

AUDIT OF THE UNIVERSITY OF TURKU

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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 *work community development plan*. UTU has many ways of collecting information about the competence development needs.

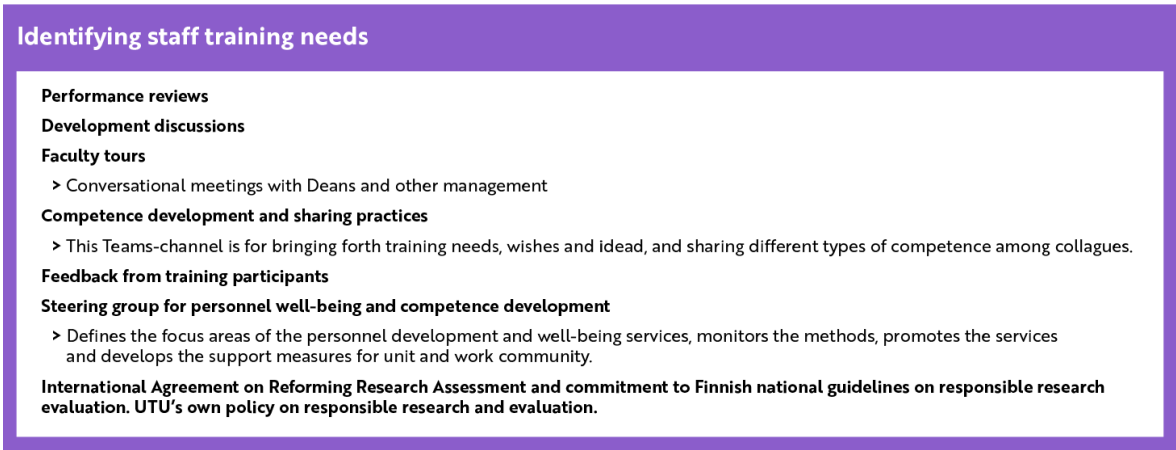


Figure 19. Identifying competence needs of the staff

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.

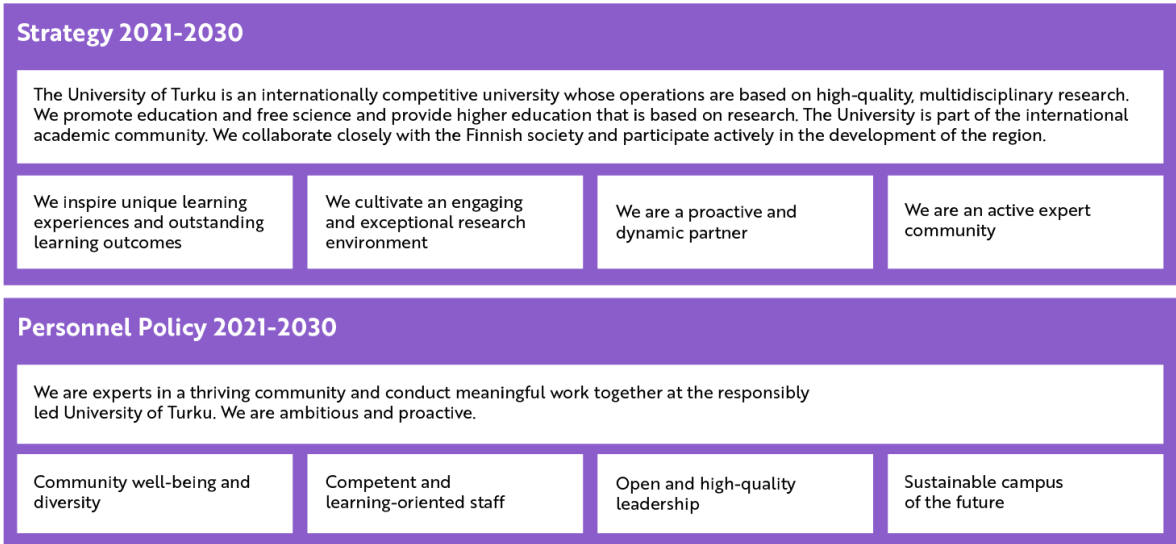


Figure 20. Strategy of UTU guides the personnel policy

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](#).

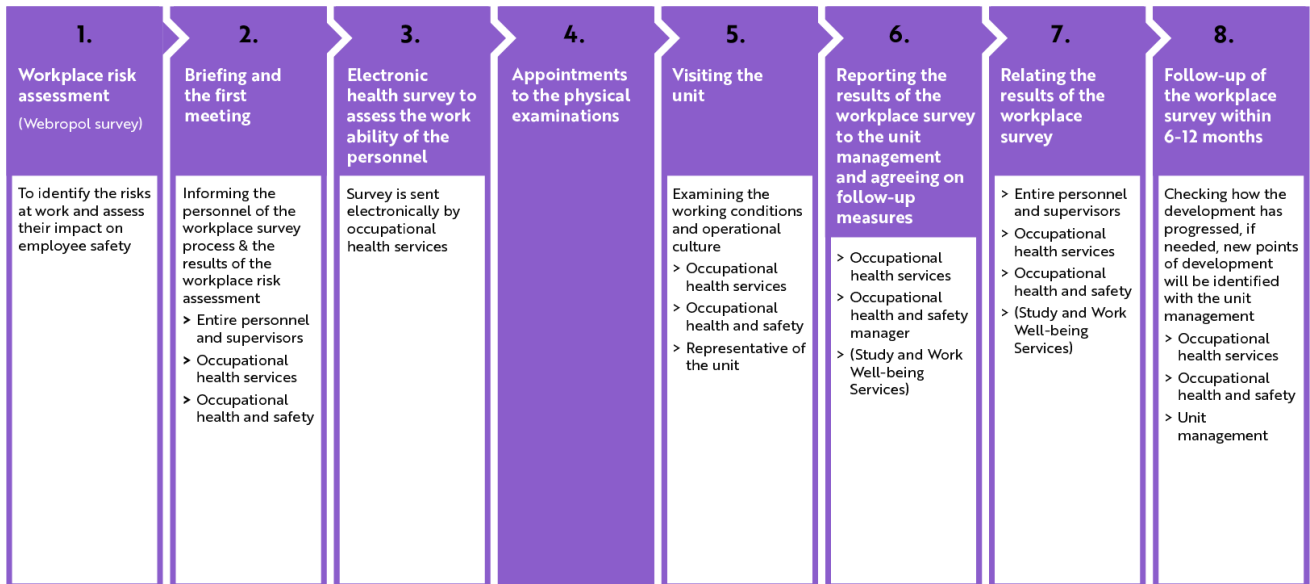


Figure 21. The workplace survey process at UTU

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.

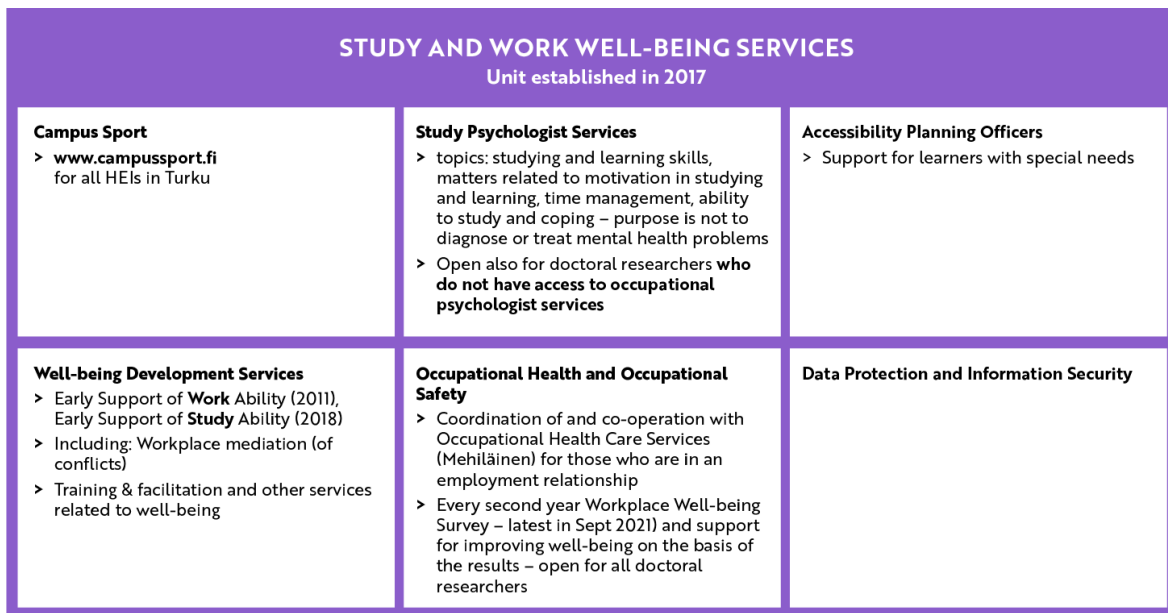


Figure 22. Study and work well-being services

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

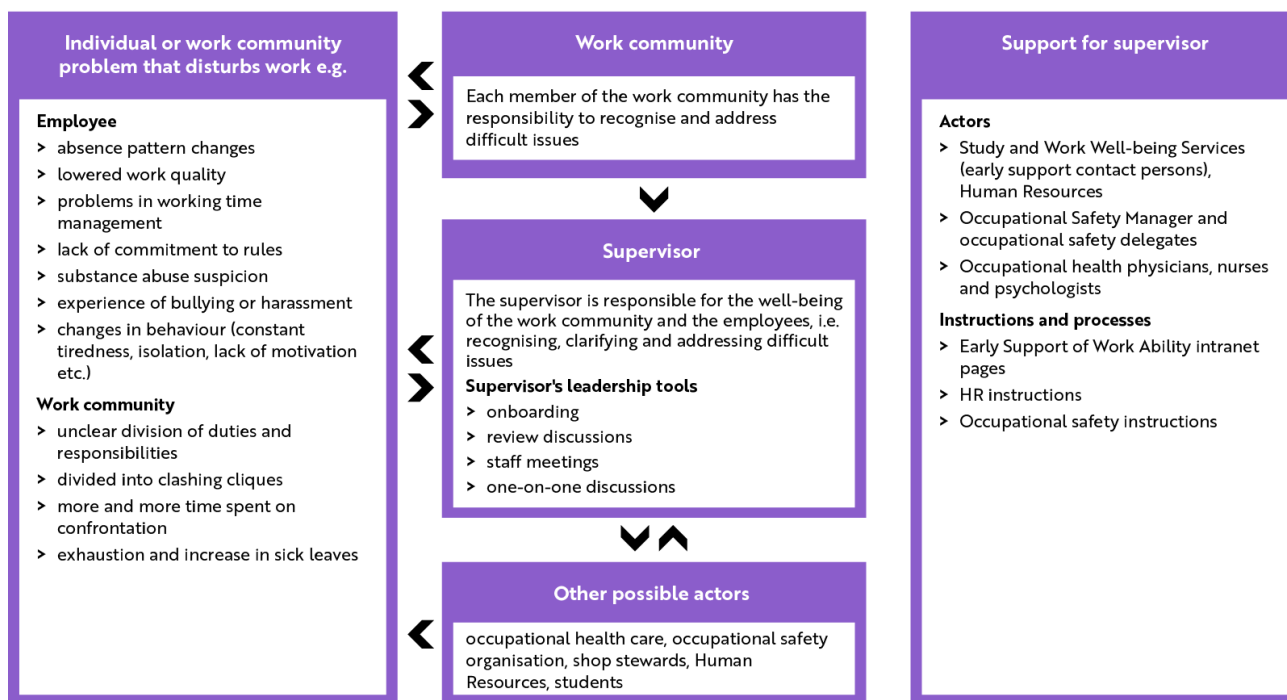


Figure 23. Early support model for the staff at UTU

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
<p>Concrete Development of well-being after Work Well-being Surveys</p> <p>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.</p>	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 multidisciplinary. 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.