

# QUALITY MANUAL 5.0

## Overview on LUT Quality Management System

Lappeenranta University of Technology 2017

Versions

Version number	Amendments	Compiled by	Approved by
1.0	Original	Sirpa Riikkinen, Quality Manager Annikka Nurkka, Quality System Coordinator for Teaching Pertti Kolari, Quality System Coordinator for Research Toni Haikala, Quality System Coordinator for Support Services	University board (31 October 2007)
2.0	3.2 Quality targets for societal interaction added Table 1 amended 3.3 Role of rectors in updating the quality management system 3.4 Description of quality audits 3.5 Section on quality management documents added 4.3 Description of updating and revising the strategy 5.1 Section on international personnel added 5.2 Section on international students added 5.3.3 Paragraph on the calculation of costs added 6.2 Concepts defined for undergraduate education and education for mature students, the duties of the OPOKE group described in accordance with the decision on its establishment 6.3.1 Internationality added to the quality targets of the undergraduate education process 6.3.2 Processes of education for mature students amended 6.4.1 Duties of the OPOKE group amended, description of disciplinary measures, assessment of internationality added to the evaluation procedure, threshold for intervening in student feedback added 7. Section on research modified, ethical guidelines for research added, ethical role of the dissertation committee described, development of research described 8. Section modified completely 9. Description of the assessment of external services, description of the management of university services	Annikka Nurkka, Quality Manager, fixed-term Anne Lankinen, Chief Planning Officer, fixed-term Pertti Kolari, Quality System Coordinator for Research	University board (18 June 2008)
2.1	4.2 Amendments to administrative regulations taken into account 5.2 Amendments to administrative regulations regarding the composition of degree programme management committees taken into account 6.2.1 Amendments to administrative regulations regarding the appointment of members of degree programme management committees taken into account In addition, modifications based on revision that do not affect the content.	Annikka Nurkka, Quality Manager Sirpa Riikkinen, Chief Planning Officer  Pertti Kolari, Research Coordinator	University rector (8 September 2008)
3.0	Amendments to the Universities Act and administrative regulations and modifications required by the LUT 2013 strategy taken into account. Entire contents of the quality manual revised, amended and complemented Chapter 6: Process descriptions and evaluation procedures of scientific research renewed Chapter 7: Continuing education process included in academic education processes	Annikka Nurkka, Quality Manager  Sirpa Riikkinen, Chief Planning Officer Tanja Grönlund, Director of Research and Innovation Services Anne Lankinen, Head of Development	University rector (2 June 2010)

	Chapter 8: Societal interaction processes described Chapter 9: Faculty and other unit support services integrated in support service descriptions Chapter 10: Role of university board in the overall evaluation of the university's activity described	Minna Sutela, Chief Financial Officer  Pirkko Partanen, HR Development Manager	
3.1	Appended process descriptions updated. Graphic design of figures updated. Section 7.2: Responsibilities of the faculty head of study affairs redefined in accordance with the amended regulations for education and the completion of studies. Chapter 9: Duties and supervisor responsibilities of International Services described according to decisions made.	Annikka Nurkka, Quality Manager	<i>University rector (3 September 2010)</i>
4.0	Quality management description summarised into this university quality manual and the support service operations manuals. Quality management descriptions of faculties, multidisciplinary research units and the Centre for Training and Development integrated into the university quality manual. The special features of quality management in the units above are described in appendices 1-5. Two process descriptions added to societal interaction processes (chapter 8). Contents of the quality manual revised and updated.	Annikka Nurkka, Quality Manager	<i>University rector (17 May 2011)</i>
4.1	Contents of the quality manual chapters and appendices revised and updates based on e.g. the revised strategy. Process descriptions (appendices 6-12) updated.	Annikka Nurkka, Quality Manager	<i>University rector (31 August 2012)</i>
4.2	Contents of the quality manual chapters and appendices revised and updated. Quality management policy amended from the perspective of the university strategy and sustainable development. University risk management integrated into performance guidance. Postgraduate education process revised. Two new processes added to the societal interaction entity: promotion of environmental responsibility and other sustainable development principles, and commercialisation of research results and innovation. The development project process has been removed and combined with Education and cultural activity that promotes societal interaction.  Description of the student recruitment process (Appendix 7) updated. Chart describing the entity of university processes added (Appendix 13)	Annikka Nurkka, Quality Manager	<i>University rector (4 September 2013)</i>
4.3	All quality manual contents and appendices revised and amended. Descriptions of responsibilities updated in accordance with amendments to the university regulations. Representatives of the university as an employer named. Benchmarking integrated into the quality management system. Responsibilities of supervisors of postgraduate studies defined. Relationships between academic education processes clarified. Open university instruction, strategic public affairs and external communication processes added to societal interaction processes. Strategic public affairs operations and alumni relations included in Media Services operations. Support service operations manuals repealed; descriptions displayed in the new intranet.	Annikka Nurkka, Quality Manager	<i>University rector (26 August 2014)</i>
5.0	The LUT Intranet has been serving as a source for quality management information for internal stakeholders beginning from September 2014. In the Quality Manual 5.0 the underpinning quality management procedures are compiled in a concise format to give an overview on LUT Quality Management System. Manual is published only in English. Process of entrepreneurial activities added in the societal interaction function.	Annikka Nurkka, Quality System Manager	<i>University rector (21. February 2017)</i>

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## BINDING RULES OF THE UNIVERSITY ACTIVITIES<sup>1</sup>

Universities Act

Regulations of LUT

Code of Conduct

Good scientific practice at LUT

University Regulations on Education and the Completion of Studies

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<sup>1</sup> <https://intranet.lut.fi/universitymanagement/yliopistonjohto/laitjasaadokset/Pages/Default.aspx>

## 1. INTRODUCTION

According to the Universities Act<sup>2</sup> which governs the activity of universities, the mission of universities is to promote free research and scientific and artistic education, to provide higher education based on research, and to educate students to serve their country and humanity.

The mission of the University has been stated in the University regulations<sup>3</sup>: “Lappeenranta University of Technology (LUT) specialises in scientific research and postgraduate education in its fields of expertise in technology and business, and provides academic education. Lappeenranta University of Technology promotes lifelong learning and operates in close cooperation with high-standard universities, businesses and the surrounding community, creating a competitive edge and wellbeing with its expertise in technology and business.”

The purpose of the quality management system of LUT is to support the achievement of the university’s strategic goals and assure the high quality of the university’s operations and results. The quality management system supports the university administration and development towards its vision. Quality management is incorporated into the normal activity of the university with the underlying idea of continuous improvement in accordance with the Plan – Do – Check – Act -cycle (see Figure 1). The quality management system covers the three main functions of the University: scientific research, academic education and societal interaction and support services of the university.



Figure 1. PDCA cycle of continuous improvement.

The quality management system is depicted in this quality manual in a concise format to give a compact view of the system. The university’s quality management roles, procedures, documents and other related material are described further on the LUT intranet. The LUT intranet is the main source of quality management information for internal stakeholders, who will find additional information by following the intranet links on footnotes.

## 2. QUALITY MANAGEMENT

### 2.1 Quality policy

The quality policy refers to the following principles governing the activity of Lappeenranta University of Technology:

- University’s activities and management are based on continuous assessment and development

<sup>2</sup> Universities Act (558/2009) <http://www.finlex.fi/fi/laki/kaannokset/2009/en20090558.pdf>

<sup>3</sup> <https://intranet.lut.fi/universitymanagement/yliopistonjohto/laitjasaadokset/Pages/Default.aspx>

- University fulfils its mission in accordance with its values and strategy in ways that promote the well-being of the staff and students
- University maintains a quality management system which ensures that the university is able to operate in a transparent, reliable, efficient and quality-oriented way, taking the needs of customers and other stakeholders and ethical principles into consideration
- Rector is responsible on the quality management system, but each member of the university community bears quality management responsibilities according to his/her post.

## 2.2 Division of responsibilities in the quality management system

Each member of the university community bears quality management responsibilities according to his/her role and tasks. The goals for university personnel are set in the strategy, strategic action plans, annual operations targets and personnel developmental discussions while the goals for students are set in personal study plans.

The maintenance and development of the university quality management system is the responsibility of the rector together with the quality and environmental management committee he or she appoints. The chairperson of the quality management committee is the vice-rector. The quality system manager is responsible for updating the university quality manual and contents of LUT intranet together with persons responsible on different processes. The table below depicts the central actors in the university quality management system.

University board	Responsible for the university strategy and long-term goals.
Rector	Responsible for the performance of the university and the quality management system overall. Approves the university quality manual.
Quality and environmental management committee	Controls the development of the quality management system and the execution of internal and external evaluations.
Vice-rector	Responsible for quality management in his or her scope of duties and for the quality management system overall. Chairperson of the quality management committee.
Head of School	Responsible for the performance and quality management of a school.
Head of department / unit	Responsible for the performance, quality management and procedure descriptions and documentation of the unit / process.
Provost	Responsible for the overall efficiency, quality management and procedure descriptions and documentation of the university support services.
Director of administrative services	Responsible for the availability of follow-up data needed for strategic management and the performance guidance process.
Internal auditor	Responsible for the implementation of an internal audit and reporting its results within his or her scope of duties.
Quality system manager	Responsible for describing and developing the university quality management system in cooperation with persons responsible. Responsible for the implementation of internal audits and preparations for external evaluations.

Table 1: Key responsibilities in the quality management system

## 2.3 Internal and external assessment and benchmarking

### 2.3.1 Internal audit

The university has an internal audit procedure, which ensures that the university operations are regularly evaluated and developed. The organisation and implementation of the internal audits is the responsibility of the quality system manager in cooperation with trained reviewers. In the internal audit, members of the university community evaluate, according to the principles of peer evaluation, the functionality and development targets of the units or processes. Internal audit also aims to promote the dispersion of best practices, open dialogue and continuous improvement within the university.

The implementation of internal audits is decided by the quality and environmental management committee. Issues that arise in the audits are handled in meetings of the committee. Internal audit procedure and audit reports are available on the university intranet.<sup>4</sup>

In addition to the above, internal audits are carried out regularly in university premises<sup>5</sup> and also in certain units if possible certification processes so require. The heads of the units in question are responsible for these audits.

### 2.3.2 External assessment and benchmarking

The functioning and impact of the university's quality management system are evaluated regularly in accordance with the Universities Act. The LUT Quality Management System has been evaluated twice by Finnish Education Evaluation Council in 2009 and 2015. The current audit is valid for six years until April 2021. The audit reports are available on the FINEEC web site<sup>6</sup>.

An international Research Assessment Exercise (RAE) has been conducted in 2012 in order to assess the quality, impact and potential of scientific research at the university<sup>7</sup>. Thereafter the international assessment of research is built in the Research Platform application and evaluation processes<sup>8</sup>.

To develop the international comparability and quality assurance of degree programmes, the university has applied for international accreditations in both business and technology as of 2011. The accreditation processes are mainly repeated every five years. The accredited degree programmes are presented on the university web site<sup>9</sup>. The university also actively participates in other external evaluations, which provide the university with valuable ranking information with regard to key partners and competitors (e.g. THE ranking, QS ranking, U-Multirank).

The rector makes decisions on taking part in external evaluations. The schedule of the university's external evaluations has been published on the intranet<sup>10</sup>.

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<sup>4</sup> <https://intranet.lut.fi/expertandsupportservices/toiminnan-ohjausjalaadunhallinta/laadunhallinta/sisainenauditointi/Pages/Default.aspx>

<sup>5</sup> <https://intranet.lut.fi/expertandsupportservices/toiminnan-ohjausjalaadunhallinta/ymparistojarjestelma/sisainenauditointi/Pages/Default.aspx>

<sup>6</sup> <https://karvi.fi/publication/audit-of-lappeenranta-university-of-technology-2015/>

<sup>7</sup> <http://www.lut.fi/web/en/research/research-assessment-exercise-rae>

<sup>8</sup> <http://www.lut.fi/web/en/research/platforms>

<sup>9</sup> <http://www.lut.fi/web/en/quality/accredited-programmes>

<sup>10</sup> <https://intranet.lut.fi/expertandsupportservices/toiminnan-ohjausjalaadunhallinta/ulkoisetarvioinnit/Pages/Default.aspx>

## 2.5 Management of quality management documents

The university rector approves the amendments to the content of quality manual upon the proposal of the quality system manager after the issue has been processed by the quality and environmental management committee. Amendments are indicated with version numbers and version history descriptions in the quality manual. The need for amendments is assessed annually by the quality system manager. Operative version of the university quality manual is a public document and available on LUT intranet<sup>11</sup> and web pages<sup>12</sup>.

LUT intranet is the main source of quality management information for internal stakeholders. The process owners and Intranet content providers are responsible for keeping the information in his/her area up-to-date.<sup>13</sup>

# 3. UNIVERSITY ORGANISATION AND ADMINISTRATION

## 3.1 Organisation

The university board is the university's highest decision-making body<sup>14</sup>. The duties and composition of the board are provided in the Universities Act. The board members are chosen by the collegiate body<sup>15</sup>. The duties of the collegiate body are, in addition to those laid down in the Universities Act, to uphold scientific dialogue in the university and the surrounding society. The minutes of board and collegiate body meetings are available on the university intranet.

The activity of the university is led by a rector nominated by the board of the university. Additionally, the university has two vice-rectors chosen by the board. Their duties are defined by the rector. Decision-making by the rector and communication within the university are supported by management committee work. Memoranda of management committee meetings are published on the university intranet.<sup>16</sup>

The Advisory Board of LUT supports the academic mission and societal impact of the university by bearing a consultative role in close contact with university administration. The advisory board consists of external stakeholders with remarkable experience and competences on the LUT strategic focus areas. The chair of the advisory board is a professor or professor of practice of LUT.<sup>17</sup>

To execute the academic mission of the university LUT has three Schools: LUT School of Business and Management (LBM), LUT School of Energy Systems (LES), LUT School of Engineering Science (LENS). A school is headed by a Head of school. Each school has an Academic Council in accordance with the university regulations. School management committees also support in school and university administration. The School management bodies are documented on school specific sites on the LUT

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<sup>11</sup> <https://intranet.lut.fi/expertandsupportservices/toiminnan-ohjausjajalaadunhallinta/laadunhallinta/Pages/Default.aspx>

<sup>12</sup> <http://www.lut.fi/web/en/get-to-know-us/quality>

<sup>13</sup> <https://intranet.lut.fi/expertandsupportservices/tyov%c3%a4lineet/lutintra/Pages/Default.aspx>

<sup>14</sup> <https://intranet.lut.fi/universitymanagement/yliopistonjohto/hallitus/Pages/Default.aspx>

<sup>15</sup> <https://intranet.lut.fi/universitymanagement/yliopistonjohto/yliopistokollegio/Pages/Default.aspx>

<sup>16</sup> <https://intranet.lut.fi/universitymanagement/yliopistonjohto/johtoryhma/Pages/Default.aspx>

<sup>17</sup> <https://intranet.lut.fi/universitymanagement/yliopistonjohto/advisoryboard/Pages/Default.aspx>



intranet.<sup>18</sup> Beginning from 2015 LUT has founded several multidisciplinary research platforms. The aim of the platforms is to tackle the key questions of LUT strategy 2020, to collaborate and network with the best possible partners at LUT, in Finland and abroad and to increase the external funding and societal, economic and industrial impact of research and innovation activities. Organisationally the research platforms are integral part of the schools.

In addition to the city of Lappeenranta LUT has offices in other cities. The university has three regional units: LUT Lahti<sup>19</sup> in the city of Lahti, LUT Kouvola in the city of Kouvola<sup>20</sup> and LUT Savo<sup>21</sup>, which has functions in Mikkeli, Savonlinna and Varkaus. The units carry out research and education in accordance with the remit of the schools. In Lahti and Mikkeli, the university operates in connection with the local university consortium.

LUT has centralised support services (Solution services) to execute the support services needed in the university. The support services are communicated to internal stakeholders in detail on the LUT intranet and quality management procedures of support services are described further in chapter 8.

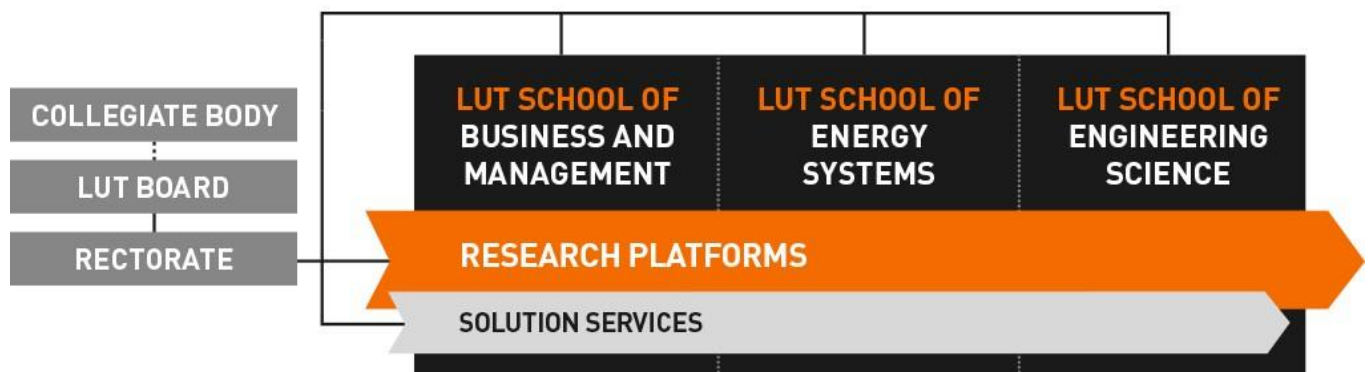


Figure 2. Lappeenranta University of Technology organisation.

### 3.2 Strategy

The university board approves the strategy, in which the university defines its targets and strategic choices. The rector is responsible for the strategy process and strategy revision. The strategy is based on the university's values: the courage to succeed, passion for innovation through science, and a will to build well-being. The values were defined in a wide-scale value process in 2011.

In the current strategy, Strategy 2020 - Trailblazer<sup>22</sup>, LUT has defined the key questions and strategic focus areas to which LUT seeks solutions through technology and business expertise. The strategic focus areas are: clean energy; the circular economy, emphasising clean water and waste streams; sustainable business and entrepreneurship. Also the following cross-cutting themes are connected to research and education in the focus areas: digitalisation and data science, focus area research in the Russian context and with the best Russian partners.

<sup>18</sup> <https://intranet.lut.fi/resources/Pages/Default.aspx>

<sup>19</sup> <http://www.lut.fi/web/en/lut-lahti>

<sup>20</sup> <http://www.lut.fi/web/en/lut-kouvola>

<sup>21</sup> <http://www.lut.fi/web/en/lut-savo>

<sup>22</sup> <https://intranet.lut.fi/universitymanagement/strategia/Pages/Default.aspx>

In the strategy LUT emphasises the impact of its activities. In addition to the quantitative targets of research and education activities LUT has a set of impact indicators which are to be monitored.

The strategy is complemented by four strategic action plans to define the concrete actions towards the strategic targets. The strategic action plans cover the development actions on research, education, entrepreneurship and leadership and well-being at work. In addition the university annually prepares a financial and operating plan with quantitative targets on university and school level. The attainment of these targets are monitored systematically and communicated on the LUT intranet.<sup>23</sup>

The university strategy and the action plans<sup>24</sup>, financial plan<sup>25</sup> and quantitative targets<sup>26</sup> are available on the university intranet and the strategy is published also on the university web site<sup>27</sup>.

### 3.3 Performance guidance practices

The implementation of the strategy is monitored and the university's activity is guided in accordance with the strategic goals with the help of internal performance guidance. The performance guidance is performed in stages. Systematic risk management is part of the university's performance guidance and internal control. Its aim is to ensure the university's operation and the implementation of its strategy.

#### 3.3.1 UNIVERSITY PERFORMANCE GUIDANCE

The board approves the university strategy, which defines the direction and focus areas of the long-term development of the university. The implementation of the strategic targets is monitored based on the performance targets defined by the board.

Targets have been set for research and education activities as well as on impact of the university activities. The achievement of the targets is reported to the board regularly based on indicators set. In addition, the rector reports to the board on measures taken in each of the areas and on the financial situation. The rector is also charged with executing the risk management principles approved by the board and reporting to the board twice a year. The rector is responsible for providing the board with the information necessary for monitoring the activity and finance of the university.

The strategic goals are set taking into consideration the goals which are relevant to education and science policies set in the performance agreement between the Ministry of Education and Culture and the university. The agreement is signed on behalf of the university by the chairman of the board and the rector.<sup>28</sup> The university reports to the Ministry of Education and Culture on the progress of the strategy and other matters required by the performance guidance practice of the Ministry. The Ministry of Education and Culture gives feedback on the university's activity and makes funding decisions based on the agreements. Factors in the funding decision include the accomplishment of the targets. The director of administrative services is responsible for organising

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<sup>23</sup> <https://intranet.lut.fi/expertandsupportservices/toiminnan-ohjausjalaadunhallinta/tilastointijaraportointi/toiminnanjaloudenmittaristo/Pages/Default.aspx>

<sup>24</sup> <https://intranet.lut.fi/universitymanagement/strategia/Pages/Default.aspx>

<sup>25</sup> <https://intranet.lut.fi/expertandsupportservices/talous/budjetointijaennustaminen/Pages/Default.aspx>

<sup>26</sup> <https://intranet.lut.fi/expertandsupportservices/toiminnan-ohjausjalaadunhallinta/toiminnanohjaus/Pages/Default.aspx>

<sup>27</sup> <http://www.lut.fi/web/en/get-to-know-us/introducing-the-university/strategy>

<sup>28</sup> <https://intranet.lut.fi/expertandsupportservices/toiminnan-ohjausjalaadunhallinta/toiminnanohjaus/Pages/Default.aspx>

the preparation work for the performance agreement between the university and the Ministry of Education and Culture, and for producing the necessary documents.

### 3.3.2 PERFORMANCE GUIDANCE BETWEEN THE UNIVERSITY ADMINISTRATION AND UNITS

Performance and development discussions between the university administration and schools are conducted annually. For the discussion, the schools prepare an operating and financial plan for the following year. Instructions on preparing for the performance and development discussion are given to units based on the strategic policies and draft budget. The director of administrative services is responsible for preparing instructions regarding operational goals and risk analyses, and the financial director for those regarding budgeting. The rector decides on the action plans and budgets for schools and other units after the annual performance and development discussions. The annual plan for operational and financial planning gives the framework and timetable for performance guidance.<sup>29</sup>

Each unit's quantitative and qualitative goals and operations-related development targets for the following year are agreed on in the annual performance and development discussions. Moreover, the resources for the following year are agreed on. Also measures related to the unit's risk analysis are agreed on in the performance and development discussions. The funding from the Ministry of Education and Culture is allocated based on the performance of the previous year and to development targets. The rector also decides on the use of funds accumulated in the working capital of the university's balance and return on investments, as authorised by the board.

The achievement of the targets set together with the units is monitored regularly during the year through reports compiled to the management committee meetings. In addition, the financial situation is reported through financial data warehouse. Reports on unit risk analyses and additional process owner interviews are prepared to the board twice a year. At the same time, the implementation of measures issued on the basis of previous risk analyses is followed. The chief financial officer is responsible for the content of the information for financial monitoring and the director of administrative services for the content of the information for the monitoring of operations and on risk reports to the board.

### 3.3.3 PERFORMANCE GUIDANCE WITHIN UNITS

The director of the school is responsible for performance guidance within the school. In other units, performance guidance is the responsibility of the head of the unit.

### 3.3.4 PERFORMANCE GUIDANCE OF EMPLOYEES

Development discussions are the main means for performance guidance of employees and an essential part of the university's performance guidance system. They are also an important means to identify and record development needs for skills. LUT holds development discussions at least once a year to agree on the targets of every employee. The format, documentation and practical help is provided by the development discussion form in the SAP HR system<sup>30</sup>.

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<sup>29</sup> <https://intranet.lut.fi/expertandsupportservices/talous/budjetointijaennustaminen/Pages/Default.aspx>

<sup>30</sup> <https://intranet.lut.fi/expertandsupportservices/hr/osaamisenkehittamispalvelut/Pages/Default.aspx>

The evaluation discussions in connection with the University's salary system are carried out every second year. Indicators in the achievement of strategic targets are utilised in the performance guidance of individuals when the performance of teaching and research staff is evaluated in evaluation discussions. In the university pay system, the job classification of the teaching and research staff is based on scientific qualifications and their development, the development of teaching skills and the variety of teaching duties, and responsibility for one's field of science and its development. Also support service staff has its own incentives which can be awarded to a person or a team which has successfully supported the university's core operations: research, education and societal interaction.

### 3.4 Internal financial control and performance audit

The purpose of internal financial control is to anticipate and ensure that the university's resources are allocated according to the university strategy, that they are used appropriately in order to achieve the university's targets, and that the university's activity is organised appropriately and legally. The control is carried out in the university's own operating processes, which are described on the LUT intranet<sup>31</sup>.

Performance audits produce information to the board on whether the information concerning the organisation is correct and sufficient. Performance audits are a part of financial control. Financial control and performance auditing are described in more detail in the university's financial regulations<sup>32</sup> on the intranet. The university's performance audit is coordinated by the chief financial officer.

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<sup>31</sup> <https://intranet.lut.fi/expertandsupportservices/talous/tarkastustoiminta/Pages/Default.aspx>

<sup>32</sup> <https://intranet.lut.fi/Ohjeetjalomakkeet/Talousohje.pdf>

## 4. RESOURCES

### 4.1 Human resources

Lappeenranta University of Technology aims to create a good working environment for its staff, and to support their professional development and well-being at work. Human resource administration operations are presented on the intranet<sup>33</sup>.

In the LUT 2020 Strategy, the university has set a target to be the best university workplace in Finland according to Great Place to Work<sup>®</sup> survey in 2020. In a strategic action plan<sup>34</sup> attention is paid to enhance leadership and well-being at work by several concrete actions.

The head of human resource management at the university is the rector. The rector, provost and HR director represent the employer at the university. The human resource committee is the university's cooperational council. Its task is, in addition to what is provided in the Act on Co-operation within Undertakings, to assess and develop labour protection, occupational health care, rehabilitation, workplace health promotion, equality and personnel training. The information on the human resource committee members and memoranda are available on the university intranet<sup>35</sup>.

The following procedures are in place to assure the high quality HR processes

- recruitment
- employment relationship
- orientation
- performance and development discussions
- feedback procedures
- well-being at work
- staff training and skills development services
- labour protection and safety at work
- early support for the capacity to work
- equality.

As a rule, vacancies are announced to the public and open for applications – always internationally in case of research and teaching-related vacancies – which allows the most qualified applicants to pose their candidacy. Scientific and educational merits are taken into account in the filling of all research and teaching-related vacancies. Further information on recruitment and separate instructions for filling a professorship are available in the on the LUT intranet<sup>36</sup>.

Detailed provisions on the terms and conditions of employment relationships have been laid down in legislation and the collective agreement which are followed. The tenure track system<sup>37</sup> is applied to the

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<sup>33</sup> <https://intranet.lut.fi/expertandsupportservices/hr/Pages/Default.aspx>

<sup>34</sup> <https://intranet.lut.fi/universitymanagement/strategia/Pages/Default.aspx>

<sup>35</sup> <https://intranet.lut.fi/universitymanagement/henkilostopolitiikka/henkilostolautakunta/Pages/Default.aspx>

<sup>36</sup> <https://intranet.lut.fi/expertandsupportservices/hr/rekrytoinnit/Pages/Default.aspx>

<sup>37</sup> <https://intranet.lut.fi/expertandsupportservices/hr/tutkijanura/Pages/Default.aspx>

employment relationships of the research and teaching staff and other staff members are engaged in permanent employment relationships whenever possible. Further information on employment relationships, including working hours, work-related travel, annual leave and leaves of absence, is available on the intranet<sup>38</sup>.

Orientation involves introducing the employee to his or her duties and the practices and operation of the unit. Supervisors are responsible for the orientation of new employees. In addition, each university unit has appointed its own orientation liaison. HR unit organizes orientation events for all new employers monthly during academic terms. Instructions for orientation liaisons and a personnel guide for new staff members are available on the intranet<sup>39</sup>.

As a rule, university staff members have annual performance and development discussions with their immediate supervisor. The parties of the discussion examine results obtained, set goals for the near future, and clarify possible confusions related to duties and the distribution of work. Performance and development discussions are documented in the SAP HR system. Instructions regarding performance and development discussions are available on the university intranet<sup>40</sup>.

The university conducts a workplace well-being (Great place to Work©) survey every other year. Its results are used to focus activities to promote the working conditions and well-being of employees. Information on the workplace well-being survey is available on the university intranet<sup>41</sup>. The university also conducts an 'employer mood tracker survey' every month to monitor the employee well-being on a frequent basis. The results are published on the frontpage of the LUT intranet<sup>42</sup>. Open feedback and proposals can be delivered by personnel and students via open feedback channel on intranet. All the feedback and proposals are replied publicly in announcements on the LUT intranet.<sup>43</sup>

In the university, the basis for occupational well-being is made up of common values, management practices and LUT strategy. Promotion of well-being at work is a matter for all: university management, supervisors and employees. Management and supervisors are in the key position in this. LUT as an employer wants to promote the well-being of university staff in many different areas: Physical, Social and Psychological. The situation of well-being at LUT is followed by regular surveys (monthly Employee Mood Tracker -survey, Great Place to Work -survey). Happiness through health –activities are arranged to promote the well-being at work<sup>44</sup>.

The university supports its personnel in the maintenance and development of their professional skills – both specialised scientific and pedagogical skills – and systematic career development. The personnel training plan and the training programmes available for LUT personnel are published on intranet<sup>45</sup>. Moreover, each unit offers its staff members the possibility to take part in staff training outside the university, and the university supports the professional development of its personnel by allowing them to take two lessons (2 x 45 minutes) per week for independent studying. Management is developed by

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<sup>38</sup> <https://intranet.lut.fi/expertandsupportservices/hr/Pages/Default.aspx>

<sup>39</sup> <https://intranet.lut.fi/expertandsupportservices/hr/perehdyttaminen/Pages/Default.aspx>

<sup>40</sup> <https://intranet.lut.fi/expertandsupportservices/hr/osaamisenkehittamispalvelut/kehityskeskustelut/Pages/Default.aspx>

<sup>41</sup> <https://intranet.lut.fi/expertandsupportservices/hr/tyohyvinvointi/greatplacetoworktutkimus/Pages/Default.aspx>

<sup>42</sup> <https://intranet.lut.fi/expertandsupportservices/toiminnan-ohjausjalaadunhallinta/palautemenettelyt/fiilsmittariemployeemoodtracker/Pages/Default.aspx>

<sup>43</sup> <https://intranet.lut.fi/expertandsupportservices/toiminnan-ohjausjalaadunhallinta/palautemenettelyt/aloitteetjapalautteet/Pages/Default.aspx>

<sup>44</sup> <https://intranet.lut.fi/expertandsupportservices/hr/tyohyvinvointi/Pages/Default.aspx>

<sup>45</sup> <https://intranet.lut.fi/expertandsupportservices/hr/osaamisenkehittamispalvelut/Pages/Default.aspx>

arranging supervisors' coaching to those in management and supervisor positions<sup>46</sup>. Also Supervisors' Handbook<sup>47</sup> published in LUT intranet provides information and support for supervisors.

Labour protection aims to reduce and eliminate hazards and injuries at work and in the working environment, and to promote the health, safety and job satisfaction of personnel. The university has prepared a labour protection action plan. Labour protection at the university is coordinated by the labour protection officer and labour protection liaisons elected by personnel. The university also has an occupational safety committee. The memoranda of the committee and other information on labour protection and safety at work are available on the university intranet<sup>48</sup>. The emergency plan of the university contains instructions for accidents and emergencies. An emergency committee headed by the safety manager is responsible for practical measures. LUT also has a crisis management plan and a complementing communication plan. The crisis management group headed by the provost is responsible for practical measures during a crisis.

The purpose of the early support model of LUT is to provide guidelines for promoting workplace well-being and identifying possible threats to the ability to work, and enable timely and positive interventions. Each employee is primarily responsible for his or her own health and capacity to work. Nevertheless, in a good working community, colleagues care about each other and everyone plays a role in maintaining an atmosphere of support. Supervisors bear a special responsibility for workplace well-being in their unit and for maintaining and developing a functioning working community. The goal of the model is to support employees in coping at work, promote good work performance and maintain a functioning working community. Shared practices create a culture of openness where difficult issues can be discussed and problems addressed in time. Therefore, this model includes the university's substance abuse programme and guidelines for addressing harassment, which were previously independent documents<sup>49</sup>.

The rector is responsible for non-discrimination issues related to teaching and research, and the human resource director for those related to the university as an employer. The heads of units are responsible for the realisation of equality in their own units. The human resources committee follows and evaluates the realisation of equality with the help of different statistics and reports. The university has an equality plan which expands the notion of gender equality towards general equality within the academic community, regardless of age, nationality, ethnic background or sexual orientation. The equality plan is published on LUT intranet<sup>50</sup> and also on the UNI portal for students<sup>51</sup>.

## 4.2 Students

Students have an important role in the academic community of LUT. Students' duty is to develop their own knowledge, skills and competences in the assistance and guidance of teaching personnel in order to give their best contribution to the world of work and wider society, but they have also an important role in development of the university activities, especially education<sup>52</sup>.

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<sup>46</sup> <https://intranet.lut.fi/expertandsupportservices/hr/osaamisenkehittamispalvelut/esimiestyon%20tukileadershipexcellence/Pages/Default.aspx>

<sup>47</sup> <https://intranet.lut.fi/expertandsupportservices/hr/esimiesopas/Pages/Default.aspx>

<sup>48</sup> <https://intranet.lut.fi/expertandsupportservices/hr/tyosuojelujatyturvallisuus/Pages/Default.aspx>

<sup>49</sup> <https://intranet.lut.fi/expertandsupportservices/hr/varhaisvalittamisesitoimintamalli/Pages/Default.aspx>

<sup>50</sup> <https://intranet.lut.fi/universitymanagement/henkilostopolitiikka/tasaarvo/Pages/Default.aspx>

<sup>51</sup> <https://uni.lut.fi/en/web/lut.fi-eng/instructions-and-regulations>

<sup>52</sup> <https://intranet.lut.fi/academiceducation/management/opiskelijat/Pages/Default.aspx>

The Student Union of Lappeenranta University of Technology, which is composed of LUT students, is an important partner in cooperation for the university. Through the activity of the Student Union, students have a chance to make an impact on matters and decisions regarding the university. The Universities Act and university regulations include provisions on student representation in the university's administrative bodies. For the orientation of student representatives in administrative bodies, the university has published the guide HallOpEd<sup>53</sup> in cooperation with the Student Union.

The university administration and Student Union regularly discuss matters related to university studies and education, such as feedback received by the Student Union, and development targets. In addition to the bodies referred to in legislation and the university regulations, also other key committees have student representation, such as the quality and environmental management committee and the steering and development committee for teaching.

Students take part in the development of teaching both through student feedback for courses and through other feedback surveys conducted by the university and Student Union. Students can also act as reviewers in the university's internal quality audits. In addition, students in the degree programmes take part in the development of their degree programmes e.g. through their respective student guilds. Student guilds also take care of collecting the course feedback and delivering the feedback reports to the teachers and university administration. The Student Union gives awards for the lecturer of the year and the course of the year.

In addition to guarding the interests of its members, i.e. students, the Student Union sees to their well-being by offering them e.g. health care and recreational services. The well-being commission is set up to promote students' well-being at the Skinnarila campus. Towards this end, the collaboration partners at the campus meet at regular intervals to discuss topical matters related to well-being. The well-being commission includes representatives of LUT, Saimia, FSHS, SAIKO and LTKY as well as campus priests. Representatives of other cooperating parties can also be invited.

### 4.3 Funding

The university's capital structure consists of funding by the Ministry of Education and Culture and of supplementary funding. The most important sources of supplementary funding are business enterprises, TEKES, the Academy of Finland, the European Commission and the European Social and Structural Funds. Furthermore, the university's activity is supported with returns on investments and fund-raising.

The highest financial decision-making authority is the university board, which decides on the central objectives of the university's finance, decides the annual budget<sup>54</sup> and prepares the financial statement<sup>55</sup>. As a part of the annual budget discussion, the university board also approves the financial and investment plan of the university. The board also approves the university's financial regulations in force and decides on the principles applied to investment activities.

The rector is in charge of the economical, efficient and profitable execution of the university's mission. The rector and the board are responsible for the management and use of the university's assets according to a specifically defined division of duties. The rector approves the financial guidelines that complement the

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<sup>53</sup> <https://intranet.lut.fi/Ohjeetjalomakkeet/Hallosed-opas%202016.pdf>

<sup>54</sup> <https://intranet.lut.fi/expertandsupportservices/talous/budjetointijaennustaminen/Pages/Default.aspx>

<sup>55</sup> <https://intranet.lut.fi/expertandsupportservices/talous/kirjanpito/tilinpaatokset/Pages/Default.aspx>



university's financial regulations. The financial regulations and guidelines in force at the university guide the financial administration of the university. The university's financial regulations and guidelines are available on the intranet (in Finnish)<sup>56</sup>.

#### 4.4 Facilities

The rector is responsible for the efficient use of facilities. The university operates mainly in facilities rented from University properties of Finland Ltd. The chief financial officer organises development, new construction and renovations on campus together with the university staff and University properties of Finland. University properties of Finland is responsible for repairs and maintenance. University properties of Finland is represented at the university by a campus manager. The property director and other Facility Services staff make preparations for repairs and maintenance together with University properties Finland and its partners. The property director organises the use, safety and cleaning of the university's facilities. Facility Services are described on the university intranet<sup>57</sup>.

#### 4.5 Networks

The university is an actor in national and international<sup>58</sup> networks which support the development of research and education in technology and business or other forms of activity in the university. The rector is responsible for the partnerships and strategically significant networks of the university.

The staff and students of the university have taken on duties as experts and decision makers in a number of international, national and regional organisations which impact the society and develop common functions. In these networks, the university accumulates new expertise and establishes new operating conditions and possibilities to impact decisions made on the university's operating conditions.

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<sup>56</sup> <https://intranet.lut.fi/Ohjeetjalomakkeet/Talousohje.pdf>

<sup>57</sup> <https://intranet.lut.fi/expertandsupportservices/tilapalvelut/Pages/Default.aspx>

<sup>58</sup> <http://www.lut.fi/web/en/get-to-know-us/introducing-the-university/memberships-in-international-associations>

## 5. QUALITY MANAGEMENT OF UNIVERSITY FUNCTIONS

### 5.1 SCIENTIFIC RESEARCH

In accordance with the Universities Act (558/2009) the University promotes free research and provides higher education based on research. The research activities are carried out in interaction with the surrounding society promoting the impact of research findings on society. The university research activities are of a high international standard in conformity with ethical principles and good scientific practices.

#### 5.1.1 Management and responsibilities of scientific research

The vice-rector for research is responsible for the university's research activities – including doctoral education - and its strategic development overall. Also directors of schools, heads of departments and professors heading research platforms and research groups play a key role in research management and development.

The key roles for management of research are described in the table 2 below.

Actor	Task
Board	Makes decisions regarding the university strategy.  Approves wide-ranging and/or especially important research funding applications and contracts.  Awards professorships to university staff members.
Rector	Gives permission for the fulfilment of a professorship, approves the description of the fulfilment of a professorship, and decides on initiating the fulfilment of a professorship.  Makes the decision on the candidate to be appointed for a professorship or on the non-fulfilment of the position.  Awards degrees.  Decides on the discontinuation of a dissertation process.  Decides on the procedure for addressing ethical violations in research.  Appoints the research platforms for Lappeenranta University of Technology.
Vice-rector for research	Is responsible for the implementation of strategic development measures in research and for the evaluation of research at the university.  Functions as the head of the postgraduate education and the LUT Doctoral School.

	<p>Acts as the chair of the dissertation committee.</p> <p>Decides on granting postgraduate study rights based on statements by the doctoral programme (according to the delegation decision by the rector).</p> <p>Functions as superior for the heads of the research platforms.</p>
<p>Tenure Track Commission</p>	<p>Ensures the uniformity of the LUT Tenure Track career system and its procedure.</p> <p>When necessary, limits the number of professorship candidates given for expert evaluation in a Tenure Track position.</p>
<p>Dissertation Committee</p>	<p>Decides on the initiation of the dissertation process and on the appointment of the preliminary examiners.</p>
<p>LUT Doctoral School Steering Group</p>	<p>Supports the vice-rector in the management, evaluation and development of the LUT Doctoral School.</p>
<p>Research Ethics Committee</p>	<p>Assesses the ethical issues and gives ethical statements on research projects and publications.</p>
<p>Head of School</p>	<p>Is responsible for the academic and financial results and activity as well as for the personnel of the School in accordance with the university strategy.</p> <p>Appoints the chairman and members of the working committee established for the fulfilment of a professorship.</p> <p>Selects and invites experts for evaluation of the candidates for a professorship.</p> <p>Makes a proposal for the academic council on the candidate to be selected for a professorship.</p> <p>Functions as superior for the heads of the departments of the School.</p>
<p>The Academic Council</p>	<p>Makes a proposal to the rector based on the memorandum of the working committee regarding the field, the appointment process and the contents of the description of the professorship.</p> <p>Evaluates the trial lectures of the professorship candidates.</p> <p>Makes a proposal to the rector on the candidate to be appointed for a professorship or on the non-fulfilment of the position.</p> <p>Approves the postgraduate curriculum for the School.</p>

	<p>Appoints the opponents for dissertations and grants permission to print dissertations. Appoints the examiners for Licentiate theses. Evaluates and approves dissertations and Licentiate theses.</p> <p>Decides on the discontinuation of a dissertation process.</p>
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Table 2. Key roles on research management

### 5.1.2 Objectives of scientific research

The Lappeenranta University of Technology strategy 2020 “Trailblazer” defines the following as the university’s strategic areas of expertise: Clean energy and water, a circular economy, and sustainable business and entrepreneurship. The following cross-cutting themes are connected to research and education in the focus areas: digitalisation and data science, focus area research in the Russian context and with the best Russian partners.

The implementation of strategy and development of research activities are supported by an internal action plan for research<sup>59</sup>. The action plan includes focus areas for development and describes concrete actions by which the development is pursued. Also parties responsible on the actions and assessment indicators are described in the action plan.

In addition annual operations plans support the attainment of strategic objectives. The university board specifies the objectives for research when it approves the university’s strategy and quantitative targets for the following year. In addition to objectives set by the university, research at LUT is governed by the qualitative and quantitative targets in the performance agreement concluded between the university and the Ministry of Education and Culture.

The indicators and strategic objectives in strategy 2020 for research activities are:

- number of doctorates → 50 doctorates a year
- number of publications → 400 publications with a national Publication Forum rating of 2-3
- impact of publications → 15% more citations annually (Scopus)
- number of showcases of research excellence → 5 showcases of research excellence (funding from the European Research Council and the Academy of Finland, centres of excellence).

### 5.1.3 Core processes of scientific research

The University has defined the core processes by which the scientific research is performed and objectives of research activities are pursued. These processes are:

1. Research platforms
2. Research projects
3. Scientific publishing
4. Researcher career
5. Doctoral education.

<sup>59</sup> <https://intranet.lut.fi/universitymanagement/strategia/Pages/Default.aspx>

These research processes are described on the LUT intranet<sup>60</sup> where the party responsible, contact person, thorough instructions and all up to date information needed by the personnel is provided.

#### 5.1.4 Assessment and development of scientific research

The university systematically assesses the research activities according to the indicators and objectives set in the strategy, strategic action plan for research and annual operations plan. The indicators are monitored regularly and the results are communicated in the board meetings, management group meetings and also in LUT intranet frontpage<sup>61</sup>. The detailed evaluation data is available to all personnel on LUT intranet in Statistics and reports folder<sup>62</sup>.

The core processes listed in chapter 5.1.3 are managed, assessed and developed according to the relevant indicators and evaluation means. The following stakeholder feedback surveys are utilized in the development of doctoral education:

- Doctoral School survey (every other year)
- Feedback of doctoral graduates
- Alumni surveys.

The university employs the following procedures for improving the quality of research:

- Strategic development of research activities
- International Assessment of research activities
- Maintaining the research infrastructure
- Development of researchers' HR processes (HR Excellence)
- Incentives to foster high quality research in LUT salary system
- Enhancing procedures of open science
- Utilization of stakeholder feedback.

The university strategy and its subordinate research action plan<sup>63</sup> define the focus areas and targets for the development of research activities. The vice-rector for research is responsible for monitoring the realisation of the development targets. Research activities are also evaluated in performance and development discussions with the schools. The evaluations employ indicators which are based on the strategy and performance agreement between the Ministry of Education and Culture. In the performance and development discussions, schools are given feedback on the indicators and on the focus of research.

The university conducts international Research Assessment Exercises to develop the research activities and management. The first Research Assessment Exercise was conducted in 2012<sup>64</sup> focusing on research activities in all units. From 2015 the university has invested internal research funding on research platforms<sup>65</sup>, which have been peer reviewed in application phase by an international panel of experts. The final evaluation will be conducted in 2021. The university takes part in evaluations by the Academy of Finland and uses the results of the evaluations to develop its activities.

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<sup>60</sup> <https://intranet.lut.fi/scientificresearch/Pages/Default.aspx>

<sup>61</sup> <https://intranet.lut.fi/expertandsupportservices/toiminnan-ohjausjalaadunhallinta/tilastointijaraportointi/toiminnanjaloudenmittaristo/Pages/Default.aspx>

<sup>62</sup> <https://intranet.lut.fi/expertandsupportservices/toiminnan-ohjausjalaadunhallinta/tilastointijaraportointi/Pages/Default.aspx>

<sup>63</sup> <https://intranet.lut.fi/universitymanagement/strategia/Pages/Default.aspx>

<sup>64</sup> <http://www.lut.fi/web/en/research/research-assessment-exercise-rae>

<sup>65</sup> <https://intranet.lut.fi/scientificresearch/researchplatforms/Pages/Default.aspx>

The prerequisite for high-level research is that the university research infrastructure is up-to-date and appropriate. Attention is paid to training in the use of equipment and up-dating this expertise, and the quality of the infrastructure is assessed regularly by monitoring the book value of the research equipment. An investment programme<sup>66</sup> ensures the systematic development of the research infrastructure.

The university takes part in the HR Excellence for Researchers<sup>67</sup> activities of the EU Commission, which promotes e.g. the development of researchers' working conditions and the international mobility of researchers. To this end, the university has defined the most important development targets in the human resource issues of researchers and development in the chosen areas of interest is monitored systematically. LUT has been awarded a related HR quality label on 2013.

In the university pay system, the job classification of the teaching and research staff is based amongst others on scientific qualifications and their development (amongst others researcher mobility) and responsibility for one's field of science and its development. Researchers are also awarded according to their scientific publications.<sup>68</sup>

LUT is committed to the promotion of open science. LUT recommends open science infrastructures to be used in depositing research publications, research data and research methods. Procedures of open access publishing at LUT are described on the LUT webpages<sup>69</sup>. LUT Research Data Policy has also been published<sup>70</sup> and the implementation plan and instructions on how to manage and preserve research data will also be published.

Feedback of doctoral graduates is collected continuously from every graduating doctoral student. Doctoral School survey is conducted every other year to collect feedback from current doctoral students. The alumni survey of doctorates is conducted every other year as a national survey. The feedback is reported by LUT Doctoral School and discussed in the Doctoral School steering group headed by the vice-rector for research<sup>71</sup>.

## 5.2. ACADEMIC EDUCATION

The educational mission of universities under the Universities Act includes undergraduate education (leading to a Bachelor's and Master's degree), doctoral education and modes of education enabling lifelong learning. In LUT the doctoral education is included in scientific research functions (chapter 5.1) and the lifelong learning activities are included in societal interaction functions (chapter 5.3). In this chapter the quality management procedures of undergraduate education are described.

Education is governed by the Universities Act (558/2009) and by the Government Decree on University Degrees (794/2004, including amendments)<sup>72</sup>. The university regulations<sup>73</sup> define the central roles and

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<sup>66</sup> <https://intranet.lut.fi/expertandsupportservices/talous/budjetointijaennustaminen/Pages/Default.aspx>

<sup>67</sup> <https://intranet.lut.fi/expertandsupportservices/hr/hrexcellenceinresearchlaatuleima/Pages/Default.aspx>

<sup>68</sup> <https://intranet.lut.fi/expertandsupportservices/hr/palkatjapalkkiot/Pages/Default.aspx>

<sup>69</sup> <http://www.lut.fi/web/en/library/for-researchers/open-science>

<sup>70</sup> <http://www.lut.fi/documents/10633/36609/LUT-Research-Data-Policy.pdf/9ba1f4c1-1529-476b-9d8d-f28e8d85660d>

<sup>71</sup> <https://intranet.lut.fi/scientificresearch/doctoraleducation/Pages/Default.aspx>

<sup>72</sup> <https://uni.lut.fi/en/web/lut.fi-eng/instructions-and-regulations>

<sup>73</sup> <https://intranet.lut.fi/universitymanagement/yliopistonjohto/laitjasaadokset/Pages/Default.aspx>

responsibilities of education administration. The regulations on education and the completion of studies<sup>74</sup>, approved by the rector are available on the university intranet and UNI portal, describe the key principles and practices of the university's education, teaching and carrying out studies, and the degree programmes offered by the university. The role of teachers and students in the production of high-level education is important, and it is supported amongst others by guiding material for both students<sup>75</sup> and teachers<sup>76</sup>.

Lappeenranta University of Technology organises undergraduate education in eight technology degree programmes and one business degree programme. Bachelor's programmes are offered in Finnish, whereas Master's programmes are available in both Finnish and English.

### 5.2.1 Management and responsibilities of academic education

The vice-rector for education is responsible for the university's undergraduate education activities and its strategic development overall. Also directors of schools, heads of departments and persons heading the degree programmes and BSc/MSc programmes play a key role in management and development of education. The key roles for management of education are described in the table 3 below.

Management body/Actor	Task
University board	Makes decisions regarding the university strategy. Decides which school is responsible for each degree programme. Decides on the student intake. Awards professorships.
Rector	Approves the grounds for student admission and the intake quota for the joint application process in each school. Based on the proposal of the academic council, makes the decision on the specialisation field of a professorship, its appointment procedure and appointment. Approves the admission of new degree students and grants degrees. Appoints the degree board.
Vice-rector, education	Is responsible on the implementation of strategic action plan of education and assessment of undergraduate education overall. Approves the university regulations for teaching and studies. Approves the grounds for student admission and the intake quota for the joint application process in each school. Gives instructions on the university-wide principles concerning the preparation of curricula. Gives application guidelines for the university regulations on education and the completion of studies.

<sup>74</sup> <https://uni.lut.fi/en/web/lut.fi-eng/instructions-and-regulations>

<sup>75</sup> <https://uni.lut.fi/en/web/lut.fi-eng/efficient-study-techniques>

<sup>76</sup> <https://intranet.lut.fi/academiceducation/teaching/opettajanlaatuopas/Pages/Default.aspx>

	<p>Decides the dates of the teaching periods and examination weeks.</p> <p>Chairs the meetings of Heads of degree programmes and Learning Experience Development group.</p>
Degree board	<p>Deals with requests for corrections concerning the evaluation of completed courses.</p>
Academic council	<p>Makes decisions concerning the curricula and degree requirements of degree programmes in accordance with the university's shared policies.</p> <p>Makes a proposal on number of student intake.</p> <p>Prepares the definition of a professor's duties and the appointment process, and arranges and assesses trial lectures for vacant professorships or other positions.</p>
Head of school	<p>Is responsible for the resources and profitability of education produced by the school.</p> <p>Approves Master's theses.</p>
Head of department	<p>Is responsible for the resources of education activity of the department.</p>
Head of degree programme	<p>Heads and develops the degree programme productively in cooperation with the heads of BSc/MSc programmes and/or teachers of the degree programme in accordance with the university strategy.</p> <p>Is responsible on duties concerning degree administration described in the Regulations for education and the completion of studies.</p>
Head of BSc / MSc programme	<p>Heads and develops the BSc or MSc programme productively in cooperation with the head of degree programme and teachers contributing the programme in accordance with the university strategy.</p>
Teacher responsible for a course	<p>Is responsible for planning, implementing, assessing and developing the course delivery.</p>
Director for Study and International Affairs	<p>Is responsible for the Study services and support to degree program management, international agreements and cooperation</p>

Table 3. Key roles on education management

### 5.2.2. Objectives of academic education

The Lappeenranta University of Technology strategy 2020 "Trailblazer" defines the following as the university's strategic objectives for education: "We educate future problem-solvers to change the world and work as we know it. We pioneer in international Master's programmes and education export. Our graduates have a high employment rate and find challenging work corresponding to their education."



The implementation of strategy and development of education activities are supported by an internal action plan of education<sup>77</sup>. The action plan includes focus areas for development and describes concrete actions by which the development is pursued. Also parties responsible on the actions and assessment indicators are described in the action plan.

Also annual operations plans support the attainment of strategic objectives. The university board specifies the objectives for education when it approves the university's strategy and quantitative targets for the following year. In addition to objectives set by the university, education at LUT is governed by the qualitative and quantitative targets in the performance agreement concluded between the university and the Ministry of Education and Culture.

The indicators and strategic objectives in strategy 2020 for education activities are:

- share of students completing at least 55 ECTS credit a year → 60%
- number of higher university degrees a year → 650
- number Master's degrees in technology → 450
- number Master's degrees in business administration → 200
- OECD criteria for entrepreneurial university → LUT is the first in Finland meeting the criteria
- Graduate employment rate → employment rate higher than in other universities.

### 5.2.3 Core Processes of academic education

The University has defined the core processes by which the academic education is performed and objectives of education activities are pursued. These processes are:

1. Curriculum work
2. Student recruitment
3. Study guidance
4. Teaching.

These processes are described on the LUT intranet<sup>78</sup> where the party responsible, contact person, thorough instructions and all uptodate information needed by the personnel is provided.

### 5.2.4 Assessment and development of academic education

The university systematically assesses the education activities according to the indicators and objectives set in the strategy, strategic action plan for education and annual operations plan. The indicators are monitored regularly and the results are communicated in the board meetings, management group meetings and also in LUT intranet<sup>79</sup>. The detailed evaluation data is available to all personnel on the LUT intranet in Statistics and reports folder<sup>80</sup>. The core processes listed in chapter 5.2.3 are managed, assessed and developed according to the relevant indicators and evaluation means.

The curricula of Bachelors' and Masters' programmes are assessed annually by the following aspects: implementation of learning outcomes, teaching and assessment methods used in course delivery,

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<sup>77</sup> <https://intranet.lut.fi/universitymanagement/strategia/Pages/Default.aspx>

<sup>78</sup> <https://intranet.lut.fi/academiceducation/Pages/Default.aspx>

<sup>79</sup> <https://intranet.lut.fi/expertandsupportservices/toiminnan-ohjausjalaadunhallinta/tilastointijaraportointi/toiminnanjaloudenmittaristo/Pages/Default.aspx>

<sup>80</sup> <https://intranet.lut.fi/expertandsupportservices/toiminnan-ohjausjalaadunhallinta/tilastointijaraportointi/Pages/Default.aspx>

distribution of student workload<sup>81</sup>. The outcome of Bachelors' and Masters' programmes are assessed by common input, process and output indicators<sup>82</sup>.

The following stakeholder feedback surveys are utilized in the development of education:

- First year student survey – Fuksi survey
- Course feedback questionnaire
- Bachelor's and Master's graduate surveys
- International Student barometer
- Employment questionnaire of MSc graduates
- Alumni survey
- MSc Thesis commissioners' survey.

The university employs the following procedures for improving the quality of education:

- Strategic development of education
- International accreditation of programmes
- Cooperation forums
- Evaluation and development of pedagogical competences
- Support for information and communication technology in teaching
- Development projects
- Incentives to develop teaching: salary system and awarding best teachers annually
- Utilization of student, alumni and external stakeholder feedback

The university strategy and its subordinate action plan for education define the focus areas and targets for the development of academic education. The vice-rector for education is responsible for the implementation and monitoring of the development targets together with different actors and cooperation forums.

By international accreditations of BSc and MSc programmes LUT aims to promote the quality management, continuing development and international comparability of the programmes as well as mobility of the graduates. LUT has accredited programmes in both technology and business administration<sup>83</sup>.

Several internal cooperation forums ensure that there are venues and opportunities for dialogue and sharing information on the development of education. These forums include meetings of heads of degree programmes<sup>84</sup>, the learning experience development group<sup>85</sup> and school<sup>86</sup> and degree programme meetings and events. In addition there are regular meetings between Student Union, vice-rector of education and student service personnel as well as internal meetings of study service personnel.

For teaching positions, the university recruits professionals with not only strong scientific expertise in the field in question, but with pedagogical skills, as well. To this end, applicants for permanent teaching positions must also submit a teaching portfolio or another report on their teaching qualifications.<sup>87</sup> The

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<sup>81</sup> <https://intranet.lut.fi/academiceducation/curriculumwork/Pages/Default.aspx>

<sup>82</sup> <https://intranet.lut.fi/academiceducation/assessment/Pages/Default.aspx>

<sup>83</sup> <https://intranet.lut.fi/expertandsupportservices/toiminnan-ohjausjalaadunhallinta/ulkoisetarviointit/accreditations/Pages/Default.aspx>

<sup>84</sup> <https://intranet.lut.fi/academiceducation/management/kov/Pages/Default.aspx>

<sup>85</sup> <https://intranet.lut.fi/academiceducation/management/opoke/Pages/Default.aspx>

<sup>86</sup> <https://intranet.lut.fi/resources/Pages/Default.aspx>

<sup>87</sup> <https://intranet.lut.fi/expertandsupportservices/hr/rekrytoinnit/opetusosaamisenhuomiojointirekrytoinnissa/Pages/Default.aspx>

university annually offers its teaching staff a study module in university pedagogy worth 10 ECTS credits<sup>88</sup>. In addition several other trainings are offered to support teaching and its development, such as training in the use of information and communication technology in instruction.

The support for information and communication technology in teaching<sup>89</sup> help teaching personnel in developing use of ICT in course delivery. The support considers both technological and pedagogical aspects in teaching and learning.

LUT staff is involved in internal, national and also international development projects and groups for the development of education. The administration of the university decides on development projects which LUT engages in and starts to promote.

In the university pay system<sup>90</sup>, the job classification of the teaching and research staff is based amongst others on the development of teaching skills and the variety of teaching duties. The best teachers are awarded annually according to course feedback<sup>91</sup>.

Several systematic student and stakeholder feedback procedures are in use. The feedback is collected and reported regularly and the reports are delivered to the schools and degree programmes on the intranet.<sup>92</sup> The university has set the target level 3.3 (on scale 1-5) for the course feedback, beginning from the academic year 2017-18. The courses below that level are required to be assessed more closely.

### 5.3 SOCIETAL INTERACTION

The ground for societal interaction is founded in the Universities Act: "In carrying out their mission, universities shall promote lifelong learning, interact with the surrounding society and promote the societal impact of research findings and artistic activities." The university regulations describe the societal interaction as one of the university's tasks: "Lappeenranta University of Technology promotes lifelong learning and operates in close cooperation with high-standard universities, businesses and the surrounding community, creating a competitive edge and well-being with its expertise in technology and business."<sup>93</sup>

Societal interaction is based on and enables the two other main missions – scientific research and academic education. By taking part in the development of the society with its expertise, the university leaves a knowledge footprint in the surrounding society and fulfils its societal obligations. With societal interaction, the university may also partly secure its position in forums that impact its finance and relative position. The corporate social responsibility and dialogue with external stakeholders are aspects emphasised in all societal interaction.

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<sup>88</sup> <https://intranet.lut.fi/expertandsupportservices/hr/osaamisenkehittamispalvelut/yliopistopedagoginenkoulutus/Pages/Default.aspx>

<sup>89</sup> <https://intranet.lut.fi/expertandsupportservices/opintopalvelut/Opetusteknologiapalvelut/Pages/Default.aspx>

<sup>90</sup> <https://intranet.lut.fi/expertandsupportservices/hr/palkatjapalkkiot/Pages/Default.aspx>

<sup>91</sup> <https://intranet.lut.fi/academiceducation/teaching/hyvaopetusta/Pages/Default.aspx>

<sup>92</sup> <https://intranet.lut.fi/academiceducation/management/opiskelijat/Pages/Default.aspx>

<sup>93</sup> <https://intranet.lut.fi/universitymanagement/yliopistonjohto/laitjasaadokset/Pages/Default.aspx>

### 5.3.1 Management and responsibilities of societal interaction

The rector is responsible for societal interaction overall and for university-wide stakeholder cooperation. The majority of LUT board<sup>94</sup> members are external to the university, which allows the voice of external stakeholders to be heard in university decision-making. Directors of schools and heads of departments play a key role in management and development of societal interaction. The key roles for management of societal interaction are described in the table 4 below.

ORGAN/ACTOR	TASK
University board	Makes decisions regarding the university strategy.
Rectorate	Is responsible for stakeholder cooperation important for the university as a whole. Is responsible for the implementation of strategic development measures in societal interaction.
Provost	Is responsible for the implementation of strategic development measures in societal interaction. Develops societal interaction operations and the implementation of stakeholder cooperation together with the rectorate and heads of units.
Academic council	By approving the curricula of school ensures the academic and professional relevance of programmes. Is responsible for defining the workload of continuing education in ECTS credits.
Head of school	Is responsible for stakeholder collaboration important to the school. Supports the rector and vice-rectors in implementing societal interaction in accordance with the university strategy. Is the university’s representative in stakeholder cooperation important for the university.
Heads of departments and other units	Is responsible for stakeholder collaboration important to the unit.
Head of degree programme	Ensures that the degree programme has academic and professional relevance, incorporates the labour and industry perspective into the degree programme, curriculum work and development of the degree programme. Develops the continuing professional education in the fields in question.

<sup>94</sup> <https://intranet.lut.fi/universitymanagement/yliopistonjohto/hallitus/Pages/Default.aspx>

Professor / Head of research platform or group	Is responsible for stakeholder collaboration and societal impact central in terms of his/her research platform/group.
Teacher responsible for a course	Is responsible for the academic and professional relevance of the course contents and delivery.
Director of the Innovation and Enterprising Services	Is responsible for implementing and developing continuing education, innovation services, career services and entrepreneurial activities.
Director of Pre-Grant Services	Is responsible for framework agreements concerning research projects between companies/communities and the university. Is responsible for contacts and supervising the university's interests in relation to key financiers.
Director for Study and International Affairs	Is responsible for the open university education, international student exchange agreements and cooperation.
Communications director	Is responsible for the university's external and internal communication and the university brand, marketing, strategic public affairs and alumni relations in accordance with the strategy.
Director of administrative services	Is responsible for maintaining and developing the university's environmental system.
All university staff members	Are responsible for stakeholder collaboration central to their duties as agreed with their supervisor.

Table 4. Key roles on management of societal interaction

### 5.3.2 Objectives of societal interaction

The impact of university activities is in central focus in the strategy 2020 "Trailblazer". In the strategy the importance of impact of research and entrepreneurial activities are emphasized.

"We conduct scientific research with an impact. We are results-oriented and strongly specialised. We create solutions for society and industries: inventions and patents, new products and spin-off companies."

"The aim is for entrepreneurship to be a cross-cutting theme in all university activities by the year 2020, and for us to be the first Finnish university to meet the OECD criteria for an entrepreneurial university."

The implementation of strategy and development of societal interaction activities are supported by internal action plans<sup>95</sup>. In action plans for scientific research, academic education and entrepreneurial university the concrete development actions concerning societal interaction are defined. Especially the

<sup>95</sup> <https://intranet.lut.fi/universitymanagement/strategia/Pages/Default.aspx>

action plan for entrepreneurial university concentrates on societal interaction and increasing the impact of the university in viewpoint of entrepreneurial activities.

The indicators and strategic objectives in strategy 2020 for societal interaction are:

- share of external funding in university funding → 45%
- OECD criteria for entrepreneurial university → LUT is the first in Finland meeting the criteria
- Graduate employment rate → employment rate higher than in other universities
- share of corporate funding on total external funding
- number of spin-off firms.

### 5.2.3 Core Processes of societal interaction

The University has defined the core processes by which the societal interaction is performed and objectives of societal interaction activities are pursued. Societal interaction includes the established mechanisms and processes through which LUT collaborates with external stakeholders, who are defined specifically for different processes. These processes are:

1. Strategic public affairs and external communication
2. Continuing professional education
3. Open university education
4. Alumni relations
5. Promotion of environmental responsibility and sustainable development
6. Promotion of entrepreneurial competences and activities
7. Innovation and commercialisation of research results and cooperation with firms (technology and knowledge transfer)

These processes are described on the LUT intranet<sup>96</sup> where the party responsible, contact person, thorough instructions and all up to date information needed by the personnel is provided.

### 5.3.4 Assessment and development of societal interaction

The university systematically assesses the societal interaction activities according to the indicators and objectives set in the strategy, strategic action plans and annual operations plan. The indicators are monitored regularly and the results are communicated in the board meetings, management group meetings and also in LUT intranet<sup>97</sup>. The detailed evaluation data is available to all personnel on LUT intranet in Statistics and reports folder<sup>98</sup>. The core processes listed in chapter 5.3.3 are managed, assessed and developed according to the relevant indicators and evaluation means.

The following stakeholder feedback surveys are utilized in the development of societal interaction:

- First year student survey – Fuksi survey → to develop university marketing for applicants
- Alumni survey → to develop alumni activities
- MSc Thesis commissioners' survey → to develop thesis process
- Feedback of continuing education courses → to develop continuing education course delivery

The university employs the following procedures for improving the quality of societal interaction:

- Strategic development of the impact of university functions

<sup>96</sup> <https://intranet.lut.fi/societalinteraction/Pages/Default.aspx>

<sup>97</sup> <https://intranet.lut.fi/expertandsupportservices/toiminnan-ohjausjalaadunhallinta/tilastointijaraportointi/toiminnanjaloudenmittaristo/Pages/Default.aspx>

<sup>98</sup> <https://intranet.lut.fi/expertandsupportservices/toiminnan-ohjausjalaadunhallinta/tilastointijaraportointi/Pages/Default.aspx>

- Advisory Board meetings
- Client relations management system

The strategic development of the university strongly emphasizes the impact of the university actions. For example the strategy aims concerning the sustainable development and entrepreneurship are expected to have a significant impact to the wider society<sup>99</sup>.

The advisory board<sup>100</sup> of LUT supports the academic mission and societal impact of the university by bearing a consultative role in close contact with university administration. The advisory board consists of external stakeholders with experience and competences on the LUT strategic focus areas. The chair of the advisory board is a professor or professor of practice of LUT.

The client relations management system, CRM<sup>101</sup>, is the tool to manage the information on the most important external stakeholders of the university. Also communication and co-operation is managed by the tool. The tool is managed by the communications unit.

## 6. SUPPORT SERVICES

The university's support services support the university's scientific research, academic education, societal interaction activities and university administration to reach the goals set in the strategy, action plans and operations targets. Support services also monitor that the operations follow regulations. The customers of the support services include the university staff, students and other stakeholders.

The following targets have been set for support services:

1. Strategy-oriented: Support services and their production, evaluation and development are based on the university strategy.
2. Needs-oriented: The university's support services are needs-oriented and sufficiently support the university's core activities, all the while being lightweight and flexible.
3. Transparent: The activity of support services is transparent and their communication open; responsibilities are clearly defined.
4. Customer satisfaction: Customers are satisfied with the services. The average score for customer satisfaction on a scale of 1-5 is 3.5.

The support services are organised in seven units<sup>102</sup>, which work in close connection with Schools and each other. Support service units are:

- HR Unit
- Innovation and enterprising
- Study service
- Finance (and Facilities)
- Performance guidance and information services
- Pre-Grant services

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<sup>99</sup> <https://intranet.lut.fi/universitymanagement/strategia/Pages/Default.aspx>

<sup>100</sup> <https://intranet.lut.fi/universitymanagement/yliopistonjohto/advisoryboard/Pages/Default.aspx>

<sup>101</sup> <https://intranet.lut.fi/expertandsupportservices/tyov%c3%a4lineet/crmasiakkuudenhallintajarjestelma/Pages/Default.aspx>

<sup>102</sup> <https://intranet.lut.fi/expertandsupportservices/Pages/Default.aspx>

- Media services.

University support services also include support for administration in which the Legal and Record Services are incorporated.

The support services are communicated to personnel on the LUT intranet<sup>103</sup>. Services for students are communicated in UNI portal for students<sup>104</sup>, although the intranet is also available for students.

The administration of the support services is centralized, even though part of the support services are incorporated to the Schools. Services incorporated to Schools are described on the school specific pages on the LUT intranet<sup>105</sup>.

## 6.1 Management and resources of support services

The provost heads the university's support services and is responsible for reconciling the university's academic and non-academic activities. The central administrative roles of support services are presented in the table below.

ORGAN/ACTOR	TASK
University board	Decides on wide-ranging issues regarding support services.
Rector	Decides on the organisation of support services at the university. Represents the employer.
Vice-rector, research	Is responsible for the development of research and innovation support services.
Vice-rector, education	Is responsible for the development of university's student services overall.
Provost	Heads the university's support services. Represents the employer.
Director of Administrative Services	Is responsible for the services, resources, management, evaluation and development of Performance Guidance and Information Services.
Chief financial officer	Is responsible for the services, resources, management, evaluation and development of Finance unit and Facility Services.
Director of Pre-Grant Services	Is responsible for the services, resources, management, evaluation and development of Pre-Grant Services.
Director for Study and International Affairs	Is responsible for the services, resources, management, evaluation and development of the Student Services.
Communications director	Is responsible for the services, resources, management, evaluation and development of Media Services.
HR Director	Is responsible for the HR unit, its resources, management, evaluation and development. Represents the employer.

<sup>103</sup> <https://intranet.lut.fi/expertandsupportservices/Pages/Default.aspx>

<sup>104</sup> <https://uni.lut.fi/en/web/lut.fi-eng/home>

<sup>105</sup> <https://intranet.lut.fi/resources/Pages/Default.aspx>



Director of Innovation and enterprising unit	Is responsible for the services, resources, management, evaluation and development of Innovation and enterprising unit.
Legal counsel	Is responsible for Legal Affairs and Registry, its services, resources, management, evaluation and development.

Table 5: The key management roles of support services

### 6.2. Outsourced support services

Some of the university's support services have been outsourced. Below is a list of the most important outsourced services:

- language teaching (provided by Saimaa University of Applied Sciences)
- occupational health care services
- restaurant services
- cleaning services
- security services
- Certia human resource and financial services
- performance audits
- insurance services
- switchboard
- travel agency services.

Services are outsourced in accordance with legislation on public contracts. The university has nominated actors and contact persons responsible for the cooperation with the service providers.

### 6.3 Evaluation and development of support services

The operation and resources of the support service units are agreed on annually with the university administration in connection with the university's operational and financial planning based on the university strategy. The regular meetings of the heads/directors of support services deal with current issues and development needs.

The customer perspective plays an important role in the evaluation and development of the activity. Customer satisfaction in the support services is collectively surveyed every other year. Performance Guidance and Quality Management is responsible for conducting the survey, and the results are published on the university intranet. In addition, some support service units have their own feedback mechanisms especially for student feedback (e.g. Library).

Students can give feedback on support services or any other issue in graduate survey questionnaires and in open feedback channel on the LUT intranet<sup>106</sup>. Student Union representatives also have regular negotiations with the rectors, giving feedback e.g. on university support services. Job satisfaction and management of support services are assessed with a workplace well-being survey among staff members<sup>107</sup> every other year. The results of the survey are used to develop the services. The performance and development discussions between support service employees and their supervisors evaluate the activity of the employee and chart mutual development needs.

<sup>106</sup> <https://intranet.lut.fi/expertandsupportservices/toiminnan-ohjausjajalaadunhallinta/palautemenettelyt/aloitteet/japalautteet/Pages/Default.aspx>

<sup>107</sup> <https://intranet.lut.fi/expertandsupportservices/hr/tyohyvinvointi/greatplacetoworktutkimus/Pages/Default.aspx>