People make Aalto

Aalto is more than the sum of its parts: our researchers are the pioneers that redraw the boundaries on the map of human knowledge, our teachers tread on new paths towards better education, our artists are at the frontiers of the avant-garde, and together we embrace all change to renew our society. We are committed to act ethically and openly at all times, as we are guided by the principle of equality. The success of Aalto is contingent upon our operating culture that we at HR services are proud to support. Our goal is to be among the most attractive employers globally. To achieve that goal, we invest heavily in our employees and use our personnel strategy to actively improve our HR processes.

As we begin our fifth year as Aalto University, we can proudly look back at what we have accomplished together. The Tenure Track system has established itself and attracts many applicants, both from Finland and abroad. We have introduced the Family Programme to help settle in our new international colleagues and friends, whose numbers have increased to 19% of all employees at Aalto. The systematic investment in leadership development has already borne fruit: coaching has, for instance, become an integral part of all leadership development activities.

Last year we concentrated on developing the processes for career advancement. Moreover, we helped doctoral students with their career planning. Work community skills were the leitmotif of the past year: we openly discussed positive interactions and offered support for self-leadership. Furthermore, we reinforced the supervisors’ abilities to deal with difficult situations, and we introduced workplace mediation.

2013 was also the year of recruitment: in addition to 60 new tenure-track professors, four schools welcomed new deans. The service leadership as well as our own HR organization witnessed personnel changes too. For many of us the year required us to learn new things and to find new sources of inspiration to face whole new challenges, something we hope serves as an inspiration for all.

University-wide projects, such as developing services, renewing the master’s and doctoral studies programmes, and developing the campus, ensure that 2014 will become the stepping stone to world class.

Tiia Tuomi
Director of Human Resources
Content

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Appendix: Personnel in numbers
**Personnel strategy guides our actions**

At Aalto University world-class experts work in a motivating work environment that enables the realization of high-quality research, artistic work, education, and internationalization.

**The key focus areas of our personnel strategy are:**

<table>
<thead>
<tr>
<th>Development of leadership and culture</th>
<th>Renewal of organizations and career systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing academic and service leadership: balancing coaching leadership with clear target-setting and prompt interventions in challenging situations</td>
<td>Further developing motivating career systems and support for career development</td>
</tr>
<tr>
<td>Developing management systems and management teamwork</td>
<td>Finalizing the changes in the personnel structure</td>
</tr>
<tr>
<td>Planning, executing, and monitoring preventive actions to support personnel commitment and well-being</td>
<td>Renewing the service organization based on customer needs</td>
</tr>
<tr>
<td>Supporting a culture that values unity and diversity</td>
<td>Renewing the department organizations strategically</td>
</tr>
</tbody>
</table>

**Supporting professional competences**

- Supporting leading-edge research and teaching competences of academic personnel
- Growing change agility and the courage of the entire organization
- Adding interdisciplinary and artistic competences to the supporting network

**Smooth HR processes**

- Further developing international recruitment and placement processes to attract top-tier specialists
- Developing both monetary and non-monetary incentives
- Enhancing joint service processes based on cooperation and customer needs

In this human resources report we will delve further into these focus areas and highlight the most important actions performed in each area during 2013.
Development of leadership and culture

Aalto University’s community represents a new academic culture founded on organizational values through which it develops novel ways of conducting research, teaching, collaboration, and learning. In addition to the traditional academic role, we highlight the position of supervisors as community leaders and role models. Good academic leadership balances in a right way academic freedom and individual support. In a good academic community the contributions of all are valued and there is a supportive atmosphere, especially in the face of scientific discourse.

By ensuring a fair working environment where both employees and students are treated equally regardless of gender, job position, or background, we will create favourable conditions for strengthening diversity.

Academic leadership

The leadership principles, which have been defined in cooperation with the supervisors, crystallize the role of the leader and will assist the academic leader to balance collegiality and taking responsibility.

We invested heavily in the development of academic leadership in 2013. Our actions were based on the Leadership Development Portfolio, created on the basis of Aalto Strategy. The Leadership Development Portfolio was also updated to reflect changes in our customers’ needs.

Aalto Leaders’ Dialogue (ALD) events have already become an established part of our operating culture. During the year we held three events in which the university’s management and the heads of all departments discussed leadership at Aalto University and current issues relating to the university’s operations. In addition to these ALD events, the professors and Aalto’s management met up for a two-day Professors’ Summit in order to work on issues pertaining to measuring research and artistic activities, the funding model, interdisciplinary cooperation, and well-being at work.
Supervisory work and goal-oriented operating culture

To assist the supervisory work we improved the development discussion process and provided the supervisors different kinds of opportunities for development as well as support in everyday supervisory work.

With the development discussion we introduced a semi-annual development discussion cycle: in spring the focus is on reviewing the achievements of the previous year and planning for the coming year, whereas in autumn the focus is especially on long-term career planning and personal development. In addition, we renewed the support materials in cooperation with Aalto researchers and supervisors specialized in personnel management. As a result we now have a set of forms tailored for each target group as well as support materials that aid with goal setting for research and teaching personnel as well as doctoral students.

We met the need for support expressed by the supervisors by organizing the supervisors training for dealing with challenging situations as well as by preparing the HR organization to be better equipped to help in such cases. We also redesigned the leadership training, intended for all supervisors at Aalto, to be more modular. The modular structure becomes apparent in the way that each participant can choose, after the basic supervisor training, future training events based on his or her individual needs.
Each of us is responsible for well-being at work

We want to support all employees and supervisors at Aalto in promoting well-being at work. We especially want to highlight the prevention of problems not only by providing supervisors training on the subject, but also by offering services to deal with any issues that have already presented themselves.

The well-being circle describes our way of thinking on this matter. It assembles various areas of occupational well-being and highlights their dynamic nature and interactions. The circle model reminds us also of the employee’s own responsibilities regarding well-being and the work-life balance. By providing different kinds of opportunities for flexibility and preventative measures we promote the well-being of all at Aalto.

During the year we emphasized the significance of work community skills to show how each one of us at Aalto contributes to our success. The year of work community skills was kicked off by a lecture by Marja-Liisa Manka, professor of occupational well-being, on “Work community skills create joy at work”. Furthermore, we talked about positive interaction and awareness skills, and we had group coaching on self-leadership.

As a new way of resolving workplace conflicts we introduced a mediation programme for which we trained 11 mediators within the organization. The mediation is a voluntary method of dealing with issues. An independent pair of mediators helps the parties involved to come to a mutually satisfactory outcome. During the first year we mediated in seven cases, and the results so far have been encouraging.

Well-being week encouraged people to take care of their own well-being.
Community and equality in actions

At Aalto we give prominence to the creation of a culture that values community and diversity. We believe that everyone at Aalto shares the responsibility to both act in accordance with our common values and promote equality. Our work on equality is guided by the principle of mainstreaming, by which we incorporate equality in all our actions. This roughly translates to small and tangible changes in actions rather than major drives.

We support networking and the development of the Aalto culture by providing new employees good orientation to their new workplace and organizing training and networking events for all staff, so that people from different schools and personnel groups are able to share their experiences, exchange ideas, and meet each other. We give special emphasis to helping our international colleagues to settle in and feel right at ease; our Meet-and-Greet events are there to welcome people new to Aalto into our midst, the Family Friend programme brings together families from different countries, the Aalto Club organizes trips to nearby areas, and the Experience Finland event introduces Finnish culture and the Finnish way of life.

During the year we paid special attention to the orientation and integration of international newcomers. In order to help new professors get acquainted with their new environment, we launched a Colleague Induction concept, where a senior colleague offers assistance and support during the initial stages of the employment relationship. This way, new professors can easily integrate into the scientific work community at Aalto University.

With regard to equality our focus is on both the well-being of our personnel and students, and professional recruitment practices. We have included the equality aspect into the recruitment instructions and have used the said materials in order to familiarize the tenure track selection committees with the aspect.

“Having friends is one of the most valuable experiences to get to know a new culture” On Family Friend programme, Bang Lee, South Korea
Supporting professional competences

Solid expertise and motivation are the premise for the university to succeed. With regard to competence development at Aalto University, we actively try to support initiatives that align the strategic competence needs of Aalto with the employee’s own motivation. We create development opportunities that support career advancement, flexible job rotation, or taking your career into a different direction. The central role of pedagogical training is to both support multidisciplinary teaching and advancement of our learning-centred culture, and create new networks of pedagogical cooperation.

Towards world-class teaching and research competence

As in previous years, our researchers received training in project management, and they were invited to participate in informative events and training sessions on applying for funding and managing research projects. The project management training was improved to enable the participants to prepare for the international IPMA certificate.

The overall structure and course contents of the Pedagogical Training Programme were developed further to respond in a better manner to the needs of Aalto’s teaching personnel. The amount of courses taught in English increased too. Since 2013, Aalto University’s pedagogical training provides participants wide-ranging pedagogical competences, and the curriculum (60 credits) corresponds to that of pedagogical studies for teachers as offered by the School of Education at the University of Tampere. We celebrated the first 14 graduates in December, along with the publication of a collection of articles “Opettajan muuttuvat roolit - yhdessä yhteisölliseen opetuksen kehittämiseen” (“The changing roles of the teacher - developing collaborative teaching together”) (Maija Lampinen, Ed.) that were written as a part of the training. The year also witnessed the writing and publication of the guide for teachers: “Get Inspired!”(2013).
Focus on the competence of all personnel

During the year we offered the means of developing competence in those areas that are common for all personnel groups. The significance of customer-based actions within the service organization is evident for instance in the fact that we entered our 8th training course on professional service competence, which helps participants deal with different kinds of customer-care situations, to better understand their role in the service function, and to strengthen the comprehensive professional services at Aalto. We also increased the facilitation training as we see it as a way of developing new approaches that enable participation. Facilitation also offers practical tools to researchers and service personnel alike.

We continued with our personnel-mentoring programme. The mentoring is especially centred on the development of supervisory work and project management, as it is a part of our supervisor and management trainings.

<table>
<thead>
<tr>
<th>Leadership and supervisory work</th>
<th>Academic excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programmes on strategic, academic, service, and project leadership</td>
<td>Special knowledge on own research area</td>
</tr>
<tr>
<td>Development solutions for individuals and teams</td>
<td>Training events to improve research funding and project competences</td>
</tr>
<tr>
<td>Development of management teams</td>
<td>Pedagogical training and support for academic leadership</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional service competence</th>
<th>General competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special knowledge on own professional competence area</td>
<td>Multicultural skills and internationality</td>
</tr>
<tr>
<td>Professional service competence</td>
<td>Facilitation training</td>
</tr>
<tr>
<td></td>
<td>IT skills</td>
</tr>
<tr>
<td></td>
<td>Communication and language skills</td>
</tr>
<tr>
<td></td>
<td>Communication and negotiation training</td>
</tr>
</tbody>
</table>

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Learning in formal settings: 70%  
Learning on the job: 20%  
Learning on the job: 10%
During the year we also launched our second mentoring program in cooperation with the Finnish Broadcasting Company YLE and the Finnish national lottery and betting agency Veikkaus.

Change takes courage

The path towards the strategic goals of 2020 requires change agility and embracing new approaches from the entire organization. Seeing through the change process is supported by, for example, providing supervisors the tools necessary to deal with change and manage their teams. Our guide for supervisors includes an extensive collection of information and support materials, such as instructions, examples, and different kinds of instruments to aid teamwork. In addition, the leadership trainings discuss change management. We will also help supervisors to find the best solutions for each situation.

By offering different kinds of coaching processes, we can support both supervisors in different situations regarding change or special circumstances and doctoral students with their personal career planning. Coaching contributes to the creation of an enabling culture within the supervisory work, and it provides an excellent framework to strengthen the professional identity and to promote well-being and coping mechanisms with the help of a certified coach. During the year we organized several individual and group coaching sessions.

Most useful were the discussions with peers and presenting my own exemplary case to others so that I was able to get useful feedback on it - a professor on group coaching
Renewal of organizational structures and career systems

The career systems at Aalto have been created to support the long-term, goal-oriented development of personnel. They support individual career advancement and the development of a personnel structure in line with the university’s strategy.

In addition to the personnel structure, the overall organizational structures of the university are being reviewed and reworked to provide better resources to research areas that are strategically significant.

Attractive career systems

Our strategically most important career system is the Tenure Track system geared towards professors. The system has already established itself in all departments of the university. The first career advancement assessment took place last year: an academic who had been hired for the first term as an assistant professor advanced into the second 4-year period of an assistant professorship. The system describes clear criteria for career advancement and offers the possibility to genuinely focus on research. The Tenure Track system attracts talented and academically oriented researchers to Aalto from around the globe. The system enables the systematic development of academic competences, thus ensuring that the scientific community continues to push the boundaries of knowledge.

Other tasks of the academic personnel guarantee the long-term planning of teaching, research, and international mobility of our researchers.

The aim of the career system for the service personnel is to enable the development of the employees’ professional competences as well as the continuous development of the service organization.

During 2013 we fleshed out the processes involved in career advancement and worked on the practical aspects of the emeriti system for retiring professors too. We supported the career advancement of doctoral students by providing them individual and group coaching, and we also trained internal career coaches for this purpose. Moreover, we launched a pilot programme to prepare doctoral students for the requirements of working life.

70 % of the Tenure Track applicants are international

60 uutta tenure 60 new Tenure Track professors in 2013

On average 29 applicants for each open Tenure Track
Personnel planning as a part of Aalto’s resource planning

Personnel planning is an established part of the process of strategic planning and it goes hand in hand with the general resource planning. Our strategy and the goals set for our actions largely define the extent of what kind of expertise we will require in the future and what kind of personnel structure will support the actions based on the strategy.

We supported the change in the personnel structure further by, for instance, taking the career systems into account when recruiting, and guiding doctoral students by offering them support for career planning. We paid special attention to planned recruitment, especially in the service units.
Renewing the service organization based on customer needs

Alongside academic activities, the development of professional services has been identified as an integral part of Aalto strategy. During the year we launched a 3-year effort - the Service Development Programme, or SDP - that aims to improve the cost-efficiency and overall service quality. We shall focus our attention on the provision of smooth customer-centric services. The programme covers all services provided at Aalto University at the moment and it is made up of three subprojects: Services and Structure, Purchases and Procurement, and IT.

Last autumn we surveyed the needs of our customers in numerous workshops for different focus groups. We will continue this work by creating for each of our customer groups a specialized service portfolio as well as by introducing alternate ways of providing services. Apart from the development of new operating models we will also pay attention to the cost-efficiency and define feasible savings. We at HR Services have been actively involved in this work.

Changes in the department organizations

As the university evolves, the organizational structures adapt too, either by merging departments or by refocussing research areas. During the past year there have been discussions with personnel in many departments to prepare for the kind of organization that best allows the strategic goals to be reached. We have supported our management in these talks and we have also had an active role in realizing the organizational changes in practice. Any change, organizational or otherwise, requires continued support to address all issues. We provide the support needed to everyone within the organization, especially those who manage the transition.
**Smooth HR processes**

Smooth and seamlessly compatible service processes are one of Aalto’s pivotal strategic goals. Our goal is to provide professional services that genuinely support the university’s core activities: research and teaching. A professional approach requires continuous assessment of the processes and the development of practices.

**Supporting internationalization**

Research and teaching are in an ever-increasing way international. The creation of networks and the recruitment of talents also from outside Finland are crucial to successfully reaching goals set by the framework of the strategy. Successful international recruitment and secondments of our researchers abroad demand proactive and cooperative support services for international mobility. Our work has already come to fruition and both the growing multiculturalism and increased international mobility have already left clear marks on the everyday activities of the different departments and schools.

Cooperation with other universities, interest groups and the authorities is a natural part of the work we do for internationalization. During the year we organized two seminars in cooperation with the Finnish Academic Mobility Network FAMO during which we, together with the representatives of the VTT Technical Research Centre of Finland and the Finnish Educational Employers Association, discussed the challenges specific to internationalization, and we shared best practices.
Different kinds of rewards

Our people feel that the work itself - be it research, teaching or supporting the aforementioned - is the most rewarding aspect of our jobs. Even though work at Aalto is deeply fulfilling, it is essential that we address rewards in a larger context, for instance perks or monetary benefits. In each school, we organized events to increase the general awareness on the entirety of rewards at Aalto. We witnessed lively discussions on the salary systems and the stimulating nature of rewards.
Working together to improve processes

In order to both ascertain the smooth flow of the service processes and ensure customer-based actions, it is essential to create cooperation across units and between the joint services and schools. In our own activities we make use of networking and share our experiences and information among the schools and joint services. The networks focussing on well-being, personnel development and communication meet up regularly to work together on important and current issues. While developing the different courses of action, we want to listen to the internal client base, so that they are able to see the utility and clarity of the processes, thus enabling the academic personnel to focus on the core activities of the university, namely research and teaching.
Appendix: Personnel in numbers

Number of employees

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Number of Employees</th>
<th>Total Amount of Man-Years</th>
<th>Total Number of Employees, Year's Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>5005</td>
<td>4984</td>
<td>5005</td>
</tr>
<tr>
<td>2011</td>
<td>5109</td>
<td>4978</td>
<td>5109</td>
</tr>
<tr>
<td>2012</td>
<td>5330</td>
<td>5057</td>
<td>5330</td>
</tr>
<tr>
<td>2013</td>
<td>5171</td>
<td>4970</td>
<td>5171</td>
</tr>
</tbody>
</table>

Personnel structure

- **Professors**: 13%
- **Other teaching and research personnel**: 7%
- **Doctoral students**: 23%
- **Technical Support for teaching and research**: 24%
- **Other personnel (services)**: 14%
- **Continuing education**: 2%
- **Support personnel for teaching and research (students)**: 25%
**Age distribution**

The average age of employees was 39 years. The average age of permanent employees was 48 years.

**Gender distribution**

**Total**
- Women: 39%
- Men: 61%

**Professors**
- Women: 19%
- Men: 81%

**Other teaching and research personnel**
- Women: 30%
- Men: 70%

**Doctoral students**
- Women: 30%
- Men: 70%

**Technical Support for teaching and research**
- Women: 17%
- Men: 83%

**Other personnel (services)**
- Women: 32%
- Men: 68%

**Continuing education**
- Women: 23%
- Men: 77%

**Support personnel for teaching and research (students)**
- Women: 27%
- Men: 73%
Employment structure

Personnel turnover (rate)

In 2013 a total of 126 persons started in permanent employment at Aalto University. 151 permanent employments ended. 1036 persons started in fixed-term employment. 1717 fixed-term employments ended.

Duration of permanent employment

During the year 48 persons retired. The average retirement age was 65 years. 29 persons were in part-time retirement. By 2020 23 % of the permanent personnel will retire.
### Retirement forecast until 2020

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
<th>Professors</th>
<th>Other teaching and research personnel</th>
<th>Doctoral students</th>
<th>Technical Support for teaching and research</th>
<th>Other personnel (services)</th>
<th>Continuing education</th>
<th>Support personnel for teaching and research (students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>11 %</td>
<td>32 %</td>
<td>7 %</td>
<td>0 %</td>
<td>26 %</td>
<td>18 %</td>
<td>21 %</td>
<td>0 %</td>
</tr>
</tbody>
</table>

### Training sessions

#### Research and teaching competence support

<table>
<thead>
<tr>
<th>Support</th>
<th>Trainings/Events</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project management principles and funding acquisition support</td>
<td>15</td>
<td>576</td>
</tr>
<tr>
<td>Pedagogical development – training programmes and seminars</td>
<td>40</td>
<td>639</td>
</tr>
</tbody>
</table>

#### Leadership development

<table>
<thead>
<tr>
<th>Development</th>
<th>Trainings/Events</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership development programmes</td>
<td>17</td>
<td>487</td>
</tr>
<tr>
<td>Coaching</td>
<td>17</td>
<td>131</td>
</tr>
<tr>
<td>Mentoring</td>
<td></td>
<td>20 pairs</td>
</tr>
<tr>
<td>360 assessments</td>
<td></td>
<td>70</td>
</tr>
</tbody>
</table>

#### Other professional competence development

<table>
<thead>
<tr>
<th>Development</th>
<th>Trainings/Events</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service mindset</td>
<td>3</td>
<td>57</td>
</tr>
<tr>
<td>Facilitation training</td>
<td>3</td>
<td>62</td>
</tr>
<tr>
<td>Communication and language courses</td>
<td>22</td>
<td>297</td>
</tr>
<tr>
<td>IT courses</td>
<td>13</td>
<td>121</td>
</tr>
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</table>