programme collaborates tightly with the Career services, where partners host e.g., CV check-ins and LinkedIn sessions. The alumni network forms another essential link between Hanken and the corporate world, with alumni engaged to bring corporate relevance to the curriculum and function as mentors to students. Almost all graduates choose to join the alumni network, and the strong commitment of the alumni is also proven by over 10 % of the alumni having participated in the fundraising campaigns.

The Business Lab

In supporting innovation, Hanken Business Lab is key. Founded in 2016, it is an innovative incubator with the goal of helping start-ups, scale-ups, non-profit organisations, and individuals to achieve significant growth. The operations build on five layers:

- Spiritual – entrepreneurial culture
- Financial – access to funding
- Digital – digital outreach
- Social – capabilities and networks
- Physical – outstanding facilities

The Business Lab’s community-based incubation model is built on active and relevant entrepreneurship research and education, and student-, industry- and international collaboration. “Torget” in Helsinki and “Stugan” in Vaasa are co-working spaces, where Hanken students, alumni, faculty and staff, as well as other collaboration partners can meet up. It is a creative and supportive environment with a low threshold, with activities not only for start-ups, but for anyone wanting to create something new. The Business Lab offers the students an atmosphere of entrepreneurial spirit, access to a mixed network including funding possibilities, consultations of an Executive in Residence, and a forum to test their business ideas.

The Business Lab now has 50+ member organisations, and in the fall of 2022 the operations have been expanded by a pre-incubation Ventures Studio built in collaboration with the City of Helsinki as part of the Campus Incubator Program. The Venture Studio aims to support early-stage business from idea to first sale via a dual track-accelerator program, 'The Playground', an alumni network 'MentorX' that pairs students with mentors, coaches, and experienced co-founders, and an entrepreneurial community and communication channel, HankenX. The Playground, pairing teams with individual mentors, is a 16-week accelerator held biannually that takes 10 teams from early-stage idea to first sale through a series of weekly workshops and activities. HankenX communication channel amassed a community of 80+ active members and 20+ mentors, coaches, and speakers.

The HUMLOG Institute

Hanken embraces innovation and takes a positive stance to starting up functions that are in line with the strategy and do not require too large an initial investment. An example of an initiative that has grown into a success is the Humanitarian Logistics and Supply Chain Research Institute (HUMLOG), a joint institute between Hanken and the National Defence University in Finland established in 2008, when humanitarian logistics was quite new as a research field.

The primary aim of the institute is to conduct research in humanitarian logistics and supply chain management. Research is conducted with and for humanitarian organisations, in individual projects and international consortiums. The research contributes to education, with Hanken offering an MSc programme in Humanitarian logistics and PhD students focusing on topics in the subject area. The research has impact on society, through customised trainings in partnership with practitioners and through communication, dissemination and exchange of knowledge via events and seminars.

The development of the HUMLOG activities have continued in line with Hanken's strategy to strengthen academic excellence, internationalisation, societal impact, connections to practice and responsibility. Throughout the years, the Institute has worked in close cooperation with several international organisations and is considered as one of the top research centres in humanitarian logistics worldwide. During the past three years, the HUMLOG Institute has witnessed an exponential growth particularly with regards to international projects (such as the Health Emergency Response in Interconnected Systems project), and thus also meets Hanken's strategic goal to increase funding from diverse sources.

3 HEI enhances quality and well-being

- Auditointiryhmän arvio

The evaluation area III assesses the functioning and development of the quality system and how the system is used in strategic management. The procedures used to support the competence development and well-being of the staff are also assessed.

Based on the audit team's evaluation, the evaluation area III is at the level *good*.

The audit team identified the following as the main strengths and recommendations:

Strengths

- Hanken has a considerable, collegiate and well-developed quality culture, which is deeply embedded in the different actors' and stakeholders' mindsets and frequently alluded to as the "Hanken spirit".
- The creation of the Hanken Teaching Lab offering a broad range of pedagogical and digital support services for Hanken teachers has been a success. The Lab shows responsiveness to teachers' needs and a willingness to experiment. It has made impressive achievements in just a short period of time.

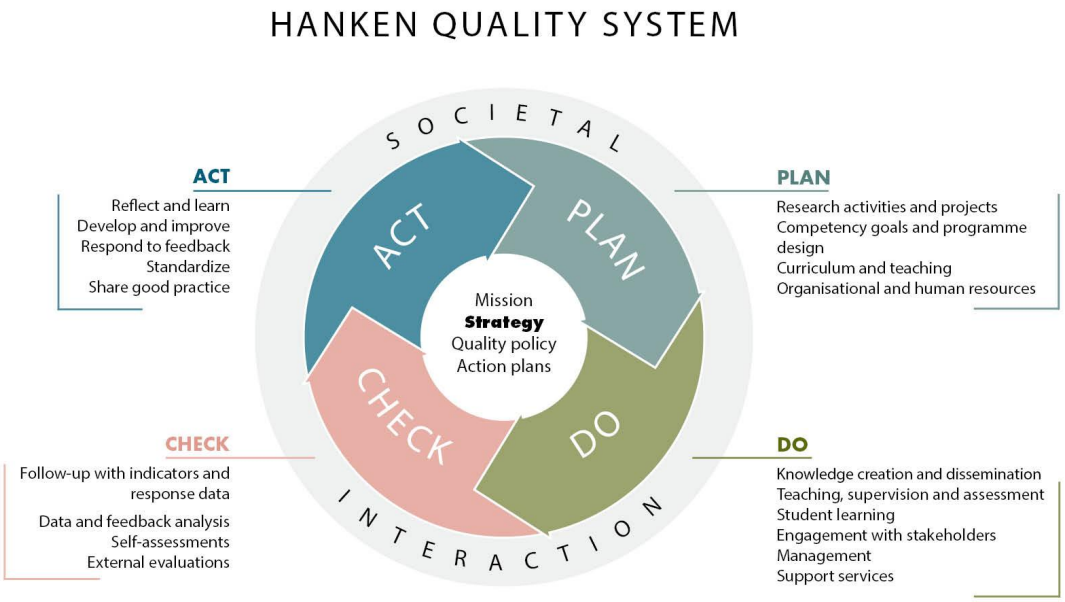
Recommendations

- Hanken should develop instruments and systematic processes for scanning and monitoring the institution's operational environment and strategic horizons and for linking these to the PDCA cycle.
- Hanken should work on a stronger alignment of its quality and management systems, in the way the systems are presented as well as in practice. Quality management instruments could better feed into annual planning and strategy development.
- Hanken should devise a mechanism for determining the quality system's effectiveness beyond the regular check-ups via externally driven quality assessments.
- Hanken needs to find a way of identifying and supporting individual needs with regard to well-being support and staff development, and then to find a way of addressing them without succumbing to particularism and intensifying inequalities.

3.1 Using the quality system in strategic management

- Korkeakoulun itsearviointi

Hanken's quality system is a way of describing the idea of continuous development, visualised as a PDCA-loop. The quality system consists of all Hanken's plans, procedures, responsibilities, follow-up, incentives and resources that create an overall system to assure quality and support continuous improvement.



The Assurance of Learning process, presented in chapter 1, follows the PDCA-logic with following up on learning outcomes that are based on competency goals, making adjustments where the targets are not met, and measuring again to check whether the improvement had the desired effect. Feedback analyses, both on course level and programme level, are also part of the planning of education. The annual dialogues between the Rector and academic departments and administrative units reflect the Check-Act parts of the quality system: highlights, challenges and development actions in education, research and societal impact are discussed, and a set of indicators (education and research) are followed up on. The funding to the academic departments is mainly based on the salaries, but the departments also receive performance-related funding, the volume of which is based on, among other things, academic activities, students' completed credits, and external research funding. Operational plans on the unit level are derived from the dialogues. Internal discussions within the departments and units around the same topics as in the dialogues with the rector are encouraged.

Since the coordination of quality assurance in education and research was assigned to the

Academic Council in 2019, systematising the feedback management has been an area of development. The feedback received in graduates' surveys and alumni surveys is discussed in the Council, giving a summary and recommendations for improvement on a general level. The results are broken down by subject/programme to the heads of subject and programme coordinators, whose responsibility it is to see to it that they are analysed and paid regard to in the curriculum planning. Summaries are published on the webpages. Feedback discussions with students and external stakeholders will be organised every two years before the revision of the study plans. Students receive feedback-on-feedback via their membership in the councils and in the feedback discussions.

All department and unit heads are, together with the rector, the deans and the chair of the student union, members of the management team that focuses on strategic issues and are expected to inform their co-workers. The rector invites all faculty and staff to update meetings, usually right after the management team meeting. The management team annually has a strategy day to analyse and reflect on results on Hanken-level and discuss future goals and actions. All employees have annual development discussions with their manager, following the same idea: How did the year go? Did they achieve what was planned? What should be maintained and what should be improved? The faculty's discussions include planning their time allocation for research, teaching and other tasks within the context of the nationally regulated annual work plan system.

The Management Team systematically follows up the issues that have been discussed and agreed on at previous meetings. Follow-up timetables are set for the evaluation of development projects or pilots. For example, in 2020 a separate BSc admission to Economics was introduced with a decision to evaluate it after two years, after which it was terminated since it did not reach the goals set for it. Nevertheless, some projects or experiments have had vague goals or timetables, leading to unclear situations regarding their status. This is the case for example with the teacher tutor ("egenlärare") system that was introduced as a pilot and implemented in some subjects. Its continuation must now be evaluated in relation to the role of programme coordinators.

Hanken holds three comprehensive international accreditations that are to be renewed every five (or three) years, in addition to the national audit every six years. Every re-accreditation includes a self-assessment report, a peer review visit with interviews with faculty, staff, students and stakeholders and an evaluation report. Both the self-assessments and the evaluations serve as analyses and documentation of how Hanken has fulfilled its mission and achieved its goals. The accreditations focus on the realisation of the strategy and/or mission and the processes involve a significant part of Hanken's faculty. Thus, the accreditations not only support continuous improvement and offer valuable peer advice, but also steer the organisation to focus on its strategy.

Strengths **Enhancement areas**

The annual dialogues with departments and units

Feedback from the accreditation bodies used in strategic development

Further improving the clarity of goals and follow-up of decisions made

3.1 Using the quality system in strategic management

- Auditointiryhmän arvio

International accreditation schemes have a clear impact on Hanken's quality system

Hanken's quality system is safeguarded by various roles and functions: The management level of the university, i.e., the rector, deans, heads of departments, the language centre director, directors of the administrative offices, are responsible for implementing the necessary procedures in their respective areas of responsibility. The dean for programmes and quality assurance supervises the system and chairs the Committee for Assurance and Learning and Quality. This dean is supported by a quality assurance team, also supporting her in handling external quality assessments. The audit team was informed during the audit visit that the roles of deans had been reconsidered and recruitment for the new positions was ongoing. Other bodies involved include the Academic Council which coordinates quality work across research and education, approves the quality policy and holds responsibility for the Assurance of Learning Process; the Education Council for quality which coordinates aspects related to teaching and learning; and the various department councils which coordinate other aspects. The quality assurance of research and societal impact are less prominently featured in the official role descriptions. For an organisation of a rather modest size, Hanken's responsibility structures regarding quality (management) appear to be quite complex, at least on paper, with some overlaps and a certain meeting-heaviness. The structures seem to be well accepted, though, and to a large degree effective.

Hanken's principles and efforts regarding quality are outlined in a quality policy and quality handbook, which is publicly accessible on Hanken's website. The audit team also found a clear-cut and transparent narrative on the quality system, which is dominated by the Assurance of Learning process. The various international accreditations (EQUIS, AACSB, AMBA), which provide Hanken with a certain elite status in the sector of global business schools, are a big part of this narrative too. Both the documentation and the interviews show the impact of the accreditation schemes on the quality system and the need to comply with the standards of the international accreditations. This is visible, e.g., in the strong focus on the AACSB-derived Assurance of Learning and how the international accreditation seals are invoked to demonstrate Hanken's quality. This is not to say that the quality system is entirely compliance-oriented and only driven by the ambition to maintain the national and international quality seals: The audit team found a strong and clearly visible quality culture at the university, with actors on all levels demonstrating their willingness and ability to identify problems and act upon them; in other words, a palpable degree of improvement-orientation.

The alignment between the quality and management systems could be further strengthened

The culture of improvement-orientation and the quality processes in place allow Hanken to deal with short-comings, albeit in a rather reactive way. The evidence available for the audit team made it difficult to assess how what Hanken describes as its quality system supports evidence-based strategy development and strategy implementation. For the latter part, there appears to be robust structures and procedures in place for cascading the overall strategic objectives, e.g., action plans, annual meetings between the rector and the departments, even if during the audit visit these remained partly outside of the quality system narrative. In addition, quality management cycles for research, innovation and development as well as for societal engagement and impact appear to be less developed than for the area of education. There are effective elements to build upon, yet also a certain need to systematise. The audit team suggests for Hanken to work on a stronger alignment of its quality and management systems. This entails the way the systems are presented on the website, in reports, in the quality manual as well as in practice, e.g., having quality management instruments visibly feed into annual planning and strategy development.

Most interviewees during the audit visit were able to cite the strategy and showed a keen awareness of institutional strengths and priorities. According to the interviews, making sense of the strategic objectives and how they are tackled varied considerably across the university—which has clear advantages (e.g., acknowledging disciplinary differences, ensuring buy-in). However, as mentioned in other places in this report, the university needs to ensure that minimum standards are safeguarded and regularly reflected on. It did not become clear to the audit team to what degree the current strategic objectives challenge Hanken and move it forward – and to what degree it might be enough to link existing activities to them. Evidence from the interviews and documents suggest both approaches can and do exist in parallel. The need for stronger system level reflectiveness will be taken up in section 3.3 of this report.

3.2 Supporting the competence development and well-being of the staff

- Korkeakoulun itsearviointi

Competence development

All staff members have a development discussion with their manager at least once a year. Competence development is one of the topics in the form used to support the discussions and one of the topics on which the discussion may lead to concrete measures. HR supports the managers to act on competence development issues. Every department has a budget for conferences and trainings and there is also a Hanken-level budget for competence development.

Opportunities for pedagogical training are announced on the website and in the Teaching Lab newsletter. Hanken arranges some courses and sessions and has access to shared courses in university pedagogy with other Finnish universities. There are other courses for the staff and faculty as well, for example regarding different tools available. In the autumn of 2018, Hanken launched an Award and incentive pyramid for high-quality teaching designed to encourage, reward, and publicly acknowledge sustained excellence in teaching. It includes support for pedagogical training, mentoring, technical support (including workshops, training), funding for development of teaching and awarding development efforts. In 2022, Hanken launched a Teacher Mentor Program for systematically sharing knowledge, experiences, and practices between junior and senior staff. Increasing the number of educators with pedagogical training is one of the targets of the revised Digital Learning Policy, and pedagogical training is expected within TenureTrack.

Coaching has been introduced as a competence development element. In 2021, online group coaching was offered to employees, and in 2022 a unique coaching pilot programme “Metaskills for work life flow 2022” was launched. The feedback from the participants (18 members of faculty and staff) in the pilot has been positive.

Hanken has received the European Commission’s recognition ’HR Excellence in Research’ that identifies institutions and organisations as providers and supporters of a stimulating and favourable working environment. Recruitment decisions are primarily based on the plans agreed upon during the annual dialogues with the rector. New positions are announced openly. All candidates get information during the recruitment process. Hanken has a tenure track system, which is currently being evaluated and developed. Before any recruitment process or promotion in tenure track can start, the rector gives permission to start the process. First assessment of a candidate (open recruitment) or faculty member up for promotion within the tenure track is made by an internal recruitment group appointed and chaired by the head of department, normally consisting of the professors (depending on the position and subject) from the department. In

promotion to associate professor or full professor level in the tenure track system, the tenure track committee makes the next evaluation of merits and recommends that the process can go forward. In recruitments and promotion to professor, the Research Council appoints the external experts for the assessment, and after the assessment makes a proposal to the rector. In open recruitments the recruitment group evaluates the candidates, including their pedagogical competence based on their teaching portfolio and on a trial lecture and/or a research presentation open to the public. The department council makes the final proposal to the rector when the position is including in the personnel plan.

Well-being

Hanken's aim is to be a responsible, secure, and effective organisation with HR routines and practises that are based on equal opportunities and overall well-being. The principle of security implies that staff should be able to work in an environment that does not endanger physical or mental health, and in a comfortable work environment that continuously strives to prevent and handle work-place-related conflicts. Hanken's faculty and staff are expected to act in a collegial manner with respect to colleagues and students. To support and maintain a healthy and safe work and study environment, Hanken has a Code of Conduct, policies for gender equality and equal treatment, occupational safety, and for avoiding and dealing with alleged misconducts, such as workplace harassment and academic dishonesty. The Occupational Safety Committee, the Occupation Safety Director and the Occupational Safety Ombudsman take actions to increase occupational safety and react if there are signs of harassment.

All managers get information and support for their role on the website. Leadership training is organised regularly, next time during spring 2023. All managers and units are required to have regular meetings to guarantee that the staff gets information about what is happening at Hanken. There is also a weekly information newsletter sent to every employee. The Rector of Hanken has initiated information sessions to all personnel once a month during which strategic developments are shared and discussed.

Hanken conducts a wellbeing survey every other year, as almost all the universities in Finland. A pension insurance company is coordinating the survey and universities can compare the main results with each other. The results are processed in all units, and the actions to develop the well-being are supported. The development discussions are another way to get feedback on well-being. Hanken values a balanced work life and offers its employees flexibility in adjusting their work time and hybrid working solutions. Digital assistants and support are offered from the Teaching Labin order to cope with rapidly changing (digital) challenges in teaching.

Strengths	**Enhancement areas**
A small university with low thresholds and agile way of working	Improve integration and inclusion of people of different nationalities and backgrounds
A diverse range of pedagogical training and support offered	

3.2 Supporting the competence development and well-being of the staff

- Auditointiryhmän arvio

Individual needs of well-being support and staff development should be better identified

As outlined in their quality handbook, Hanken is aware of the importance of attracting and maintaining qualified and motivated faculty and staff. Due to the institution's small size, this gains even more weight, as there are few redundancies, which makes absences and fluctuation a challenge. A sub-strategy for human resources lays out the priorities and describes the key instruments and initiatives. It is notable in this regard, that Hanken has recently gained recognition from the European Commission regarding its 'HR Excellence in Research', a type of award that identifies institutions and organisations as providers and supporters of a stimulating and favourable working environment.

Hanken's human resources policies also foresee that all staff members have an annual meeting with their line manager, discussing the previous year as well as potential development areas. The audit team saw some indications that this policy was not effectively implemented across the entire organisation, especially among doctoral researchers with employment contracts.

Based on the audit interviews, Hanken is actively encouraging the competence development of its staff, and professional learning activities are followed up. Efforts are made to involve everyone in pedagogical training, and several teachers who participated in the audit workshop had been encouraged to develop their pedagogical skills. For faculty who do decide they want to further develop their approaches and teaching style, Hanken offers a quite generous range of options, from basic pedagogical trainings (partly offered by other institutions) to high profile international programmes. The audit team wants to particularly commend the university for the work of its Teaching Lab, which offers a broad range of services, well grounded in the Lab staff's own teaching experience and willingness to experiment. The Teaching Lab and its support and responsiveness to teachers' needs was also highly appreciated by the teachers who attended the audit workshop.

Despite institutional efforts, it remains somehow unclear to which extent the development of didactical competencies is equally important to all teachers, as the pedagogical training is not compulsory. Placing greater emphasis on didactical competences as part of the continuing professional development of all faculty members could therefore enhance the overall quality of education. In addition, the development of digitally enhanced teaching should be considered evenly among staff, in a form that leads to digital transformation and not mere digitalisation of infrastructures and activities, or highly motivated individuals engaging in to some extent isolated

innovative practice.

A human resources unit supports managers and staff alike, also investing considerable time and effort to maintaining a basic staff well-being programme. Regular surveys are employed to monitor overall staff satisfaction and to detect potential shortcomings on a broader level. There are also plenty of opportunities for staff development, albeit rather generic ones. Individualised staff developments appear to be an underdeveloped area, at least based on the data available to the audit team. As is the case in many higher education institutions, the approach to staff development seems to be one of “pull rather than push”, meaning that participation in staff development offers is very much a matter of individual choice and preference. In combination with the much-invoked “autonomy of the individual teacher”, this raises the question of how the institution ensures that everyone is enabled to contribute to the larger strategic objectives, and what mechanisms are in place to overcome individual levels of reluctance to update their knowledge and skills.

Hanken has clear procedures in place for recruitment and support

Hanken has clear procedures for recruiting faculty and staff, as well as for promotion and career progression which seem to be in line with international standards in this field. For such a small organisation, the audit team found quite considerable differences across the university, e.g., regarding the salary structure or how doctoral researchers are on-boarded and kept up to date. There is a clear need for transparent minimum standards in both cases. At least with regard to the salary issue, the university seems to be well aware and already working on it.

Based on the self-assessment and other information provided to the audit team, work is ongoing at Hanken to strengthen the role of teaching and societal engagement and impact in the faculty employee value proposition and tenure track criteria. This is responding to the improvement needs also highlighted in annual discussions with the rector, both in terms of recruitment of new faculty but in general also further increasing the value of teaching and societal engagement at the university. This will be a change in the right direction. The tenure track system has so far had an emphasis on research and publications, and as mentioned by some faculty members discouraged focus on teaching and teachers’ own pedagogical development. Although teaching awards and bonuses are available, some faculty thought that teaching merits and development are not sufficiently appreciated. It was also noted by some faculty members during the visit that societal engagement has been lacking clear incentives.

Hanken has a Code of Conduct which among other things states equality to be one of the values of Hanken and underlines a zero-tolerance policy for all forms of discrimination, abuse and harassment at Hanken. Based on the audit documentation, a process description for dealing with behaviour which is not in line with the Code of Conduct is yet to be confirmed. At the time of the audit visit, the Hanken Gender Equality and Equal Treatment Policy was also being updated. On the other hand, structures are in place to monitor gender equality and equal treatment. Any signs of discrimination and harassment can be reported to Hanken’s Equal Treatment Representative.

Regarding equality, the university leadership referred to the existing policy documents and recent successes, in particular at the level of full professors. There is a perceivable risk, however, that gender equality is treated as one of many external requirements to be taken into account, rather than a high priority societal objective as well as an important foundation for achieving the university's larger strategic goals which would be severely impacted by staff shortages. A decrease of Swedish-speaking doctoral candidates is already a current issue, for example.

In this regard, various interviewees pointed out the need to take a broader approach to diversity and inclusion beyond the gender dimension, while at the same time admitting that there is still considerable work to be done in this area. Now would be a good opportunity for Hanken to look at the respective action plans and make them more daring.

Summing up, the audit team wants to particularly commend the university for the creation of its Teaching Lab and for the impressive achievements of the lab in just a short period of time. The lab in many ways functions as a "one-stop-shop" for teachers' support. The exchange with BI learning lab (see also Chapter 5 on benchlearning) is providing inspiration for the lab's further development.

On the other hand, the audit team also sees a need to find a way of identifying and supporting individual needs to well-being support and staff development, and then to find a way of addressing them without succumbing to particularism and intensifying inequalities.

3.3 Functionality and development of the quality system

- Korkeakoulun itsearviointi

The purpose of the quality system is to support the implementation of Hanken's mission, strategy, and action plans building on the principle of continuous improvement. The quality system is a way of describing the management processes and linking strategic goals to concrete actions and their follow-up, supporting the achievement of set objectives by giving input to planning and following up, analysing causal relationships, and evaluating performance. All members of the Hanken community are expected to take responsibility for the quality of their work and be involved in the continuous improvement of operations. The culture at Hanken is influenced by a long tradition of not only internal quality improvement efforts but also external audits.

Hanken aims to be an internationally highly regarded research-driven, stand-alone business school responding to global business and societal challenges innovatively and responsibly. The international accreditations – as part of the quality system – strongly support the objective to be an internationally acknowledged business school and effectively increase the awareness of and focus on the strategy of the university. Hanken's set of internal rules and policies enable faculty and staff to conduct teaching and research as well as administration and services reliably, ethically, efficiently, and with high-quality. The risk-policy document, outlined by the Internal Audit Committee and approved by the board, identifies potential strategic and operational risk categories, and specifies the division of responsibility in risk management. Strategies and goals show the direction and focus areas, and support people in their renewing and developing efforts. Follow-up and monitoring of indicators are used to ensure the effectiveness and the quality of operations and identify areas of improvement.

Hanken is working to tie the Assurance of Learning (AoL) with the rest of the degree education quality management so that the information that feeds into the planning process is comprehensive and useful for all teachers. Students and external stakeholders are given a systematic role in not only giving feedback through surveys or informal channels, but also to discuss the feedback as well as other insights with the faculty. The Quality handbook promotes the development of the quality culture by helping the Hanken community to grasp the concept of quality assurance and describing the central elements of the organisation and responsibilities. It is revised twice a year to remain up-to-date and the Academic Council is informed about the revisions. Hanken's key support processes are documented in the Integrated Management System (IMS). One of the motives for giving, in connection with an organisational change in 2019, the Academic Council the overall responsibility for coordinating quality assurance regarding education and research was the representativeness of the Council: it serves as a communication channel to all Hanken's subjects, strengthening awareness of and involvement in quality assurance.

Sharing good practices

Sharing good practice has been added as an element of “Act” in Hanken’s quality loop a few years ago. Routines of sharing good practices are, however, still not so well developed except when it comes to sharing pedagogical and digital development through the Teaching Lab. The Teaching Lab Information letter, with its Tip of the week, shares good practices in teaching and concrete good advice for the use of functions in various digital systems. The Teacher Mentor programme that was launched in September 2022 after a pilot group shared their experiences during a Peda Café in May, is also a form of sharing best practice. So far 3+3 teachers in the pilot group and 5+5 teachers in the following group have participated in the programme. Peda Cafés or Teach Cafés are arranged around issues of common interest, such as “Best practices in doctoral supervision”.

Reaching the highest level of Hanken’s Award and incentive pyramid for high-quality teaching, that of the excellent teachers, requires systematic sharing of educational knowledge to improve the quality of teaching in general by
– acting as a teacher mentor, participating in peer-to-peer evaluation, etc.
– having initiated educational seminars, discussions, conferences, research projects, etc.
– having developed teaching materials for common use (e.g. open educational resources).
This is the strongest incentive at Hanken to share one’s excellence and good practice.

Thematic days such as the Teaching Day and Research Day include some dissemination of good practices. The Research Information letter shares information on research funding, science communication, Library’s resources including journals and databases, Hanken’s research database Haris etc. The online course in Research Ethics for PhD students served as inspiration for the creation of ethics quizzes for the BSc and MSc students. Overall, however, more collaboration between teachers and between subject is desirable to accelerate the dissemination of improvements. An example of an area where a need for more peer support has been identified is in drafting, especially EU, funding applications.

Strengths	**Enhancement areas**
Models for sharing good practice in teaching	Collaboration and good practice sharing across subjects and departments
The Hanken Quality Handbook serves as an introduction to Hanken’s organisation, processes and further regulations	

3.3 Functionality and development of the quality system

- Auditointiryhmän arvio

Hanken has a collegiate and well-developed quality culture

Conceptually, Hanken's quality system is oriented at a basic PDCA cycle. At the core of the cycle are Hanken's mission and strategy, which the quality system is intended to support. The system is by far best developed in education, heavily leaning on the Assurance of Learning process. This process also serves as the university's prime example for demonstrating how the quality loop is closed: competence and teaching goals are translated into curricula, teaching formats and assessment, and later assessed based on course-embedded and thesis-based rubrics and artefacts. Various bodies as described above supervise the system and ensure that findings are taken up for further curriculum development. The audit team found no similar loops or the same level of systematism in other areas of operation.

This is not to say that there is no quality system in these other areas. In terms of quality management of research, Hanken has clear principles and policies in place steered by its strategic objectives, which highlight research areas of strength and high potential, ethical and responsible conduct of research, and advancing open science. Research activities are systematically monitored through a research management system, and support structures are in place for research funding and project applications. Hanken also conducts regular research evaluations, the results of which are linked to the research areas of strength policy (see also Section 2.2 for further discussion on research).

The annual operations planning at the institutional and unit levels, annual dialogues and follow-up of key performance indicators also ensures a relatively systematic process for strategy-linked implementation, follow up and enhancement of education, research, and societal engagement activities. There is still room for clearer goal setting, KPIs and data-driven management as well as further systematisation in the management and quality system processes as discussed elsewhere in this report.

The self-assessment, additional documents and the interviews also brought forward a great number of ad hoc and routine evaluations, and improvement actions that can be traced back to their identification via such evaluations. Overall, with some exceptions, the many anecdotal enhancements appear to be less owed to the effectiveness of a formal system, but rather to the underlying shared values of faculty, staff and students: the audit team saw strong indications of a latent, though potent quality culture, carried by professional, reflective and value driven actors on all levels. The teachers the audit team met were genuinely caring about their students and seemed dedicated to their task, in most cases making the most of their considerable autonomy. Hanken's professional service staff have a good understanding of the realities and needs of their academic colleagues and approach their tasks enthusiastically and with considerable expertise.

There is a sense of community and collegiality appreciated by everyone. This includes the impressive array of external stakeholders, albeit rather limited to the world of business, who were particularly positive about their relationships with the institution and who are heavily invested.

On the downside, the quality system thereby has the same “epistemological” limitations as the individual actors carrying the system. The system is very good with regard to first order learning: aiming to identify problems that need fixing and developing ways to fix them. As is the case with such systems, examples of enhancement could be more readily found in the administrative parts of the university. The system in its current status is less effective in supporting second order learning. Means of systematically analysing the university’s relevant (operational) environments are comparably underdeveloped and strongly bound to representative systems (boards, advisory groups) and informal exchange (via networks and personal contacts), which makes the system reactive rather than proactive. In simpler words: Whereas the quality system allows the university to mostly identify if things are being done right, there are less possibilities for determining if the institution is doing the right things.

In addition, the audit team saw some indicators of a system where what problems are identified and how they are tackled has been heavily mitigated by the relevance structures of the academic departments or even individual academics. This is not an argument for complete standardisation but ensuring some minimum standards across disciplines will be key for Hanken to live up to its mission on the institutional level.

Developing indicators and processes to assess the effectiveness of the overall system beyond Assurance of Learning and installing regular reflective loops, e.g., by means of a meta or blind-spot-evaluation, would help the university to overcome some of these issues and further develop and/or integrate existing components. Relatedly, there are some aspects of good practice exchange in place, but the potential for learning from within the institution as much as from outside of it, is far greater than currently realised.

Summing up, the audit team wants to highlight the considerable, collegiate and well-developed quality culture at Hanken, deeply embedded in the different actors’ and stakeholders’ mindsets and frequently alluded to as the “Hanken spirit”.

The audit team identifies the need to further develop the quality system in a direction where it not only helps the university to identify internal shortcomings but supports it in setting priorities and tackling environmental and internal risks and opportunities. Hanken is thus advised to develop instruments and systematic processes for scanning and/or monitoring the institution's operational environment and strategic horizons, and for linking these to the PDCA cycle. Hanken should also devise a mechanism for determining the quality system’s effectiveness beyond the regular check-ups via externally driven quality assessments.

3.4 The HEI’s examples of successful enhancement activities

- Korkeakoulun itsearviointi

Awareness of strategic objectives

Hanken faculty and staff are aware of Hanken’s strategic objectives, to a large part thanks to taking part in regular and comprehensive external evaluation processes. The Academic Council representing all subjects and BSc, MSc and PhD students increases awareness about quality assurance and of the issues that need to be addressed.

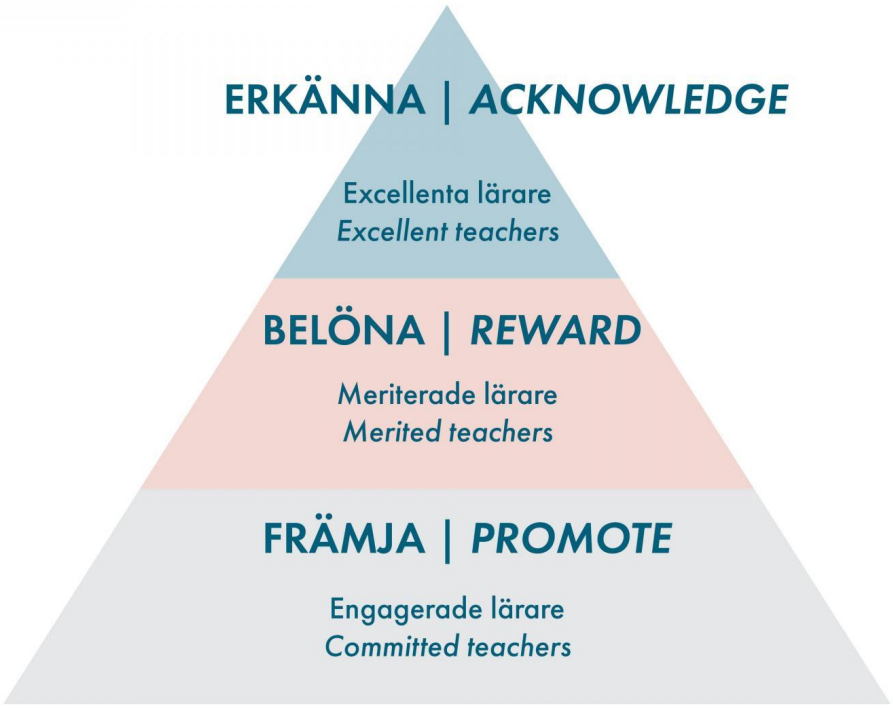
Easily accessible information

Weekly newsletters and the rector’s regular update meetings for all employees make information on current issues very easily accessible to staff. Monthly communications meetings for departments, competence centres and teams improve internal communication and increase knowledge of each other’s projects. The Quality handbook has been developed into giving an overview of Hanken and function as an entry point to further descriptions of functions and processes.

Teachers easily find the tools and information they need on the Teaching Lab webpage. The main page about studies, aimed at degree students, has recently been re-structured based on data about what pages the students visit the most and feedback about difficulties in finding information. The most read pages have direct links from the page, and there is a list of the correct contact details for different matters.

Award and incentive pyramid for high-quality teaching

The Award and incentive pyramid for high-quality teaching was introduced as a tool for acknowledging efforts and excellence in teaching alongside excellence in research. It has been considered to work well by itself, but as part of a current review of the criteria and procedures for incentives and tenure as a whole, also the pyramid is subject to critical evaluation.



Promoting good teaching

- Reserving time and resources for pedagogical development and continuing education.
- Offering numerous opportunities for pedagogical training.
- Encouraging and enabling development and digitalisation of teaching.
- Hanken's Teaching Lab offers training and support.

Rewarding development of teaching

- Awarding successful development of teaching as well as pedagogical research.
- Awarding Teachers of the Year voted by students in Helsinki as well as in Vaasa.

Acknowledging and rewarding teaching excellence

- Appointing excellent teachers who demonstrate a genuine interest in teaching and student learning, can show excellent results and systematically share their educational knowledge to improve the quality of teaching in general at Hanken. Excellent teachers can be awarded with a fixed-term salary supplement.

As teachers have had the time, resources and opportunity to digitise, the proportion of courses with blended learning has increased (already before corona). An increasing number of Hanken faculty take pedagogical courses and participate in teaching-oriented education. The activities of the Teaching Lab have expanded, and teachers frequently use the various support channels. Four excellent teachers have been appointed.

4 HEI as a learning organisation

- Auditointiryhmän arvio

The evaluation area IV assesses an area selected by the HEI where it wishes to receive feedback for the enhancement of its activities.

Hanken School of Economics selected recruitment and integration of international students with a focus on the **Hanken International Talent (HIT) initiative** as evaluation area IV.

Audit team identified the following strengths and recommendations:

Strengths

- The Hanken International Talent initiative addresses a significant societal need.
- There is a strong willingness to learn and iterate to help scale and improve HIT activities.
- Hanken International Talent activities are run by empathetic, helpful and available staff.

Recommendations

- Hanken should set clear strategic targets for the Hanken International Talent initiative to help guide its further iteration and evolution and strengthen the link between the initiative and Hanken’s strategy.
- The Hanken International Talent initiative should clarify communications internally and externally on the exact scope of the initiative and its goals. The Hanken International Talent initiative should be used as a vehicle to highlight international talent and encourage businesses to hire international students.

4.1 Hanken International Talent (HIT) initiative

- Korkeakoulun itsearviointi

Hanken's strategic goals include achieving an internationally competitive programme portfolio and increasing the integration of international students into the Finnish working life. Hanken International Talent (HIT) is Hanken's initiative to support international degree students' integration to working life and society in Finland. It was first piloted starting in 2017 as an initiative for international talent retention (HIT 1.0) and has since been developed into a more comprehensive support system to prepare the students for building a career and life in Finland (HIT 2.0). The Hanken International Talent is an initiative supporting key elements in Hanken's strategy, namely internationalisation, corporate relevance, and societal impact.

Hanken's agreement with the Ministry of Education and Culture includes a "service promise" regarding the integration of international students. The Talent Boost service promise consists of measures with which Hanken strengthens the integration of international students and researchers into Finnish society and the Finnish labour market. To be able to fulfil the service promise, strong regional cooperation between cities, public actors and the regional business community is needed. The Hanken International Talent activities include taking advantage of the SIMHE activities (Supporting Immigrants in Higher Education in Finland) and other Talent Boost related opportunities offered by the Talent Boost network. Higher Education Institutions started Talent Boost collaboration in the capital region through a project called AIKO (Talent Accelerating Growth) in 2019, and tight Talent Boost collaboration between universities and universities of applied sciences has continued ever since. The Vaasa International Talent programme and continuous dialogue with the local stakeholders ensure a continued tight collaboration in the Vaasa region.

Building a strong international brand is quite a challenge, and therefore it was clear that the topic for the evaluation area selected by Hanken should in some way concern Hanken's international brand. The Academic Council wanted to focus on the recruitment and integration of international students into society and the national labour market. The future of Hanken International Talent was chosen as the more precise topic, the transition from HIT 1.0 to HIT 2.0 being highly relevant at the time. The objectives of the evaluation process are to support the integration of international students into Finnish society and the Finnish labour market through development of the HIT support platform and its elements and finding optimal ways to take advantage of Hanken International Talent also in the student recruitment and branding of Hanken.

Hanken International Talent 1.0 was focused on supporting students' integration by matching international students and companies, with focus on a mentorship between the two. The programme also included events for networking and other valuable activities to get familiar with Finnish businesses and working life. In 2021 the transition into a more comprehensive support platform was initiated and gradually implemented during the academic year 2021-22.

From being application based and offered only a to restricted number of students, Hanken International Talent has developed into an initiative including all international degree students at Hanken. Everyone can get support according to their needs and interests and complete a study module providing support for integration into Finnish business life and society. The HIT-module consists of courses and other activities, offered by either Hanken, the Student Union or a partner. The courses and activities equip international students with tools that are helpful when integrating into Finland, such as studies in the national languages, courses in local culture and business life, working for a local organisation through an internship, engagement in career building activities and contribution to the local community, for example through volunteering or activity in the student union. During 2021-2022, 16 international students took part in the mentorship programme. In the summer 2022, 13 students applied to the virtual internship programme offered to all interested international MSc students and 6 participated – the others received paid positions elsewhere.

Hanken International Talent is intended to continuously grow to provide the best possible services for the School's international degree students. The foundation of the services is built on strong collaboration with stakeholders. The active interaction with the Talent Boost network consisting of e.g., HEIs, municipalities and TE-offices, broadens the possibilities of services to the School's students. Company collaborators also have a key role in ensuring work life interactions with students. Fundamental challenges for the initiative are that the students do not achieve sufficient knowledge of the national languages during their studies to qualify for (most of) the Finnish labour market after graduation, and that Hanken's stated mission is to prepare graduates for the global environment, not focusing on the national market.

Strengths	**Enhancement areas**
The Talent Boost network built during HIT 1.0	Being able to offer internship possibilities in Finland for all
Flexible support platform, students can choose according to individual needs	Motivating language studies, incentives for studying Finnish/Swedish
Possibility of individual counselling in career and integration related affairs	Recruitment of international degree students; using the full potential of HIT in marketing

4.1 Hanken International Talent (HIT) initiative

- Auditointiryhmän arvio

The Hanken International Talent (HIT) initiative was chosen for evaluation area IV to receive external feedback on the initiative and set the stage for future learning. The HIT initiative exists at the intersection between student and specifically international student well-being and support, and societal impact. The audit team focused on evaluating the initiative's impact on students and other stakeholders, reflecting on the initiative as an example of institutional learning, and providing recommendations for the continued evolution of the initiative.

The scope of the HIT initiative has changed over time, demonstrating learning

The current version of the HIT initiative, HIT 2.0, is described in Hanken's self-assessment as a comprehensive support platform for international students to help them integrate into Finnish society through internships and other employment opportunities. The initiative consists of a combination of supporting resources including educational content, newsletters, company events, and staff office hours. The HIT initiative also supports international students in taking advantage of other Hanken programmes offered by career services, such as the mentorship programme and internship platforms.

The original HIT initiative, referred to as HIT 1.0, was an internship and mentorship matchmaking initiative that supported a limited number of students. The HIT initiative staff reported that Hanken found itself to be poorly positioned to curate internships and match students to them. Hanken also found itself lacking the resources to offer HIT 1.0 to all international students. HIT 2.0 is indeed, as indicated in the self-assessment report, a more comprehensive support platform, but ultimately a less comprehensive initiative overall. HIT 2.0 now leverages external job posting networks such as TalentBoost by Business Finland and Vaasa's Vaasa International Talents to collect internship opportunities, a development which allows Hanken to use its resources in a more targeted way. Within the support platform, the HIT initiative also demonstrated learning based on feedback received in terms of setting the target of engaging with international students earlier in their studies, including before they arrive in Finland.

The HIT initiative is relevant, addressing an important societal need in Finland

The need for the HIT initiative was clearly articulated across multiple interviews. Many international students and alumni were in agreement about the need for assistance with integration into Finnish society and help with getting an internship or a job, in line with the service promise that Hanken has made to the Ministry of Education and Culture. Similarly,

Hanken stakeholders at various levels, from heads of departments all the way up to the board of directors and rector, recognise an increasing need for this type of support, particularly as the population of international students at Hanken is likely going to increase in line with the government's target to triple the number of international students in Finland. The HIT initiative has been designed to address this societal and institutional need.

The HIT initiative has succeeded in winning over both internal and external stakeholders

International Hanken students who participated in the student workshop provided positive feedback on the resources available for international students with respect to integration into Finnish society and as a front-end interface between the international student community and existing Hanken career support services. The HIT initiative staff was perceived as accessible and helpful. The HIT initiative serves to inform international students about events and other resources that are available to them. International students also felt they can provide feedback to the HIT initiative. Alumni who previously participated in the initiative provided similarly positive feedback, leaving the impression that the mentorship provided by Hanken was particularly useful for subsequently finding internship opportunities. External stakeholders who had directly interacted with the initiative as mentors or potential employers were similarly positive about their experiences as well as the need for international student support.

The audit team noted during the audit visit that there is meaningful confusion among different stakeholders about what the HIT initiative actually is. Some of this confusion is understandable since the initiative has been iterating significantly over the last several years, and individual interviewees may have interacted with an older version of the HIT initiative. However, the HIT initiative has also chosen not to advertise the initiative to stakeholders in order to avoid differentiating between international and Finnish students.

Recommendations for future evolution of the HIT initiative

The HIT initiative is an example of Hanken's exemplary societal impact and laudable levels of support for its students. The evolution of the HIT initiative is an example of how Hanken's institutional culture supports learning through the launch and iteration of new, impactful initiatives. However, it appears to some extent like the evolution of the initiative was driven by addressing individual issues, such as a desire to include more students and limitations on available resources, without a higher level strategic approach. The audit team was not able to uncover any key performance indicators or other quantitative targets for the HIT initiative. Although the self-assessment report does indicate a future target of offering internships for every international student, this no longer appears to be part of the HIT initiative and is more of an overall institutional goal than a HIT level goal. Hanken is planning a bachelor's programme in English with a compulsory internship, and there are plans to create partnerships with a number of companies to offer these internships.

Quantitative targets are important because the HIT initiative has a particularly expansive mandate. Interviewees at all levels of the organisation were aware of the broader societal need in Finland to integrate foreigners. Hanken has already experienced the need to focus within this large mandate due to resource constraints. The lack of specific targets for the initiative makes it difficult to evaluate if the correct choices are being made either due to limited resources or competing mandates. It is also difficult to compare the effectiveness of different versions of the initiative with respect to institutional and stakeholder expectations, as well as areas that fall short of these expectations. Although quantitative targets can be difficult to set and may need to be revised, they also represent a specific balance between competing priorities. Without such targets, it is not possible to evaluate whether the evolution to HIT 2.0 allows Hanken to achieve its strategic goals better than HIT 1.0 because the link between strategy and the initiative is not that well established.

A further improvement area is how the HIT initiative engages with external stakeholders such as potential internship employers or mentors. While the stated goal of not calling attention to the fact that international students are different is a laudable goal in general, it is not very applicable in this specific context. International students are very identifiable based on their different language skills, names, and CVs. By not explicitly marketing Hanken’s international talent, Hanken is missing out on the opportunity to spur change in the surrounding business community by encouraging companies to open their corporate culture and hiring practices to be more friendly to international talent. The audit team recommends that the HIT initiative is more visible externally as a way of highlighting the talent pool that the business ecosystem is potentially missing out on. Notably, most interviewees, with one exception, indicated that this type of influence on the broader society is outside of Hanken’s capabilities or mandate. The audit team encourages Hanken to re-evaluate this position and recommends the use of the HIT initiative as a vehicle for realising this type of societal impact.

5 Benchlearning

- Korkeakoulun itsearviointi

Selecting the benchlearning target and partner

Hanken established a Digital Learning Policy in 2017, and digital pedagogy and what Hanken should do to support the development of digital learning had already been a strategic priority for some time when the pandemic hit. Support for digital pedagogy was thus a natural choice as the benchlearning project for the Academic Council in 2020. Hanken had had contacts with the Learning Centre at BI Norwegian Business School when setting up the Teaching Lab in the first place. Although BI and its Learning Centre are much larger organisations than Hanken, a collaboration with another leading Nordic Business School known to have both similarities and differences in the operations concerned was found to be a fruitful choice. In March 2021, the agreement was signed between the Hanken Teaching Lab and the BI Learning Center (LC).

Hanken Teaching Lab (TL)	**BI Learning Center (LC)**
Founded in 2017	Founded in 2010 (as the Learning Center under the Provost for quality in studies, moved to the library in 2018)
7 people + 4 temporary	18 people
Core team consists of members from IT and Studies and Admission (support for teaching): 2 pedagogical planners, 1 ICT Coordinator, 2 IT Planners, 2 media producers, 4 institution-wide teaching assistants, co-hosts/hybrid-teaching facilitators (on a needs basis)	3 teams: Peda-team, Tech-team, Production Co-hosts (hybrid assistants)

Implementation

The objective for the benchlearning was to share, identify and implement best practices from each other. The process included 4 online meetings during 2021-2022. In the initial meeting, the objectives and work process of the benchlearning project were discussed between the main contact persons from both universities. In the content meetings, both parties presented pre-defined areas of their operations and discussed best practices and challenges within these areas. Based on the discussions, Hanken created a development plan for Teaching Lab operations and presented the plan to BI Learning Center representatives.

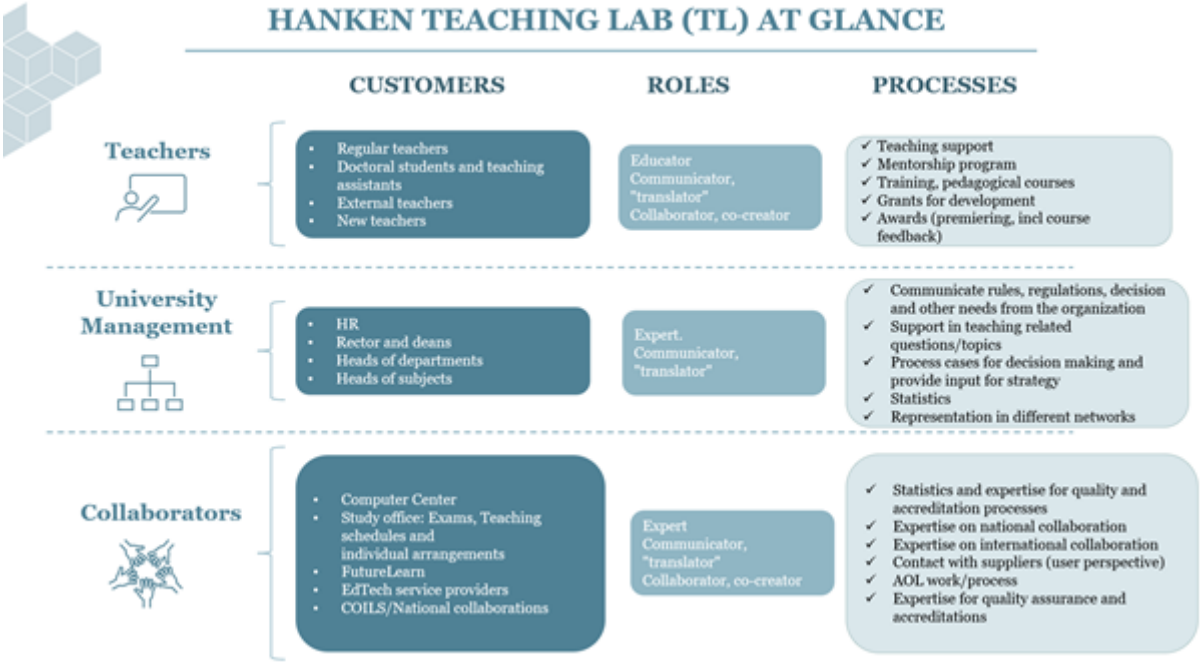
The progress of the development plan and lessons learned were presented in a wrap-up meeting. Due to the pandemic all meetings (initial, content and wrap-up) were held online. In conclusion there was a physical visit at Hanken in May 2022. During the BI visit to Hanken, a workshop was organised on post-pandemic teaching and on how to tackle the challenges with returning to the classroom. In addition to staff from the Hanken Teaching Lab and the BI Learning Center,

selected faculty from both universities participated in the workshop.

The results of the benchlearning

The results of the discussions and meetings were compiled by Hanken Teaching Lab in the form of a good practices table (see table at the end of the chapter).

The benchlearning process resulted in clarifying Hanken Teaching Lab's role and responsibilities (see image below), which ensures that the quality of the primary roles and responsibilities of the team are covered and in capable hands despite changes in personnel and in the operative environment.



Development areas and concrete examples

Teaching Lab has continued to build on the knowledge gained from the benchlearning process. Three prioraty areas of development are to:

1. create a closer connection with departments and involve teachers in Teaching Lab
2. increase pedagogical training opportunities, and to
3. define the level of knowledge requirements for faculty.

To promote interaction, Teaching Lab plans a more systematic approach to the cooperation with the departments, e.g., quarterly meetings and "Top digital teachers" per department, to discuss and share best practices and upcoming developments as well as evaluate new digital tools. The aim is to increase pedagogical training opportunities by creating pedagogical self-study material.

Good practices of your organisation	Good practices of the partner organisation
Hanken Teaching Lab (TL) covers a wide area of operations (wider than LC). Everything that is related to teaching and learning is under the same umbrella: support for teachers, teaching and learning software, pedagogical training, curriculum planning and scheduling, course evaluations, MOOCs, information for teachers, Excellence in teaching awards, project financing for development of teaching and learning, and strategic development. One-stop-shop for everything teaching and learning related benefits the teachers	Wide expertise in BI Learning Center (LC) (including expert members from faculty). More resources and more specialised resources, which allows people to focus on the type of support they are giving (learning design, internal communication etc)
TL newsletters with targeted info and tip-of-the-week type of short tricks are well liked by the faculty	Specific contact people for each department. Allows LC to take care of department/subject specific questions and development needs, (direct contact with the departments), 15 min info in department meetings
Regular workshops in teaching tools	Several co-hosts (hybrid-assistants) trained to help with technology in the classroom and online
Regular meetings with all Heads of Subjects arranged by the Deans (Dean of Education and Dean of Programmes and Quality Assurance)	One help-email address (IT-support) that allocates questions to correct people (combining IT-support and Learning Center support has worked well)
Peda cafés and video podcast series for sharing best practices in teaching and learning	2/3 – 1/3 rule (synchronous – asynchronous) allows for flexibility in scheduling classrooms (problems with limited physical space). Concrete ideas for what to do during asynchronous time
	Workshops on a needs basis and as requested by the departments. High numbers of participants

Defined expectations for teachers' knowledge of IT and pedagogy

LC offers a formal course in pedagogy (requirement for professors 200 h = 7,5 ECTS, Stated in Norway's university law)

Digital self-study material for newly hired faculty

Possibility to book a "learning designer" (A booking system for a learning designer available in the future)

Please give a concrete example/examples of how you plan to apply or have already applied good practices of your benchlearning partner.

Hanken has defined the level of knowledge requirements for faculty in the Hanken Digital Learning Policy (cf. heading "Teaching and learning at Hanken and minimum standards for digitalisation in teaching and learning" on page 3) and shared for example on the onboarding seminar for new teachers.

Audit team's comment on benchlearning

The Hanken Teaching Lab supports Hanken teachers with pedagogical training and support, and with the use of digital tools in general. Interviewees across multiple panels describe the Teaching Lab as an excellent resource that is available to any Hanken teacher that asks for help. However, individual willingness to seek out help varies significantly from one faculty member to another. Furthermore, teachers that participated in the workshop indicated that there are still widespread issues surrounding digital instruction, and particularly with the appropriate balance between digital and in-person instruction after COVID-19.

In an audit interview, the BI benchlearning partner's Learning Centre was described as initially "ahead of its time". It evolved from focusing on pedagogical content and intervention design to focusing on impact and implementation. This was done by strengthening engagement with the faculty and cooperation with finance, ensuring that resources were available to support the system cultural shifts that encapsulate the BI Learning Centre's overall mission.

The management of the Teaching Lab is the next level of benchlearning that Hanken could potentially seek out in order to most benefit from the partnership with BI. Instead of only comparing the Teaching Lab's operations and offerings with BI, Hanken could also compare the strategic management of the two institutions and possibly learn how to maximize the impact of the strong pedagogical asset that it has developed. This potentially includes setting specific, quantitative targets for Teaching Lab activities, collecting feedback and performance data in a

systematic way, and using these inputs to determine the evolution of the Lab.

Specifically, this could mean expanding the scope of the institutional comparison to also include the institutions' quality systems, using the Teaching Lab as a case study. It could be instructive to compare this aspect of Hanken with BI as a way of generating ideas for future improvement. This would involve an expansion of the scope of the benchlearning from merely including the staff of the Teaching Lab to including more senior management stakeholders of the university at large. During the audit visit, it was clear to the audit team that Hanken has strong ties to other business schools (including BI) through formal networks and informal exchanges. The audit team recommends using these valuable relationships to support Hanken's evolution as a learning institution and specifically to learn how to successfully implement the recommendations in this report.

Appendix 1. Evaluation criteria for the level good

1 Evaluation area I: HEI creates competence

1.1 The planning of education

The degree programmes and other provision are planned with clearly defined learning outcomes. The planning process ensures that the educational provision is in line with the HEI's strategy and relevant for working life. Aspects concerning internationalisation and continuous learning needs are ensured in the planning process. In terms of degrees, it is ensured that they correspond with the National Framework for Qualifications and Other Competence Modules. The education is planned so that the teaching methods, assessment of learning, and learning environments support the achievement of the learning outcomes. Students and external stakeholders participate in the planning of education in a purposeful manner. Research, development, innovation and artistic activities are integrated in the education in a way that links research-based information to the education in a relevant way. The students' workload is defined according to the principles of the ECTS (European Credit Transfer and Accumulation System). The HEI has systematic procedures for approving the plans for degree programmes or other study entities.

1.2 The implementation of education

The HEI applies the provisions and regulations concerning student admission, the recognition of prior learning, progress of studies and completion of degrees consistently and transparently. The education is implemented in a manner that supports target-oriented learning and the active role of students in their own learning process. Students receive feedback on their learning which helps them achieve the learning outcomes. The procedures connected with the implementation of education support the efficient progress and completion of studies as well as the integration of students with professional life. The well-being and equality of students are promoted throughout the student's study path. The HEI provides adequate resources, counselling and other services to support the progress of studies and learning.

1.3 The evaluation and enhancement of education

The HEI systematically collects and uses feedback data on the needs of students, the implementation of the education and the progress of studies in order to enhance the education. Feedback-on-feedback, i.e., information on changes introduced based on student feedback is provided to students in an appropriate manner. The HEI monitors and evaluates the degree programmes and other provision to ensure that they are up to date with regard to the latest research findings as well as the changing needs of the society and working life. Opportunities for continuous learning are ensured in the educational provision. In the degree programmes and

other provision, how well the intended learning outcomes are achieved is analysed. Feedback and evaluation data is used systematically in the enhancement of education. The needs of staff and students are considered in the development of support services.

1.4 The HEI's examples of successful enhancement activities

The HEI is able to present examples of successful enhancement activities.

2 Evaluation area II: HEI promotes impact and renewal

2.1 Managing societal engagement and impact

The HEI enhances its societal engagement and impact, and this is also supported by its management system. The HEI has defined goals for its societal engagement and ways in which it attempts to reach those goals. Information produced by the HEI's analysis of its operational environment is used to set the direction for its activities. Appropriate procedures help to ensure that societal engagement supports the implementation of the HEI's overall strategy.

2.2 Research, development and innovation activities as well as artistic activities with impact

The HEI's research, development and innovation activities as well as artistic activities contribute to reforming society. Targets have been set for the impact of the HEI's research, development, innovation and artistic activities. The HEI collects relevant information regarding the societal impact of research, development, innovation and artistic activities, and the information is used in the enhancement of these activities. The HEI has systematic procedures for ensuring the responsible conduct of research. The HEI enhances open science.

2.3 Promoting renewal through the organisational culture

The organisational culture of the HEI encourages experimental activities with partners and strengthens the conditions for a creative atmosphere. The HEI seeks opportunities to engage with stakeholders in activities which enable renewal and enhancement. The HEI has functioning procedures that support the use of the competences possessed by its staff and students. The HEI has target-oriented cooperation with its alumni and it utilises the alumni in enhancement activities. Collaboration with both national and international networks supports the enhancement of the HEI's activities. The HEI has well-functioning procedures for managing and updating its stakeholder relations and collaboration networks.

2.4 The HEI's examples of successful enhancement activities

The HEI is able to present examples of successful enhancement activities.

3 Evaluation area III: HEI enhances quality and well-being

3.1 Using the quality system in strategic management

The principles, objectives and responsibilities of the quality system constitute the HEI's quality policy, which is public. The quality policy forms a common basis for the quality work. The information generated by the quality system is used in the management of the HEI. The system supports the profile of the HEI, the achievement of its objectives related to the core duties and the implementation of its strategy. The HEI ensures that the staff recognise the connection between their own work and the goals of the HEI.

3.2 Supporting the competence development and well-being of the staff

The HEI has functioning procedures to identify development needs concerning staff competence and to support the development of staff competence. The HEI has transparent procedures for staff recruitment. The HEI has systematic procedures to support the well-being, equality and non-discrimination of staff.

3.3 Functionality and development of the quality system

The HEI has a functioning quality system which covers its core duties. The quality system helps the HEI to recognise development needs and to enhance its activities in a goal-oriented manner. There is evidence of the functionality and impact of the quality system on the enhancement of the core duties. The system is developed in a systematic manner.

The quality culture of the HEI is participatory and open. Staff, students and external stakeholders participate in the enhancement of the HEI's activities in a purposeful manner.

3.4 The HEI's examples of successful enhancement activities

The HEI is able to present examples of successful enhancement activities.