

QUALITY MANUAL 6.31

Overview on LUT Quality Management System

Entry into force on 15 January 2026

LUT University

Lappeenranta - Lahti University of Technology LUT

Versions

Version number	Amendments	Approved by
1.0	Original	University board (31 October 2007)
2.0	Quality targets for societal interaction added Role of rectors in updating the quality management system Description of quality audits Section on quality management documents added Description of updating and revising the strategy Sections on international personnel and students added Concepts defined for undergraduate education and education for mature students, the duties of the OPOKE group Internationality added to the quality targets of the undergraduate education process, threshold for intervening in student feedback added Section on research modified, ethical guidelines for research added, ethical role of the dissertation committee described, development of research described Societal interaction section modified completely Description of the assessment of external services, description of the management of university services	University board (18 June 2008)
2.1	Amendments to administrative regulations taken into account 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.	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 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	University rector (2 June 2010)
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.	University rector (3 September 2010)
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.	University rector (17 May 2011)
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.	University rector (31 August 2012)
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)	University rector (4 September 2013)
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	University rector (26 August 2014)

	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.	
5.0	The LUT Intranet has been serving as a source of quality management information for internal stakeholders from September 2014. In the Quality Manual 5.0, the underpinning quality management procedures are compiled in a concise format to give an overview of the LUT Quality Management System. The manual is published only in English. The process of entrepreneurial activities added to the societal interaction function.	<i>University rector (21 February 2017)</i>
6.0	New name of the university: LUT University. LUT Group included in the organisation description. Tables of responsibilities updated. New processes included in descriptions of basic functions: research ethics, junior university, career services. Programme review and feedback workshop procedures described. Systematic development of university-university and university-industry partnerships described. New name (University Services) and unit structure of support services.	<i>University rector (30 November 2018)</i>
6.1	New official name of the university: Lappeenranta-Lahti University of Technology LUT. Revised strategy: Trailblazers 2030. Internal assessment approach amended. Objectives of functions updated according to the new strategy. Advisory board established. Societal interaction processes updated.	<i>University rector (16 June 2020)</i>
6.11	Technical revisions based on amendments to University Regulations.	<i>University rector (18 December 2020)</i>
6.2	Revisions based on amendments to University Regulations and midterm review of university strategy. New field of education: social science. Status of sustainable management renewed. School specific strategy and advisory board described. New name of HR committee: dialogue meeting. New name of QM steering committee: steering committee of quality and sustainability management systems. Whistleblowing procedure introduced.	<i>University rector (8 June 2023)</i>
6.3	Revisions based on amendments to University Regulations and renewal of university strategy. Complementary action plans listed linking to strategic management. Risk management and campus safety procedures and university infrastructure described in more detail. Open science steering group and IPR management team, head of department and head of research group described in research management. Principles of internationalization; artificial intelligence in university activities; integration of research and education and company cooperation in development of education described. Development of doctoral education, pedagogical approach of LUT education, company co-operation in teaching described. Role of chief growth officer described.	<i>University rector (12 September 2025)</i>
6.31	Revisions based on amendments on education and research management structure. The doctoral education process transferred from research to education processes.	<i>University rector (15 January 2026)</i>

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STATUTES AND REGULATIONS GOVERNING UNIVERSITY ACTIVITIES¹

Universities Act²

LUT Group Regulations (included in LUT University Regulations)

LUT (Lappeenranta-Lahti University of Technology LUT) Regulations

Code of Conduct

Disqualificaiton, outside engagements and business activity

LUT Degree Regulations³

¹ [Laws, statutes and joint agreed policies in LUT](#)

² [Universitettslag | 558/2009 | Legislation | Finlex](#)

³ [Degree regulations | eLUT](#)

1. INTRODUCTION

According to the Universities Act⁴, which governs the activity of universities, the mission of the universities is to promote independent academic research as well as academic and artistic education, to provide research-based higher education and to educate students to serve their country and humanity at large. In carrying out their mission, the universities shall promote lifelong learning, interact with the surrounding society and promote the social impact of university research findings and artistic activities.

The mission of LUT University has been stated in the University Regulations⁵: LUT University specialises in scientific research and third-cycle education in its fields of expertise in technology, business and social sciences and provides academic education. LUT University 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.

The purpose of LUT's quality management system 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 the pursuit of the university's goals. 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 the support services of the university.



Figure 1. PDCA cycle of continuous improvement integrated to strategic management at LUT.

⁴ Universities Act (558/2009) [Universitetslag | 558/2009 | Legislation | Finlex](#)

⁵ [Laws, statutes and joint agreed policies in LUT](#)

This quality manual depicts the university's quality management system concisely. 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 the university personnel; additional information is available through the intranet links in footnotes. The eLUT study portal⁶ is the main information channel for LUT students.

2. QUALITY MANAGEMENT SYSTEM

2.1 Quality policy

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

- The university fulfils its mission in accordance with its values and strategy in ways that promote the well-being of the staff and students.
- The university's activities and management are based on continuous assessment and development.
- The university maintains a quality management system which ensures that the university is able to operate in a responsible, transparent, efficient and quality-oriented way, taking the needs of all internal and external stakeholders into consideration.
- The rector is responsible for the quality management system, but each member of the university community bears quality management responsibilities related to their job.

2.2 Division of responsibilities in the quality management system

All members of the university community bear quality management responsibilities related to their role and responsibility. The goals for university personnel are set in the university's strategy, strategic action plans, annual operation targets and personnel development discussions, while the goals for students are set in personal study plans.

The maintenance and development of the quality management system is the responsibility of the rector together with the steering committee of quality and sustainability management systems he or she appoints. The chairperson of the steering committee is the provost. The table below depicts the central actors in the university's quality management system.

⁶ [Welcome to eLUT! | eLUT](#)

BODY/ACTOR	TASK RELATED TO QUALITY MANAGEMENT
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. Appoints the members of the Steering committee of quality and sustainability management systems.
Provost	Responsible for the performance and quality management of the academic activities - research and education - of the university. Chairperson of the steering committee of quality and sustainability management systems.
Vice rector	Responsible for quality management in his or her scope of duties.
Strategy director	Responsible for the practical preparation and implementation of the LUT and LUT Group strategy.
Dean	Responsible for the performance and quality management of a school.
Head of department / unit	Responsible for the performance and quality management of the unit / process.
Director of administrative services	Responsible for the overall efficiency, quality management, procedure descriptions and documentation of the university support services.
Steering committee of quality and sustainability management systems	Guides and leads the development of the quality management system and the execution of internal and external evaluations.
Management services / Performance guidance and quality management	Responsible for supporting the maintenance and development of the quality management system. Responsible for maintaining the university's quality management system in cooperation with persons responsible. Responsible for the availability of follow-up data needed for strategic management and performance guidance process. Responsible for the implementation of internal assessments and preparations for external evaluations.

Table 1: Key responsibilities in the university's quality management system

2.3 Internal and external assessment and benchmarking

2.3.1 Internal assessment

The university management is based on the active and regular internal assessment of its functions. The strategic planning of the university is based on the wide-ranging internal assessment of recent performance, feedback received from different stakeholders, the foreseeable potential of research and education activities, changes in the operating environment, and the needs of the surrounding society. The university's performance is regularly assessed in the meetings of the board and management team and required development targets and actions are agreed on. Data for assessments is provided mainly by Management Services.

To support the quality management and continuous development of research, education, and support services, LUT has created special internal assessment procedures: internal research platform performance assessment⁷ (section 5.1), annual internal assessment and quality workshops for degree programmes⁸ (section 5.2), and the feedback procedures for support services⁹ (section 6). Self-assessment procedures are documented by persons responsible.

For the purpose of the external quality assurance procedures to which LUT is committed, the university executes regular internal assessments. The internal assessments concern the following functions: research activities, accredited degree programmes or programmes applying for accreditation, HR processes and services especially for researchers, and the sustainability management system. These assessments typically relate to the renewal of certain quality labels.

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. LUT's quality management system has been evaluated three times by the Finnish Education Evaluation Council – in 2009, 2015 and 2021. The current audit is valid for six years until June 2027. The latest audit report is available on the FINEEC web site¹⁰.

An international research assessment has been conducted three times, in 2012 (Research Assessment Exercise, RAE) in 2019 and 2024 (Research and Impact Assessment, RIA), to assess the quality, impact and potential of scientific research at the university. The assessment reports are available on the LUT web site¹¹. In addition, the university's internal research platform application process lays a foundation for international assessments¹².

To develop the international comparability, recognition and quality assurance of degree programmes and schools, the university has applied for international accreditations for both business and technology degree programmes as of 2011. The accreditation processes are usually repeated every five-six years. The accredited degree programmes are presented on the university web site¹³. The LUT Business School (LBS) has committed to an institutional accreditation process to support comprehensive quality assurance and development at the school.

In addition, the university participates in other external evaluations, which provide the university with valuable benchmark information with regard to key partners and competitors (e.g. THE University rankings, THE impact ranking, QS ranking, ARWU)¹⁴.

The rector decides on taking part in external evaluations. The schedule of the university's external evaluations has been published on the intranet¹⁵.

⁷ [Research platforms](#)

⁸ [Education assessment and development](#)

⁹ [University Services - Home](#)

¹⁰ [Higher education | Finnish education evaluation centre \(Karvi\)](#)

¹¹ [Research and Impact Assessment | LUT University](#)

¹² [Research platforms](#)

¹³ [Accredited Programmes | LUT University](#)

¹⁴ [International comparisons and university rankings | LUT University](#)

¹⁵ [External assessments](#)

2.4 Quality management documentation

The university rector approves all amendments to the content of the quality manual based on proposals by the quality system manager after they have been processed by the steering committee of the quality and sustainability management systems. Amendments are indicated with version numbers and version history descriptions in the quality manual. The need for amendments is regularly assessed by the quality system manager. The university quality manual is a public document and available on LUT's intranet¹⁶ and web sites¹⁷.

The LUT intranet is the main source of quality management information and documentation for internal stakeholders. Process owners and intranet content providers are responsible for updating the information in their own area.¹⁸

¹⁶ [Quality](#)

¹⁷ [Quality and evaluation | LUT University](#)

¹⁸ [LUT intra](#)

3. UNIVERSITY ORGANISATION AND ADMINISTRATION

3.1 Organisation

LUT University and its affiliate, the LAB University of Applied Sciences, compose a corporate group consisting of two autonomous institutions, the LUT Group. LUT University is the parent company and the LAB University of Applied Sciences its subsidiary. The purpose of the LUT Group is to benefit both parties through collaboration in accordance with the group's growth strategy. The institutions will continue to have their own, independent strategies, as outlined in their performance agreements with the Ministry of Education and Culture. The common organisation and administration principles of LUT Group institutions are defined in the Regulations of the LUT Group.¹⁹

The University board is LUT University's highest decision-making body²⁰. The duties and composition of the board are provided for in the Universities Act. The board members are chosen by LUT's collegium²¹.

The activity of the university is led by a rector appointed by the board of the university. Additionally, the university has two vice rectors and a provost chosen by the board. Their duties are defined by the rector. Decision-making by the rector and communication within the university are supported by the management team. Memoranda of management team meetings are published on the university intranet.²²

LUT's advisory board supports the academic mission and societal impact of the university by consulting for university administration. The advisory board consists of external stakeholders with considerable experience and competence in LUT's strategic focus areas. The University board nominates the chair of the advisory board.²³

To execute the academic mission of the university, LUT has three schools: the LUT Business School (LSB), the LUT School of Energy Systems (LES), and the LUT School of Engineering Sciences (LENS). Each school is headed by a dean and has an academic council in accordance with the university regulations. School management groups also support school and university administration. School management bodies are documented on each school's intranet page. Beginning from 2015, LUT has founded several multidisciplinary research platforms. The aim of the platforms is to strengthen research activities in alignment with the LUT strategy, to collaborate and network with the best possible partners at LUT, in Finland and abroad, and to increase LUT's external funding and the societal, economic, and industrial impact of LUT's research and innovation activities. Organisationally, the research platforms are an integral part of the schools.

LUT has two campuses: one in Lappeenranta and another in Lahti. In addition, the university has two regional units: LUT Kouvola in the city of Kouvola²⁴ and LUT Mikkeli²⁵ in the city of Mikkeli. The units carry out research and education in accordance with the remit of the schools. In Lappeenranta and Lahti, the

¹⁹ [Laws, statutes and joint agreed policies in LUT](#)

²⁰ [The University Board | LUT University](#)

²¹ [University Collegium](#)

²² [Rectorate and Management Team](#)

²³ [Advisory board | LUT University](#)

²⁴ [LUT Kouvola | LUT University](#)

²⁵ [LUT Mikkeli | LUT University](#)

university operates on the same campus as the LAB University of Applied Sciences, and in Mikkeli, the university operates in connection with the local university consortium²⁶.

LUT offers centralised support services (University Services) for both LUT University and the LAB University of Applied Sciences. The support services of both LUT Group institutions are managed by one person, the director of administrative services. The support services are described to internal stakeholders in detail on the LUT intranet²⁷. The quality management procedures of support services are described further in chapter 6.

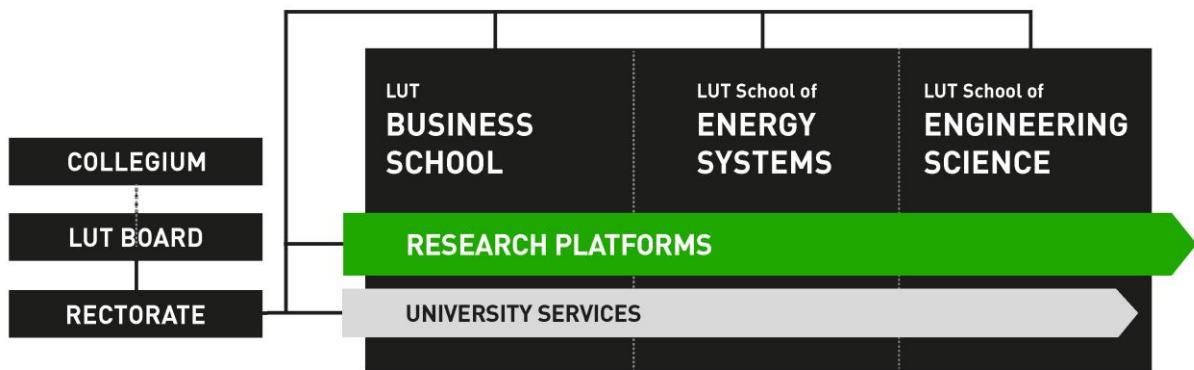


Figure 2. LUT University organisation.

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 the revision of the strategy. 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.

LUT's renewed strategy, System Earth 2030, refers to our planet as a complex system of connected parts, each playing a vital role in maintaining balance and healthy ecosystems. Understanding the Earth as a system reveals how changes in one area affect others and what innovations are needed to tackle global challenges such as climate change. System Earth 2030 strategy emphasises a collaborative and multidisciplinary approach that increases our educational and research impact, helping us build a sustainable future.

²⁶ [MUC | Mikkelin yliopistokeskus – Mikkeli University Consortium](#)

²⁷ [University Services](#)

In the strategy^{28 29}, LUT has defined the strategic focus areas to which LUT seeks solutions through expertise of technology, business and social sciences. The strategic focus areas are:

- Planetary resources: regenerative use of natural resources
- Energy transition: clean energy solutions for industry and society
- Digital revolution: utilising data and digital technology to benefit society
- Business and society: building resilient businesses, industry, and communities.

In addition, LUT follows the growth strategy of the LUT Group, focusing on international student recruitment and education export, new education paths, RDI co-operation, community spirit of LUT Group.

In its strategy, LUT emphasises the impact of its activities. In addition to the quantitative targets of research and education, LUT has a set of impact indicators it monitors.

The strategy is complemented by four strategic action plans³⁰ that define concrete actions to achieve the strategic targets. The strategic action plans have been titled:

- Leading Research University
- High Impact University
- One LUT
- Student Focus Research University.

As in the previous strategy term, the attainment of the targets set in the action plans will be reviewed through the term, and the action plans will be revised accordingly. In addition, the university annually prepares a financial and operating plan with quantitative targets for the entire university and its individual schools. The attainment of these targets is monitored systematically and communicated on the LUT intranet.³¹

Sustainable development on Earth as a guiding principle is in the very center of LUT strategic management. LUT has a management system of sustainable development integrated to the university's strategic management to ensure target-oriented and continuous development of LUT activities towards remarkable impact on society. The persons responsible, objectives, activities and related reports are communicated on the LUT intranet³² and website³³.

The LUT strategy, action plans, financial plan³⁴ and quantitative targets³⁵ are available on the university intranet, and the strategy is also published on the university web site³⁶. To strengthen the strategic management at school level, the schools can have their own sub strategies in alignment with the LUT strategy.

In addition, LUT has several regularly maintained action plans to support the development of its activities. Some of these plans are statutory and required by the Ministry of education and culture (e.g., accessibility

²⁸ [System Earth 2030 strategy | LUT University](#)

²⁹ [LUT University's strategy: System Earth 2030](#)

³⁰ [Strategic Action Plans](#)

³¹ [Key performance indicators](#)

³² [Sustainability Management - Home](#)

³³ [Sustainable development and responsibility | LUT University](#)

³⁴ [Budgeting and Forecasting](#)

³⁵ [Key performance indicators](#)

³⁶ [System Earth 2030 strategy | LUT University](#)

plan³⁷ and equality and non-discrimination plan³⁸, work community development plan³⁹), and some are plans to which LUT has voluntarily committed itself (HRS4R action plan⁴⁰, CoARA action plan⁴¹, sustainability development program⁴²). The objectives and measures set out in these plans are based on the university's strategic objectives and thus deepen strategic management in their respective areas.

3.3 Performance guidance practices

The implementation of the strategy is monitored, and the university's activity is guided in accordance with strategic goals with the help of internal performance guidance. Performance guidance takes place 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 strategic targets is monitored based on performance targets defined by the board.

Targets have been set for research, education, impact, people and finance. 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 implementing 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 information necessary for monitoring the activity and finance of the university.

The strategic targets take into consideration the education and science policy goals 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 LUT board and the rector.⁴³ The university reports to the Ministry of Education and Culture on the progress of the strategy, development targets set by the Ministry and other matters required by the performance guidance practices of the Ministry. The Ministry of Education and Culture gives feedback on the university's activity and makes funding decisions based on the performance agreement. The funding decision is based on the university's results, accomplishment of performance targets and progress in implementing its strategy.

3.3.2 PERFORMANCE GUIDANCE BETWEEN THE UNIVERSITY ADMINISTRATION AND UNITS

The university administration conducts performance and development discussions with the schools annually. For the discussions, the schools prepare a financial plan for the academic activities of the

³⁷ [Accessibility](#)

³⁸ [Equality](#)

³⁹ [Work community development plan](#)

⁴⁰ [HR Excellence in Research](#)

⁴¹ [CoARA at LUT](#)

⁴² [Sustainability goals and management](#)

⁴³ [Yliopistojen sopimukset - OKM - Opetus- ja kulttuuriministeriö](#)

following year. The rector decides on the operational objectives and budgets for the schools and other units after the annual performance and development discussions. The annual operational and financial plan gives the framework and timetable for performance guidance of the schools and units.⁴⁴

Performance and development discussions yield the quantitative and qualitative goals, operations-related development targets and resources for the following year for each university unit. Also measures related to the unit's risk analysis are agreed on in the discussions. Funding from the Ministry of Education and Culture is allocated to development target areas based on performance over the previous three years. The rector also decides on the use of funded fundraising assets and returns 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 for management team meetings. In addition, the financial situation is reported monthly to the management team. Reports on unit risk analyses and additional process owner interviews are prepared for the board twice a year. In addition, the implementation of measures issued based on previous risk analyses is followed. The director of finance services (CFO) is responsible for the content of the information for financial monitoring, the strategy director for the content of the information for monitoring of operations and the director, governance and risk management for the risk reports to the board.

3.3.3 PERFORMANCE GUIDANCE WITHIN UNITS

The dean of a 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 of 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 the need for developing skills. At LUT, the development discussions are held at least once a year to set targets for every employee. The development discussion form in the Mepco system⁴⁵ is a tool that determines the format and mode of documentation.

The assessment discussions connected to the university's salary system are carried out according to general collective agreements. Indicators of the achievement of strategic targets are utilised in the assessment discussions of the teaching and research staff. In the university salary 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. The support service staff also has its own team or personal incentives for successfully supporting the university's core operations: research, education and societal interaction.

⁴⁴ [Budgeting and Forecasting](#)

⁴⁵ [Development discussions](#)

3.4 Internal control and performance audit

The purpose of internal control is to anticipate and ensure that the university's resources are allocated according to the university strategy and used appropriately to achieve the university's targets, and that the university's activity is organised appropriately and legally. The control is embedded into the university's own operating processes, which are described on the LUT intranet⁴⁶.

The board is responsible for the suitability and efficiency of the university's internal control structure. Persons responsible for the achievement of operational and economic process objectives are responsible for monitoring the processes, the organisation of control, and taking necessary action related to these activities.

The central principle of internal control is risk management, which includes risk anticipation, identification, assessment, and response. Systematic risk management and the principles of risk management are part of the universities' performance guidance and internal control in accordance with good governance principles. The aim is to ensure university's operation and implementation of its strategy. The risk management policy is approved by the LUT board. Recognised strategic risks are processed and evaluated in the management team meetings twice a year, and the risks are reported to the board regularly. In the risk management principles, which is available in the LUT intranet⁴⁷, risk management operation model, responsibilities and resources are described. Insurances are a part of risk management.

The university has a long-term plan for inspection topics of performance audit approved by the board⁴⁸. The plan includes regularly recurring inspection topics as well as new topics according to changes in operational environment. Performance audits produce information to the board and administration on whether the information concerning the organisation is correct and sufficient. In addition, they verify that assets are managed appropriately. Performance audits assist the board and administration in monitoring and evaluating processes and overseeing compliance with current guidelines and regulations.

Internal control and performance auditing are described in more detail in the university's financial regulations⁴⁹ on the intranet. The university's internal control and performance audits are coordinated by the director of finance services (CFO). The Director, Governance and Risk Management, is responsible for the risk management of the university.

⁴⁶ [LUT intra](#)

⁴⁷ [Risk management and insurance](#)

⁴⁸ [Auditing](#)

⁴⁹ [Bookkeeping instructions](#)

4. RESOURCES

4.1 Human resources

LUT University aims to create a good working environment for its staff members and to support their professional development and well-being at work. Human resource operations are presented on the intranet⁵⁰.

The related strategic action plan for 2025⁵¹ has paid attention to the university's work atmosphere and the well-being of the staff, enhancing interactive leadership and building a toolbox to support staff well-being. In addition, LUT University's HR Strategy has been introduced in 2024 to specify the development objectives in well-being of faculty and staff. The three main strategic areas - Getting talented people; Environment for growth; Best place to belong – are operationalised in seven HR goals.

The renewed strategy for 2030 continues the work and sets a goal of responsive, multicultural, and solution-oriented work and study climate. The achievement of the target will be supported by an action plan, named One LUT, which includes both staff and students. The aims are to be the best university workplace in Finland (by Varma well-being survey) and to have a unified LUT culture on campuses and in regional units.

The head of human resource management at the university is the rector. The vice rector for HRD is responsible for strategic development of HRD. The rector, the vice-rector, strategy director, director for governance and risk management, HR director and CFO, and the director of administrative services represent the employer at the university. The dialogue meeting between LUT management and shop stewards is the university's co-operational group. The meetings will deal with the development outlook and financial situation of the enterprise or organisation; rules, practices and policies applied in the workplace; how human resources are employed and the organisation of human resources; expertise needed by employees and how to develop that expertise; maintaining and promoting well-being in the workplace; other issues that legally require a cooperation procedure. Information on the members of the dialogue meetings and meeting memoranda are available on the university intranet⁵². The university has committed to the European Commission's HR Strategy for Researchers, which promotes e.g. the development of researchers' working conditions and the international mobility of researchers.^{53 54}

Procedures related to the following areas are in place to assure the high quality of HR processes:

- recruitment
- employment relationships
- orientation and onboarding
- performance and development discussions
- well-being at work
- occupational health care
- personnel surveys and feedback systems

⁵⁰ [Staff Zone - Home](#)

⁵¹ [Strategic Action Plans](#)

⁵² [Cooperation - Dialogue meetings](#)

⁵³ [HR Excellence in Research](#)

⁵⁴ [HR Excellence in Research | LUT University](#)

- staff training and professional development services
- labour protection and safety at work
- early support for the capacity to work
- equality and non-discrimination.

As a rule, vacancies are announced to the public and open for applications – mainly internationally in the case of research and teaching vacancies. This allows the most qualified applicants to pose their candidacy. Scientific and educational merits are considered in the filling of all research and teaching vacancies. Further information on recruitment and separate instructions for the appointment of professors, docents, junior researchers are available on the LUT intranet⁵⁵, relevant information to external applicants is available on the LUT websites⁵⁶.

Detailed provisions on the terms and conditions of employment relationships have been laid down in legislation and the applicable collective agreement. The university's tenure track and non-tenure track system⁵⁷ apply to the 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 intranet⁵⁸. LUT has committed to international CoARA declaration for assessment of research and researchers to assure responsible research assessment in recruitments and promotion.

Onboarding of new employees includes providing a general picture of work environment, employment conditions, rights and obligations, and work tools; welcoming services for new international employees, and introducing the employee to own 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 organises general orientation events for all new employees monthly during the academic year. Instructions for orientation liaisons and a personnel handbook for new staff members are available on the intranet. There is also a separate intranet site that helps new employees with practical questions.⁵⁹

As a rule, university staff members have annual development discussions with their immediate supervisor. Furthermore, the supervisor and employee hold evaluation discussions during evaluation periods. The discussions include a personal performance evaluation and an evaluation of job requirements. Development and evaluation discussions are documented in the Mepco HR system. Instructions regarding development and evaluation discussions are available on the university intranet⁶⁰.

Occupational well-being⁶¹ at the university is based on common values, management practices and the LUT strategy. The promotion of well-being at work concerns everyone: university management, supervisors and employees. Management and supervisors are in the key position. LUT as an employer wants to promote

⁵⁵ [Recruitment](#)

⁵⁶ [Come work with us | LUT University](#)

⁵⁷ [Tenure Track recruitment](#)

⁵⁸ [Employment relations](#)

⁵⁹ [Welcome to work LUT](#)

⁶⁰ [Development discussions](#)

⁶¹ [Well-being at work](#)

the physical, social and psychological well-being of its staff. MOVEO for Staff activities contribute to well-being at work in all these areas.

LUT provides its employees with modern and diverse occupational health care services⁶². Also digital, online health care services provide a convenient channel for addressing occupational health issues.

The university conducts a workplace well-being 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 intranet⁶³. The university also conducts an employee mood tracker survey every month to monitor employee well-being regularly. The results are communicated to all by the mood tracker survey tool. Staff members can send open feedback and proposals through the open feedback channel on the intranet, which serves also as a whistleblowing channel to inform anonymously about misconducts. When having common interest, the feedback and proposals receive public replies on the intranet.⁶⁴

The university supports its personnel in the maintenance and development of their professional skills – both specialised scientific and pedagogical skills – and in systematic career development. The work community development plan and the staff training available to LUT personnel are published on the intranet⁶⁵. Moreover, each unit can offer 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) a week for independent study. Management is developed by arranging leadership training to those in leadership and supervisor positions. The Supervisors' Handbook⁶⁶ published on the LUT intranet provides information and support for supervisors, as well as the monthly supervisor info sessions on some topical issues.

Occupational safety 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 on both campuses. The university has prepared an occupational safety action plan. Occupational safety on both campuses is coordinated by the occupational safety manager and occupational safety representatives elected by personnel. The university also has an occupational safety and health committee. The memoranda of the committee and other information on health and safety at work are available on the university intranet⁶⁷.

Campus safety⁶⁸ is the responsibility of every campus user. It is supported by the Campus rules for LUT Universities, Rescue plans for all campus buildings and Crisis management plan. The rescue plan contains instructions concerning accidents and emergencies. Two campus safety groups headed by the campus security managers are responsible for practical measures. The LUT's crisis management is the responsibility of the Director, Governance and Risk Management and the director of Facility Services, and LUT has a crisis management plan which is complemented by a communication plan.

Primarily, employees are responsible for their 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

⁶² [Occupational health care](#)

⁶³ [Personnel surveys](#)

⁶⁴ [Open feedback channel](#)

⁶⁵ [Work community development plan](#)

⁶⁶ [For Supervisors](#)

⁶⁷ [Health and safety at work](#)

⁶⁸ [Campus safety](#)

atmosphere of support. Supervisors bear a special responsibility for workplace well-being in their unit and for maintaining and developing a functioning working community. LUT has compiled a model for early support for the capacity to work⁶⁹, providing guidelines for promoting workplace well-being, identifying possible threats to employees' ability to work, and enabling timely and positive interventions. The goal of the model is to help employees cope 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 is complemented by a substance abuse programme and guidelines for addressing harassment⁷⁰.

LUT University's goal is to treat all members of the university community equally. The UN's Universal Declaration of Human Rights is the foundation for operation on LUT's campuses. The rector is responsible for non-discrimination issues related to teaching and research, and the HR 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 dialogue meeting 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 available on the LUT intranet⁷¹ and on the eLUT portal for students⁷².

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 with the assistance and guidance of teaching personnel to give their best contribution to the world of work and society. They also play an important role in the development of the university's activities, especially education⁷³. They have a role in the university's strategy process and preparing the strategic action plans.

The Student Union⁷⁴ 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 HallOpEd⁷⁵ in cooperation with the Student Union.

University administration and the 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 steering committee for quality and sustainability management systems.

⁶⁹ [Early support model](#)

⁷⁰ [Addressing harassment](#)

⁷¹ [Equality](#)

⁷² [Equality plan | eLUT](#)

⁷³ [Education](#)

⁷⁴ [Front page - LTKY](#)

⁷⁵ [Student Representatives - LTKY](#)

Students take part in the development of teaching both through student feedback on courses and through other feedback surveys conducted by the university and Student Union. 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 compile course feedback reports⁷⁶, delivering the reports to the heads of the degree programmes and university administration and processing the feedback within the degree programme. The Student Union gives awards for the lecturer of the year and the course of the year. LUT doctoral students have set up their own student association, LUDRA⁷⁷, to promote the doctoral journey through peer support, information and building a research community.

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. recreational services. A well-being commission has been set up to promote students' well-being. To this end, the commission's partners on campus meet every 2-3 months to discuss topical matters related to well-being. The well-being commission includes representatives of LUT, LAB, the Finnish Student Health Service FSHS, the student unions KOE and LTKY, and university chaplains. Representatives of other cooperating parties may also be invited.

4.3 Funding

The university's turnover consists of funding by the Ministry of Education and Culture and of supplementary funding. The most important sources of supplementary funding are business enterprises, Business Finland, the Academy of Finland, the European Commission, and the European Social and Structural Funds. The additional funding includes the compensation paid by the LAB University of Applied Sciences for support services provided by LUT. Furthermore, the university's strategic development activities are funded with returns on investments and fund-raising.

The highest financial decision-making authority is the university board, which decides on the key objectives of the university's annual budget⁷⁸ and prepares the financial statement⁷⁹. As a part of the annual budgeting process, the university board approves the financial and investment budget⁸⁰ of the university.

The rector oversees 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 specific division of duties. The rector approves the financial regulations, and the director of finance services (CFO) approves the guidelines that complement the university's financial regulations. The financial regulations and guidelines in force guide the financial administration of the university. The university's financial regulations and guidelines are available on the intranet⁸¹.

⁷⁶ [Course feedback](#)

⁷⁷ [Study guidance and support – Doctoral studies | eLUT](#)

⁷⁸ [Financial planning and reporting](#)

⁷⁹ [Financial statements](#)

⁸⁰ [Investments](#)

⁸¹ [Bookkeeping instructions](#)

4.4 Facilities and infrastructure

The university operates in rented facilities on both Lahti and Lappeenranta campuses and also in other locations (in Mikkeli and Kouvola).

The director of Learning and Facility Services organises and is responsible for the planning of facility development, new construction projects and renovations on campus together with university staff and facility owners. Facility owners are mainly responsible for repairs and maintenance which are planned and implemented in co-operation with the Facility Services staff at all locations. Facility Services department is responsible for university facilities' administration and facility support services like access control and facility reservations at campuses. Facility Services are described in more detail on the university intranet.⁸²

Deans and heads of departments are responsible for the premises of their units' personnel and infrastructure, e.g. laboratory facilities, needed in research and education. Classrooms and lecture halls are centrally provided by Learning and Facility Services.

ICT is a critical resource and infrastructure applied widely in all university activities. The director of Learning and Facility Services is responsible for organisation and resources of IT Services⁸³. IT Services works in close co-operation with Legal Services in information security⁸⁴ related matters and with Management Services in artificial intelligence⁸⁵ related matters, and performance and data reporting⁸⁶.

4.5 Networks

The university is an actor in national and international⁸⁷ networks which support the development of research and education and other forms of activity at the university. LUT is a member of the European University Alliance, EULiST (European Universities Linking Society and Technology).⁸⁸ The rector is responsible for the partnerships and strategically significant networks of the university, the vice-rector is responsible for strengthening LUT's position in national research and education networks and representing the university in international networks that are relevant to 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 practices and possibilities to influence decisions concerning the university's operation. LUT has defined the principles for responsible internationalisation⁸⁹, which are applied when joining new networks and evaluating new potential partners. In the Management services unit, LUT has a Partnership team, which provides support for developing and maintaining important partnerships.

⁸² [Facility Services](#)

⁸³ [IT Services](#)

⁸⁴ [Information security](#)

⁸⁵ [Artificial intelligence](#)

⁸⁶ [LUT Data Platform](#)

⁸⁷ [International Cooperation | LUT University](#)

⁸⁸ [EULiST | European Universities Linking Society and Technology](#)

⁸⁹ [Laws, statutes and joint agreed policies in LUT](#)

5. QUALITY MANAGEMENT OF UNIVERSITY FUNCTIONS

5.1 Scientific research

In accordance with the Universities Act the university promotes free research and provides higher education based on research. Research activities are carried out in interaction with the surrounding society, promoting the impact of research findings on society. The university's research is of a high international standard and impact in conformity with ethical principles and good scientific practices⁹⁰.

5.1.1 Management and responsibilities of scientific research

The provost is responsible for the university's research activities and its strategic development overall. Deans of schools, heads of departments and professors heading research platforms and research groups also play a key role in research management and development. Table 2 below describes the key roles in the management of research.

BODY/ACTOR	TASK RELATED TO RESEARCH ACTIVITIES
Board	Makes decisions regarding the university strategy. Approves wide-ranging and/or especially important research funding applications and contracts.
Rector	Gives permission to initiate appointment procedures for professorships, decides the field of the professorship, and approves the description of the appointment procedure. Makes the decision to appoint a candidate to a professorship or to leave the position vacant. Decides on the procedure for addressing ethical violations in research.
Provost	Is responsible for the implementation of strategic development measures in research and for the evaluation of research at the university. Assesses ethical issues and gives ethical statements on research projects and publications based on a joint proposal by the presenting official of research ethics issues and the university legal counsel. Acts as the chair of the tenure track committee. Acts as a chair of the strategic executive group for research, is a member of the open science steering group.
Strategic executive group for research	Based on efficient utilization of knowledge and a proactive approach, forms a strategic overview of the research management, provides recommendations and prepares guidelines on strategic issues related to research.
Professor forum	A regular discussion forum to share knowledge and insights to support strategic research management
Tenure track committee	Ensures the coherence of the LUT tenure track and its procedures, monitors all the tenure track recruitments and gives a statement of each position. Conducts tenure track promotion reviews based on criteria set in performance and development discussions before employment contracts expire.
Ethics Committee for Human Sciences at LUT Universities	Issues ethical review statements on the ethics of non-medical research with human participants.

⁹⁰ [Research ethics](#)

Open science steering group	Promotes culture of open scholarship, open access publishing, research data management and open learning, and monitoring the development of national and international open science. Plans measures to promote open science and research in LUT Universities. Monitors, promotes and enables the implementation of open science actions.
IPR management team	Sets and applies LUT's IPR and commercialization policy; decides case-by-case on the scope and consideration for transferring university IPR to start-ups or existing companies; oversees patenting and utilization (portfolio, costs, strategy) via quarterly reviews.
Dean	<p>Is responsible for the academic and financial performance and the personnel of the school in accordance with the university strategy.</p> <p>Appoints the chairperson and members of the selection committee for the appointment of a professor.</p> <p>Selects and invites experts for the evaluation of candidates for a professorship and selects evaluators for the trial lectures of the candidates.</p> <p>Makes proposals to the rector to appoint a candidate to a professorship or to leave the position vacant.</p> <p>Is the supervisor of heads of departments in the school.</p> <p>Is responsible of nominating persons responsible for research and education laboratories at school.</p>
Head of department	Is responsible for the academic and financial performance and the personnel of the department in accordance with the university strategy.
Head of research group	Is responsible for the scientific and financial performance and the personnel of the research group in accordance with the university strategy.

5.1.2 Objectives of scientific research

The LUT University strategy – System Earth 2030 defines the following as the university's strategic areas of expertise:

- Planetary resources: regenerative use of natural resources
- Energy transition: clean energy solutions for industry and society
- Digital revolution: utilising data and digital technology to benefit society
- Business and society: building resilient businesses, industry, and communities.

The implementation of the strategy and the development of research activities are supported by a strategic action plan⁹¹. The action plan includes focus areas for development and describes concrete actions to pursue development. One action plan – named Leading Research University – is specifically dedicated to focus on the research related issues.

In addition, an annual operation plan supports 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 between the university and the Ministry of Education and Culture⁹².

⁹¹ [Strategic Action Plans](#)

⁹² [Yliopistojen sopimukset - OKM - Opetus- ja kulttuuriministeriö](#)

The strategic objectives and impact indicators for research activities (by 2030) are:

- 10 showcases of research excellence (ERC, Flagships, Centres of Excellence)
- one top publication per researcher per year
- €17 million in EU Commission funding.

5.1.3 Core processes of scientific research

The university has defined its core processes for scientific research and the pursuit of its objectives:

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

These research processes are described on the LUT intranet⁹³, where the party responsible, contact persons, thorough instructions, support services and all up-to-date information is available to staff.

5.1.4 Assessment and development of scientific research

The university systematically assesses its research activities according to the indicators and objectives in the strategy, strategic action plan for research, and annual operations plan. The indicators are monitored regularly, and the results are communicated in board and management team meetings and on the LUT intranet⁹⁴.

The core processes listed in section 5.1.3 are managed, assessed and developed according to the relevant indicators and evaluation means. The ‘Collaboration Satisfaction Survey (NPS-survey)’ is utilized in assessing and developing the research collaboration with industry and project partners.

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

- Strategic development of research activities
- International assessment of research activities
- Renewing and maintaining the research infrastructure
- Committing to international initiatives to develop LUT as a research environment: HRS4R and CoARA
- Guidelines for utilizing AI in research
- Incentives to foster high quality research in the LUT salary system
- Enhancing procedures of open science
- Utilisation of stakeholder feedback.

⁹³ [Research](#)

⁹⁴ [Key performance indicators](#)

The university strategy and its subordinate action plan⁹⁵ define the focus areas and targets for the development of research activities. The provost 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 with the Ministry of Education and Culture. In performance and development discussions, schools are given feedback on the indicators and on the focus of research.

The university conducts external research assessments to develop its research and management. Assessments have been conducted three times by an international evaluation team: in 2012 (Research Assessment Exercise, RAE), in 2019 and 2024 (Research and Impact Assessment, RIA). The research assessments evaluate the quality, impact, research environment, and potential of scientific research at the university⁹⁶⁹⁷. From 2015, the university has invested internal research funding in research platforms^{98 99}, which have been peer reviewed in the application phase by an international panel of experts. An internal interim assessment has been conducted in 2018, and the final evaluation was conducted in 2022. Current research platforms are chosen for 2021-25, and four new research platforms will be established for the years 2026–2031. In addition, the university takes part in evaluations by the Research Council of Finland and uses the results to develop its activities.

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 updating this expertise, and the quality of the infrastructure is assessed regularly in the Research and Impact Assessment and by monitoring the book value of the research equipment. An investment programme¹⁰⁰ ensures the systematic development of the research infrastructure.

The university takes part in the HR Strategy for Researchers¹⁰¹ activities of the EU Commission, which promote e.g., the development of researchers' working conditions and the international mobility of researchers. To this end, the university has defined its most important development targets in the human resource issues of researchers, and development in these areas of interest is monitored systematically. LUT has been awarded a related HRS4R quality label in 2013. The latest external assessment for the renewal of the HRS4R quality label took place in 2023, and the feedback from the process has been applied to develop activities. The next internal and external assessment will take place in 2026.

LUT has signed an international Agreement on Reforming Research Assessment (CoARA)¹⁰² that sets a shared direction for changes in assessment practices for research, researchers and research performing organisations, with the overarching goal to maximise the quality and impact of research. LUT's CoARA action plan will be finalized by the end of 2025. It will support LUT in assuring responsible research assessment in recruitments and promotion.

Artificial Intelligence is rapidly transforming how research can be conducted by accelerating or redefining workflows and by improving quality across all fields of research, also by opening new avenues for discovery. AI tools can assist researchers with all major phases of research processes used at LUT, including, for example, research problem definition, literature review work, formulation of hypotheses, empirical research design, and structuring and drafting text. The major impacts of AI will occur only along a multi-

⁹⁵ [Strategic Action Plans](#)

⁹⁶ [Research and Impact Assessment](#)

⁹⁷ [Research and Impact Assessment | LUT University](#)

⁹⁸ [Research platforms](#)

⁹⁹ [Research platforms | LUT University](#)

¹⁰⁰ [Investments](#)

¹⁰¹ [HR Excellence in Research | LUT University](#)

¹⁰² <https://coara.eu/>

year transformation process, however. LUT has given instructions and guidelines to researchers on responsible use of AI in research¹⁰³.

In the university pay system, the job classification of the teaching and research staff is based among other things on scientific qualifications and their development, and responsibility for one's field of science and its development. Researchers are also compensated for their scientific publications and research project activity.¹⁰⁴

LUT is committed to the promotion of open science. LUT recommends the use of open science infrastructures in depositing research publications, research data and research methods. LUT's procedures of open access publishing and support services to researchers are described on the intranet¹⁰⁵ and LUT web pages¹⁰⁶. The LUT Research Data Policy and instructions on how to manage and preserve research data has also been published on the LUT web pages.

The University systematically collects feedback from research partners via Collaboration Satisfaction Survey (NPS-survey), which is targeted to LUT's industry and project partners. The feedback is utilized in developing communication and co-operation with external research project partners.

¹⁰³ [Artificial intelligence](#)

¹⁰⁴ [YPJ university salary system](#)

¹⁰⁵ [Open science](#)

¹⁰⁶ [Open science, research and publishing | LUT University](#)

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 (leading to PhD degree) and modes of education enabling lifelong learning. In this Quality Manual, continuous learning activities are included in societal interaction functions (section 5.3).

Education is governed by the Universities Act (558/2009) and by the Government Decree on University Degrees (794/2004, including amendments)¹⁰⁷. The university regulations¹⁰⁸ define the central roles and responsibilities of education administration. The degree regulations¹⁰⁹, approved by the vice rector describe the key principles and practices of the university's education and the degree programmes offered by the university. The role of teachers and students in the production of high-level education is crucial, and it is supported by instructions and guiding material available in the eLUT portal¹¹⁰ for students and in the intranet¹¹¹ for teachers.

LUT University provides undergraduate education in nine technology degree programmes, one business degree programme and one social science degree programme. A new technology degree programme in civil and construction engineering will start in 2027. Doctoral education is provided in three doctoral programmes, each school having one doctoral programme representing one or several research fields. LUT's education is strongly international and available in both Finnish and English at all degree cycles.

The university follows constructive alignment as pedagogical approach in its educational activities. It emphasizes student-centered approach and focuses on student learning in both curriculum work¹¹² and course planning¹¹³.

5.2.1 Management and responsibilities of academic education

Provost is responsible for the university education and its strategic development overall. Deans of schools, heads of departments and heads of degree programmes and BSc/MSc/Doctoral programmes also play a key role in the management and development of education. Table 3 describes the key roles in the management of education.

¹⁰⁷ [Laws and decrees | eLUT](#)

¹⁰⁸ [Laws, statutes and joint agreed policies in LUT](#)

¹⁰⁹ [Degree regulations | eLUT](#)

¹¹⁰ [Welcome to eLUT! | eLUT](#)

¹¹¹ [Education](#)

¹¹² [Curriculum work](#)

¹¹³ [Teachers' Manual](#)

BODY/ACTOR	TASK RELATED TO EDUCATION ACTIVITIES
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 application process in each school. Approves the admission of new degree students and grants degrees. Appoints the degree board. Awards degrees. Decides on the discontinuation of a dissertation process. Appoints the university's dissertation committee of the university and decides the university's research platforms. Appoints the members of the LUT Doctoral education forum.
Provost	Is responsible for the implementation of the strategic action plan for education, programme portfolio and assessment of the first, second and third cycle higher education. Approves the Degree Regulations of the Lappeenranta-Lahti University of Technology LUT. Gives application guidelines regarding the Degree Regulations. Approves the grounds for student admission and the intake quota for the application process in each school by delegation of rector. Gives university-wide instructions concerning the preparation of curricula. Decides the dates of the teaching periods and examination weeks. Acts as a chair of the strategic executive group for education, and dissertation committee. Decides on granting postgraduate study rights based on statements by the doctoral programme (according to the rector's delegation decision). Defines LUT principles for choosing preliminary examiners and opponents of doctoral dissertations.
Strategic executive group for education	Based on efficient utilization of knowledge and a proactive approach, prepares guidelines and provides recommendations on strategic development related to education.
Operative management group for education	Is responsible for implementing the guidelines and recommendations on strategic issues related to education.
Dissertation committee	Decides on the LUT standards of doctoral theses and initiates the preliminary dissertation processes and appoints the preliminary examiners. Gives statements on whether a doctoral thesis manuscript meets its requirements.
Doctoral education forum	Supports the provost in the management, evaluation, and development of doctoral education.
Education forum	Supports the provost in the management, evaluation, and development of education in LUT BSc and MSc programmes.
Degree board	Deals with requests for rectifications concerning the evaluation of completed courses.

Academic council	Makes decisions concerning the curricula and degree requirements of degree programmes in accordance with the university's shared policies. Makes a proposal regarding student intake. Appoints one opponent or more for dissertations and custoses for public examinations and grants permission to defend one's dissertation in a public examination. Appoints examiners for licentiate theses. Evaluates and approves dissertations and licentiate theses. Decides on the discontinuation of dissertation processes.
Dean	Is responsible for the programme portfolio, resources and profitability of education provided by a school. Approves Master's theses.
School Education management committee	Supports the management, evaluation, and development of education at schools.
Head of degree programme	Heads and develops a degree programme productively in cooperation with the heads of BSc/MSc programmes, teachers, students, and other stakeholders of the degree programme in accordance with the university strategy. Is responsible for degree administration in accordance with the Degree Regulations of the Lappeenranta-Lahti University of Technology LUT.
Head of BSc / MSc programme	Heads and develops a BSc or MSc programme productively in cooperation with the head of the degree programme, teachers contributing to the programme, students and other stakeholders in accordance with the university strategy. Is responsible for duties concerning degree administration described in the Degree Regulations of the Lappeenranta-Lahti University of Technology LUT.
Head of a Doctoral programme	Heads and develops the doctoral programme in a profitable way in cooperation with the academic community in accordance with the university strategy and doctoral school procedures. Is responsible for duties concerning degree administration described in the Degree Regulations of the Lappeenranta-Lahti University of Technology LUT.
Director for Study	Is responsible for Study Services and supports degree programme management, international agreements, and cooperation.

Table 3. Key roles in education management

5.2.2. Objectives of academic education

The university strategy – System Earth 2030 defines the university's strategic objectives for education and the focus areas for development. The implementation of the strategy and development of education are supported by a strategic action plan¹¹⁴. The action plan includes focus areas for development and describes concrete development actions. One action plan – named Student Focus Research University – is specifically dedicated to focus on the education related issues.

In addition, LUT's annual operations plan supports 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 Culture¹¹⁵.

¹¹⁴ [Strategic Action Plans](#)

¹¹⁵ [Yliopistojen sopimukset - OKM - Opetus- ja kulttuuriministeriö](#)

The strategic objectives and impact indicators for education (by 2030) are:

- 3000 new students a year
- 1700 higher university degrees a year
- 100 doctors a year
- student feedback on courses 3.8 (scale 1-5)
- equal shares of domestic and international students
- THE ranking teaching overall score 40
- €25 million external revenue from education annually
- graduate employment rate tops that of other Finnish universities.

5.2.3 Core processes of academic education

The university has defined the core academic education processes to achieve the objectives. These processes can to some extent be applied to all degree cycles and continuous learning, but doctoral education and continuous learning have also specific characteristics which are covered in their own descriptions. Academic education processes are:

1. Curriculum work
2. Student recruitment
3. Study guidance
4. Teaching
5. Doctoral education
6. Continuous learning (see core processes of societal interaction, chapter 5.3.3).

These processes are described on the LUT intranet¹¹⁶, including the party responsible, contact person, thorough instructions, supporting services and all up-to-date information needed by personnel.

5.2.4 Assessment and development of academic education

The university systematically assesses its education according to 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 board meetings, management team meetings and on the LUT intranet¹¹⁷. The core processes listed in section 5.2.3 are managed, assessed and developed according to relevant indicators and evaluation means.

The curricula of degree programmes are assessed regularly by the following aspects: implementation of learning outcomes, teaching and assessment methods used in course delivery, distribution of student workload¹¹⁸. The degree programmes' outcomes are assessed by common input, process and output indicators.

The following regular stakeholder feedback surveys¹¹⁹ are utilised in the development of education:

¹¹⁶ [Education](#)

¹¹⁷ [Key performance indicators](#)

¹¹⁸ [Curriculum Analysis Tool](#)

¹¹⁹ [Feedback questionnaires](#)

- Applicant survey -Fuksi survey
- First year experience survey – Tutoring survey
- Course feedback questionnaire
- Annual student survey - OLS-survey – in co-operation with Student Union
- Bachelor's and Master's graduate surveys
- International Student Barometer
- Employment survey of MSc graduates
- Alumni survey
- MSc thesis commissioners' survey
- Feedback of doctoral graduates upon the time of graduation
- Annual alumni survey for doctoral graduates; three years after graduation.

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

- Strategic development of education
- LUT doctoral education development project
- Integration of research and education
- Annual internal assessment and quality workshops for degree programmes
- International accreditation of programmes
- Cooperation forums
- Evaluation and development of pedagogical competences
- Digitalisation of education and support for information and communication technology in teaching
- Guidelines for utilising AI in teaching and studying
- Company co-operation in teaching
- Development projects
- Incentives to develop teaching: salary system and awarding best teachers annually
- Utilisation of student, alumni and external stakeholder feedback.

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

Doctoral education renewal project was launched in 2024 to address the growing need for research experts, to take advantage of increasing R&D investments and to increase LUT's impact in scientific research and in addressing global challenges in line with LUT's strategic objectives. The renewal project concentrates on the following topics: attractive science community, researchers for industry and business, streamlined doctoral education.

Scientific research is a natural part of all education at LUT and progress in research is also reflected in LUT's programme portfolio and teaching on courses. Recent research results are utilized in designing course contents, research is integrated into teaching by applying examples and using research articles as course material. Students have an opportunity to participate in research projects through their BSc and MSc theses. Students can take courses and participate in events where prototypes or service concepts are designed together with companies for example in the J. Hyneman Center, which brings together students and companies for research and innovation. Moreover, students can be hired for projects as research assistants.

Annual internal assessment and quality workshops for degree programmes support management and promote the continuous development of the first and second cycle degree programmes and its

documentation. The assessment is based on a thorough analysis of programme performance indicators and stakeholder feedback. The head of the degree programme and heads of BSc and MSc programmes together with student representatives run the review and provide a critical self-assessment report with development targets for the degree programme. The review reports are published on the degree programme specific Teams site for monitoring the development work.

By systematic and regularly recurring international accreditations of BSc and MSc programmes and schools, LUT aims to promote the quality management, continuing development, and international comparability of the programmes as well as the mobility of graduates. LUT has accredited programmes in both technology and business administration¹²⁰.

Several internal cooperation forums ensure venues and opportunities for dialogue and sharing information on the development of education. These forums include education forum¹²¹, and school^{122 123 124} and degree programme specific meetings and events. In addition, there are regular meetings between the Student Union, provost 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 submit a teaching portfolio or another report on their teaching qualifications¹²⁵, and teaching merits are taken into account in researchers' career promotions¹²⁶. The university annually offers its teaching staff a study module in university pedagogy worth 10 ECTS credits¹²⁷. 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 digitalisation of education has been an important development target. The aim is to provide a high-quality learning experience and teaching and assessment less dependent of time and place. The support for information and communication technology in teaching¹²⁸ help teaching personnel in developing the use of ICT and digital tools in course delivery. The support considers both technological and pedagogical aspects in teaching and learning.

The possibility of using artificial intelligence (AI) has changed the educational environment both for teachers and students. It gives students new ways to search for information, to learn and complete study assignments. As a result, it challenges teachers in adopting new ways of planning learning, creating assignments and assessing students. LUT has given guidelines for students on responsible use of AI¹²⁹, and for teachers LUT provides general information on AI, along with support and training for its implementation in teaching¹³⁰.

¹²⁰ [Accredited Programmes | LUT University](#)

¹²¹ [Heads of degree programmes, Heads of BSc and MSc programmes](#)

¹²² [LBS Education](#)

¹²³ [LENS Management groups](#)

¹²⁴ LES [Management groups](#)

¹²⁵ [Recruitment](#)

¹²⁶ [Researcher career](#)

¹²⁷ [University Pedagogy Training for LUT staff members](#)

¹²⁸ [Support for teaching](#)

¹²⁹ [AI-based tools policies | eLUT](#)

¹³⁰ [AI applications in teaching](#)

Developing company cooperation in courses is emphasized at LUT to ease international students to better integrate themselves to Finnish society and work life. The activities benefit also LUT's Finnish students to prepare for the Finnish work life. Even though they already are familiar with Finnish society, they also lack knowledge about Finnish work life and networks with employers in their own field, and the skills to work in increasingly multicultural work life. Instructions and examples on company co-operation are given to teachers on the LUT intranet¹³¹, and the implementation is monitored on course level.

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

In the university pay system¹³², the job classification of the teaching and research staff is based on, for instance, the amount of teaching duties and variety of teaching methods applied on courses. The Teacher of the Year award is given annually based on course feedback¹³³.

The university employs several systematic student and stakeholder feedback procedures. Feedback is collected and reported on regularly, and the reports are released to the schools and degree programmes on the intranet.¹³⁴ Feedback is handled in the degree programme specific workshops described above. In its strategy 2030, the university has set the target score 3.8 (on a scale of 1-5) for learning on the course. Courses with lower scores must be examined more closely according to common guidelines which will be provided in 2026. In addition to the feedback surveys executed on regular basis, the university applies other feedback surveys and tools as needed.

¹³¹ [Integration and employer co-operation](#)

¹³² [YPJ university salary system](#)

¹³³ [Teaching awards](#)

¹³⁴ [Feedback questionnaires](#)

5.3 Societal interaction

Societal interaction is defined 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 regulations¹³⁵ describe societal interaction as one of the university's tasks: LUT University 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.

Societal interaction is one of the university's three main missions. It is based on and enables the two other main missions: scientific research and academic education.

Active co-operation with the surrounding society, academic or business partners¹³⁶ and networks support the development of the university's activities and their impact¹³⁷. 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 can also partly secure its position in forums that impact its finance and relative position. Corporate social responsibility and dialogue with external stakeholders are aspects emphasised in all societal interaction.

5.3.1 Management and responsibilities of societal interaction

The rector and vice-rector are responsible for societal interaction overall and for university-wide stakeholder cooperation. The majority of the LUT board¹³⁸ members are external to the university, which allows the voice of external stakeholders to be heard in university decision-making. LUT has an advisory board¹³⁹ to support the academic mission and societal impact of the university. The advisory board consists of external stakeholders with experience and competence in LUT's strategic focus areas. Deans of schools and heads of departments play a key role in the management and development of societal interaction. A school can also have an advisory board to steer and support the development of its academic activities.

Table 4 describes the key roles in the management of societal interaction.

¹³⁵ [Laws, statutes and joint agreed policies in LUT](#)

¹³⁶ [Strategic partnerships with companies | LUT University](#)

¹³⁷ [International Associations and Networks | LUT University](#)

¹³⁸ [LUT Board](#)

¹³⁹ [Advisory board | LUT University](#)

BODY/ACTOR	TASK RELATED TO SOCIETAL INTERACTION
University board	Makes decisions regarding the university strategy.
Rector	Is responsible for stakeholder cooperation with strategic partners and networks important to the university.
Vice rector	Is responsible for strengthening LUT's position in regional, national, and international networks and stakeholder cooperation, and representing the university together with the rector in networks relevant to the university.
Strategy director	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, deans and heads of units and chief growth officer.
Advisory board	Supports the academic mission and societal impact of the university by consulting for university administration.
Academic council	Ensures the academic and professional relevance of degree programmes by approving the curricula of schools. Defines the workload of continuing education in ECTS credits.
Dean	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 to the university.
Head of department or unit	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 labor and industry perspective into the degree programme, curriculum work and development of the degree programme. Develops international partnerships and continuing professional education in the fields in question.
Professor/head of research platform or group	Is responsible for the stakeholder collaboration and the societal impact of the research platform/group.
Chief growth officer	Responsible for seeking new opportunities for cooperation and building connections to strengthen the university's impact.
Teacher responsible for a course	Is responsible for the academic and professional relevance of the course contents and delivery.
Director of administrative services	Is responsible for the support service processes through which LUT collaborates with external stakeholders and strengthens its impact on the surrounding society.

Table 4. Key roles in the management of societal interaction

5.3.2 Objectives of societal interaction

The strategy – System Earth 2030 focuses especially on the impact of university activities. The strategy emphasises the importance of the impact of research and education.

“We at LUT University seek solutions to global issues with our expertise in technology, business, and social sciences. We are trailblazers in promoting the energy transition and the regenerative use of natural resources, and we help build resilient communities, industry, and businesses through data, research, and education.”

The implementation of the strategy and strengthening the university’s impact and societal interaction are supported by internal action plans¹⁴⁰, and one action plan – named High Impact University – is specifically dedicated to focus on the impact of the university.

The impact indicators and strategic objectives for societal interaction in the strategy (by 2030) are:

- 10 showcases of research excellence
- 60% external funding
- Graduate employment rate tops that of other universities
- Leading European partner in industry collaboration
- Growing number of startups by LUT students, staff, and alumni
- Annual alumni engagement 10 %.

5.3.3 Core processes of societal interaction

The university has defined its core processes for supporting societal interaction and pursuing its objectives. Societal interaction includes established mechanisms and processes for collaboration with specific external stakeholders. These processes are:

1. Alumni relations¹⁴¹
2. Career services¹⁴²
3. Continuous learning^{143 144}
4. External communication¹⁴⁵
5. Innovation and commercialisation of research results¹⁴⁶
6. Junior University¹⁴⁷

¹⁴⁰ [Strategic Action Plans](#)

¹⁴¹ [Alumni relations | LUT University](#)

¹⁴² [Career Services | eLUT](#)

¹⁴³ [Täydennyskoulutus | LUT-yliopisto](#)

¹⁴⁴ [Open University | LUT University](#)

¹⁴⁵ [Communication and marketing - Home](#)

¹⁴⁶ [Green Campus Open - Innovation services | LUT University](#)

¹⁴⁷ [Junior University | LUT University](#)

7. Company co-operation:

- a. Strategic partnership companies^{148 149}
- b. J. Hyneman Center for rapid prototyping¹⁵⁰
- c. Recruitment co-operation with employers¹⁵¹
- d. Student assignments for organisations¹⁵².

These processes are described on the LUT websites for external stakeholders and on the LUT intranet¹⁵³, including the party responsible, contact person, relevant instructions and all up-to-date information needed by the personnel.

5.3.4 Assessment and development of societal interaction

The university systematically assesses its societal interaction based on 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 board meetings, management group meetings and on the LUT intranet¹⁵⁴. The core processes listed in section 5.3.3 are managed, assessed, and developed according to the relevant indicators and evaluation means.

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

- Fuksi survey → to develop university marketing for prospective applicants
- Graduate surveys → to develop degree programmes and improve the employability of LUT graduates
- Alumni survey → to develop alumni activities
- Alumni career survey → to develop degree programmes and improve the employability of LUT graduates
- MSc thesis commissioners' survey → to develop the thesis process and co-operation with commissioners
- Feedback of continuing education courses → to develop continuing education courses
- Collaboration Satisfaction Survey (NPS-survey) to LUT's industry and project partners → to develop communication and co-operation with external project partners.

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

- Strategic development of the impact of university functions
- Systematic analysis of the operational environment of the university
- Customer relationship management system (CRM)

¹⁴⁸ [Partnerships and cooperation | LUT University](#)

¹⁴⁹ [Recruitment partnership | LUT University](#)

¹⁵⁰ [Protolab J. Hyneman Center – JHC | LUT University](#)

¹⁵¹ [Recruitment services for employers | LUT University](#)

¹⁵² [Student work | LUT University](#)

¹⁵³ [Societal interaction](#)

¹⁵⁴ [Key performance indicators](#)

- Management of university-university and university-industry partnerships and co-operation networks.

The strategic development of the university strongly emphasizes the impact of the university's activity. The strategic focus areas of research are defined based on the future potential and expected impact of LUT research. In addition, the strategic aims concerning employment of LUT graduates, industry collaboration and new startup companies are expected to have a significant impact on the wider society both globally and locally¹⁵⁵.

To develop its operations and to position itself among higher education institutions both nationally and internationally, the university's management services actively analyse the university's operational environment. The purpose of this analysis is e.g. to update the strategy and focus research on relevant areas. Feedback surveys and university rankings play an important role in the operational environment analysis by providing views of internal and external stakeholders and the possibility to compare the quality, performance and impact of university research and education internationally.¹⁵⁶.

The customer relationship management (CRM) system¹⁵⁷ is a tool for managing information on the most important external stakeholders of the university. The tool also helps to manage communication and co-operation.

LUT aims to work with the best possible partners to strengthen the quality and impact of its activities. Partnership management is under continuous improvement with the help of assessment of research university partnerships. Strategic partnerships with domestic industry¹⁵⁸ have been defined and their management systematised.

¹⁵⁵ [LUT University's strategy: System Earth 2030](#)

¹⁵⁶ [Performance Guidance](#)

¹⁵⁷ [Tools and shortcuts to services](#)

¹⁵⁸ [Strategic partnerships with companies](#)

6. QUALITY MANAGEMENT OF UNIVERSITY SERVICES

University Services¹⁵⁹ support the university's scientific research, academic education, societal interaction and administration in the pursuit of strategic and operational targets. University Services also monitor that operations follow legislation. The customers of University Services include the staff, students and other stakeholders of the higher education institutions of the LUT Group: LUT University and the LAB University of Applied Sciences.

The following principles have been set for University Services:

1. **Strategy-orientation:** The services and their production, evaluation and development are based on the HEIs' strategies.
2. **Needs-orientation:** The services are needs-oriented and sufficiently support the HEIs' core activities, all the while being lightweight and flexible.
3. **Transparency:** The services are 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 annual development targets for the university services are set by rectors of LAB and LUT. They are available on the intranet¹⁶⁰.

University Services are divided into eight units¹⁶¹, which collaborate closely with each other and with the units of LUT and LAB:

- Research Services
- Study Services
- HR
- Finance
- Learning and Facility Services
- Communications and Marketing
- Management Services
- Legal Services.

University Services are presented in the LUT intranet. Services for students are presented in the eLUT¹⁶² student portal. The administration of University Services is mainly centralised, but part of the services is incorporated into the schools/faculties.

¹⁵⁹ [University Services - Home](#)

¹⁶⁰ [Goals in 2025](#)

¹⁶¹ [People and services](#)

¹⁶² [Welcome to eLUT! | eLUT](#)

6.1 Management and resources of University Services

The director of administrative services heads University Services and is responsible for the implementation of the strategies of both higher education institutions in operations of University Services. The table below presents the central management roles in University Services.

BODY/ACTOR	TASK RELATED TO UNIVERSITY SERVICES
University board	Decides on wide-ranging issues regarding support services.
Rector	Is the supervisor of the vice rectors and provost, strategy director; director, governance and risk management; director of administrative services. Represents the employer.
Provost	Is responsible for the academic management and for the efficient performance of the academic tasks of the university. Is the supervisor of the deans. Represents the employer.
Vice rector	Represents the employer.
Strategy director	Is responsible for the services, resources, management, evaluation and development of Innovation Services, Green Campus Open. Represents the employer.
Director of Administrative Services	Heads LUT's University Services, which provide services for LUT and LAB. Represents the employer.
Director, Governance and Risk Management	Is responsible for legal and record services. Represents the employer.
Director of Finance Services, CFO	Is responsible for the services, resources, management, evaluation and development of Finance Services.
Director of HR Services, HR director	Is responsible for the services, resources, management, evaluation and development of HR Services. Represents the employer.
Director of Research Services	Is responsible for the services, resources, management, evaluation and development of Research Services.
Director for Study Affairs	Is responsible for the services, resources, management, evaluation and development of the Study Services.
Planning director	Is responsible for the services, resources, management, evaluation and development of performance guidance, planning and management support services, quality management services, partnership services and secretarial services.
Director of Learning and Facility Services	Is responsible for the services, resources, management, evaluation and development of Academic Library, Facility services and IS&T services.
Brand and Communications Director	Is responsible for the services, resources, management, evaluation and development of the marketing and communication services.

Table 5: The key management roles of support services

6.2. Outsourced support services

The university has outsourced some of its support services. The most important outsourced services are:

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

The services have been outsourced in accordance with legislation on public contracts. The university has assigned liaisons to coordinate cooperation with the service providers.

6.3 Evaluation and development of University Services

University Services agrees on its activities and resources with the management in connection with the strategic planning, annual operations planning and budgeting process. The regular meetings of the University management team discuss current issues and development needs.

University Services and its resources aim to support the implementation of higher education institutions' strategies. Thus, the evaluation and improvement of operations is based on the strategic development of the HEI's and customer's perspective. As a rule, the customer feedback survey is conducted annually. The director of administrative services is responsible for the survey and the results and conclusions with action plan are communicated widely and published on the intranet. Units of University Services, such as a library, may also have their own surveys. The open feedback channel can also be used to provide development suggestions and feedback on University Services. All feedback is delivered to the person responsible for taking actions as needed.

Students can give feedback on University Services and other higher education activities amongst other through graduate surveys and an open eLUT feedback channel. Regular meetings between the rectors and student union and the staff of University Services are also held to discuss and give feedback on services. Personnel feedback on well-being, management and supervisors' work are assessed by monthly mood tracker surveys and Varma's well-being at work survey conducted every two years. The results are used in the development of operations of University Services.