KANSALLINEN KOULUTUKSEN ARVIOINTIKESKUS
NATIONELLA CENTRET FÖR UTBILDNINGSUTVÄRDERING
FINNISH EDUCATION EVALUATION CENTRE

AUDIT OF THE UNIVERSITY OF TURKU

Författare **Milena Žic Fuchs, Sebastian Neufeld, Mikael Pentikäinen, Marijk van der Wende, Sirpa Moitus & Mira Huusko, Self-assessment of the University of Turku (eds.) Juha Sainio & Ilona Tuominen**

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Audit of the University of Turku

Abstract

Title of publication

Audit of the University of Turku

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Self-assessment of the University of Turku (eds.) Juha Sainio & Ilona Tuominen

The Higher Education Evaluation Committee’s decision

The University of Turku passed the audit on 25 August 2023

The Quality Label is valid until 25 August 2029.

The audit team’s evaluation of 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 the University of Turku

Support services for societal impact

Theme and partner for benchlearning

Theme: Sustainable development

Partner: University College Cork — National University of Ireland, Cork

Key strengths and recommendations

Strengths

- Curriculum development is a systematic and participatory process that takes well into

account of feedback from stakeholders and students.
- The University of Turku (UTU) is building a robust strategic profile with innovative initiatives in research towards societal impact, open science, and multidisciplinarity. UTU has an advanced position in renewing research assessments aligned with these strategic priorities.
- Quality management is closely linked with UTU's strategic management. An open quality culture enables broad participation in developing its core activities and services.
- UTU has a strong ambition and shared strategic goal to promote societal impact and supporting university services.

Recommendations

- The University of Turku should continue integrating multidisciplinarity further into and across degree programmes.
- Considering the relatively small number of international experts at UTU, extra efforts should be made to bring in international expertise and attract foreign talent.
- There is already good cooperation between UTU's faculties, but there should be scope for seeking more coherence across faculties in strategy execution.
- UTU should finalise its fundraising policy with the help of support services. It should also increase the international dimension of partnerships.

Tiivistelmä

Julkaisun nimi

Audit of the University of Turku (Turun yliopiston auditointi)

Tekijät

Milena Žic Fuchs, Sebastian Neufeld, Mikael Pentikäinen, Marijk van der Wende, Sirpa Moitus & Mira Huusko, Turun yliopiston itsearviointiraportti (toim.) Juha Sainio & Ilona Tuominen

Korkeakoulujen arviointijaoston päätös

Turun yliopiston auditointi on hyväksytty 25.8.2023.

Laatuleima on voimassa 25.8.2029 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 – Turun yliopiston valitsema arviointialue

Yhteiskunnallisen vaikuttavuuden tukipalvelut

Vertaisoppimisen teema ja kumppani

Teema: Kestävä kehitys

Kumppani: University College Cork – National University of Ireland, Cork

Keskeiset vahvuudet ja kehittämissuositukset

Vahvuudet

- Opetussuunnitelmia kehitetään järjestelmällisenä ja osallistavana prosessina, jossa otetaan hyvin huomioon sidosryhmiltä ja opiskelijoilta saatu palaute.
- Turun yliopisto on kehittämässä itselleen vankkaa strategista tutkimusprofiilia innovatiivisilla painopistevalinnoilla, jotka liittyvät tutkimuksen yhteiskunnalliseen

vaikuttavuuteen, avoimeen tieteeseen ja monitieteisyyteen. Yliopisto on menestyksellisesti uudistanut tutkimuksen arviointejaan näiden strategisten painopisteiden mukaisesti.
- Laadunhallinta on kytketty tiiviisti yliopiston strategiseen johtamiseen. Avoin laatukulttuuri mahdollistaa laajan osallistumisen ydintoimintojen ja palvelujen kehittämiseen.
- Turun yliopistolla on vahva pyrkimys ja yhteisesti jaettu strateginen tavoite edistää yhteiskunnallista vaikuttavuutta ja sitä tukevia yliopistopalveluja.

Kehittämissuositukset

- Turun yliopiston tulee jatkaa monitieteisyyden integrointia kaikkien tutkinto-ohjelmien sisälle ja tutkinto-ohjelmat läpi leikaten.
- Koska kansainvälisten asiantuntijoiden määrä Turun yliopistossa on vielä suhteellisen vähäinen, erityisiä toimia tulee käynnistää kansainvälisen asiantuntemuksen hankkimiseksi ja ulkomaisten lahjakkuuksien houkuttelemiseksi.
- Turun yliopiston tiedekuntien välillä on jo nyt hyvää yhteistyötä, mutta strategian toimeenpanossa tiedekuntien välistä yhdenmukaisuutta tulee vahvistaa.
- Yliopiston tulee viimeistellä varainhankintapolitiikkansa tukipalvelujen avustuksella. Yliopiston tulee myös lisätä kumppanuuksiinsa kansainvälistä näkökulmaa.

Sammandrag

Publikationens namn

Audit of the University of Turku (Auditering av Åbo Universitet)

Författare

Milena Žic Fuchs, Sebastian Neufeld, Mikael Pentikäinen, Marijk van der Wende, Sirpa Moitus & Mira Huusko

Åbo universitets självvärdering (red.) Juha Sainio & Ilona Tuominen

Beslutet av sektionen för utvärdering av högskolorna

Auditeringen av XX godkändes den 25 augusti 2023.

Kvalitetsstämpeln är i kraft till och med den 25 augusti 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 XX valde

Stödtjänster för verksamhetens genomslag i samhället

Tema och partner för kollegialt lärande

Tema: Hållbar utveckling

Partner: University College Cork – National University of Ireland, Cork

Centrala styrkor och rekommendationer

Styrkor

- Utveckling av läroplaner är en systematisk och delaktig process som väl beaktar respons från intressenter och studerande.

- Vid Åbo universitet (UTU) pågår ett arbete med att utveckla en robust strategisk profil med innovativa initiativ inom forskningen som berör genomslag i samhället, öppen vetenskap och tvärvetenskaplighet. UTU har med framgång förnyat sina utvärderingar av forskningen i linje med sina strategiska prioriteringar.
- Kvalitetshanteringen är tätt kopplad till UTU:s strategiska ledning. En öppen kvalitetskultur möjliggör ett brett deltagande i utvecklingen av kärnverksamheten och tjänsterna.
- UTU har en stark ambition och ett gemensamt strategiskt mål att främja verksamhetens genomslag i samhället och universitetstjänster som stöder samverkan med samhället.

Rekommendationer

- Åbo universitet bör fortsätta att integrera tvärvetenskaplighet ytterligare både övergripande och inom examensprogrammen.
- Internationella experter som arbetar vid Åbo universitet är relativt få till antalet och universitetet bör göra extra satsningar för att locka internationella talanger och öka internationell expertis vid universitetet.
- Det finns redan ett gott samarbete mellan UTU:s fakulteter, men genomförandet av strategin kunde vara mer enhetligt i fakulteterna.
- UTU bör slutföra sin policy för kapitalanskaffning med hjälp av stödtjänster. Universitetet bör också öka den internationella dimensionen i partnerskapen.

Premise and implementation of the audit

The Finnish Education Evaluation Centre (FINEEC) has conducted an audit of the University of Turku. The work of FINEEC is based on the principle of enhancement-led evaluation and producing impactful information that contributes to the enhancement of education.

The purpose of the FINEEC audit framework is:

- to evaluate whether the quality work in the HEI meets 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.

Implementation of the audit

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

- **Milena Žic Fuchs**, Professor, University of Zagreb, Croatia (Chair of the audit team)
- **Sebastian Neufeld**, Student, University of Freiburg, Germany
- **Mikael Pentikäinen**, CEO, Federation of Finnish Enterprises, Finland
- **Marijk van der Wende**, Professor, Utrecht University, the Netherlands.

Sirpa Moitus from the Finnish Education Evaluation Centre was the audit's project manager, and **Mira Huusko** was the backup 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 visit to the University of Turku between 3–4 May 2023. The audit team also had access to essential digital materials and systems. The main stages and timetable of the audit were:

Agreement negotiation	12 April 2022
Appointment of the audit team	15 June 2022
Submission of the UTU audit material and self-assessment report to FINEE	8 February 2023
Information and discussion event at the HEI	28 March 2023
Audit visit	3–4 May 2023
Higher Education Evaluation Committee's decision on the result	25 August 2023

Publication of the report	25 August 2023
Concluding seminar	18 September 2023
Follow-up on enhancement work	2026

Evaluation criteria

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, its stakeholders, or both. The HEI presents compelling examples of successful enhancement activities.

The level *good* for 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, evaluation areas I–III should reach at least the level *good*.

The organisation and strategy of the HEI

The University of Turku (UTU) was established in 1920, although its origins reach as far as the Royal Academy of Turku, founded in 1640. Today, UTU is a multidisciplinary and international research, educational, and cultural community. The basic mission of UTU is to promote free research and academic education, and to provide higher education based on research. In carrying out its missions, UTU promotes societal impact and engagement as well as lifelong learning. When fulfilling its basic mission, UTU acts according to the values, aims and missions listed in its Strategy.

The organisational structure of UTU is described in figure 1. The eight faculties of UTU are divided into departments or other comparable units formed by one or more fields of education and research. In addition to Turku, UTU operates in Rauma and Pori, and has Research Institutes in Kevo and Seili.

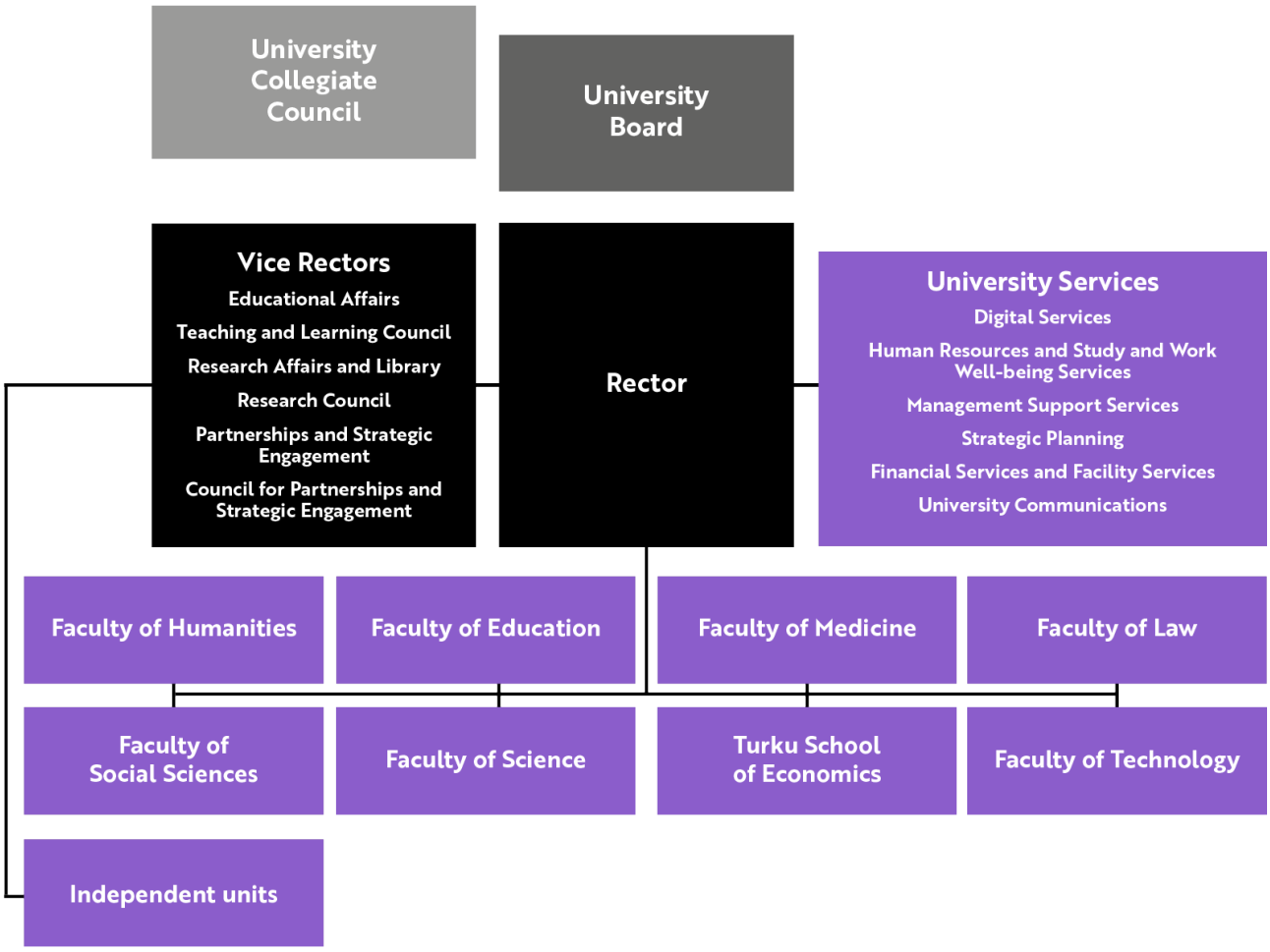


Figure 1. Organisational chart of UTU

There were 22,779 students (of which 7.6% international) and 3,314 staff members (of which 10.7% international) in UTU in 2021. The total number of the degrees awarded per year was 3,914 (*UTU Annual Report 2021*).

The faculties provide education leading to a degree. There are 50 bachelor's degree programmes, 60 master's degree programmes, and 26 international master's degree programmes in UTU in the fields presented in figure 2a.

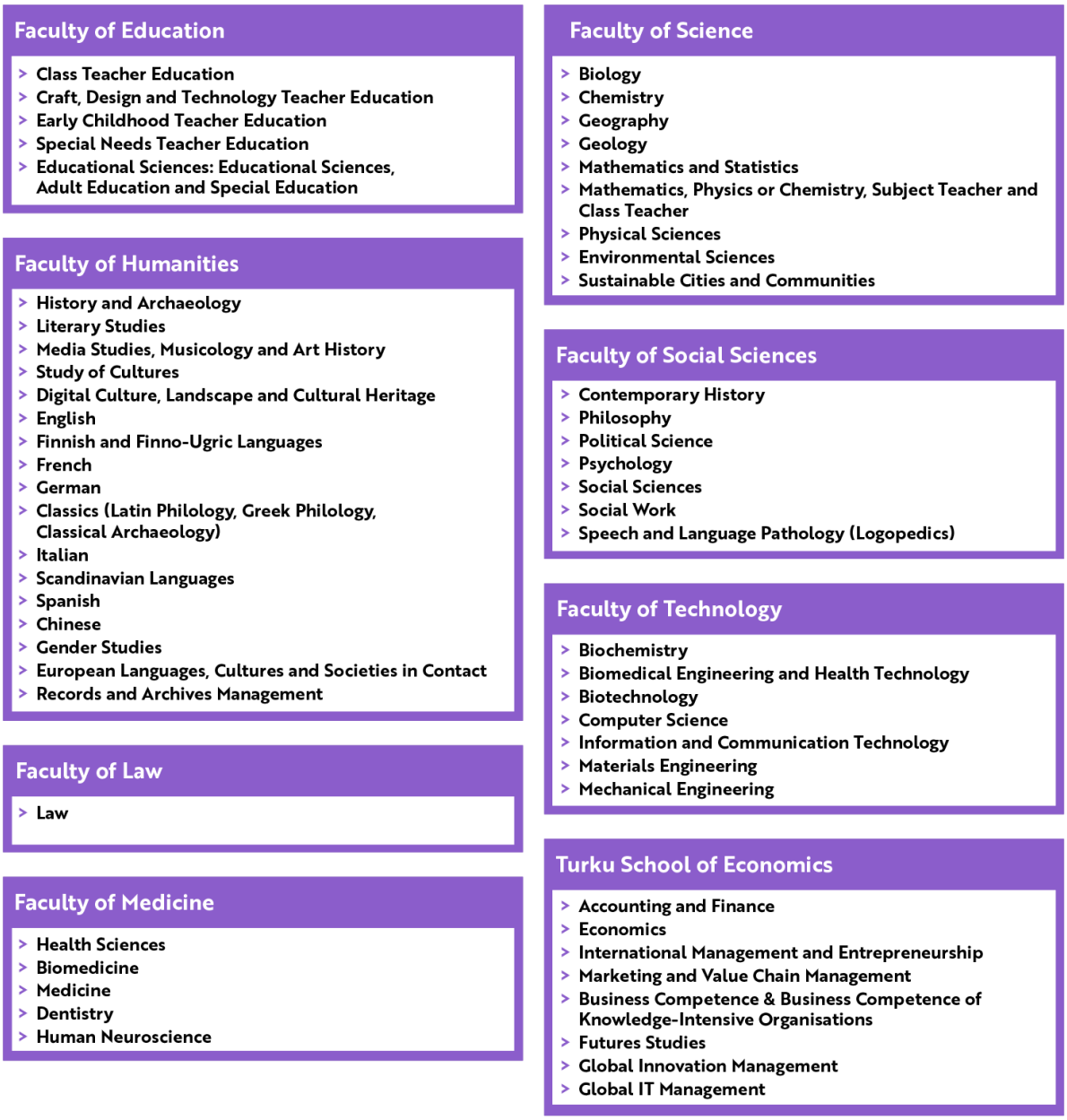


Figure 2a. Fields of Education in the eight faculties of UTU

Doctoral training is coordinated and organised by the University of Turku Graduate School (UTUGS) together with the faculties. UTUGS consists 16 doctoral programmes which cover all disciplines of UTU. The doctoral programmes are not bound to faculties or departments but can bring together doctoral researchers and supervisors from different fields as shown in figure 2b.

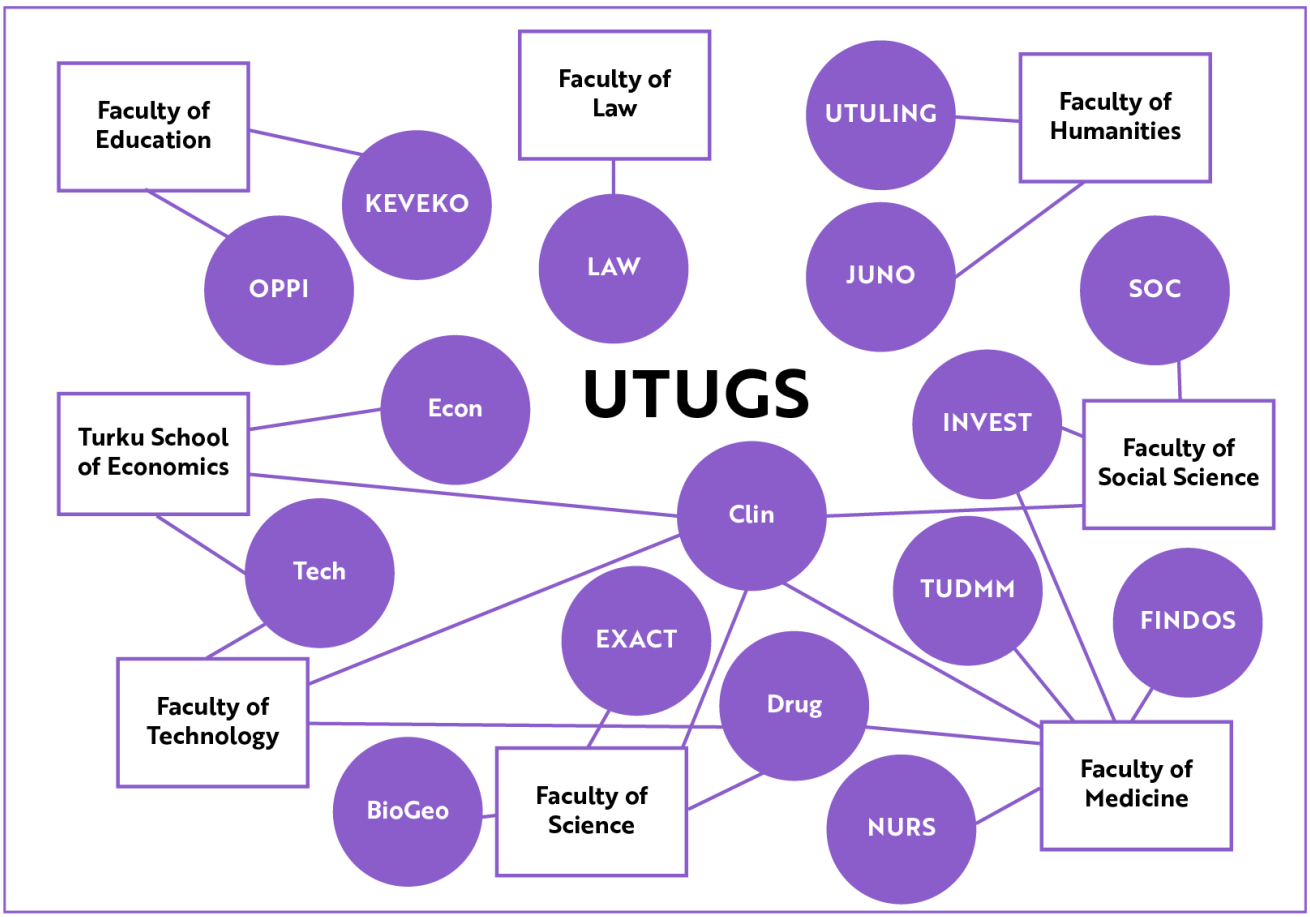


Figure 2b. Doctoral Programmes, UTUGS and faculties

University of Turku – Building a Strong and Sustainable Future

The University Board of UTU approved the Strategy 2030 in December 2019. The Policy Programme that defines the practical targets of implementation was approved in January 2020.

The strategy period is defined by the Ministry of Education and Culture. The Strategy document contains the University's mission, vision, shared values, underlying themes, and strategic goals for the basic missions, and possible other activities of the University. The strategic profiles of UTU implement and advance multidisciplinary research and education between the faculties. The Policy Programme defines strategy actions in practice, the set goals, and the persons responsible for different actions. The appointed persons are responsible for implementing, monitoring, reporting, and evaluation of actions. The Policy Programme can be complemented and partly renewed if necessary during the strategy period.

Figure 3. Key strategic outlines of UTU

1 HEI creates competence

- Auditeringsgruppens bedömning

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 key strengths and recommendations:

Strengths

- Curriculum development is a systematic and participatory process that takes well into account of feedback from stakeholders and students.
- UTU provides a rich menu of teaching methods and assessment methods to support students' learning.
- Teachers' pedagogical skills and the development of teaching methods are strongly supported.
- There is good interaction between the Student Union and the UTU's management concerning education evaluations and the development of teaching.

Recommendations

- UTU should continue to integrate multidisciplinarity even further into and across degree programmes.
- UTU should engage with students in analysing their well-being issues and developing preventive measures.
- UTU should find a variety of ways to give students feedback on their learning to support the achievement of learning objectives.
- UTU should also ensure equal influencing possibilities for all students, including international students, continuous learning students and doctoral researchers.

1.1 The planning of education

- Högskolans självvärdering

National and international framework

Finnish University education is subject to national legislation (e.g. the Universities Act, and the Government Decree on University Degrees and Professional Specialisation Programmes). There is a comprehensive regulation on the degrees which the universities are entitled and obliged to offer, on the structures of the degrees, and on the qualifications of certain professions. UTU provides education on the 1st cycle (bachelor), 2nd cycle (master), and 3rd cycle (doctorate), and the degrees correspond with the Finnish National Framework of Qualifications and Other Competence Modules (FiNQF) levels 6 to 8 accordingly. The scope of the studies adheres to the ECTS credit system.

Strategic approach within the University community

UTU has defined shared guidelines for the systematic planning process of education. The 1st and 2nd cycle degree programmes must relate to the research fields represented at the UTU. The UTU Board decides on new degree programmes (unless stipulated in the legislation, in which case the UTU Board has made the decision to apply for a new field of education) and also on discontinuing degree programmes. Even though the UTU Board holds the strategic mandate, the line of preparation ensures broad participation of the University community, including students.

The criteria and process of starting new degree programmes are described in detail in the decision by the UTU Rector, complemented by the regulations on joint degree programmes. The strategic approach is strongly linked with the decision-making. Doctoral training at UTU occurs in the doctoral programmes, appointed by the Rector.

The proposal for the number of admitted students per 1st and 2nd degree programme in each year is prepared by the faculties and presented to the Teaching and Learning Council that forwards the matter to the UTU Board for decision.

The curriculum planning is based on the general curriculum guidelines by the Vice Rector where, among other things, the main goals of the UTU Strategy are stressed. The faculties offer more detailed instructions for the departments' curriculum planning. In addition, the systematic self-evaluation process of the degree programmes covers different aspects of the Strategy.

There is a strategic guideline and programme for digitalisation in UTU. This guideline indicates the direction for developing e-teaching and e-learning in the future. UTU is also actively involved in the national digital platform Digivisio.

Future-directed and student-centred teaching and learning

The basic principle of UTU is that teaching is based on the latest research. Teachers are encouraged to publish results on their research and are expected to allocate a part of their annual working hours to research. The career path system was recently renewed (University Board's decision on 16 Dec 2022). UTU is introducing the senior university lecturer position, which shows high appreciation of teaching merits and development. Doctoral researchers can also participate in teaching.

The current cycle for curricula planning at UTU is two academic years. The curricula in degree programmes (in all three cycles) are based on learning outcomes and they are constructively aligned and student-centred. The faculties give detailed instructions to curriculum planning where teachers and researchers are asked to ensure that every course has clearly described learning outcomes, contents, teaching methods, and assessment and feedback methods that are in line with each other. In the doctoral programmes, UTUGS and the management group of each doctoral programme also have a role in the curricula planning together with the faculties.

The curriculum planning is carried out in close co-operation between the faculty, teaching staff, administrative staff, and students. The PEPPI study system is used as a tool in the curriculum planning. In order to share good practices on curriculum planning, the centralised Educational Support Services offer lectures and workshops to the UTU staff involved in the process. Many units organise additional workshops to support their own curriculum planning. Students take part in preparing the curricula as members of the faculty-level working groups. UTUGS`s working group focusing in training coordinates the general training ensemble available for all doctoral researchers.

Teachers apply the guidelines on study workload when planning and implementing teaching. One ECTS corresponds to 27 hours of student work. Students evaluate their workload per credit along with other feedback. In the curriculum planning guideline, the Vice Rector strongly encourages faculties to use all the available feedback material. The curricula are accepted by the faculty councils.

Strategic aspects in curriculum planning

The needs of *working life* along with generic skills are closely considered when planning the curricula of the degree programmes. Representatives of stakeholders are either included in the working groups preparing curricula or their views are otherwise considered in the planning process. Most faculties have advisory boards with stakeholders as members.

Internationalisation is recognised as an integral part of UTU education in order to guarantee that students acquire the skills that are needed in order to operate in an international environment (see more in the UTU international programme). All students have the possibility and are encouraged to take part in international student exchange and all courses completed during the

exchange can be included in the UTU degree. The UNICOM project promotes the placement of international talents in the Finnish labour market.

Sustainable development is one of UTU's strategic underlying themes. There is an ongoing work at UTU on sustainable development and including sustainable education in curriculum planning and in teaching and learning practices. As first steps in the process, the SDGs have now been highlighted in course definitions in the PEPPI study system.

Continuous learning is emphasised throughout the UTU Strategy. Continuous learning opportunities are offered via open university studies, specialisation studies, non-degree studies, executive education and customised training, open study materials, and online courses (MOOCs). In the planning of curricula, the aim is to ensure that UTU graduates acquire the skills and motivation to maintain and enhance their expertise throughout their career.

Strengths	**Enhancement areas**
Structured programme and curriculum planning process	Development of digital systems and better utilisation of information in order to support management and teaching development, e.g. monitoring of studies, preparation of curricula, course feedback
Students are active members in curriculum work	Collaboration between different faculties should be further enhanced
Multidisciplinary university offers a large selection of studies for students	It would be important and rational to take continuous learning better into account in curriculum planning already from the beginning of the process.
Curricula based on learning outcomes	
The structure of doctoral training (UTUGS)	

1.1 The planning of education

- Auditeringsgruppens bedömning

The development of education provision is strategy-driven and based on the needs of working life

The University of Turku's (UTU) educational provision is linked and developed in line with its strategic objectives. The University's strategy emphasises research orientation and the relevance of education to working life. Multidisciplinary research, research-based education, entrepreneurship studies and sustainable development are examples of UTU's current strategic priorities that permeate all its activities.

The development of degree programmes is systematic and based on common policies. The procedures and criteria for the establishment of new degree programmes and international degree programmes are defined by a decision of the Rector. The University Board has a formal role in starting and closing degree programmes. Furthermore, the UTU-level Teaching and Learning Council (TLC) plays an essential role in coordinating programme development, student admissions development and the overall direction of the University's educational provision.

The development of educational provision is based on the needs of working life. External stakeholders and alumni are also heard in education development. A recent example of this is the establishment of the Faculty of Technology in 2021. Based on extensive demand from the regional industry, the decision was made in 2019 to establish a new Faculty of Technology based on two already existing departments. Companies and the whole region have responded positively to the faculty. There is more interest and commitment than expected. One indication of this is the 14 donated professorships.

Curriculum development is a systematic and participatory process

UTU's curriculum process is in-depth, guided and well-supported. The timing of the curriculum process, the division of labour, the features of a good curriculum and priorities for the 2022–2024 curriculum period are described in the general curriculum guidelines by the Vice Rector. The Faculty Councils approve the curricula. All faculties apply similar procedures and the same structures but with their own specific policy emphases and modifications. The Teaching and Learning Council discusses how these practices work and is an essential forum for sharing good practices.

The audit visit provided evidence that curriculum planning is carried out as a community-based process and in close cooperation between the faculty, teaching staff, administrative staff and students. The teaching development teams operating at the faculty level ensure that feedback

collected from students, external stakeholders and employers is processed and utilised in the curricula development process. Employers' feedback is collected in several ways, including surveys, stakeholder meetings and interviews and via advisory boards at the faculty level. Employers' feedback has affected, for instance, the definition of intended generic and field-specific competences and the launching of new courses relevant to the needs of working life. The faculties continuously strive to develop their stakeholder engagement. For example, the Faculty of Humanities will launch a stakeholder and alumni survey next autumn to ask them about their expectations and suggestions to support curriculum development.

In addition to employer engagement, one of UTU's strengths is students' strong involvement and influence on the curricula, teaching and learning development processes. Student representation extends from high levels (the Collegium, the TLC and faculty boards) to the unit-level working groups. According to the interviews, student and Student Union feedback has been well-heard, for instance, in reforming curricula structures and course scheduling.

Based on the audit interviews and documents available on the UTU's intranet, there is constructive alignment between the teaching methods and learning assessment. Managers at the University are strongly encouraged by top management to guide teachers to utilise the available pedagogical and other support services offered. UTUPEDA Centre for University Pedagogy and Research supports teachers in developing learning outcomes and competence-based teaching and learning.

The curriculum process ensures that the degree programmes and other provisions are planned with clearly defined learning outcomes. Degrees are ensured to correspond with the Finnish National Framework for Qualifications and Other Competence Modules (FiNQF).

The University of Turku has set out common guidelines for the definition of students' workload according to the principles of the ECTS (European Credit Transfer and Accumulation System). The workload is continuously monitored as part of student feedback. However, student interviews revealed some variation in experienced workload in relation to the defined workload.

The development of multidisciplinary teaching is one of UTU's topical priorities

Basic principles of teaching are based on the latest research. Audit interviews with researchers indicated that research is integrated into education in multiple ways but depends highly on the field. Typically, research results are integrated into the study contents. Students may take part in interpreting research results and may be offered the possibility to conduct thesis work in research groups. Specialisation options and research connections are available for students in some fields, such as medicine, as early as the first study year. The connection is not as evident in some other fields, and research is more in the background. Students' views also reflected field-specific variation in research-based teaching.

UTU's current priorities are strengthening multidisciplinarity in teaching and providing a more open curriculum for students. Each of UTU's six strategic foci and profiles has a steering group with members from all faculties, and they are working on bridging the gaps between research and education. The University's management acknowledged that achieving multidisciplinarity is more difficult in teaching than research. However, UTU is taking determined steps towards multidisciplinarity and is revising its teaching accordingly. As stated by the Rectorate, the aim is to achieve fewer bachelor's programmes but with more focus, higher multidisciplinarity and better options.

At the time of the audit visit, the University of Turku was preparing multidisciplinary study programmes. The Vice Rector for Education was in the process of holding discussions with faculties and deans about increasing ready-made multidisciplinary packages for students and offering them wider opportunities to choose courses. Simultaneously, UTU has recognised that the faculties, study fields and students are different, so the question is how to balance flexibility in study choices with ready-made packages. The audit team advocates that the University create more open curricula to encourage students to develop broader skills and move towards innovation and creativity. While doing so, UTU should ensure sufficient guidance resources for drafting and monitoring students' personal study plans and career planning.

Internationalisation and continuous learning needs are ensured in education planning

Internationalisation is a recognised part of UTU's educational provision. UTU students' international exchanges and internships are mostly well-enabled by curriculum structures and information and support provided by staff members. The incoming international students participate in short-term exchange programmes or two-year international master's programmes.

Regarding continuous learning, the current provision clearly serves various needs and learners. The University of Turku has a broad offering of continuous learning possibilities, and the Open University is a well-received institution among students, providing possibilities for upskilling, qualification for new positions and even an entryway to degree studies. Furthermore, UTU graduates can use the offers for free for the first two years after graduation. The interviewed continuous learning students particularly appreciated Open University services, practical support for continuous studies and accessibility services.

The quality management of continuous learning provision follows the same criteria as degree education. At the time of the audit visit, UTU was creating guidelines for online provisions. The audit team recommends that the University ensure systematic formats to evaluate and develop courses at the Open University.

1.2 The implementation of education

- Högskolans självvärdering

The most central University-level regulation for the implementation of education is *the University of Turku Regulation on Studies.*

Student selection

In 2022, UTU was the most popular Finnish university in the number of applicants applying to the programmes taught in Finnish.

On both national and University-level, there are common admission criteria that are followed at UTU. The most of the field-specific admission criteria are planned in national co-operation with other universities (joint admissions). The admission criteria are approved by the faculties and they are published on the national Studyinfo portal. The student selection decisions are based on the admission criteria and they are appealable. A Rector's decision defines the ways of proving language skills in the student selection processes in all three cycles.

Doctoral training can be accessed through the doctoral programmes. The decisions on granting the right to pursue a doctoral degree at UTU are made by the faculties based on the DP's proposals. There are two annual calls for applications for the right to pursue a doctoral degree.

The recognition of prior learning is carefully taken in account and steered by Vice Rector's Guideline for RPL at UTU.

Wide range of teaching methods and student-centred learning

All teaching and learning in UTU is based on ethical guidelines.

In the Vice Rector's curriculum guideline, in the UTU pedagogical studies provided by UTUPeda unit, and in staff training courses, teachers are asked to pay attention to constructively aligned planning and implementation of education.

In UTU's pedagogical studies, teachers are advised to use a wide range of teaching methods. UTU's learning environments (digital and traditional) and teaching aim at enhancing students' self-regulated and active role in their learning process. The used teaching methods, learning platforms, and course assignments are planned to activate their agency in order to develop their expertise. The feedback from the students proof how effective the used methods have been for teaching and learning and how the learning outcomes have been achieved.

The feedback that the students get from their studies is vital for high-quality learning. In continuing assessment, the teacher gives feedback to the student on smaller learning tasks

during the course. If the teacher is using traditional assessment, i.e. e-exams at the end of the course, the feedback is given to the students by assessing the e-exam on a numerical scale (0-5). Students can also get feedback from their fellow students.

The student dashboard in the PEPPI study system provides information on the progress of studies in relation to the student's personal study plan. On the e-exam platform, the teachers can easily give qualitative feedback in addition to a numeric grade.

Connection to working life is one of the key areas in the implementation of education. The faculties have several ways of integrating working life into studies: internships, excursions, project works, participation in mentoring, working-life-oriented and practical courses in the curricula, visiting lecturers, and professors of practice. In doctoral training, one of UTUGS's unique features is the extensive comprehensive transferable skills training available for all doctoral researchers.

As one of the few Finnish universities, UTU grants all degree students an internship subsidy once during their studies. Students can also apply for grants for internship periods abroad.

The Career Services coordinates the internship programme. CS also gives all students and doctoral researchers an equal and cross-disciplinary opportunity to identify and increase working life relevance, e.g., by obtaining and transmitting up-to-date information through career coaching and CS's work-life connections.

Flexible study paths and good possibilities for mobility

Most degree structures enable flexible study paths and possibilities for mobility for students. The students can include studies from other faculties or HEIs in their degree programme. There are also interdisciplinary study modules within UTU. During 2023, UTU will integrate the national cross-institutional service into its operations, which will enable the students to choose courses from another HEIs in Finland even more flexibly.

UTU has a wide range of student exchange agreements with HEIs around the world. Each year, approximately 500 UTU students spend a semester or an academic year abroad at the partner universities, and an equivalent number of students arrive from those universities to Turku. All UTU students accepted to an outgoing exchange programme receive a grant. UTU is a member of the EC2U Alliance. The co-operation produces synergy benefits for education, research and innovation.

High quality guidance to study paths

The system and goals of student guidance at different stages of studies are described in the Rector's decision. At the beginning of studies, students' engagement in university studies and the academic community are supported by peer support (student tutors) and academic support (teacher tutors). Furthermore, study advisors in each faculty provide an orientation programme

for new students. All students have a study planning advisor who supports the study planning process with individual and/or group guidance sessions. During the studies, the teacher tutors, study advisors, career counsellors, study psychologists, and some of the planning officers provide individual and/or group guidance for students according to their needs. UTU also offers optional courses to promote study and career planning skills.

To intervene in the termination of studies, UTU offers the student individual counselling or peer support. UTU has also implemented a motivation profile tool to support students who struggle with motivation. Some of the degree programmes use their students' study data to follow the progress of studies and to provide support for those who seem to drop from the normal study pace.

Every student and staff member have the right to a good and balanced study and work environment. The well-being of students and personnel stems from balanced, inspiring, and functional everyday life in the UTU community. There is a special early support model for situations where there is a concern about a student or conflict in the student community as well as situations where students notice inappropriate behaviour or face other difficulties (see chapter 3.2).

Early support situations, actors and responsibilities

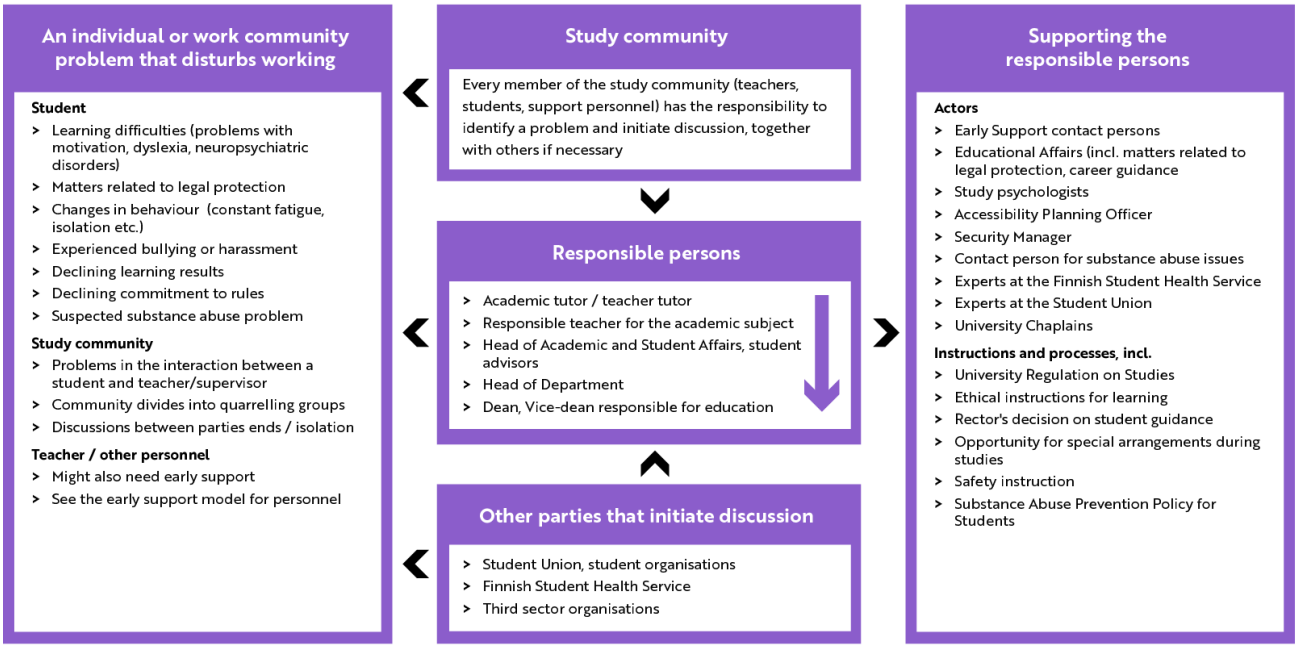


Figure 4. Early support model for students at UTU

In doctoral training, supervision plays a crucial role. The Rector's decision defines the guidelines of supervision of doctoral researchers at UTU. In 2017, UTUGS introduced an annual career and review discussion model which gives every doctoral researcher an opportunity to discuss their career goals with the supervisor and/or with the career counsellor.

Strengths	Enhancement areas
The student admission system is strictly based on national legislation and university regulation	Feedback to students on their studies
There are various guidance services to support students at different stages of their studies	Despite of good guidance and support services, there is still need to develop these activities. In particular, the guidance of the international master's degree students requires development
UTUGS annual career and review discussion model	

1.2 The implementation of education

- Auditeringsgruppens bedömning

Students are provided with a variety of teaching methods but should be provided feedback on their learning

UTU’s regulations regarding studies and admission are transparent and understandable. The University’s website contains all relevant information, although the English websites are occasionally hard to navigate. UTU applies the regulations and provisions regarding recognition of prior learning consistently and transparently.

The University of Turku provides a rich menu of teaching and assessment methods to support students’ target-oriented learning. The interviewed students mentioned, for instance, discussions, simulations, learning diaries, learning games and video production. UTU teachers are encouraged to use blended, contact and remote teaching and continuously develop their teaching.

There is a high level of satisfaction, especially among the interviewed master’s students, with the flexibility of course provisions and skills provided towards professional life. The students appreciated the flexibility of curricula structures, free choice of minors from a wide range of provisions, possibilities for specialisations within the programmes and flexibility to study on different UTU campuses.

Flexible study paths between different higher education institutions are also part of a successful learning experience. The close cooperation and cross-study opportunities between the University of Turku, Åbo Akademi and the Turku University of Applied Sciences support these. However, the possibilities of flexible learning pathways could be further developed and made more widely known to students.

Based on the audit interviews, especially bachelor’s students wish for more feedback on their learning. Some interviewed students explained this as a lack of exam feedback, so they struggle to understand their primary knowledge deficits. Other students stated that personalised feedback is available when they ask for it. UTU has identified these challenges and is working to solve them. The audit team recommends UTU to continue seeking a variety of ways to give students feedback on their learning to support the achievement of learning objectives.

The question of sufficient feedback on learning is also driven by growing student demand for individualised feedback, which teaching staff cannot always supply. An increase in technical support, for instance, automated feedback or even the use of AI, as well as compulsory teaching trainings could help improve feedback management.

Student progress is supported by study planning processes and monitored at a higher level by

the UTU Management Team, the University Board and as part of the faculties' annual planning processes. The audit visit showed that quantitative monitoring is being improved through the knowledge-based management initiative (see Chapter 3.1). Monitoring doctoral researchers' progress within the doctoral school is overseen by UTUGS and through an annual career and review discussion. As mentioned in the audit interviews, monitoring the doctoral researchers' study progress outside the doctoral school has proved more challenging.

Entrepreneurial skills are integrated into some courses but are not yet on a visible level in all programmes

The University of Turku aims to be an entrepreneurial university. Demonstrating UTU's aspiration to improve its entrepreneurial approach further, it chose to undergo an external accreditation process focusing on entrepreneurship. The audit team commends the University of Turku as the first Finnish university to receive the Accreditation Council for Entrepreneurial and Engaged Universities (ACEEU) accreditation label.

Entrepreneurial skills are integrated into some courses but not yet on a visible level in all programmes. Based on graduate feedback, which was handled by the audit team as additional audit material from UTU, currently only a small proportion of students feel that their studies develop entrepreneurial skills and competencies.

The audit team recommends that UTU continue developing entrepreneurship studies and strengthening entrepreneurial skills in its curricula. A more systematic approach to cooperation with the corporate sector could improve students' entrepreneurial skills and seeing entrepreneurship as a career option.

The University of Turku has invested a lot in guiding and supporting students in a variety of ways, but services need increased visibility

UTU emphasises supporting students and offers several forms of guidance and support services to support academic study skills, study and career planning progress and psychological and general well-being. Based on interviews, 2023 has been designated as the Year of Student Guidance at UTU, implying that teachers promote guidance services for students and that every teacher should know them. Overall, interviewed students appreciated available guidance and well-being services and teacher tutoring.

In addition to the guidance provided by the University, the Student Union also plays a vital role in providing student tutoring and peer support and contributing to the development of UTU services. On the Student Union's initiative, the University of Turku has launched an online Mind programme, including a trained peer, mentoring services and student events. The Student Union has also developed an own policy for Equality, Diversity and Inclusion (EDI), independently from UTU.

Despite the wide range of supplies and all available information on guidance and well-being services on the intranet, some students still feel it is difficult to find this information. A big step forward in gathering information on student services in one place will be introducing the Tuudo application, which students look forward to.

The audit interviews highlighted student well-being issues, in particular the requirement of perfection many students set for themselves, loneliness and reintegration into studies after a period of isolation during the pandemic. In order to ensure student well-being, the risks of study burnout need to be minimised. The audit team recommends that UTU pursue the work to ensure that support services are visible and accessible. It should continue interacting with students to analyse their well-being issues and develop preventive measures.

1.3 The evaluation and enhancement of education

- Högskolans självvärdering

The Feedback system and follow-up of education

The student feedback system approved by the Teaching and Learning Council is at the core of the quality management in education. Feedback is collected from students on individual courses, after the first year of studies, when completing the bachelor's degree (The Finnish Bachelor's Graduate Survey) and the master's degree as well as five years after graduation (National Master's Career Monitoring). The course feedback is gathered in different ways in the faculties.

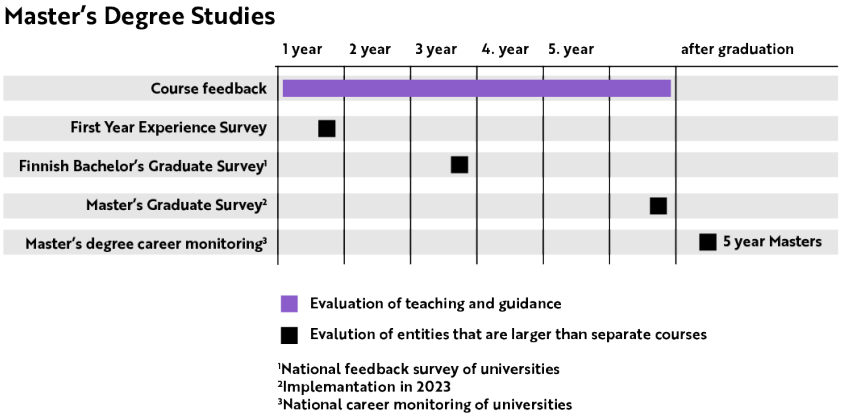


Figure 5. Collection of student feedback from master's degree studies

Teachers are encouraged to give feedback on feedback to the students. There are various methods for handling feedback between teaching staff and students on different levels within the faculties. There are also informal channels by which the feedback is collected constantly, e.g. discussions with the Student Union, subject associations, and the faculties' advisory boards consisting of discipline-specific stakeholders.

In doctoral training, the doctoral researchers are requested to give feedback on teaching on individual courses, during annual follow-up, in UTUGS satisfaction surveys, and three years after completing the doctoral degree (National Doctoral Degree Career Monitoring).

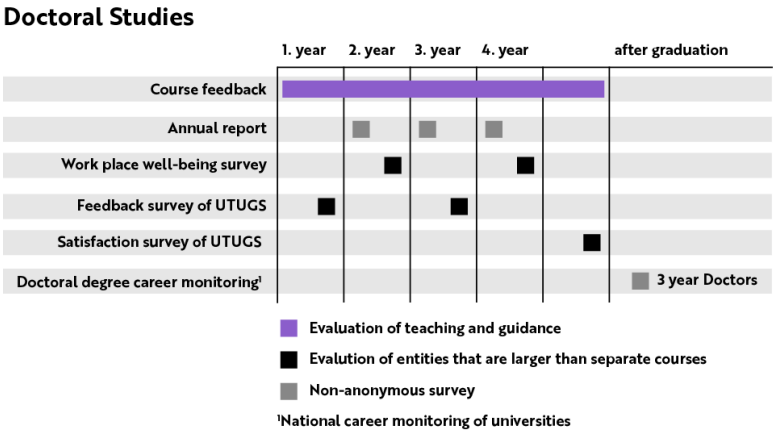


Figure 6. Collection of student feedback from doctoral studies

The data provided by the feedback system is analysed in the centralised support services of the Educational Affairs, in units and working groups as well as in UTUGS. Feedback data is used in the development of education and teaching. There are webinars and targeted presentations in various forums about the given feedback. Reports are used in the assessment of curricula and curriculum planning process. UTUGS has done several development projects based on the received feedback such as adding courses related to transferable skills.

The feedback that is collected from recent graduates through the career monitoring surveys (in Aarresaari network) is used to develop the overall quality of the education, but also to create tools and information in order to help current students and doctoral researchers in their career and working life planning (see e.g. toissa.fi portal). The results of the career monitoring surveys are presented at the Vipunen – Education Statistics Finland portal.

Evaluation process of degree programmes

The UTU Management Group regularly follows and evaluates the number of degrees completed in the faculties and the results are reported to the UTU Board.

The Teaching and Learning Council led by the Vice Rector responsible for education conducts a self-evaluation every two years for all 1st and 2nd degree programmes within UTU, including the international degree programmes. After the self-evaluation process, the Teaching and Learning Council discusses it on a general level. The in-depth discussions and analyses on the self-evaluation of the degree programmes are had on the faculty level. The faculties are encouraged to collaborate in order to cross-share and enhance the development of their programmes based on the results.

The Rector decides on the doctoral programmes and the number of funded positions for each DP based on the proposal of UTUGS. The proposal is based on an evaluation made by two panels of experienced professors from other Finnish universities. UTUGS was evaluated in the last research assessment exercise.

The University of Turku Regulation on Studies (chapter 2.5.) defines the responsibilities of the different actors in the quality work of education and teaching.

Changing needs of society and working life

Considering the changing needs of society and working life is an essential part of the curriculum planning. The faculties have many connections to society and they have ongoing discussions with different stakeholders. In every faculty, the stakeholders take part in one way or another in curriculum planning. Some labour unions carry out surveys for graduates in co-operation with universities.

Continuous learning is part of the education in the entire university as well as of all the study opportunities and services other than degree studies. The emphasis of continuous learning is on changing working life, arising needs for expertise, and learning during the career. Continuous learning also concerns work ability, education, well-being, involvement in society, and work transition.

After graduation, there is a unique opportunity for the UTU alumni to supplement their degree: everyone has a right to study for free for two years after graduation.

UTU provides extensive open university education (for a regulated low fee) and the faculties provide field-specific continuing education opportunities.

Role of support services

The Educational Affairs unit is administratively centralised but physically decentralised. The idea behind partial decentralisation is that the support services of education are located close to the students and the units that provide education. The organisational structure and functions are likewise based on the processes of education.

The unit is constantly developing since both the national educational policy in Finland and the UTU strategy are ambitious and set high expectations on the work of the educational services. For example, educational services for teachers offers constant digi-pedagogical support to teachers by providing self-learning materials and staff training as well as a team supporting the development of MOOCs which was only recently established. Another theme that is currently evolving is the guidelines for open access policy and practice in teaching and learning, as steered by the Federation of Finnish Learned Societies.

Moreover, the unit conducts constant self-evaluation to serve the students and the targets of UTU in the field of education as well as possible. In addition, the organisation and the processes are regularly subject to a more thorough internal scrutiny, in which the Educational Affairs staff, the students, the teaching staff and UTU management are heard to obtain their opinions and ideas for the development of the work of the Educational Affairs.

Strengths	Enhancement areas
There is a comprehensive and systematic student feedback system at UTU	Developing systematic monitoring mechanisms to follow the completion of courses and students' study progress
Expert support for the students and the educational staff by the staff of educational support service (especially Opetuki team).	UTU strives to continuously improve working life co-operation
Digitalisation of UTUGS (see chapter 1.4)	

1.3 The evaluation and enhancement of education

- Auditeringsgruppens bedömning

UTU collects systematically versatile feedback but should provide students feedback on their feedback

The University of Turku has a common and systematic approach to collecting and reflecting feedback on students' needs. The UTU-level feedback systems consist of annual surveys for first-year students, bachelor's and master's students and graduates. The Teaching and Learning Council (TLC) supervises the feedback systems and discusses the results and improvement measures.

Besides these UTU-level feedback mechanisms, faculties and units have their own feedback surveys. At the faculty level, the teaching development teams have an important role in monitoring the achievement of learning outcomes and the quality of degree programmes. Direct student-teacher interaction, formal as well as informal, is also an essential part of the University's feedback culture. The audit interviews highlighted many positive examples of using feedback to improve the quality of education and related services.

The Student Union is involved in the feedback system by participating in the TLC. They can also discuss overarching management questions directly with the Rectorate, such as the impact of the cost-cutting programme on the Pori and Rauma campuses and their students, thus ensuring students' needs are considered.

Based on teaching staff interviews, the staff aims to respond quickly to student feedback. Teachers often discuss student feedback with each other and in development discussions with their supervisors. However, students stated that teachers vary widely in how they informed students about changes made in response to feedback. Based on the audit interviews, this is partly related to teachers' autonomy and partly to the fact that feedback-on-feedback is not part of the feedback system. There is also a systematic issue with the low response rates of course feedback questionnaires. The audit team recommends a more systematic approach to give feedback-on-feedback, especially on measures taken due to the previous year's feedback. In addition, feedback and its utilisation should be better communicated to students.

As for the implementation of the quality management system in education, the University of Turku has the necessary structures in place but is still in the process of fully embracing quality management in teaching and learning.

There is a new quality instrument being introduced, namely the self-evaluation of study programmes. The TLC will conduct them every two years for all first and second-cycle degree programmes within UTU, which is a promising step towards a more comprehensive quality

system. The audit team recommends that the University further develop and utilise the self-evaluation of study programmes in systematically monitoring and developing programmes.

UTU should ensure equal influencing possibilities for all students

Despite good communication between the Student Union and the University and faculty-level management, three specific student groups need further attention regarding equal influencing possibilities: continuous learning students, international students and doctoral researchers.

As continuous learning and Open University, students are not full-time and have diverse backgrounds. They have no representation in UTU bodies and interaction with existing structures such as the Student Union. Therefore, the University of Turku and the Student Union should consider integrating them more than they have so far.

Furthermore, better integration of international students into the UTU community is a challenge identified by all actors. Examples of good practices highlighted during the audit visit include welcoming and other social events, mixed groups, joint assignments, onboarding buddies and student tutors. There is also a special Student Union Board member for internationalisation, but no international students have been represented in the Student Union since the pandemic. According to interviews, involving international students in decision-making is difficult due to language issues. Furthermore, exchange students often have little or no contact with Finnish degree students. The University of Turku is recommended to emphasise integrating international students into the UTU community and Finnish society.

Doctoral researchers have their main representation in the UTUGS Management Team, but their group identity seems not yet concluded. While doctoral researchers are significant in university life, goals and general research are often overlooked. By starting a university-wide discussion about their role in the organisation and which kind of representation would fit their status group, UTU could get valuable ideas for further organisational development.

The needs of staff and students are considered in the development of support services

Based on the interview with UTU services representatives, the services work closely with teachers and students and continuously gather feedback to improve their offerings to support the University of Turku management, staff and students in their work and studies. The audit team also welcomes the fact that services cooperate.

The audit visit showed that, for example, career services have focused on career support for students, but now there is also a focus on career support for teachers. The library supports both undergraduate and postgraduate students by offering literature courses. The Communication Unit supports students in making a difference in their studies and communicates with potential applicants, future employers, and the public about UTU provisions and activities. Digital Services

promote the development of education management and database systems. All services recognised their role in promoting UTU’s strategy.

1.4 The HEI’s examples of successful enhancement activities

- Högskolans självvärdering

Faculty of Education

- International students have been integrated in to the same courses with Finnish undergraduate students. Especially, integrated seminar groups have been highly appreciated since group work benefits from different viewpoints.
- The Faculty has developed a feedback system in which all the teachers are asked to collect feedback from their students on each course. The feedback is used to develop the course but it is also handled in the annual development discussion between the teacher and their supervisor.

Faculty of Humanities

- At the School of Languages and Translation Studies, the structure of undergraduate studies has been reformed in order to clarify the structure of the studies and enhance teaching collaboration. For instance, the Multilingual Translation Studies Degree Programme has strong ties with the translation companies working in the Turku area. In the recent year, the School has also invested in international co-operation.
- The School of History, Culture and Arts Studies operates at two campuses and has actively developed and implemented multi-site teaching independent of time and place. To support this, the School has created a Moodle platform with videos and other types of teaching materials on methods and methodology.

Faculty of Law

- The Faculty’s student feedback system is highly developed. The Faculty decides each year from which courses feedback is collected centrally. Every year, a seminar is organised where academic personnel and students discuss feedback.
- Working life is closely connected to the education and to the evaluation of curriculum and practices.
- The ways of involving students in research, for example, through research projects and an established pool of research assistants collected from our students, have been successful.
- The Faculty’s pedagogical workshops have proved to work as functional means for changing and sharing practices of teaching and for understanding teaching and learning.

Faculty of Medicine

- There is systematic pedagogic education for teachers (2 ECTS, and 10 ECTS, both in Finnish

and English).
- Weekly Zoom Cafés are organised for teachers where they mainly discuss teaching methods.
- The Faculty organises a simulation laboratory for teaching clinical skills and decision-making.
- Dean and Vice Deans meet the student representatives monthly.

Faculty of Science

- At the Physics Department, the 2nd year has been identified to be hard for the students, and therefore the Department has established obligatory tutoring every two weeks for all students by doctoral researchers. All physics students have also been divided into PSP-groups which means all students have a dedicated teacher tutor throughout the whole study path.
- Scientia Aboensis is a collaboration between the Faculties of Science of UTU and Åbo Akademi University.

Faculty of Social Sciences

- Multi-professional teaching clinic (psychology, speech-language therapy, social work) and alumni relations have been two major successes for the Faculty. The staff has access to high-quality pedagogical training and is strongly encouraged to make use of this unique form of teaching organisation.

Faculty of Technology

- All the degree programmes in the Faculty of Technology are involved in the Graduate Survey of the trade union for academic engineers and architects in Finland (TEK). All the universities get consistent feedback from the education they provide in the field of technology. The survey is conducted and the results are analysed annually together with the universities involved in the survey. The results and feedback of the survey are considered in the Faculty's development actions.
- The Faculty participated in FINEEC's Engineering Programme Accreditation which aims to support the enhancement of quality in engineering degree programmes. The Faculty got many ideas on how to implement the received feedback in action.

Turku School of Economics

- TSE arranges several activities where students collaborate in projects with external organisations to solve their challenges. One significant concept for student projects with external organisations is the Business Innovation Camp where students solve real-life business problems introduced by company partners.
- The International AACSB Accreditation awarded in 2019 gives TSE a general framework for the quality work and commits the Faculty to the continuous development of the quality of

education. Monitoring and management of education as well as the curriculum planning process and evaluation of degree programmes are all in-line and work well.

UTUGS

- At UTU, the supervisors' professional development has been institutionally supported by annual training for supervisors organised by UTUGS.
- Digitalisation together with the centralisation of the administrative staff and the strong leadership and commitment of UTUGS to development has led to the outcome that the faculty and the DP-level processes are more coherent and streamlined across UTU. In UGIS (University of Turku Graduate School Information System), all doctoral researchers, their supervisor(s) and members of the follow-up groups are linked and can communicate easily. The system also offers the users up-to-date information.

2 HEI promotes impact and renewal

- Auditeringsgruppens bedömning

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 key strengths and recommendations:

Strengths

- Societal impact is seen as the UTU community's shared goal and direction.
- UTU is building a robust strategic profile with innovative initiatives in research towards societal impact, open science, and multidisciplinarity. The University of Turku has an advanced position in renewing research assessments aligned with these strategic priorities.
- UTU has a solid awareness of the importance of bringing in international talent.

Recommendations

- UTU should consider further utilisation of the potential embedded in its strategic emphasis on the Baltic Sea Region and consider the same type of advanced cooperation with the Cities of Pori and Rauma as with the City of Turku.
- Considering the relatively small number of international experts, extra efforts should be made to bring in international expertise and attract foreign talent.
- UTU should build stronger ties between faculties to achieve multidisciplinarity. It would be imperative to increase horizontal collaboration between all bodies representing different research areas, including provisions for doctoral training, which still mostly happens within disciplinary boundaries. Cross-faculty steering could be further promoted by internal funding for multidisciplinary work and doctoral education.

2.1 Managing societal engagement and impact

- Högskolans självvärdering

Management of societal engagement and impact

UTU's societal engagement and impact are primarily based on research and education. They are also implemented via dedicated actions, services and the established roles UTU holds in society and which are grounded in the research and education at UTU.

UTU's societal engagement and impact is promoted and managed by the Vice Rector for Partnerships and Strategic Engagement. The central expert bodies of partnerships and strategic engagement consists of the Council and the Team for Partnerships and Strategic Engagement, the Advisory Board and the International Advisory Board (Figure 7). In 2021, UTU established the unit of Partnerships and Strategic Engagement (see chapter 4) led by the Director of Partnerships and Strategic Engagement. The unit supports and develops societal interaction and stakeholder relations regionally, nationally and internationally and coordinates the activities of the Council and the Team for Partnerships and Strategic Engagement.

Figure 7. Expert bodies related to partnerships and strategic engagement

Societal engagement and impact are also enhanced with the support of the University Communications led by the Communications Director. The unit develops UTU's organisational identity, profiling, media relations, and shared communication tools as well as assist the in management of strengthening public relations.

In its Strategy, UTU has set the goal of being *a proactive and dynamic partner*. Accordingly, UTU aims to be *a respected and responsible societal contributor* and establish *strong regional*

partnerships that make UTU's operational environment unique and internationally attractive.

Quantitative follow-up targets for societal interaction are defined in the University level (Figure 8). Planning, assessment, and reporting of societal interaction and impact in the entire University takes place in connection with annual planning (see chapter 3.1), when units and faculties can showcase their strengths and typical cooperation and interaction.

Figure 8. Indicators for societal interaction

Although strategic goals are shared by the entire University activities based on the Strategy vary between faculties. Faculties are encouraged to have their own bodies, operational plans, and dedicated resources (Vice-dean, personnel to aid in engagement and publicisation of research results etc.) to promote societal interaction and impact. Currently, two faculties have a dedicated committee and one faculty has a strategic operational plan. In addition, UTU has units that are focused on mediating research to the service of society (e.g. Biodiversity unit, Brahea Centre).

Decision-making and actions are based on knowledge and open interaction in UTU's operational environments

One of the strategic goals of UTU is to be *an active expert community*. Accordingly, at UTU, *leadership and management are based on knowledge and open interaction*. Also, the Principles and Practices of Leadership at UTU emphasise *practicing foresight and considering changes occurring in professional life and society*.

Information retrieval, creation, analysis and utilisation related to UTU's operational environments take place, on the one hand, as centralised activity in the administration and, on the other, in the faculties as part of their regular work. Firstly, The Strategic Planning unit, led by the Director of Strategic Planning, conducts foresight work and operational environment analysis from University-level perspective in order to support the strategy work and strategic management (Figure 9). The focus is especially on the future. This work is supported by the newly established Knowledge-based Management Initiative (see chapter 3.1).

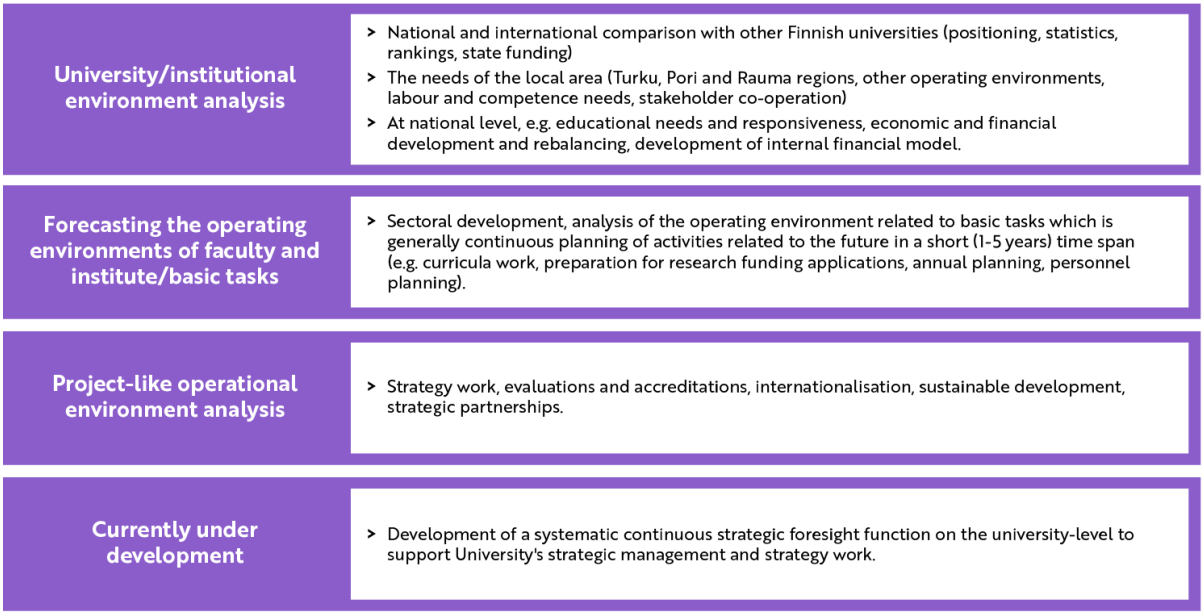


Figure 9. Environmental analysis at UTU

Secondly, UTU has well-established and long-lasting connections with the private, public and third sector in the Southwest Finland and in its campus cities. Through active cooperation, UTU can respond to needs in these regions and proactively development competitiveness and welfare in the regions. An example of this is the establishment of the Faculty of Technology to tackle the lack of technology experts in the Turku region. Information is also shared in several networks and partnerships (see chapter 2.3) and, for example, through the dual positions that UTU members hold in other large regional organisations (e.g. the City Hospital). UTU is also a contributing member in the Southwest Finland Foresight Academy and several other networks that operate across the boundaries of different professions and industries, and through which the University can contribute to the regional and national development.

Thirdly, educational policies (e.g. the Continuous Learning Policy 2021–2030) and research policies recognise the importance of foresight and analysis of the operational environment. Hence, they are considered as part of the regular work in order to maintain the competitiveness of education and research. Here, the operational environment is not only regional, but national and even international. The impact of research and education is monitored through annual reporting. In principle, impact is assessed on a per-project basis, e.g. according to funder's guidance. For example, the strategic flagship project INVEST has developed its own impact metrics, the usefulness of which is examined on the University level, primarily by the Council for Partnerships and Engagement.

Strengths	Enhancement areas
University-level management structure and services are clear and promote and support societal engagement and impact	Creating uniform faculty-level management and support resources for societal interaction and impact
Objectives in the UTU Strategy and actions outlined in the Policy Programme give general guidelines for action	There is a need to create more clarity for the multi-faceted concept of societal impact and engagement in the entire University
UTU holds a well-established and close connection with the local and regional actors in all its campus cities	Usage of indicators for societal interaction in management

2.1 Managing the societal engagement and impact

- Auditeringsgruppens bedömning

UTU is a dynamic and respected partner among its stakeholders

Societal engagement and impact are key elements of the University of Turku's Strategy 2030. UTU has set strategic goals, follow-up targets and indicators for societal impact. Societal impact is mainly realised through teaching and research. Based on its strategy, UTU has set the goal of being a proactive and dynamic partner. The University also aims to be a respected and responsible societal contributor and to establish strong regional partnerships that make UTU's operational environment internationally attractive.

The preparation process of Strategy 2030 from the societal impact point of view was well implemented. Both internal and external stakeholders were broadly involved. Sustainable development has a vital role in the strategy.

Based on the audit interviews, UTU is a dynamic and respected partner and contributor to its stakeholders. That can also be noticed in the comprehensive project portfolio — through broad cooperation with stakeholders, UTU benefits from its partners' resources. The interviews with external stakeholders indicated that the University of Turku has appropriate procedures to ensure that societal engagement supports the implementation of its strategy.

Strategic partnership operations and strategic engagement operations are well-organised

The partnerships and strategic engagement operations are well-organised and function under the Council, the Team for Partnerships and Strategic Engagement, the University's Advisory Board and different faculties. The bodies have clearly defined roles. However, the activities vary considerably between the faculties. While some variation is justified due to the nature of the different fields, the audit team recommends UTU consider streamlining its societal engagement and impact activities across faculties and a clearer definition of the minimum procedures that all faculties should have in place.

There are also national and international advisory boards at UTU, including external stakeholders. Based on the minutes of the meetings, the boards are focusing on essential themes from the societal impact perspective. The faculty-level advisory boards could cooperate more, for instance, through joint meetings. Also, regular contact and meetings between the University Advisory Boards and the advisory boards of faculties might add value to the UTU community and strengthen its societal impact. The University's International Advisory Board has just recently started. It is crucial to ensure that it will play an active and essential role in the University's

development.

Based on the interviews and UTU's self-assessment report, the University of Turku has versatile and active cooperation with its external stakeholders, especially with businesses and municipalities, the third sector, non-governmental organisations (NGOs) and churches. The key partners are well represented in the management system by memberships on the different advisory boards. UTU is doing much cooperation with its stakeholders. As mentioned above, external stakeholders are members of different UTU boards at the university level and faculty levels. There is a good portfolio of indicators for societal interaction. However, information regarding the development of these indicators was not available for the audit team.

From the impact point of view, the University of Turku has important multidisciplinary flagship programmes, INVEST and InFLAMES. Through the flagships, different faculties cooperate with external stakeholders to realise UTU's strategy and increase the societal impact of the University in its focus areas, also internationally. Different faculties and fields also carry out much impressive societal engagement and visibility. One good example of such unit with a strong societal impact is the Centre for Parliamentary Studies. Furthermore, the Turku School of Economics publishes the TSE Impact & Engagement report annually.

UTU's enhancement areas for societal impact are well-recognised

The University has identified relevant and well-defined enhancement areas in the self-assessment report. According to the interviews, UTU is developing its operations, such as a knowledge-based management system, Partnership Relationship Management (CRM) operations, fundraising and sustainable development. It is essential to continue this development work.

The model for strategic partnerships currently includes five partners. The target of the University of Turku is to have six to eight strategic partners. It is crucial to have enough flexibility for different partnerships. Partners could also be from the NGO sector. All faculties are encouraged to attend the partnership cooperation. Also, feedback is collected from strategic partners.

Based on the audit interviews, the University of Turku has a deep and value-adding partnership with the City of Turku. UTU also has a notable role in the Cities of Rauma and Pori. Rauma has made significant economic commitments to safeguard the future of the UTU campus at Rauma. The audit team recommends that the University consider the same type of advanced cooperation and partnership agreements with the Cities of Pori and Rauma as with the City of Turku.

The University's Strategy 2030 mentions the Baltic Sea region from the seafaring perspective. With a multidisciplinary approach, UTU could take a more substantial role in preserving and developing the Baltic Sea area. Turku is one of the leading university cities in the Baltic Sea region. The University of Turku could take a more decisive role in advancing its societal impact on the Baltic Sea region. This region is facing substantial challenges that the University could contribute to significantly with the expertise of many of its faculties, for example, environmental

and economic development, politics, seafaring and culture.

The Baltic Sea is also increasingly important from the perspective of national defence. There is a possibility for UTU, in cooperation with the National Defence University, to conduct more research on the Baltic Sea. Furthermore, the Archipelago Research Institute of Seili offers unique opportunities for multidisciplinary research related to the Baltic Sea. It is essential to utilise the full potential of Seili.

According to the interviews, UTU's societal impact has been impressive regionally, nationally and internationally. The establishment of the Faculty of Technology is a strong signal of the determination of the University of Turku to serve its region. It can be seen as an international benchmark for the start of the Faculty of Technology to make an impact. The external stakeholders have had a significant role in funding the resources of the Faculty of Technology.

Based on the self-assessment report, UTU updates its strategy when needed based on changes in its operational environment. One recent update mentioned in the audit interviews was incorporating Artificial Intelligence into UTU's strategy. However, there should be more information generally available on how the changes in the operational environment are being analysed. The audit team supports the University's aim to strengthen the analysis and foresight aspect of its strategy process.

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

- Högskolans självvärdering

The Research Council of UTU monitors the implementation of the research development presented in the Strategy and contributes in the quality management work related to research. The Research Council has members from each faculty, and it is led by the Vice Rector for research.

The quality of research is based on peer-review processes, e.g. in publications, external funding and recruiting. A comprehensive peer-review process of research, i.e. the research assessment exercise (RAE), was executed in UTU during 2021–2022. The results of RAE are now implemented in the faculties and departments.

Members of UTU personnel are active in the national and international development actions in Open Science (OS). The research council monitors and steers the OS proceedings at UTU. UTU is committed to the Finnish national Open Science policies and is currently updating its Open Science policies regarding publications, research data, and research process. In 2022, UTU was placed on the highest level in the OS evaluation by the Federation of Finnish Learned Societies. UTU's support services for OS are multi-professional including expertise from research development, library, communications, IT, legal, and innovation services. The services and development actions are self-evaluated and also assessed by a panel of researchers. Based on the steering and evaluations, OS activities are enhanced both traditionally and through novel initiatives such as the Open Science Accelerator.

Responsible research involves producing, publishing, and assessing research results as well as the transparency, presence, and utilisation of science in society. Research ethics is at the core of responsible research. UTU promotes ethically conducted research that complies with the principles accepted by the scientific community. The national guidelines for research ethics and handling the suspected misconduct are listed in the *Responsible conduct of research and procedures for handling allegations of misconduct in Finland* issued by the Finnish Advisory Board on Research Integrity (TENK). UTU provides ethical review statements for research in human sciences and for medical research in order to help the researchers to conduct their research process ethically. UTU collaborates with the Ethics Committee of the Hospital District of Southwest Finland, as some of the medical research designs need to be review according to the Medical Research Act. Also, UTU has appointed research integrity advisors who offer confidential and impartial guidance for the University staff on different kinds of problematic situations related to research integrity.

UTU is a signatory in the international Agreement on Reforming Research Assessment and is also

committed to the Recommendation for Responsible Evaluation of Researcher in Finland. UTU has drafted its own policy on responsible research and researcher evaluation and is in the process of implementing it by following the SCOPE model (Figure 10).

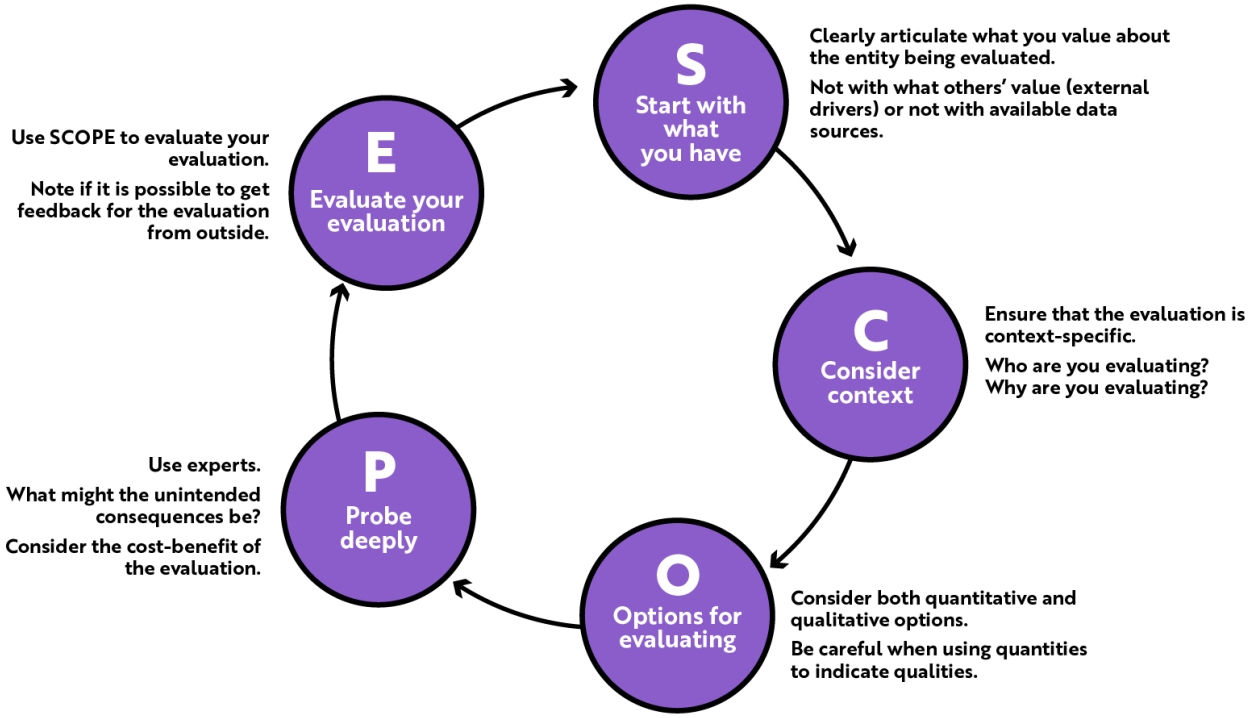


Figure 10. Scope model in responsible research assessment at UTU

There are support services for promoting the societal impact of research at UTU. The Research Affairs unit and the Library mapped the services and tools that help researchers to promote the impact of their research throughout the research process (Figure 11). By mapping the existing services, the gaps were identified and the services can now be developed further.

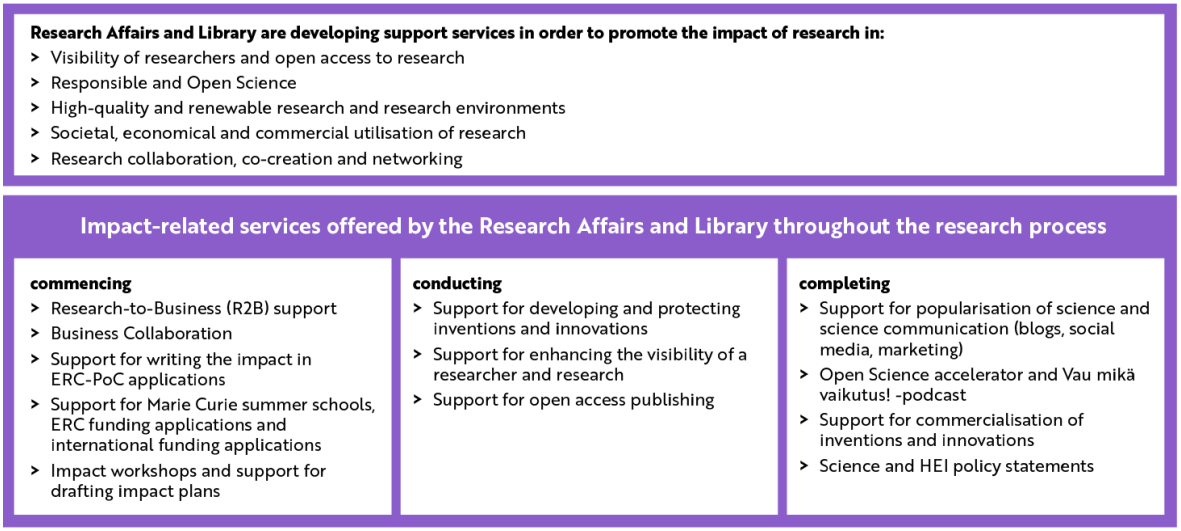


Figure 11. Services and tools to promote the impact of research

UTU has *innovation scouts* in the faculties who enhance the flow of ideas, experiences and information between the research community and Innovation Services (UTU Technology Transfer Office TTO). TTO screens and pre-evaluates research results that have commercial potential. It also supports the invention disclosure and patenting process and manages UTU's patent and IPR portfolio. TTO gives guidance on protecting, developing and financing inventions and research-based businesses as well as on the protection and commercialisation of the research results. UTU also actively collaborates with the regional ecosystem providing support for the entrepreneurial activities in the research community. UTU has multiple ways of transferring technology and IP to existing companies or established start-ups or spin offs. UTU manages all its ownerships, shares and company equity through its holding company UTU Holding Oy established in 2014. Furthermore, TTO helps the faculties in global educational services.

The impact of research often arises after a long period of time and it can be difficult to identify which research/project was the origin of the impact. Still, there are many ways to monitor the indications of the impact. Some key indicators such as the idea/innovation propositions, invention disclosures, new priority patent applications, new granted patents, number of patent families, sale and licensing agreements, and start-up/spin-off companies, are followed and reported annually, for example, in the reports delivered to the Ministry of Culture and Education. As UTU is committed to the responsible evaluation, the University is also developing new ways of reporting impact and impact pathways of research. UTU has two research flagships funded by the Academy of Finland: INVEST and InFLAMES. The flagships develop new ways to enhance, monitor and report the impact of research and these methods will be adapted to other activities in the University as well.

UTU collects information on publications, other research activities, and researcher profiles to the CRIS-system. The researcher profiles and publication lists are displayed on the University's website. The information is also transferred to the national research information portal. In addition, UTU has active and systematic newsfeeds and social media accounts highlighting the research achievements. UTU participates in various partnering events to promote knowledge/technology transfer from academia to industry/society. The website has a brief description of the technologies available for sale or licensing. UTU is currently acquiring and introducing digital tools to improve the accessibility of technologies and IP. UTU has the OpenIris database for booking times and services for using different research equipment. Furthermore, UTU's researchers are active in citizen science projects, such as Punkkilive and there are places where the public and scientist can meet, e.g. the Botanic Garden or Natural History Museum.

Strengths	Enhancement areas
Responsible research is strengthened with research ethics processes and by renewing the assessment processes of research and researchers	Committing resources to reforming research and researcher assessment, and implementing the renewed processes of responsible assessment of research and researchers that enable the recognition of the broad diversity in contributions to and careers in research
Open Science structures and support services have reinforced the open science culture in the research processes at UTU	Further developing the support services that accelerate, stimulate and facilitate researchers to put open science into practice. Focusing also on developing FAIR data services in order to increase the amount of open and reusable datasets and creating processes to support opening educational materials
Innovation Services /Tech Transfer office supports the protection and commercialisation of research results in all of the disciplines	Development of impact related services that accelerate researchers to better establish and represent the impact pathways and also the short-, mid- and long-term impacts of their research. Also, systematisation of the impact indicators and their follow-up
The research results and researchers of UTU are presented in contemporary ways. UTU's researchers are actively participating in current discussions, for example, in parliamentary hearings and tv-debates	Developing the support services and processes of collecting researchers' merits and research outputs

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

- Auditeringsgruppens bedömning

UTU has defined targets for research impact and has a clear structure for monitoring research implementation

The University of Turku's contribution to reforming society is guided by its strategic mission. UTU has defined targets for research impact. The University has a clear structure for monitoring research development through the UTU Research Council. The assessment of research quality is monitored by peer-review processes and through periodic Research Assessment Exercises (RAE).

The RAE 2021–2022 highlighted the need to define multidisciplinarity more clearly and the societal impact of research across all units and faculties. Strategic groups have been set up across faculties working on themes such as AI, digital humanities, socially responsible scientists, and European challenges. Also, the Faculty of Technology is a crucial player in connecting disciplines. Otherwise, multidisciplinary research is carried out, for example, humanities to the medical school and digitalisation, technology to law and biodiversity to leadership. New master programmes are being launched along these lines. Based on the audit visit, faculties vary in conducting multidisciplinary research. Some faculties would consider their internal range of disciplines as a sufficiently broad basis for multidisciplinary work. In other faculties, a broader multidisciplinary approach is still being sought.

The disciplinary structure is still visible in the organisation of most doctoral studies, despite the RAE 2021–2022 recommendation to focus more on UTU's priority areas. Such an initiative was taken ten years ago but was eventually left to the faculties. Since then, various faculty crossing programmes have been established.

According to the audit interviews, it is felt that doctoral researchers need a home in a faculty or department. According to the audit visit, doctoral researchers could meet a broad range of disciplines within one faculty. The University of Turku's Graduate School organises joint courses for all doctoral researchers, such as research ethics, societal impact and various annual events.

Multidisciplinarity is seen as the important long-term goal for UTU. However, discussions are ongoing about the amount of steering and the proportion of internal budgets that go directly to faculties compared to multidisciplinary initiatives and structures (e.g. joint institutes). One view is that multidisciplinarity is still implemented too differently across faculties and is too dependent on external funding.

The audit team recommends that UTU should build stronger ties between faculties to achieve

multidisciplinarity. It would be imperative to increase horizontal collaboration between all bodies representing different research areas, including provisions for doctoral training. Cross-faculty steering could be further promoted by internal funding for multidisciplinary work and doctoral education.

UTU collects information on the societal impact of research

UTU collects information on the societal impact of research and uses the info for further development. A new vision and mission regarding regional and societal impact is emerging. It is seen as a process that has been going on for a long time, which makes the University more relevant to society. Achievements are in infrastructure built for faculty to engage, creating co-creation platforms. Examples of these are the Faculty of Social Science's cooperation with the Nordic Youth Panel and INVEST flagship programme for societal impact, externally funded professorships in the Faculty of Technology, and training master and doctoral researchers in areas of societal impact. During the audit visit, various podcasts, social media and trainings for different decision-making bodies were mentioned as other ways to promote research impact.

A key point for the University of Turku is to make the new vision and mission on regional and societal impact acceptable to the academic community. Clearly, things are changing, but the research impact agenda requires an internal change in the faculties and increases workload with reporting. In the faculties, there is also criticism towards promoting research impact. The audit team recommends UTU to continue the debate on the impact of research.

UTU has systematic procedures for ensuring the responsible conduct of research

The UTU lists the following values: creativity, openness, ethical principles, critical thinking and strong community. The audit team sees it will be essential to make these sufficiently explicit to ensure that these are shared and lived values. According to UTU's mission, the University promotes education and free science and provides research-based higher education. However, academic freedom is not listed as one of its values.

The University of Turku has committed to the Finnish Code of Conduct for Research Integrity and Procedures for Handling Alleged Violations of Research Integrity in Finland 2023 guidelines by the Finnish Advisory Board on Research Integrity, TENK. UTU also has a research ethics committee. The University provides ethical review statements for research in human sciences and medical research. UTU also has research integrity advisors. Good scientific practice and research ethics are considered by teaching research ethics at all degree levels.

An important role of UTU's management is to ensure that the integrity and ethics of research remain strong despite broad cooperation with external stakeholders. Cooperation with partners should not limit the research done in joint projects too much. Stakeholder views may even matter for impact criteria and per project by the funder.

As much as UTU's engagement with the region and broader society is appreciated, the audit team suggests that UTU should continue to pay attention to research integrity. Sufficient oversight should account for research integrity, protection of researcher and knowledge products (IPR), avoiding conflicts of interest, transparency and accountability. The University of Turku's central Legal Affairs office helps to ensure proper handling of knowledge transfers, IPR, data protocols, and GDPR. Research is done in faculties, and principal investigators, department heads and deans have clear mandates for signing contracts up to a defined amount. Ensuring that endowed professorships benefit from the same provisions and protections is crucial.

UTU is firmly committed to open science

UTU is committed to open science as a signatory of national (Policies of open science and research in Finland) and international standards (the International Agreement on Reforming Research Assessment, COARA). Based on the audit visit, UTU is COARA compliant. The University of Turku feels it is being helped in this process by its national and European research funders and is involved in various working and steering groups.

A policy for responsible research and researcher assessment was published recently, and a new research assessment concept (SCOPE) was developed. The related support structure and services seem to primarily focus on the commercialisation of research, such as research affairs and innovation services, innovation scouts and patent registration. Research support structures and services in support of societal impact, citizen science, FAIR data principles and open data are less pronounced. The audit team recommends paying attention to these as well.

According to the policy, UTU moved away from counting only first authors in registering co-authored and collaborative publications. The library has provision for open access, and open access costs are compensated by the University. According to the audit visit, the staff think having support services for open science and societal impact activities, such as adequate use of social media, is good. Open science is still primarily understood as open access by many at UTU. Open science has a significant role also in INVEST and InFLAMES flagships.

The University realises that it will have to take further action to engage the entire academic community in its renewed mission for regional and societal impact and to make COARA acceptable for all. Despite UTU's ambitions for research impact and open science, there are some significant challenges ahead in this area. The new model will affect careers from junior to senior positions. The challenge is to engage all faculty members to commit themselves to the open science goals and to build adequate incentives, support, training, and a transparent and consistent recognition and reward structure at all levels. The initiative is fresh and should lead to objective, inclusive and transparent assessment methods for the responsible assessment of research and researchers, starting at the level of doctoral training and within the realm of internationalisation. The researcher interviews also brought up the desire for more help to be available for open research data and instructions that consider the differences between faculties.

UTU expands the SCOPE model for assessing performance guided by its own values and in line with COARA: leadership, societal impact and innovation. The University is currently working on the list of performance indicators. It wants to move away from only bibliometric and quantitative metrics and include more dimensions, qualitative elements and narratives. UTU is doing development work in collaboration with national partners. It will be the toolbox in a national context. The academic community has been involved in developing the guidelines. Unfortunately, none of the University of Turku interviewees could give concrete examples during the audit visit.

2.3 Promoting renewal through the organisational culture

- Högskolans självvärdering

Innovative work and co-operation to support renewal

Based on the value of creativity, UTU encourages UTU community *members to seek new and innovative perspectives and try new working methods*. Also, the Principles and Practices of Leadership at UTU promote the *renewal and culture of innovation and experimentation* in order to aid the realisation of the Strategy and the Personnel Policy.

On the University level, enhancing innovative culture includes providing infrastructure, such as spaces for teaching technology experimentation and collaborative spaces for the UTU community and stakeholders, as well as social recognition, moral support for leadership, and financial resources, such as internal strategic funding. Also, the University Services support multi-disciplinary networking and aid the flow of information and good practices between units. This takes place via dedicated initiatives (see chapter 3.2), voluntary and leadership training, and supporting the creation of informal peer groups.

The University wide strategic projects (Figure 12) have been especially successful in utilising the diverse expertise within UTU in order to create new solutions based on multidisciplinary co-operation which are appropriate to UTU's profile. The projects also allow learning and experimentation in the interface with the customer and stakeholder creating benefits also for them.

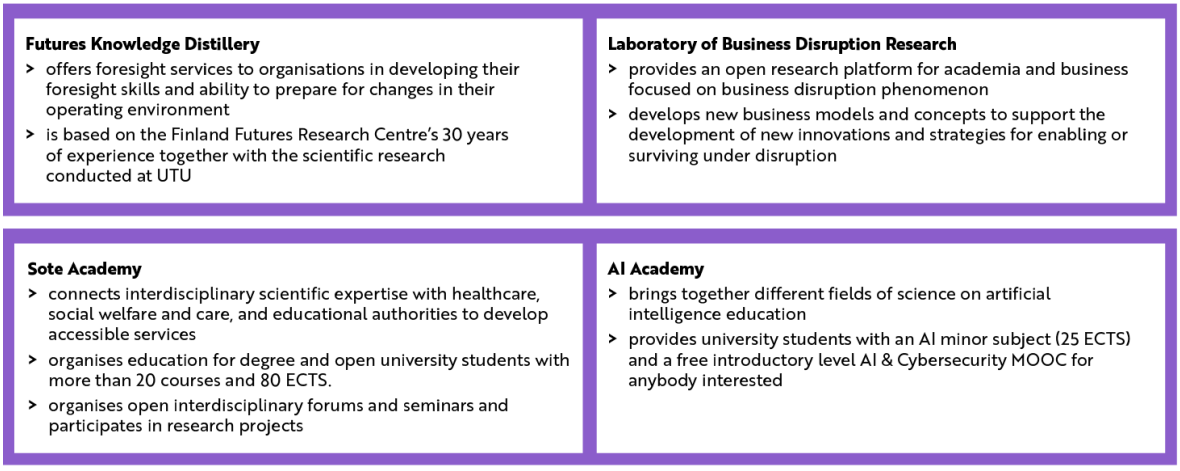


Figure 12. Strategic funding projects focused on societal interaction

Outside the strategic projects, UTU encourages faculties to implement outreach activities together with stakeholders. One example is the Corporate Corner, a multi-disciplinary innovation and collaboration platform that provides opportunities for companies and UTU experts to network through tailored events. Overall, external expertise is critical in order to promote renewal at UTU.

For example, by appointing professors of practice, UTU has been able to involve people with the kind of expertise society needs as teachers and research supervisors.

Based on the value of openness, students are engaged in the preparation and key decision-making at UTU. UTU also wants to inspire students and offers them a focused grant for entrepreneurial projects to test and pilot new ideas.

Collaboration and co-development in long-term and goal-oriented partnerships

UTU values close collaboration in regional, national and international networks and engages in long-term and goal-oriented partnerships to strengthen UTU's societal impact in education and research.

The six *strategic research and education profiles* of UTU strengthen internal collaboration and create platforms for networks, business collaboration, innovations, and strategic partnerships. The work conducted within the profiles advances sustainable development, decision-making based on researched information, application of expertise, and other societal impact of research. In several of the strategic profiles, UTU collaborates closely with important HE partners Åbo Akademi University and Turku University of Applied Sciences.

UTU operates within three *thematic campuses* (Health Campus Turku; TechCampus Turku; Culture Campus Turku) in Turku that bring together the expertise of HEIs and the local development company Turku Science Park for the benefit of the region's business (Figure 13).

Figure 13. Thematic campuses in the Turku region

At the end of 2022, UTU introduced a Code of Conduct for *Strategic and University-level Partnerships*. In accordance with the policy, UTU seeks partnerships with individual organisations that have regional, national or international influence in order to support sustainable growth, competitiveness and well-being through all activities. The strategic partnerships are formed so that multidisciplinary cooperation is conducted preferably with all UTU's faculties, while in the

University-level partnerships the co-operation is more limited in terms of disciplines. The current strategic partners include Bayer Nordic SE, Meyer Turku Oy, Wärtsilä Finland Oy, and the City of Turku.

Faculties, departments and research groups have extensive co-operation with *domestic and international stakeholders in different fields* (such as private, public and third sector organisations as well as individuals in different roles). They operate independently in forming these partnerships and related agreements while ensuring that they are appropriate to UTU's profile and support the realisation of the Strategy. However, they are supported by the Partnerships and Strategic Engagement.

International collaboration is essential in achieving UTU's strategic goals. The International Programme of UTU outlines key measures for increasing and improving quality, productivity and impact in all three missions. The Programme ensures internationally high-quality research and education, increases UTU's attraction, strengthens partnerships that promote responsibility and sustainability as well as communality and multiculturalism. The most essential long-term networks are EUA, EC2U Alliance (European Universities Alliance) and the Coimbra Group. Also, UTU coordinates two of the eight strategic Global Networks of the International Programme of the Ministry of Education and Culture. UTU has been a long-term member in international education-related networks, such as EUCEN. On the other hand, UTU actively seeks new strategic networks. Currently, it maps international networks for research impact.

Supporting current students as future alumni and the existing *alumni* community is a part of UTU's societal impact. Alumni are provided with access to events and continuous education in order to help them adapt to an ever-changing society. In return, they can contribute to education by participating in the teaching and motivating current students. Alumni are invited to plan alumni activities and give feedback about their experiences of working with UTU through surveys, alumni events and by sharing information about currently needed working life skills. In addition, notable alumni are important in terms of promoting the reputation of UTU.

UTU manages partnership agreements in the ASTA Case Management System. Partnerships management is supported also by the CRM system which is currently being developed to support stakeholder co-operation even more efficiently.

Strengths	Enhancement areas
UTU's internal organisational culture based on the UTU Strategy is sound and manages to create joint rules and instructions for all units	Utilisation of the new University-level partnership model to support and create more clarity, also in the faculty-level activities
UTU has versatile networks and partnerships that are based on UTU's key research and education areas	Faculties' alumni relations should be enhanced further via communications and other activities in order to increase the turnover rate from alumni to registered alumni (current rate is approx. 40%)
UTU has a synergistic and very active relationship with the City of Turku as well as with other local organisations and key actors	The new partnership management system (CRM) will be developed to support stakeholder co-operation in terms of visibility, interaction, and reporting to support decision-making and strategic engagement

2.3 Promoting renewal through the organisational culture

- Auditeringsgruppens bedömning

UTU engages with stakeholders and partners in activities which enable renewal and enhancement. It aims to be in close contact and collaboration with its stakeholders and to take their feedback seriously. According to the audit interviews, the organisational structure is flat, and the faculties are quite independent. As indicated in the interviews, the culture of the University encourages the whole community, staff, students and external stakeholders to communicate with UTU management and benefit from the joint support function. As described in Chapter 1, the Student Union (TYY) and students have a strong representation and voice in the University's development overall, especially in education. External stakeholders are represented in the university- and faculty-level advisory boards and UTU generally works closely with its stakeholders.

The University sees its cooperation with alumni as part of its societal impact. Alumni constitute an important category of UTU stakeholder involvement and management and are to be used in enhancement activities. Beyond these ambitious statements, the University's action and support in this area are still unfolding (see Chapter 4.1). The audit team recommends that UTU develop its alumni cooperation further.

The University of Turku values close collaboration in regional, national and international networks and sees its mission to stretch from local to global. UTU uses field-specific, regional, national and international networks in activities enhancement. The European Campus of City-Universities (EC2U), one of the European Universities Alliances, is one of UTU's most prominent international networks. Its research performance has benefitted from growth in international collaboration. UTU is still actively seeking new strategic networks and mapping international networks. The audit team recommends that the University utilise its existing international networks more and take full advantage of being part of the EC2U Alliance and developing multidisciplinarity. The University of Turku should also develop criteria for attracting international partnerships.

Strategic alignment of regional, national and international ambitions will be essential to UTU's success. An innovation ecosystem approach with a regional focus will be enriched by international networking. Stakeholders expect the University of Turku to bring international academic talent, knowledge and resources to the region to broaden, attract, and retain the talent base and to improve the investment climate. Considering the relatively low number of international experts, extra efforts should be made to bring in international expertise and attract foreign talent. The University of Turku could especially welcome multidisciplinary research expertise.

Good examples of partnerships promoting impact and renewal include Bayer Nordic SE and Mayer Turku. Through strategic partnerships, UTU wants to build strengths-based cooperation

that promotes both parties' sustainable growth, competitiveness and vitality, supported by research, educational provision and societal engagement.

There are also good initiatives to support entrepreneurship. One of those is Konttori, Entrepreneurial Hub and a working space for students and staff focusing especially on start-ups. Cooperation with Liedon Säästöpankki has made this possible.

There are two universities in Turku, UTU and Åbo Akademi, and several universities of applied sciences. There is considerable potential for cooperation between these higher education institutions. Although there is already good cooperation between the University of Turku and Åbo Akademi, this cooperation could be deepened further.

UTU aims to have well-functioning procedures for managing and updating its stakeholder relations and collaboration networks. It listed work on its CRM under enhancement areas, and its CRM and alumni database is still under development. The audit team recommends enhancing partnership relationship management and the alumni database.

2.4 The HEI’s examples of successful enhancement activities

- Högskolans självvärdering

The objective of UTU is to bring about positive development in society through conscious efforts. At UTU, the Academy of Finland funded flagship projects are one successful example on the largest scale. For example, the INVEST flagship aims at providing a new model for the welfare state that is more equal, better targeted to problem groups, more anticipatory as well as economically and socially sustainable. It is based on multi-disciplinary expertise and co-operation in social sciences, education and medicine for creating interventions, policies, and social innovations. INVEST uses rigorous methods and impact assessment indicators to evaluate research and impact as well as to make use of professionals to implement systematic communiques on its results. This is done in order to raise awareness, set trends, create opportunities for trans- and cross-disciplinary collaboration and educate the next generation experts. Hence, the pathways for societal and social change are multiple. By 2022, over 0,5M children in Finland were reached through INVEST intervention programmes. Among others, these included the KiVa Antibullying programme that has reached 40% of school-aged children and the Voimaperheet mental health support programme for families that has reached one third of the population.

UTU aims for successful collaborations and partnerships with external organisations. Among its faculties, Turku School of Economics (TSE) has had long-lasting connections with the private sector since its establishment. Its strengths lie in its systematic approach to company collaboration. TSE has dedicated resources for the facilitation, monitoring, and supporting of the financing activities through the Centre for Collaborative Research. Also, the whole of TSE from individual experts to the leaders are actively engaged in building, maintaining and utilising their company connections in the realisation of the Strategy. In 2021, TSE collaborated with more than 480 companies in education (240+), research (150+), innovation and development (190+), and TSE planning and development (18) activities. 31% of the collaboration took place with large companies and 69% with small and medium-sized companies. Head offices of the companies were in Southwest Finland (37%), 9% in Satakunta region, and 54% in other areas of Finland.

Stakeholder collaboration takes several field specific forms to support education and research. One example is the faculty of humanities that has signed a co-operation agreement with the Turku Museum Centre. Within the agreement, the faculty and the museum deepen project co-operation, for example, by arranging workshops and student internships. Another example is the recently established Faculty of Technology that has established an Industry Affiliates Program (IAP), a dedicated partnership programme of the Faculty, which facilitates the creation and development of a collaboration network between the Faculty and companies. Through IAP, the Faculty supports its researchers in business co-operation, promoting the creation and

maintenance of contacts, and improves the visibility of the Faculty in the wide the business world. The themed events introduce the Faculty's various research and education fields, serve as networking events for researchers and companies, and as a discussion forum for general academia-industry collaboration topics, such as the general terms and best practices in contracted thesis work. A separate portal is provided for companies to introduce the Faculty's students to internships, master's thesis topics, and other relevant job opportunities in the industry. The collaboration is supported via permanent positions (e.g. head of corporate collaboration; education manager) to ensure that research opportunities in the industry are identified and connected with right research groups, and that the industry needs for skills and knowledge are taken into consideration in the development of courses and degree programmes.

Creating impact necessitates different forms of societal interaction, including introducing different forms of communication with stakeholders as well as creating presence in media and public debate. This also requires preparedness from UTU members to engage with the public. For example, the Faculty of Law has established the Researcher in Spotlight, a series which introduces the researchers of the Faculty on the UTU website. The Faculty of Education has a communication plan developed by Faculty's communications working group. The Faculty of Education has been active on Facebook, Twitter, Instagram, and LinkedIn. It has also introduced EDutu Forum which is a collaborative forum for leaders in education in the Southwest Finland and Satakunta regions and the Faculty of Education. Interaction enables UTU to also boost citizen science to mobilise and involve the public in research. For example, the Biodiversity Unit at the Faculty of Science maintains sites where the general public can get to know nature. The Punkkilive.fi service, developed in co-operation with Pfizer, encourages citizens to report their own tick observations to researchers through a browser-based service.

3 HEI enhances quality and well-being

- Auditeringsgruppens bedömning

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 key strengths and recommendations:

Strengths

- Quality management is closely linked with UTU's strategic management and contributes to achieving its strategic objectives.
- UTU has an extensive provision for faculty support, training and well-being, making it an attractive employer.
- An open-quality culture enables broad participation in developing the University of Turku's core activities and services.

Recommendations

- There is already good cooperation between UTU faculties, but there should be scope for seeking more coherence across faculties in strategy execution.
- The University should strengthen its strategic planning to become more evidence-based, data-driven and transparent to all actors.
- UTU's strong competence development provision for faculty members and staff should be extended to become inclusive for internationals and offered in English.
- The basic teaching qualification should be compulsory for all teaching staff.
- Although UTU's quality system provides a good framework, further synergies within the University could be achieved, as well as further cooperation with other universities. Furthermore, the role of the advisory boards could be strengthened, especially concerning achieving multidisciplinary aims.

3.1 Using the quality system in strategic management

- Högskolans självvärdering

Practices of quality work and steering go hand in hand

The Quality Policy contains the principles of quality work at UTU and it is available for the UTU community and stakeholders in the Quality Manual, intranet, and UTU webpages. The Steering Group for Quality managed the open preparation of the Quality Policy. The UTU Management Group was involved in the process and the Quality Policy was approved by the UTU Board in March 2022.

The Quality System, steered by the UTU management, consists of practices supporting high-quality activities including academic operational culture, steering, support services, and quality management. The documentation on the quality system is available on the UTU intranet and data systems. For stakeholders, the quality system and the quality procedures are described on the UTU website.

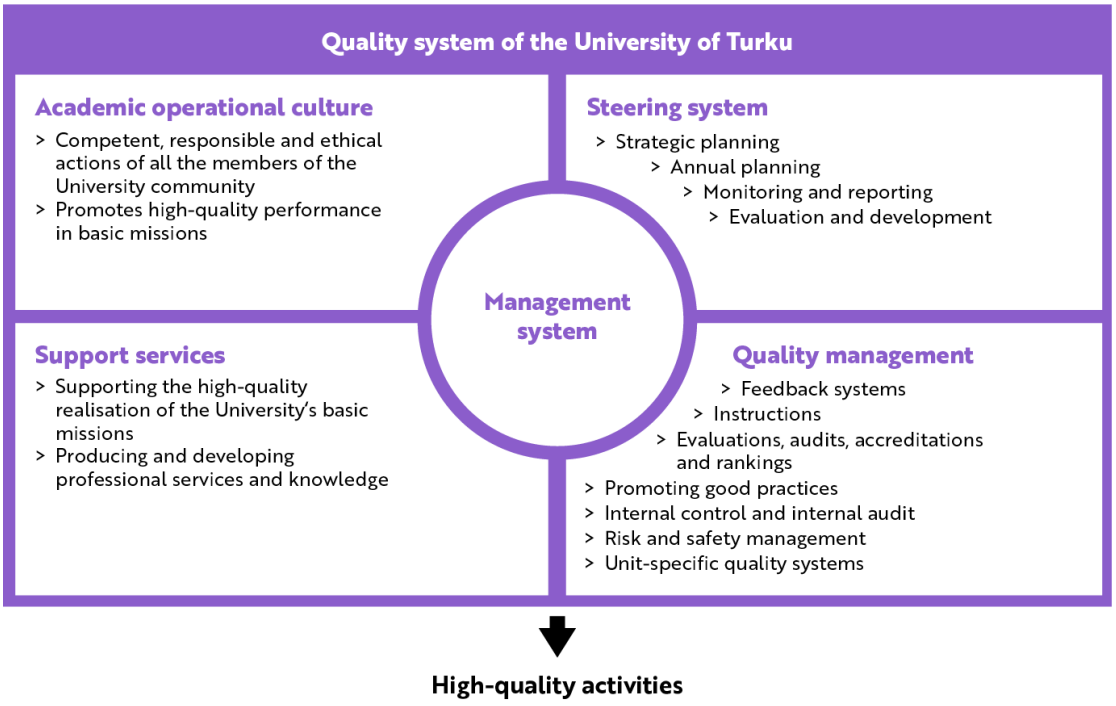


Figure 14. Practices of quality work as a part of the quality system of UTU

The quality of UTU's activities is ultimately created with the competent, responsible and ethical actions of all the members of the UTU community. It is essential that the practices, support services, and quality management support and enable the personnel and students to use their expertise in full to carry out the basic missions

The Principles of Steering (approved by the Board) defines the UTU's steering system and is based on the PDCA cycle. It includes strategic planning, annual planning, monitoring and reporting, and evaluation and development activities.

UTU community is actively involved in the strategic planning

The Rector is responsible for organising the preparation and revision of the Strategy and the Policy Programme. The whole UTU community is heard extensively in the preparation of the Strategy and the views of alumni and external stakeholders are actively mapped. The preparation process for the Strategy 2030 is presented in figure 15.

Schedule of the Strategic Planning Process

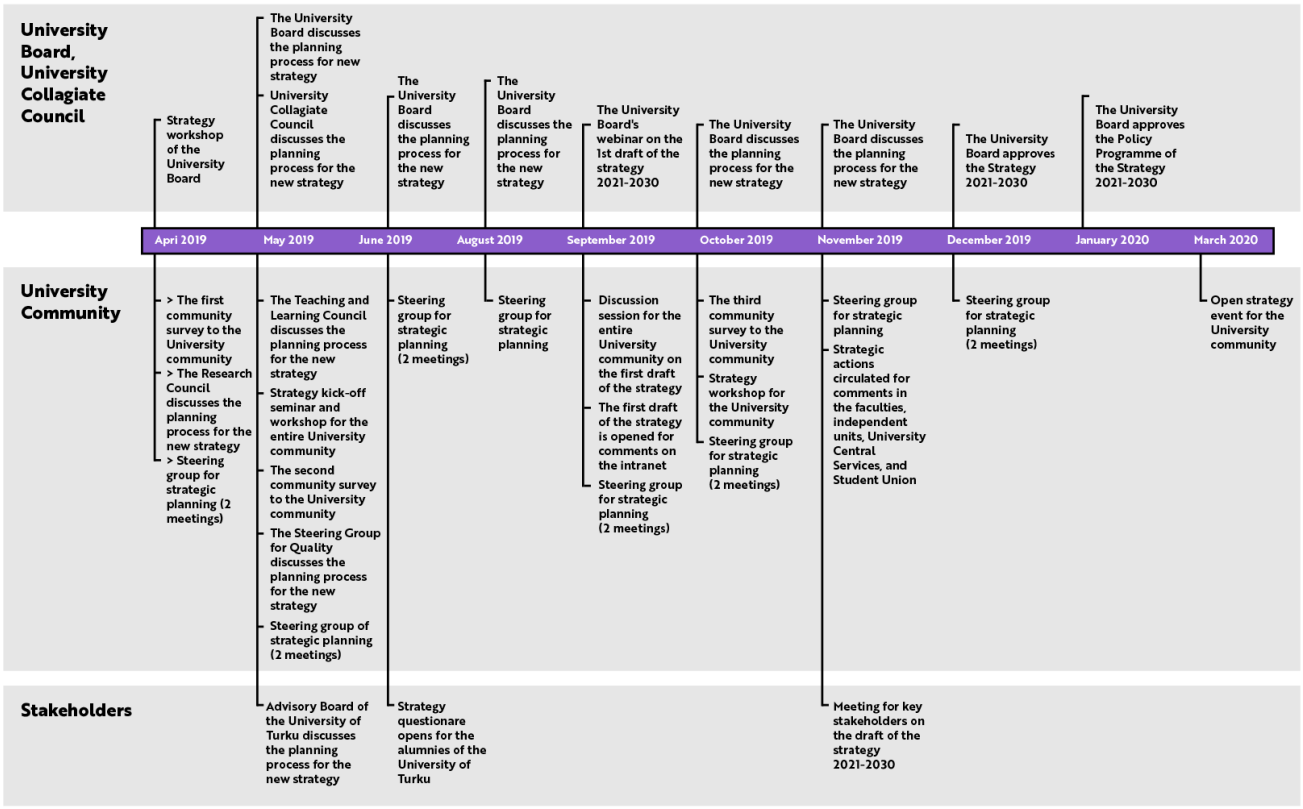


Figure 15. Preparation process for the strategy 2021-2030 in UTU

The UTU management and Strategic Planning unit monitors the implementation of the Strategy regularly and reports the implementation to the UTU Board annually. The Policy Programme is regularly followed up on the operational level in faculties and departments. The dean is responsible for implementing the strategy in the faculty and the head of department in the department or corresponding unit. The steering groups and councils promote the implementation of the Strategy and Policy Programme, support the flow of information, and direct and monitor the UTU's central activities and the quality of operations. The Strategy is updated if needed according to the changes in the operational environment. The Strategic Planning unit, led by the Director of Strategic Planning, coordinates both the strategy process and the quality work practices, which supports the complementary functions of steering and quality.

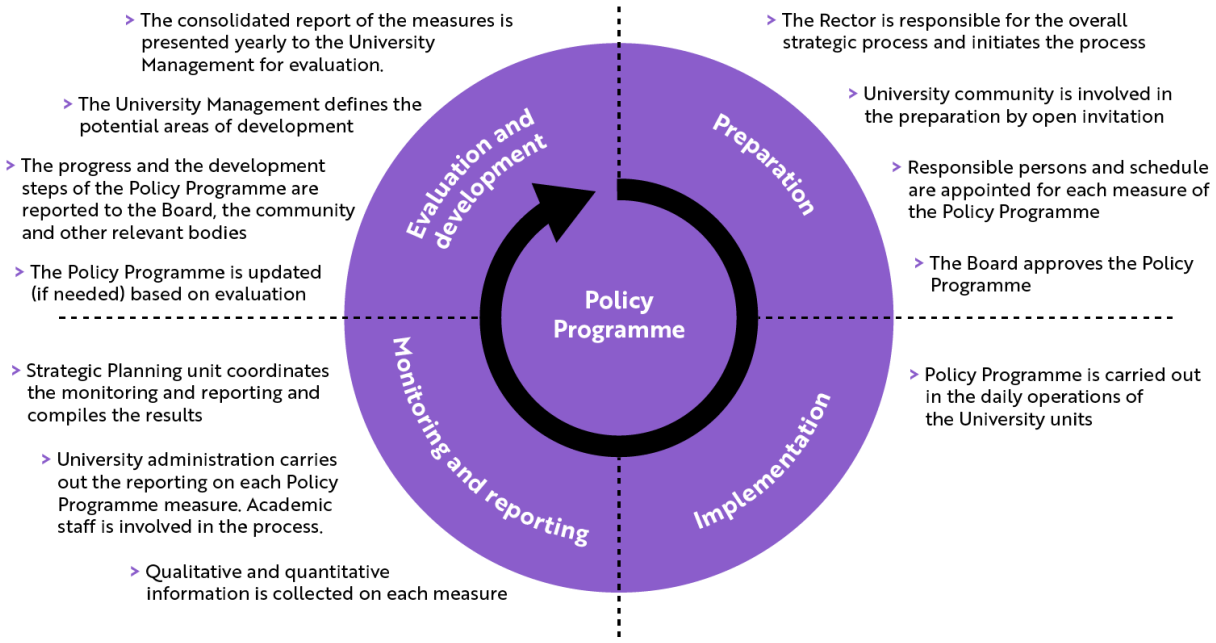


Figure 16. Policy programme follows the PDCA cycle

The strategic profiles in the UTU Strategy implement and advance multidisciplinary research and education in UTU Community. The profiles are reported yearly to UTU management. In addition, the Rector provides strategic funding every three years to strategically relevant research and education projects. The progress of the strategic funding activities is reported in the annual reports of the units and evaluated in the annual target negotiations held with the UTU management.

Annual planning follows the structure of the UTU strategy

The annual planning process is an important part of the steering system including all levels and units of UTU. The annual plan consists of the operational, personnel and financial plans. The operational plan follows the structure of UTU's Strategy and it describes the main activities and areas of development of the units.

The unit's activities of the previous year are reported in the annual report. The report follows the structure of the annual plan and it analyses the realisation of the planned activities. The annual reports of the units are utilised as information sources in monitoring the realisation of the UTU's Strategy. The UTU management holds annual target negotiations with the faculties and independent units on the basis of the annual plans and reports. The management gives the faculties and independent units feedback based on the negotiations.

The feedback and monitoring systems of basic missions and support services are used as a part of the quality management. Activities are developed on the basis of feedback and the person giving the feedback is informed of the development based on the feedback.

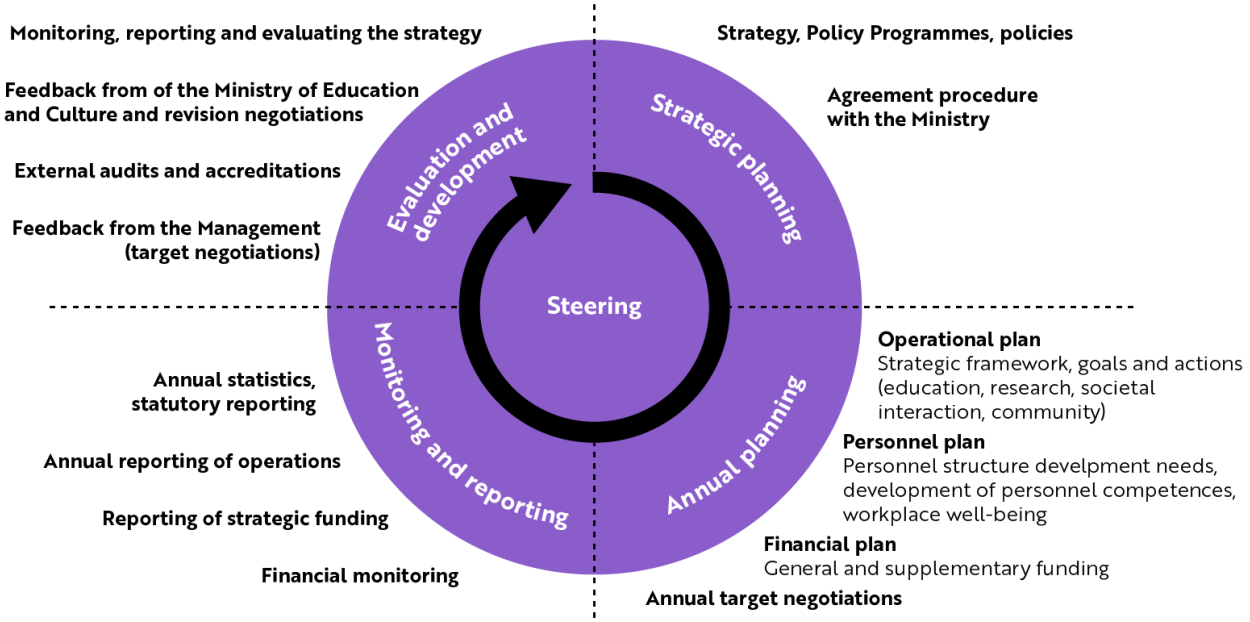


Figure 17. The principles of steering at UTU

Maintaining a common knowledge base is an important part of strategic and quality management. The produced and analysed knowledge includes internal and external data and information (Figure 18). With this knowledge, UTU intends to ensure an increase in the quality, efficiency and effectiveness of its operations, focusing on supporting decision-making and management.

The importance of strategic foresight work is recognised and this work is supported by a newly established development project in knowledge-based management organised in the Strategic Planning unit. The Vice Rector for partnerships and strategic engagement acts as the chair of the steering group for this project.

Figure 18 Examples of information used in knowledge-based management

The UTU Community is actively involved in the strategy process among other steering processes which supports the link between the everyday work and the UTU Strategy. The onboarding for the new members of UTU includes introduction to the strategy process and quality work (onboarding roadmap available on the intranet).

Strengths	Enhancement areas
Quality and strategy work are based on the Strategic Planning unit which supports their complementary functions	Development of knowledge-based management
Open and participatory strategy preparation process in UTU community	Development and usage of strategic foresight information
Strong connection between University's strategic planning and annual planning	Increasing the effectiveness of the actions in the Policy Programme

3.1 Using the quality system in strategic management

- Auditeringsgruppens bedömning

Quality management is closely linked with UTU's strategic management

The University of Turku's quality policy is public and forms a solid basis for the quality system. The quality policy is available on the University's website. The quality policy emphasises the importance of university culture, purposeful management, competent support services and structured quality management in the University's activities. According to the audit visit, the quality policy guides UTU's activities and reflects compliance with its objectives at various levels of the University. In the big picture, the quality system supports UTU's profile.

The preparation process for Strategy 2030 in 2019–2020 was highly participatory. It included several stages where the University Board, the University community and external stakeholders could engage and comment on the draft strategy. The audit showed that the participatory strategy process had resulted in excellent community engagement around shared objectives. During the audit visit, the different groups interviewed identified the strategic objectives and their role in taking them forward. The audit team, therefore, concludes that UTU staff recognises the connection between their work and the HEI's strategy.

The strategy has also given a boost to six policy programmes that realise the strategic emphases: Digitalisation Programme, Personnel Policy, International Programme, Equality Plan, Cultural Policy and Language Policy.

On the other hand, the participatory strategy process generated many perspectives, many of which were incorporated into the strategy. As a result, the University's strategic portfolio consists of 91 policy actions, which the audit team considers a very large number. The audit visit revealed that UTU is in the process of prioritising the strategy. According to University management, all units do not intend to use all 91 instruments. Instead, the units can prioritise areas that need the most development. The audit team strongly supports strategic focusing and prioritising.

The University of Turku's quality and steering systems are closely linked. The document titled The Principles of Steering clearly describes how the University's management system is based on the PDCA (Plan-Do-Check-Act) framework for continuous improvement. The management system comprises strategic planning, annual planning, monitoring, reporting, evaluation and development activities. UTU has strengthened the link between management and quality assurance by recently establishing its the Unit of Strategic Planning responsible for coordinating the strategy process and quality system.

More coherence across faculties is encouraged in strategy execution

The implementation and monitoring of UTU's Strategy 2030 is being promoted in various ways at different levels. It was evident from the interviews that the deans promote implementing the strategy in the faculty and the heads of department in their units. Furthermore, the university-level management, steering groups and various councils are essential in advancing and promoting strategic foci in UTU's core duties and support services. The Board monitors the implementation of the strategy on an ongoing basis, especially in the context of financial decisions.

The annual planning processes ensure that the strategy's objectives are translated into action at the unit level. In annual reports, the units assess the previous year's performance and set targets for the following year. Based on the annual plans and reports, UTU management holds annual target negotiations with the faculties and independent units. The management gives the faculties and independent units feedback based on the negotiations. The annual reports, statistics and other reports serve as a basis for the monitoring reports.

In general, there is good cooperation between the University's faculties. However, there is ample space for improvement in furthering cooperation in the strategy's execution. The audit visit raised the issue of UTU's internal funding model and the Rectorate's opportunities to lead faculties in developing multidisciplinarity. Interviews revealed that the internal funding model does not sufficiently promote cross-faculty research. In addition, there is little internal strategic funding available to faculties. The University of Turku's top management considered external infrastructure funding available from the Academy of Finland every second year and its allocation to multidisciplinary research as an important solution. The University's management also stressed the competence of UTU leaders and the ability to create funding possibilities within the University's internal and external funding mechanisms.

The Management Group, services and leaders are assessing the achievement of the strategy's objectives. The Strategic Planning Unit monitors the implementation of the strategy regularly and reports the implementation to the UTU Board annually. The Strategic Planning Unit recently conducted a stocktaking of the 91 actions and was consequently able to indicate by a traffic light system (red, yellow, green) how these are proceeding.

UTU should strengthen its strategic planning to become more evidence-based

The information generated by the quality system is used in the management of the University. Planning, monitoring and reporting are carried out in the Steering Management System (SMS), which a UTU Data Warehouse supports.

Based on the self-assessment report and the audit visit, the University of Turku wants to strengthen its knowledge-based management and information systems. The audit visit revealed

that faculties and departments strongly need up-to-date data and indicator information to support their management. In line with the area for improvement identified by UTU in its self-assessment report, the audit team recommends that UTU strengthen its strategic planning to become more evidence-based, data-driven and transparent.

The University has launched a knowledge-based management project. The project has four phases: first, user needs were identified, then data was transferred into a user-friendly and dynamic format using the Power BI system. The third phase is putting information into practice to use data in decision-making. The fourth phase evaluates the system's performance and ensures its effectiveness in developing activities. The knowledge-based management project has already progressed to the second and third phases of Power BI data production and its use in decision-making. The audit team encourages UTU to complete the knowledge-based management project and fully integrate it into UTU's management. In this project, UTU will also benchmark other Finnish universities, which the audit team endorses and finds useful.

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

- Högskolans självvärdering

Identifying development needs in staff competence

The steering group for personnel well-being and competence development defines the principles and focus areas arising from the Strategy. Focus areas define the centralised staff training contents offered to the entire personnel and the support for work communities. *The principles of leadership* guides the leadership and management development needs. The training selection is available in the w*ork community development plan*. UTU has many ways of collecting information about the competence development needs.

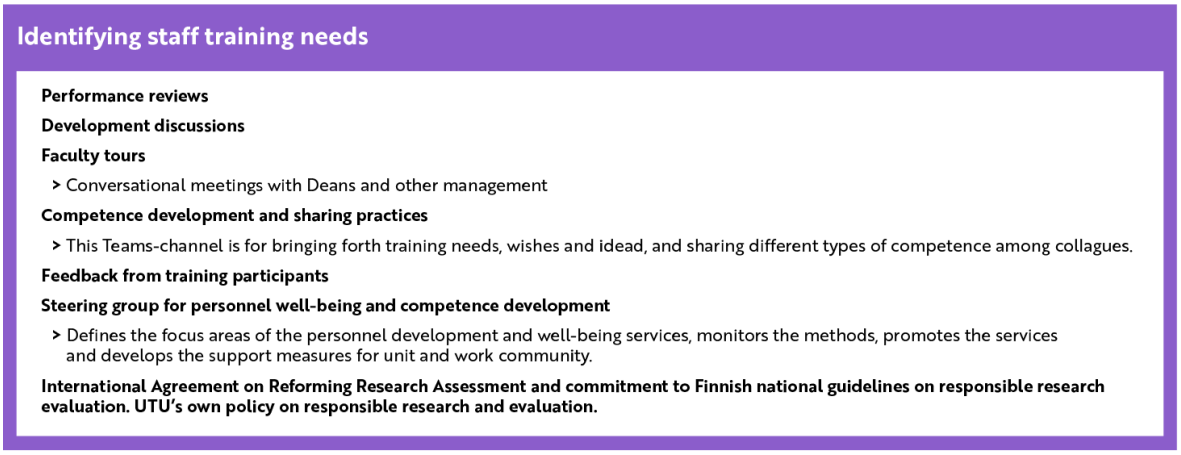


Figure 19. Identifying competence needs of the staff

The Graduate School's working group focusing on training develops training based on feedback from doctoral researchers. UTU's responsible research and researcher evaluation is aiming to recognise competences which researchers have developed during their careers. The teaching staff's opportunities for participating in pedagogical training are supported as part of the quality assurance of education. Student feedback ensures that the teaching methods are relevant.

Supporting the development of staff competence

The Personnel Policy describes how the Strategy and Policy Programme are implemented as HR activities.

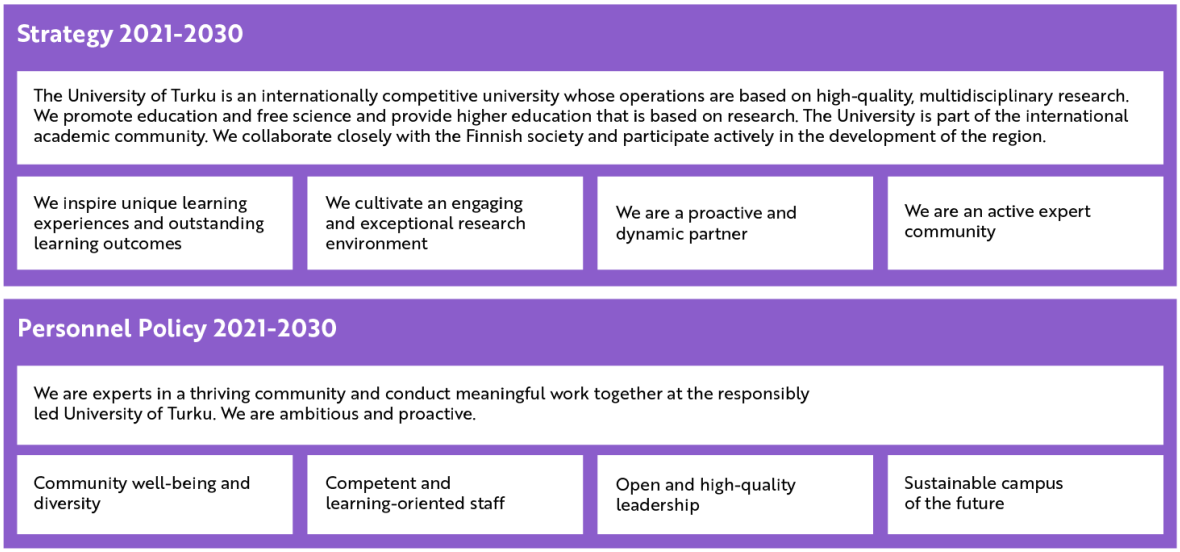


Figure 20. Strategy of UTU guides the personnel policy

The work community development plan defines what kind of staff training will be organised. Several internal operators produce training services for the entire personnel and work communities. Training is organised also by external operators and as a collaboration between Finnish universities. Staff training are offered to all members of the UTU community. The training is free of charge and can be attended during working hours.

The open training courses are listed in Staff Training Calendar and in the Teams platform that is also used for sharing materials, competence and good practices (see chapter 3.3). The staff has licence to Eduhouse Online learning environment in digital skills and webinars in various themes. There are also other forms of support for competence and well-being development, such as mentoring, onboarding, on-demand training for work community, professional supervision, coaching, and peer groups**.** Those in a supervisory position are required to participate in leadership training.

UTUGS organises courses on transferable skills to researchers. The teaching staff can participate in pedagogical training. UNIPS is an online learning environment for teachers and other staff members.

Recruitment

The recruitment procedure is based on Universities Act, Act on the Openness of Government Activities and UTU's own guidelines Procedure in Staff Recruitment, Appointment of Professors, Tenure Track System, and Fixed-term Employment Relationships. As a part of the EU's HRS4R-certification, UTU is committed to implement the Charter and Code and the OTM-R Policy. These principles are integrated in UTU Strategy and Personnel Policy.

At UTU, recruitments are mainly carried out externally. Advertisement is done through both national and international channels. The assessment of applicants is based on pre-set

requirements which are stated in the job advertisement. External expert procedure is used when recruiting professors or within the tenure track system and career path. Public selection memo is drawn on every recruitment. Throughout the recruitment process, the candidates are informed about the next steps and also about their own application status. *The Personnel Pool* supports career advancement and employees can express their interest to other positions in the Pool.

Well-being of personnel

The well-being of the personnel is continually monitored in co-operation with the occupational health care, and regularly assessed through Work Well-being Surveys and OHC's Workplace Surveys. Data is collected annually with the Personnel Report.

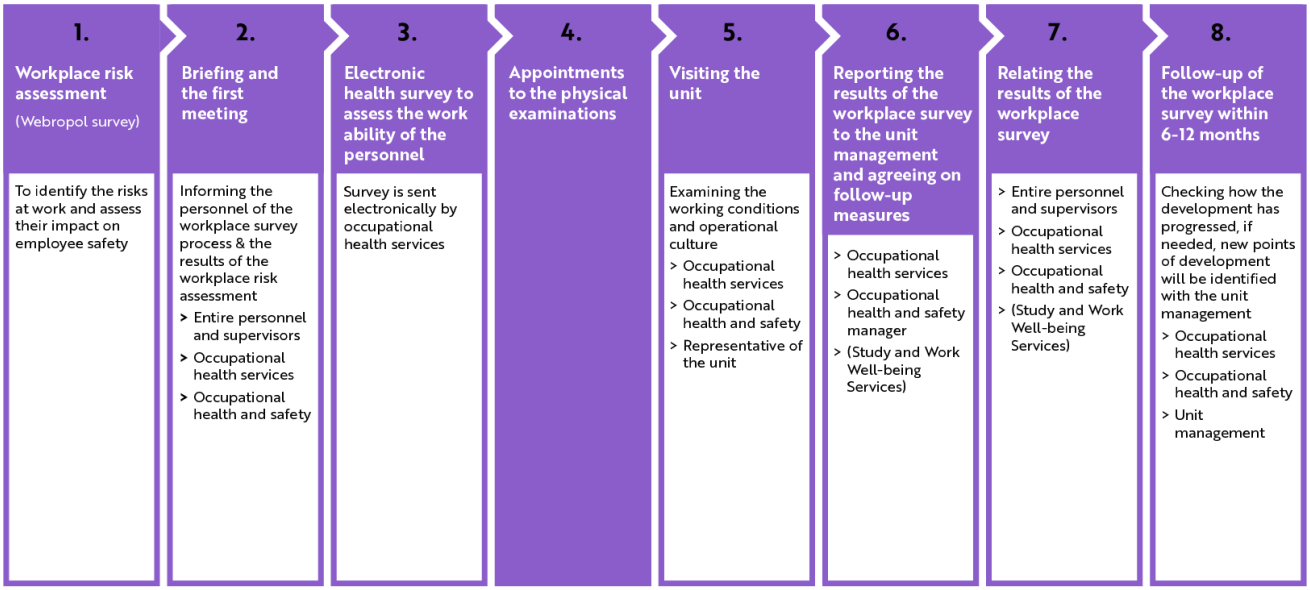


Figure 21. The workplace survey process at UTU

The outcomes of the Work Well-being Survey are reported on the work-community level to allow concrete development. The supervisors are supported with materials and tailored facilitation services. Well-being is a topic in each employee's development discussion.

UTU ensures the well-being of individuals and the functionality of the University community with extensive and accessible services, such as the Study and Work Well-being Services including the Campus Sport, which are also available for researchers irrespective of their funding position.

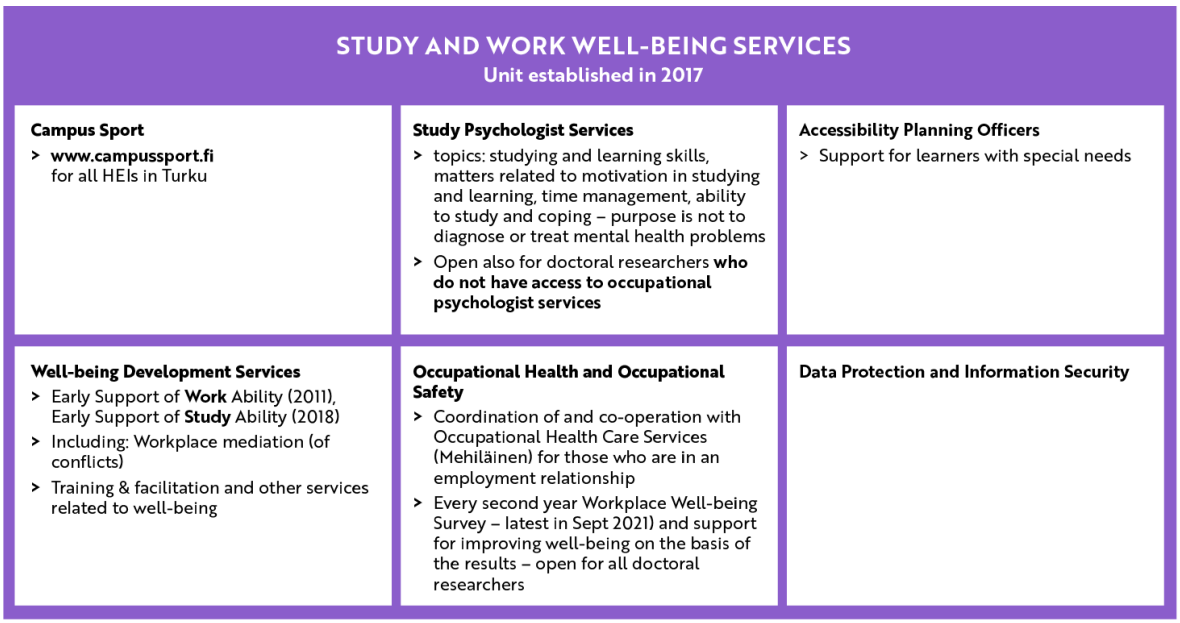


Figure 22. Study and work well-being services

The early support guidelines and contacts help in situations where every day work is disturbed, by e.g. harassment, hate speech, or conflicts. The supervisor is responsible for solving problems, but all community members are encouraged to be active. For conflict resolution, UTU has an internal network of workplace mediators and a research-based workplace mediation process (see chapter 3.4).

Early support situations, actors and responsibilities

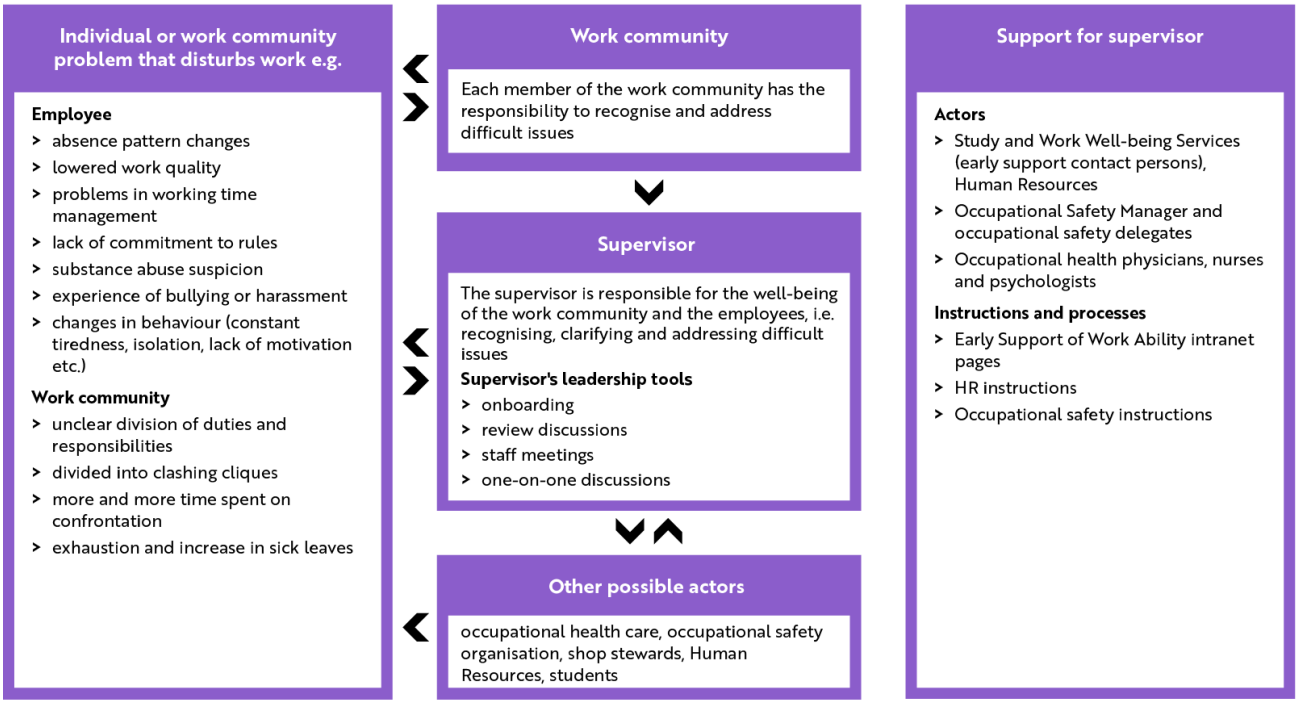


Figure 23. Early support model for the staff at UTU

Everyone in the community has an important role in promoting *equality and non-discrimination* (related to e.g. age, sex, ethnicity). Promotion of accessibility and study and work well-being are at the heart of equality work.

UTU has an Equality Plan. The Equality Committee (EC) monitors the progress regularly and updates the measures as required. The advisor on equality issues offers instructions and guidance to both students and personnel, and collaborates with the EC and the Student Union.

UTU has a zero tolerance policy towards inappropriate behaviour and racism. There are several ways to report experiences of inappropriate behaviour.

Accessibility means the possibility for all types of actors to participate and act equally in the UTU community, regardless of their personal characteristics. The Accessibility Policy's objective is to promote accessibility and develop practises and operations that support accessibility and which are also required by legislation. The implementation plan is updated annually.

The accessibility planning officers give advice, support and guidance on matters related to the accessibility of studying and teaching both for different kinds of learners and the staff. Their tasks also include individual arrangements for studies.

Open communication culture increases the organisation's well-being. The University Communications highlights and shares current topics, decisions and strategic themes on the intranet. Staff and students receive their own internal newsletter and can comment on the intranet news. The intranet also provides key services and instructions as well as electronic tools for the UTU community.

Strengths	**Enhancement areas**
Development discussion on different levels at UTU	Developing international employer brand and services for relocation and families
Extensive support for the well-being of personnel and development on the University level and in faculties	Onboarding for new personnel
Concrete Development of well-being after Work Well-being Surveys At UTU, the Work Well-being Survey outcomes are reported on work-community level. Concrete actions to improve well-being are generated in discussions led by the supervisors and involving all personnel. The chosen actions are reported annually.	Diversity and inclusion have been identified as a development area in the UTU Equality Plan, and in the current discussions at Finnish universities (Kotamo project) and the Finnish society in general (Yhdenvertaisempi Suomi)

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

- Auditeringsgruppens bedömning

The University of Turku has functioning procedures that support the use of staff competences. This will broadly define UTU's future success as a university, in international competition, for economic development and as a major regional employer. The University has an extensive provision for faculty members' support, competence development and well-being. UTU aims to stimulate creativity, collaboration, innovation, experimentation and multidisciplinarity. Based on audit interviews, the faculty members are generally optimistic about the provision of competence development and how their development needs are recognised. It makes UTU an attractive employer in their view.

The University of Turku has extensive support for the pedagogical development of teaching staff. Self-study materials for teachers are available on the intranet for course design and choosing teaching and assessment methods. Furthermore, the Unit for University Pedagogy organises university pedagogical training (10–60 ECTS credits). Based on audit interviews, many teachers have completed pedagogical studies, but their role could be strengthened. The audit visit also raised the issue of the career path system for lecturers. The audit team recommends that the basic teaching qualification be compulsory for all teaching staff.

Equally important, during the audit visit, there was a discussion of the importance of research careers and tenure track. The University of Turku opens vacancies for professorships either as tenure track professors or full professors. A tenure track plan is signed by the Dean, the Head of the Unit, the mentor and the candidate. The candidate must have their own support group. Full professors must be qualified in university core tasks. The criteria for the tenure track vary between faculties.

UTU has transparent procedures for staff recruitment. The recruitment of international faculty members and staff requires explicit and greater attention. This includes the recruitment of doctoral researchers. Also, more can be done to recruit, retain and integrate international faculty members.

The University is proud of having a dedicated and awarded study and work well-being services. UTU has systematic procedures in place for well-being, equality and non-discrimination. According to the audit interviews, workplace well-being is much discussed at the University. UTU pays constant attention to its employer brand. It has an Equality Plan and an Accessibility Policy and aims to support diversity and inclusion.

The University of Turku recognises that more is needed to support international faculty members

and staff adequately. Currently, the provision is mostly offered in the Finnish language. The audit team recommends that UTU's strong competence development provision for faculty members and staff should be extended to become inclusive for internationals and be offered in English.

3.3 Functionality and development of the quality system

- Högskolans självvärdering

Targets of quality work in UTU include research, education, and societal interaction, and the services and functions supporting them

The UTU Quality Policy steers the development of quality work by defining the main principles of quality work. The Quality manual describes the UTU Quality System and the principles for its development. The quality documentation is prepared in collaboration with the UTU community.

The Quality System of UTU is based on the academic operational culture and it supports the realisation of the basic missions by steering, support services and quality management.

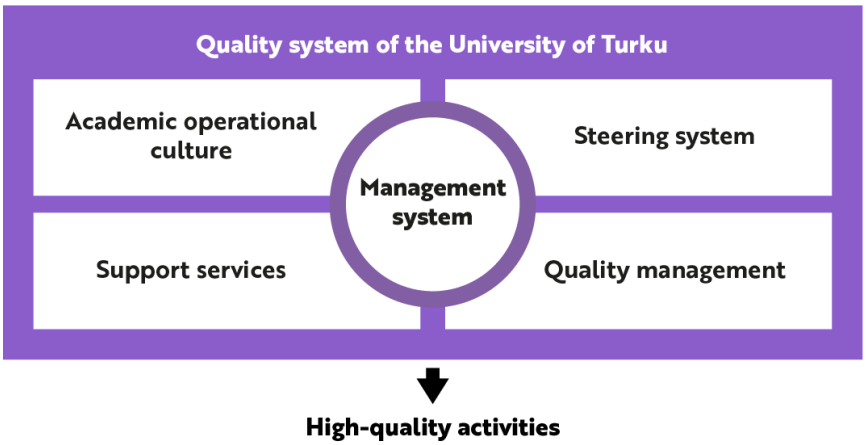


Figure 24. The quality system of UTU

The entire UTU community participates in the continuous development of high-quality operations as part of their work. Structurally, quality work follows the organisational structure that consists of faculties, independent units and support services. Figure 25 presents the key operational roles of quality work in UTU.

Roles in quality work

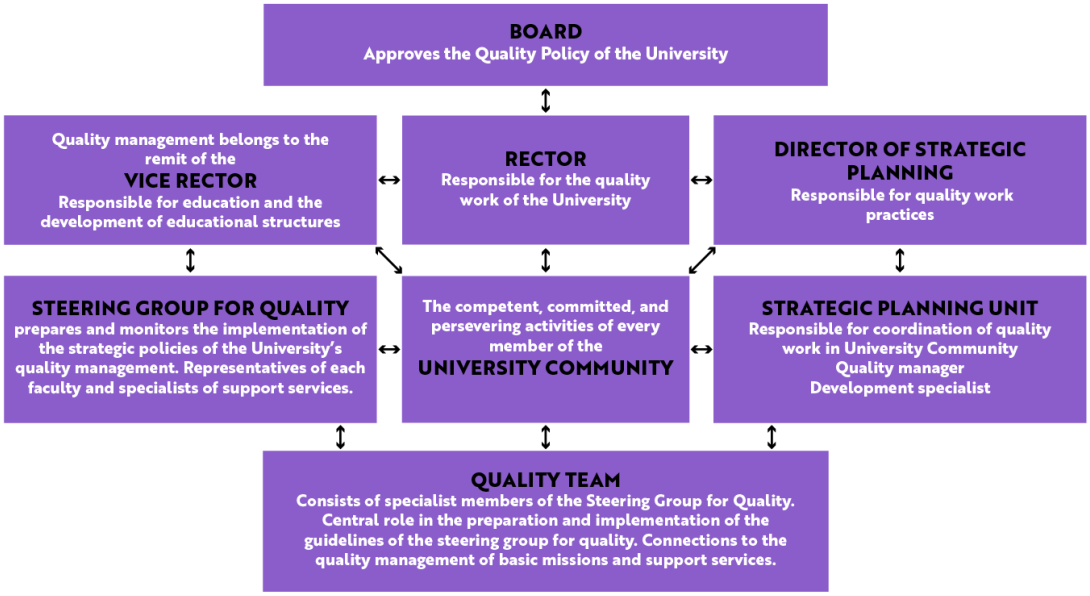


Figure 25. Key operational roles in UTU quality work

As part of the steering, annual planning is used to monitor the basic missions in faculties and independent units. The process is connected to the monitoring of the Strategy and its Policy Programme. The annual target negotiations with the UTU management give feedback and guidelines to the development activities.

Various feedback systems, functional and up-to-date instructions, and well-functioning good practices support the basic missions. Quality assurance is implemented with assessments, accreditations, certificates and rankings, and methods of risk management and internal control. Unit- or function-specific quality systems are utilised, for example, in laboratory work.

UTU support services require a well-functioning feedback system which includes the opportunity to give feedback, methods of documenting and handling feedback, and communications practices. UTU's goal is transparency and interaction in giving and handling feedback.

University-level instructions are available on the intranet for the community members. Instructions are constantly monitored and updated according to the needs of UTU and the surrounding society.

Special focus has been put on good practices among the entire UTU community. The Strategic Planning unit and the University´s Human Resources collaborate with the UTU community to promote good practices. Information on good practices is collected, shared, discussed, and developed continuously on an internal forum which is accessible to the entire community. Concise information on good practices is published on the intranet to keep the community up to date on the latest development. In addition to good practices used on the University level, there are good practices in and between certain task areas or units.

The multidisciplinary mentoring programme is an example of a good practice which has been disseminated throughout the University. The programme supports students' transition into working life as well as the professional development and career planning of researchers and other staff.

Students, staff and stakeholders have active roles in developing UTU

The values defined in the UTU's Strategy include openness and communality. A culture supporting quality and new initiatives is built in collaboration with the UTU community. The community members and external stakeholders can make initiatives, participate in developing the University in different ways, and give feedback on the operations. The role of international staff and students is supported as described in UTU'S International Programme.

The personnel make an impact on the University's activities, its results, and work community in several ways through their work, expertise, and methods. In addition to carrying out work duties, participating in the operations of working groups on different organisational levels, the UTU Board, and the UTU Collegiate Council is an important channel of influence. The Strategy and the annual planning, monitoring and reporting practices enable regular feedback and initiatives.

Students contribute actively to the development of teaching and learning. Key opportunities to influence the operations include the student feedback systems. Students are members of the UTU's decision-making and administrative bodies and preparatory groups on different organisational levels, including the UTU Board and the UTU Collegiate Council. By communicating and collaborating, the University and the Student Union (TYY) ensure that the roles of both UTU and TYY regarding the University's educational mission are fulfilled.

Doctoral researchers participate actively in the development and decision-making of the doctoral programmes and UTU Graduate School. Regular feedback surveys are available for doctoral researchers as a part of their doctoral training (Figure 6).

The external stakeholders can influence the University's operations as members of the UTU Board, councils or advisory boards, and in different working groups. Co-operation with the UTU stakeholders supports the development of the basic missions, and strengthens the University's impact. Stakeholders can also participate in teaching and guidance and provide professional life connections. A key channel for stakeholder co-operation is the alumni activities, which is developed with an operational plan.

Operational plan for quality management is connected to everyday activities in basic missions, steering, and development

The steering Group for Quality Work prepares and monitors the implementation of the strategic policies of UTU's quality management. The duties of the Group include the coordination, maintenance, development, documentation and evaluation of the quality system. The Quality

Team has an essential role in the preparation and implementation of the guidelines of the Group.

The Group steers and approves the operational plan for quality management, two of which are drawn up during the audit period. A central focus in the operational plan is to connect quality work to everyday activities in the basic missions, steering, and development. The Group constantly monitors the development of quality work and assesses the operational plan at the end of the planning cycle. The Rector decides on further actions required by the assessments.

Strengths	**Enhancement areas**
Organisational culture supporting new initiatives and quality as a part of everyday activities	Utilisation of foresight information on quality management
The quality manual is a practical and easily understandable document listing basic procedures in one place, in a transparent manner	Understanding everyday activities as part of the quality system and quality work concepts of UTU
Students are members of the University's decision-making and administrative bodies and preparatory groups on different organisational levels, including the University Board and the University Collegiate Council	Developing the visibility of collected feedback and its utilisation (especially from stakeholders) both internally and externally
Doctoral researchers are members of the UTUGS and other research related decision making and administrative bodies	Developing easy access to University-level instructions side by side with the Asta information system

3.3 Functionality and development of the quality system

- Auditeringsgruppens bedömning

UTU has a functioning quality system that covers its core duties

The University's quality system is based on a strategy-oriented approach, in which the management system, steering system, quality management, support services, and academic and operational culture are interwoven. The quality system comprises a participatory strategy process, annual planning processes, strategy implementation monitoring, internal and external evaluations and feedback information.

UTU's quality system is functioning and covers the University's core duties and services. The interviews indicated that significant progress had been made in recent years in structuring and visualising the quality system. As a result of this work, the University of Turku's Quality Manual defines the objectives, responsibilities, and practices of the quality system for the University's core functions and services. The audit team attaches particular importance to the message that emerged from the interviews: quality work has become more embedded in the everyday life of the units. In contrast, the unit-specific quality system descriptions in the intranet vary widely. Some faculties and units clearly describe their strategic foci and procedures for collecting and handling feedback, while others lack this information on their website.

There is evidence of the impact of the quality system (PDCA) in education and research. The societal engagement and impact, its activities and quality management have been a focus of UTU's development since the last FINEEC audit. It is also partly reflected in the optional theme of this audit of the University of Turku: Support services for societal impact. The audit team recommends that the evaluation and monitoring of societal engagement and impact on the quality system be implemented throughout the University.

While the information produced by the quality system is clearly used for development work, the Act phase of the PDCA cycle needs to be made more visible to members of the university community and stakeholders. The audit team agrees with the University's self-assessment report that it should invest more in developing the visibility of collected feedback and its utilisation.

An open-quality culture enables broad participation

At UTU, the quality of operations and strategy implementation are monitored and developed in an open and participatory manner at different levels of the organisation. Staff and undergraduate students participate in developing activities in the organisation's different institutions and working groups appropriately. One example of an inclusive and open-quality culture is regular meetings and direct interaction of student representatives with the Rectorate and deans.

The external stakeholders can influence the University's operations as members of the UTU Board, councils, advisory boards, and in different working groups. The Board decides on new degree programmes, so stakeholders' views are fed into the programmes' evaluation through this process. The audit team recommends including students in continuous learning as development partners in developing and monitoring courses. Similarly, the University should continue to better integrate international students, continuous learning students and doctoral researchers into the UTU community.

The University of Turku's steering group for quality work monitors and develops the quality system. The coherence of the quality system is ensured by common processes and guidelines at the university level. Although the quality system has been in place for more than ten years, UTU must continue to pay attention to implementing the quality system in everyday life and communicate to the University community that quality work is essentially the development of one's own work.

Based on the audit visit, there is a wealth of good practice in different faculties and units in areas such as curriculum work, student feedback and cooperation with external stakeholders. While the different councils are working to disseminate good practices, there is scope for making good practices and their sharing more visible. UTU could also achieve further synergies within the University and further cooperation with other universities.

3.4 The HEI’s examples of successful enhancement activities

- Högskolans självvärdering

UTU Management Group

The Management Group of UTU is appointed by the Rector. In addition to the Rector, it includes the Vice Rectors, deans of the faculties, a representative of the independent units, the director of the graduate school, the chairman of the board of the Student Union (TYY), and the directors of support services. The Management Group supports the Rector in managing the University. It is an important channel in the two-way communication between the University’s management and the management of the units. The Management Group deals with matters that are in progress and it also communicates about ongoing issues. All members of the Group can submit topics to the meeting agenda. Specialists present the matters to the Group, and time is also reserved for potential discussion on each topic. The Management Group is a key channel of influence at the University. Based on the Group’s input, changes can be made to the prepared matters. The Group has a shared Teams area, where agendas, memos, and presentations and other background materials are stored. Regular meetings are organised every two weeks.

Mentoring programme

At UTU, there are mentoring programmes for master’s students, personnel, and doctoral researchers, including a mentoring programme for disabled people. They support students’ transition to working life as well as the professional development and career planning of researchers and other personnel. Mentors are working life experts who want to share their experience, vision and professional networks. The quality of the programmes is based on clear processes, e.g. a personalised mentor search.

The mentoring program for master’s students builds a bridge to transition between studying and working life. Typically, the mentor is an alumnus of the university who has worked in their field for at least five years. The program is organized annually and includes meetings between the mentor and the mentee, materials, joint coaching and facilitation of the mentoring process, as well as training to support career planning and job hunting. The program will be held bilingually (Finnish, English), and the student can receive credits for participating.

The mentoring programme for doctoral researchers and postdoctoral researchers of UTU and Åbo Akademi University offers young researchers the opportunity to receive guidance for achieving their individual career goals from a mentor. The interdisciplinary programme is open to all young researchers of both universities, regardless of their funding source. In addition to bilateral meetings, the mentoring programme includes seminars in English, the focus of which is the

networking and exchange of experiences of the participants.

Staff who do not belong to the target groups of the mentoring programmes for doctoral researchers and postdoctoral researchers can apply for their own mentoring programme. Personnel can receive individual support for developing their own work and skills based on their goals. The advantage of mentoring is that it can be customised according to the person's own needs, in which case the desired support can be targeted correctly.

Developing Leadership Skills

UTU offers versatile tools for leadership skills development for supervisors and leaders. The themes for the leadership training are derived from the Strategy and its different goals and indicators. Also, current topics from the surrounding society and inside the organisation are included. Supervisors are required to participate in leadership training.

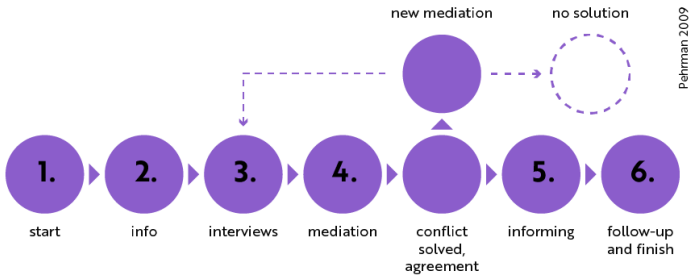
UTU offers short- and long-term leadership training. The long-term training includes Training for Supervisors, Good Academic Leadership (HAJ) training with its advanced training programmes, and Good Academic Leadership for Principal Investigators (GAL PI) training programme. Several internal operators produce short-term leadership training and the topics include themes such as finances, development discussions, leadership communication, well-being, and project leadership. For more personalised support, mentoring, coaching and work supervision are available and they are open for participation throughout the year.

Workplace mediation

Conflict cases from UTU were included in Timo Pehrman's doctoral research on restorative workplace mediation. Based on Pehrman's findings in 2011, UTU adopted an *internal workplace mediation process* for conflict resolution, and trained a network of internal workplace mediators. UTU's process and experiences in conflict resolution interested also other Finnish universities, and the joint insurance company Varma organised a workplace mediator training for universities in 2013, after which many of the universities adopted a similar internal process for solving conflicts. The research basis of this practical HR intervention was further strengthened in 2022, when one of UTU's mediators, Tuula Kaitsaari, defended her doctoral dissertation on the impact of workplace mediation in the university context (Kaitsaari 2022). Based on her findings and UTU mediators' experiences, the internal workplace mediation process was developed further and complemented with a support material for mediators.

Work community mediation

When there are conflicts in the work community which start to disturb the unit's daily work, it is the supervisor's responsibility to address the issue. If the problem cannot be solved despite trying, the conflict can be mediated. WORK COMMUNITY MEDIATION is an open and natural way to solve conflicts between people in work communities. The process encourages supervisors and members of work communities to openly confront and handle conflicts. Mediation offers work communities a constructive and safe but also a practical problem-solving method that is at the same time a learning opportunity for those who take part in the mediation.



1. Start

– does mediation suit our needs? Contact Study and Work Well-being Services if you think or know that a problem in the work community disturbs the everyday work of the unit, the carrying out of its basic task. The responsibility for solving the conflict lies with the supervisor or the supervisor's supervisor, but a member of the work community, a person elected to a position of trust, the occupational safety officer or the occupational health nurse can also take initiative. The aim is that matters are brought up as early as possible.

2. Info

In the information session, trained and experienced mediators (2) tell about the principles and purpose of mediation and the different stages of the mediation process to the members of the work community who take part in the mediation.

3. Interviews

Each person who takes part in the mediation can tell their view on the work community problem to be solved in an individual interview. The interview ensures that the views of each involved member of the work community are heard. This increases openness and confidence, which are preconditions for a successful mediation.

4. Mediation

In the mediation meeting, all parties meet in person. The main idea of the mediation meeting is that the parties themselves find a solution to the problem. The mediators' task is to facilitate the process. Feelings can and should be expressed so that the mediation can succeed. In the joint meeting, it is important that the parties tell their view on the matter as thoroughly and openly as possible. If a joint view on solving the problem is reached in the mediation meeting, a written agreement is made and signed. The time of the follow-up meeting and the follower of the agreement are also recorded in the agreement. If more time is needed for finding a shared view, a new meeting time can be set, further preparations are made, and the parties meet in a new mediation meeting.

5. Informing

The client and the other necessary bodies are informed of the agreement.

6. Follow-up

A follow-up meeting is organised 2–3 months after the mediation. The meeting assesses how the agreed matters have been followed, i.e. how the operation has changed, what has been learned, and whether further agreements should be made. In the end, the parties agree on ending the process or, when necessary, continuing it.

Figure 26. Work community mediation developed at UTU

4 HEI as a learning organisation

- Auditeringsgruppens bedömning

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

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

Strengths

- UTU has a strong ambition and shared strategic goal to promote societal impact and its services.
- UTU has a well-established organisation and support services for societal impact.
- The University’s strong culture of cooperation helps develop support services for societal impact.

Recommendations

- UTU should finalise its fundraising policy with the help of support services.
- It should strengthen alumni cooperation and utilise the potential embedded in the University’s alumni network.
- UTU should increase the international dimension of partnerships.

4.1 An evaluation area selected by the HEI

- Högskolans självvärdering

Support Services for Societal Impact and Engagement

The support services for societal impact and engagement at UTU have been recently strengthened. They were placed under the responsibility of the Vice Rector for partnerships and strategic engagement with a unit with the same name, and complemented by services provided by several other units in the support services. Services presented here are primarily focused on supporting UTU community.

Through societal interaction, UTU actively enhances the creation of positive development in society. Strategic Goal of UTU is to be a *proactive and dynamic partner* (Figure 27). Accordingly, UTU aims to be a *respected and responsible societal contributor*. Furthermore, UTU *builds and maintains strong regional partnerships* that make UTU's operational environment unique and internationally attractive.

In order to realise the strategic goals, itemised sub-goals have been identified:

- UTU carries global responsibility and is a proactive partner in development. Excellent research and education create the basis for our increasing **impact**. We train experts with **a capacity for change, who build a sustainable future** in different sectors of society.
- UTU is an open and proactive societal contributor. Our research is employed in **decision-making**. Our researchers highlight scientific information and its significance, introduce perspectives to the public debate, and **emphasise matters requiring research**. We are a responsible advocate of science and a pioneer in research advisory activities.
- UTU values close collaboration in regional, national and international networks. UTU engages in **long-term and goal-oriented partnerships**. Strategic collaboration strengthens our societal impact. UTU collaborates with **business life** to create opportunities for **new innovations and their commercialisation as well as business development**. UTU increases regional well-being and development through our three campuses on the western coast of Finland.
- UTU has an excellent international reputation and standing as a global education provider. UTU realises **transnational education** in a responsible manner and produces additional value.

Figure 27. Itemised sub-goals in the strategy of UTU

UTU has five units (Figure 28) with services focused on supporting and highlighting the positive trajectories created through UTU's basic tasks. These include responsibilities in the University-level partnerships and strategic engagement on a national as well as international level, continuous learning, research and innovation support, strategic development, and increasing the visibility of UTU's societal impact and engagement. The units support the UTU community also by issuing University-level guidelines and policies, intermediating between administration and faculties, aiding the UTU management in decision-making, and providing personalised guidance to the members of the University community. Services are accessible to entire UTU community.

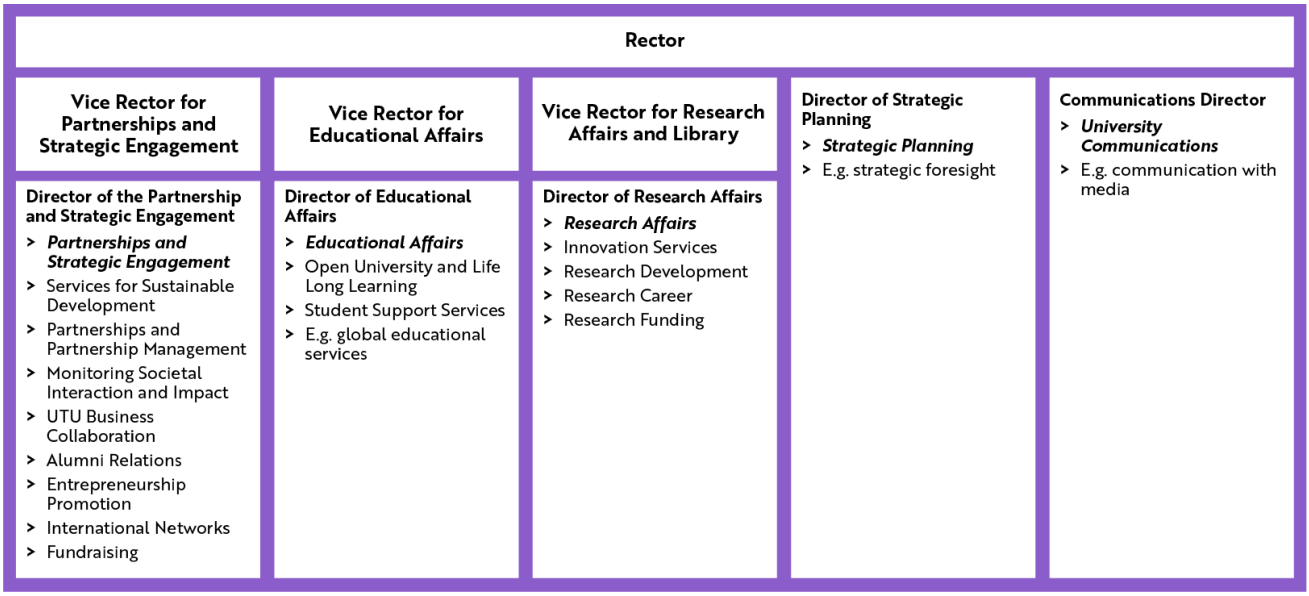


Figure 28. Support services of societal engagement and impact at UTU. Note: Services illustrated here do not represent all UTU services that belong to the remit of Rector, Vice-rectors and Directors.

Fund-raising activities communicate about UTU to society in a diverse manner, thereby expanding the awareness of the University's impact. The fund-raising services is responsible for University-level donations as well as supporting the faculties in their fund-raising. UTU exceeded its €5M fund-raising goal for the state-matched funding scheme 2020–2022. Fund raising policy is expected to be issued by April 2023. Partnerships and partnership management services support UTU's decision-making and operational development. It is supported by a *partnership management system* which is currently under development. UTU was successful in forming two new University-level strategic partnerships in 2022. Policy for strategic and University-level partnerships was approved in 2022.

UTU Business Collaboration (UBC) boosts research project funding preparation with companies. The impact can include increased sustainability and better competitiveness. Since the service was established in 2021, UTU has been successful in increasing the number of applications submitted to Business Finland (Co-Creation and Co-Innovation). The UBC services are implemented together with the Innovation Services and it complements the Research Funding in the Research Affairs. In the same unit, Research Development analyses the services for impact at different stages of the research process. It also organises training for different profiling areas in UTU. UTU is particularly focused on the promotion of open science and was placed on the highest level in Finland in 2022.

Entrepreneurship promotion services increase entrepreneurial thinking and activity, and support the development of research-driven innovations at UTU. Through the services, students and researchers are introduced to and supported in entrepreneurial matters which ultimately boost business activity and economy. In 2022, UTU was awarded as the first Finnish university with the international ACEEU (Accreditation Council for Entrepreneurial and Engaged Universities) accreditation for its efforts in entrepreneurship promotion and societal engagement. The

Innovation Services work in collaboration with the entrepreneurship promotion services in guiding individuals in the early stages of business development. The unit is also responsible for the statutory innovation notification process and coordinates a systematic method for searching, screening, and upgrading innovation proposals. In addition, it coordinates the “Research to business” funding. Since 2012, UTU has received funding for 44 out of 62 projects (71%) and for 45 out of 89 applications (51%) with the total funding being 16.26M€.

The 50,000 alumni form an important interest group for UTU. The alumni relations are steered with annual action plans. The focus is on the faculties and units that collaborate with their alumni in the way that best suits their discipline. The objective of the centralised alumni relations is to support the faculties in strengthening their alumni co-operation through offering advice, increasing communications, and organising events. Recently, services especially for the international alumni have been strengthened.

Internal collaboration between different services and shared teams across units create synergy. For example, services for sustainable development and international networks both support the creation of domestic and global societal impact by implementing the UN’s sustainable development goals. In 2022, UTU launched an ambitious Action Plan for Sustainable Campus Life and, already in 2018, committed to carbon neutrality by 2025. Another example is the monitoring and assessment of societal interaction and impact, which includes collecting, analysing, and distributing information to management and faculties. This work is realised in co-operation with the Strategic Planning unit. The Rector provides feedback to faculties once per year on their societal interaction.

Faculties, units, and support services (e.g. Partnerships and Strategic Engagement) are responsible for disseminating the research results to society, e.g. by influencing decision-making. They are supported by the University Communications that communicate and monitor UTU’s public image which is formed through research and education. Educational Affairs offers support and advice in matters and processes related to undergraduate education, but also in continuous learning, where impact is achieved primarily through the open university education. These services also include Global Educational Services that made 25 education export deals in 2021.

Strengths	Enhancement areas
Basic funding directed to internal services ensures the availability and quality of the support services for societal impact and engagement. The services were notably strengthened with a new organisation in 2021 with clear responsibilities	On the University-level, there is a lack of comprehensive reporting system for some of the services (such as sustainable development, the extent and different forms of company collaboration)
Existing services are directly linked to the UTU Strategy. In addition, the cross-cutting themes of the UTU Strategy, including internationality, open science and impact, responsibility and sustainable development, are present in the services	Delivery of the services necessitate human resources and proper structures not only in the administration but also in the faculties and units. Regarding some services, structures are still being developed (e.g. alumni relations)
Guidelines and policies ensure strategic, systematic and long-term activities, such as policies and guidelines for the University-level partnerships, fund-raising policy, IPR, establishing a research-based company	Monitoring impact cannot be based solely on quantitative indicators, i.e. numbers. More diverse indicators are needed
Research-to-business process is working efficiently at UTU, providing ongoing funding opportunities for companies with international growth potential	UTU is applying a network model in order to ensure an extensive and versatile environment for supporting the growth of entrepreneurship. However, more attention is needed in building entrepreneurial teams with other actors in the entrepreneurship ecosystem
UTU has versatile and well-established co-operation with actors from different sectors of society, incl. industry. An example of this are University-level strategic partners, with whom co-operation is promoted throughout UTU's basic missions	Some services are in the development phase, e.g. the new partnership management system may require help with the technical aspects
Internationality is part of the essential structures and services. For example, international activities and networks have been strengthened recently, including the alumni relations, international advisory board, and the International Programme of UTU	

4.1 An evaluation area selected by the HEI

- Auditeringsgruppens bedömning

UTU has a strong ambition and shared strategic goal to promote societal impact and its services

UTU's support services for societal impact and engagement were established in 2021. Its task is to promote the effective implementation of the University of Turku's missions and the active interaction between the University and its stakeholders. Many of its strategy's cross-cutting themes are present in support services. The support services help UTU management in steering its societal impact and engagement. The services were recently reorganised to strengthen the effectiveness of UTU's societal impact, support management in this key task and increase inter-institutional cooperation between faculties for impact and with stakeholders. The idea is also to help faculties with societal impact issues.

Societal impact is a jointly shared goal and direction of the UTU community. The organisation of support services is clear and well-established. The University has appointed a Vice Rector responsible for partnerships and strategic engagement. Otherwise, the support services of societal impact are organised under a director of partnerships and strategic engagement. In some faculties, vice deans for societal impact have also been appointed. UTU's societal interaction and impact are enhanced by its Advisory Board and International Advisory Board. According to the audit visit, it seems to be a logical solution to place the support services in one unit under the responsible Vice Rector. This could bring synergy and a holistic approach.

In the support services for societal impact, most key elements are in place or at least in the working process. The renewed administration and management structure supports providing support services for societal impact and engagement.

The societal influence and engagement support services are appropriately targeted at different tasks and user groups. However, not all community members were aware of them yet due to the newness of the services. For instance, students seem not to be sufficiently aware of UTU’s partnerships. The flow of information to students should be strengthened regarding internships and other opportunities to learn and do research in the corporate and public sectors cooperating with UTU.

Support services for societal impact are well organised

The University has been developing determinedly its support services for societal impact. The services are currently well organised, and many development projects are ongoing. There is a Unit for Partnerships and Strategic Engagement. Based on staff interviews, the staff values the

work of support functions. It helps interinstitutional interaction.

Strategic development: The Strategic Planning Unit is responsible for producing and analysing strategic foresight information on UTU's national and international environment. This Unit should ensure that foresight information is widely available and fully exploited in strategic development. Other available strategic information should also be timely, easily accessible and verifiable.

Sustainability development services support the University's development, and sustainability is integrated into all of UTU's core functions and services. Communicating and acting on sustainable development should be seen as positive, inspiring and adding value to all activities. The audit team is delighted to see special services for that. The audit team recommends that sustainable development be considered in all UTU's activities, education provisions and research. These themes should be placed at the core of activities as far as possible.

Partnerships and strategic engagement services coordinate university-level partnerships and support faculties in maintaining and developing a partnership management programme (CRM). For faculties and especially academic faculty members, managing and maintaining partnerships may be a new issue for which they need help and support. The audit team recommends that the previously collected data by faculties should be compiled in the management programme so that faculty members can update the partnerships themselves. If more than one faculty have the same partners, information on cooperation should be brought together in one place.

Monitoring of societal interaction and impact: Several units monitor UTU's societal interaction, impact, operational environment and broad societal trends from different perspectives. The audit team recommends that these units utilise existing indicator data in mutual collaboration and supported by the partnership management programme (CRM).

UTU Business Collaborations (UBC) help researchers and research projects with funding preparations with companies. UBC works closely with research affairs, which is important because many questions are the same in both support units, even if funding instruments vary.

Entrepreneurship promotion services increase entrepreneurial thinking and activity, advise on developing a business idea, drawing up a business plan and raising funds. Services also support the development of research-driven innovations at UTU. The Entrepreneurial Hub Konttori is the primary place and source of information for all students interested in entrepreneurship. Collaboration with the students' entrepreneurship association is essential for continuing activities and setting objectives and long-term planning. The audit team encourages entrepreneurship promotion services to work in close connection with UBC.

Alumni relations services coordinate UTU's alumni relations and support faculties and units developing alumni relations via the alumni network and register. The alumni network is a considerable asset for the University. There is an unused potential in local, national, and global alumni networks, businesses and industries. Based on the interviews, the alumni network should

be listened to more to receive input and feedback from the UTU community. An alumni network is one way to collect and analyse feedback. Alumni are usually happy to share their expertise with their alma mater, and they can also be future donators. The audit team recommends that UTU make the alumni network known to all current students. The audit team also recommends that the University strengthen the utilisation of alumni network and alumni database, and the potential embedded in the alumni cooperation.

International network services promote strategic international cooperation and mobility and facilitate cooperation between stakeholders and networks at local, regional, national and international levels. As internationalisation is at its best in all the University's activities, international networks are the University's lifeblood. The audit team recommends that the University of Turku increase the international dimension of all partnerships. International networks should be visible to students through international exchanges, internships, teaching content, research and broader societal interaction. CRM is a good tool for managing international networks.

Fundraising services coordinate UTU's fundraising and donations. The fundraising services also support faculties in fundraising. Fundraising policy, partnerships, partner relationship management (CRM) and development are also in progress and should be finalised soon. A clear and ambitious fundraising policy is vital to increase external funding. The cooperation with funders must be continuous, sustainable and built on trust.

The UTU Communications Unit manages the University's communication and marketing, develops communication methods, skills, and tools, provides communication training and supports faculties in communication. Communication is essential to maintaining societal relations and reputation and disseminating research results to the public. Communications are well organised and implemented. UTU's magazine, websites and social media accounts are in place, and the communication unit is active. The Communications Unit monitors UTU's public image and deals with media connections. The unit helps research teams communicate research results in a societally effective way.

Research Funding services, part of research affairs, offer support for researchers in the application phase of supplementary funding in matters regarding funders' terms, writing a proposal and planning a research project. The unit also assists with the negotiation phases of international projects and project amendments. The project coordinators support the implementation of individual projects. Already at the stage of applying for research funding, it is worthwhile to consider the research's impact and where support services can help. It is also crucial for other research affairs, such as innovation services, research development and research careers, to keep in mind the promotion of societal engagement and its impact on their own activities.

Other support services, such as academic affairs and HR, also have many activities that have similarities with support services for societal impact and interaction. Open University, continuous

learning and global student services are direct societal impact activities in many ways. In HR, especially recruitment, communication is essential to societal interaction and engagement at regional, national and international levels.

Proposals for next steps

Based on the audit interviews, further cooperation between the support services, faculties and different advisory groups should be developed. Regarding the support services, it could be considered whether the members of the advisory boards could be utilised in obtaining research funding and creating new connections. The support services must be integrated into the work of faculties. Based on the UTU staff interviews, the integration into faculties seems to work well.

Wider adoption of CRM and upgrading or replacing the research information system will help with many of the problems encountered in the early years of the support services. The audit team considers it essential that up-to-date information is readily available on the various societal impact and engagement activities, educational provisions and research. Faculty members also need to be engaged in the importance of societal interaction as part of the University's work.

International talent can have a significant societal impact in many ways. Therefore, the international dimension should be strongly involved in all support services. Talented international labour is also key to the Turku region in attracting investments and new researchers.

The usefulness of support services must be verifiable. Its different functions should be monitored closely with a comprehensive reporting system and indicators. In order to support the development of support services, feedback from stakeholders must be collected and analysed regularly, and activities developed based on them. Stakeholders should also be informed about actions made based on their feedback. Discussion events with stakeholders are also valuable for generating enhancement ideas. Making process maps also helps lean processes so that all benefit.

5 Benchlearning

- Högskolans självvärdering

The benchlearning target was selected through a participatory process coordinated by the Steering Group for Quality Work. UTU community were asked for proposals in autumn 2020 and the decision on the target was made in January 2021. The process for selecting sustainable development as the target for benchlearning is described in figure 29.

Process for choosing the target for benchlearning

Figure 29. Process for choosing the target for benchlearning

As a target, sustainable development is of strategic importance to the University. It is an underlying theme in the UTU Strategy and a cross-cutting topic embedded in all operations from research to education, and from societal interaction to campus development. UTU aims to further integrate sustainability in its activities and strengthen its role as a frontrunner in sustainable development. The importance of sustainable development at UTU shown in figure 30.

Figure 30. Sustainable development is a cross-cutting theme in the strategy 2030

The key factors for a partner in the benchlearning were expertise and experience of the benchlearning theme and also the similarities between the partner institutions to ensure a mutually beneficial learning process. The University College Cork (UCC) in Ireland was chosen as a benchlearning partner as it has a long history of promoting sustainability and integrating sustainability in its activities. Furthermore, both universities are multidisciplinary and similar in terms of their size. The universities signed a Memorandum of Understanding for the benchlearning exercise in December 2021 and, along with the MoU, a project plan was drafted to set goals and support the implementation of the process.

The partners designed the benchlearning in co-operation in order to make it mutually useful and

beneficial for both universities. The objective was to provide opportunities for both partners to get feedback on activities, to gain new insights related to the work around sustainability, and to learn from good practices.

The benchlearning process was coordinated by the Steering Group for Sustainable Development and the Steering Group for Quality Work ensuring that the exercise discussed relevant topics within the theme of sustainable development and that the process itself followed the FINEEC audit manual criteria. Both partners appointed main contacts for the practical coordination of the benchlearning exercise. At UTU, the Sustainable Development Specialist from the Partnerships and Strategic Engagement unit was in charge of the coordination of the process in close collaboration with the specialists from the quality team, Student Union representatives, and the Quality Manager of the University. Also, the three working groups set by the Steering Group for Sustainable Development (working groups for Sustainable Campus Life, Education of Sustainable Development, and Carbon Neutrality) were involved in the planning of the benchlearning exercise.

The benchlearning process consisted of three phases – planning, implementation and evaluation as described in figure 31.

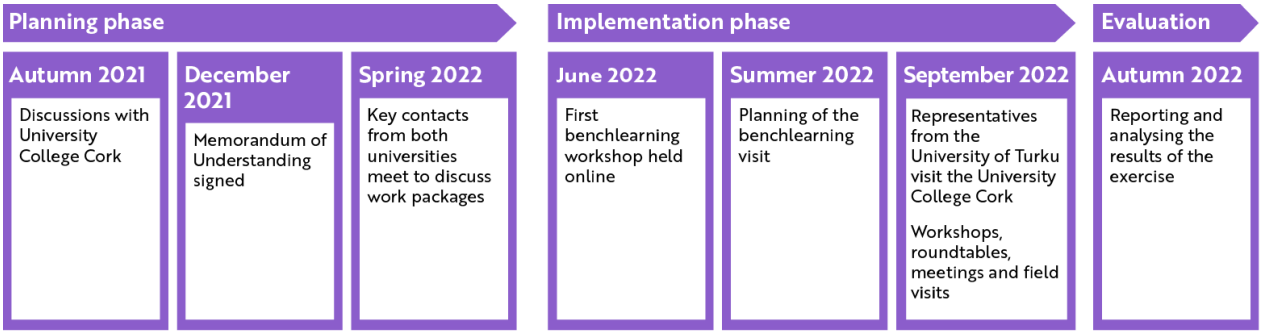


Figure 31. Benchlearning process

In the early discussions between the partners, several topics for the benchlearning exercise were identified and the benchlearning was built around three different work packages. These were planned to support the ongoing sustainability-related activities and to get valuable insights for further development. Each work package involved student representation and relevant experts from both organisations. The three work packages and topics are shown in figure 32.

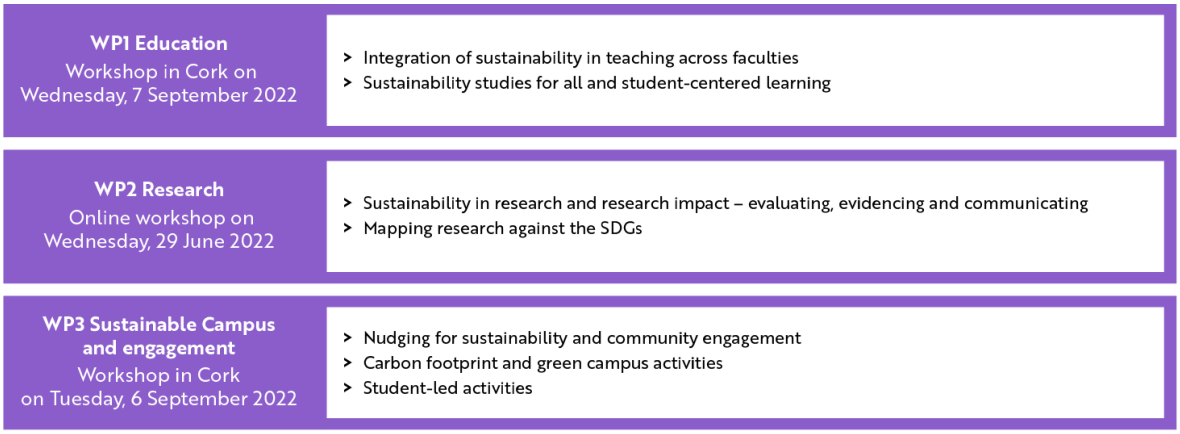


Figure 32. Benchlearning work packages and topics

Engaging in a benchlearning with a partner like UCC was a rewarding and useful experience. All the work packages designed for the process were successfully implemented, and dialogue, feedback and ideas were exchanged. In addition to the learning achieved through the work packages, the exercise included a visit to Cork with the aim of deepening the benchlearning by exploring in person and on-site how UCC embeds sustainable development in their teaching, research, operations, and everyday campus life. The visit included field visits and dialogues between experts, and introduced a whole new dimension to the learning outcomes. Also, two out of three planned workshops were organised during the visit. The UTU representatives represented various different perspectives, which resulted in wider benchlearning observations. The representatives and their roles are described in figure 33.

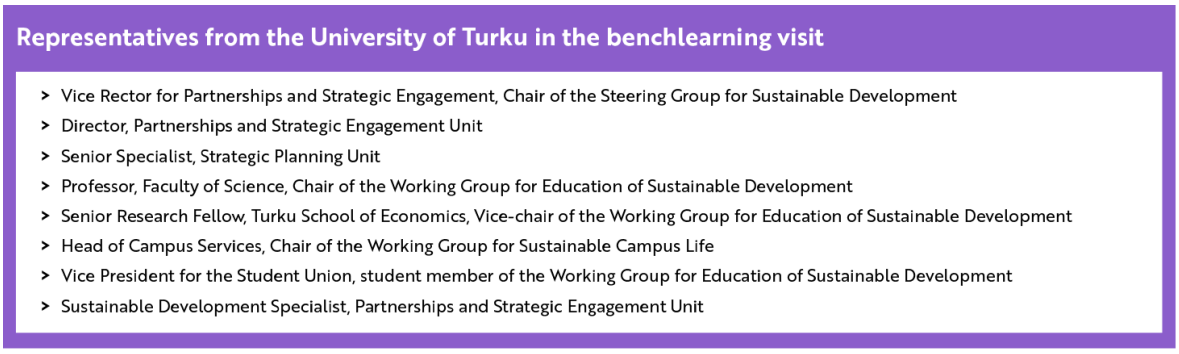


Figure 33. Representatives from UTU in the benchlearning visit

As a general reflection from the benchlearning, both universities face similar challenges in integrating sustainable development in their activities and operations. Raising awareness and engaging the community were among the main challenges. Similar approaches and similar activities are taking place in both universities in order to integrate sustainability in university operations. The benchlearning process highlighted the need to focus on making the sustainability work more visible for the whole community and also to find ways to enable the community to participate more in the various sustainability activities at the universities.

As a good practice from UTU, sustainability is very well embedded in the Strategy as it sets goals

for the University to advance sustainability. UTU also has good structures, a steering group, and working groups including representation from all faculties, support services, and Student Union. A good practice from UCC is the strong 'student-led, research-informed and practice-focused' approach in their work. UCC has also succeeded well in making visible their work on sustainability and offers both students and staff opportunities to take part in the activities.

The outcomes, ideas and initiatives stemming from the exercise will be further discussed and analysed in the Steering Group for Sustainable Development and in the working groups that operate under it, most importantly the Working Group for Sustainable Campus Life and the Working Group for Education of Sustainable Development. University of Turku Partnered with the University College Cork in a Benchlearning Exercise on Sustainable Development | University of Turku (utu.fi)

Good practices of UTU	**Good practices of UCC**
Sustainability is strongly featured in the strategic activities	Strong visibility of activities related to sustainable development
The University has well-functioning structures - steering and working groups with representation from faculties, support services and Student Union	Successful community engagement
Applying the benchlearning observations in UTU The application of the good practices of the benchlearning partner are discussed and planned in the steering and working groups responsible for advancing sustainability at the University of Turku. For example, the Steering Group for Sustainable Development discusses the good practices in increasing the overall visibility of the activities related to sustainable development, and the Working Group for Sustainable Campus Life plans how the good practices in community engagement and different green campus activities can be implemented in UTU.	

Audit team's feedback

The University of Turku has a strategic ambition to incorporate sustainable development into the University's structures and processes. Sustainability is already being considered in UTU's curricula development. In addition, UTU's Sustainability Development Services promote integration of sustainability into UTU's core functions and services. The audit team sees that the setting this topic as the benchlearning target was justified and well-aligned with the University's strategy.

The selection process of the benchlearning partner, University College Cork, was based on an existing partnership. As the decision was taken in the UTU's bodies and, therefore, with the involvement of all stakeholders, the only suggestion regarding this process is to discuss the selection of benchlearning partners more extensively. Thereby, more inspiration could be gathered by taking a first look at different institutions and setting specific goals in the broad field of sustainable development could be possible. The audit team recommends that the University of Turku consider widening benchlearning in the sense of including more partners in the future, especially considering that many European universities have set sustainable development as one of their primary goals. These partners could be experts in multidisciplinarity pertaining to

sustainability.

The on-site visits in Cork and discussions about the benchlearning project were open to members of relevant committees who benefitted from the exchange. As the visits in Cork were conducted only some months before the FINEEC audit process and visit, various working groups at UTU were still analysing the experiences and developing recommendations.

The main aspects regarding sustainable development that stood out in the University College Cork were its interaction with society, its systematic approach, and the vital role of the students. The audit team recommends that the University of Turku continue applying the lessons learned from the benchlearning project.

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.