



Aalto University

Equality, Diversity and Inclusion Plan 2025–2028

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Aalto University

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Introduction to equality, diversity and inclusion at Aalto University

Equality, diversity and inclusion (EDI) are at the core of our values. As part of our strategy, Aalto University's way of working defines our mindset towards collaboration: 'Diversity is part of who we are, and we foster an empowered community that shines by working together'. We are a diverse and inclusive community, where all members feel a sense of belonging and are able to fulfil their professional, educational and social aspirations without discrimination or barriers in our structures and practices.



Key terminology

Diversity refers to all the ways we differ, the wide range of individual backgrounds, characteristics, and experiences that make us distinct from one another. These include demographic, social, cognitive and experiential characteristics, such as age, ethnicity, gender, religion, ability, national origin and sexual orientation, as well as diversity in educational backgrounds, research fields, learning and work styles, communication styles, work–life balance, speed of learning and comprehension, personality, socioeconomic status, length of service and expertise, and job functions.

Equality refers to our commitment to providing a non-discriminatory, equitable and accessible environment in which employees and students, regardless of their diverse backgrounds and duties, receive equal opportunities and fair treatment. We evaluate work and studies fairly, using transparent criteria and evaluation methods that minimise bias, and see that advancement is based on academic and/or professional qualifications. We ensure that every member of our community can study and work without inappropriate conduct, harassment or discrimination. We support the well-being and professional growth of all our students and employees by offering resources to support individual needs.

Inclusion refers to an environment where all members feel welcomed, respected, supported and valued. Inclusion requires active effort in fostering an environment where everyone can be themselves, feel a sense of belonging, and have an opportunity to participate fully. This fosters an empowered community that shines by working together and where our different backgrounds and perspectives are recognised as strengths.

Accessibility refers to the design and implementation of our campus environment, services, digital products, tools, and materials in ways that enable everyone to fully participate. This involves proactively identifying and removing barriers, applying inclusive design principles, and providing necessary and reasonable accommodations.

Equality, diversity and inclusion within Aalto strategy

We emphasise the importance of equality, diversity and inclusion (EDI) in all areas of our strategy to help us improve our efforts in research, education and impact (aalto.fi/en/strategy).

Research and art: Equality, diversity and inclusion are crucial elements for fostering collaboration and high-quality research. Diverse talent promotes greater resilience and groundbreaking multidisciplinary research.

Education: An inclusive and supportive learning environment increases students' well-being and motivation, contributing to academic success and a stronger sense of belonging. We are building our learning culture through collaboration and by providing tools and support for an inclusive, multilingual way of working.

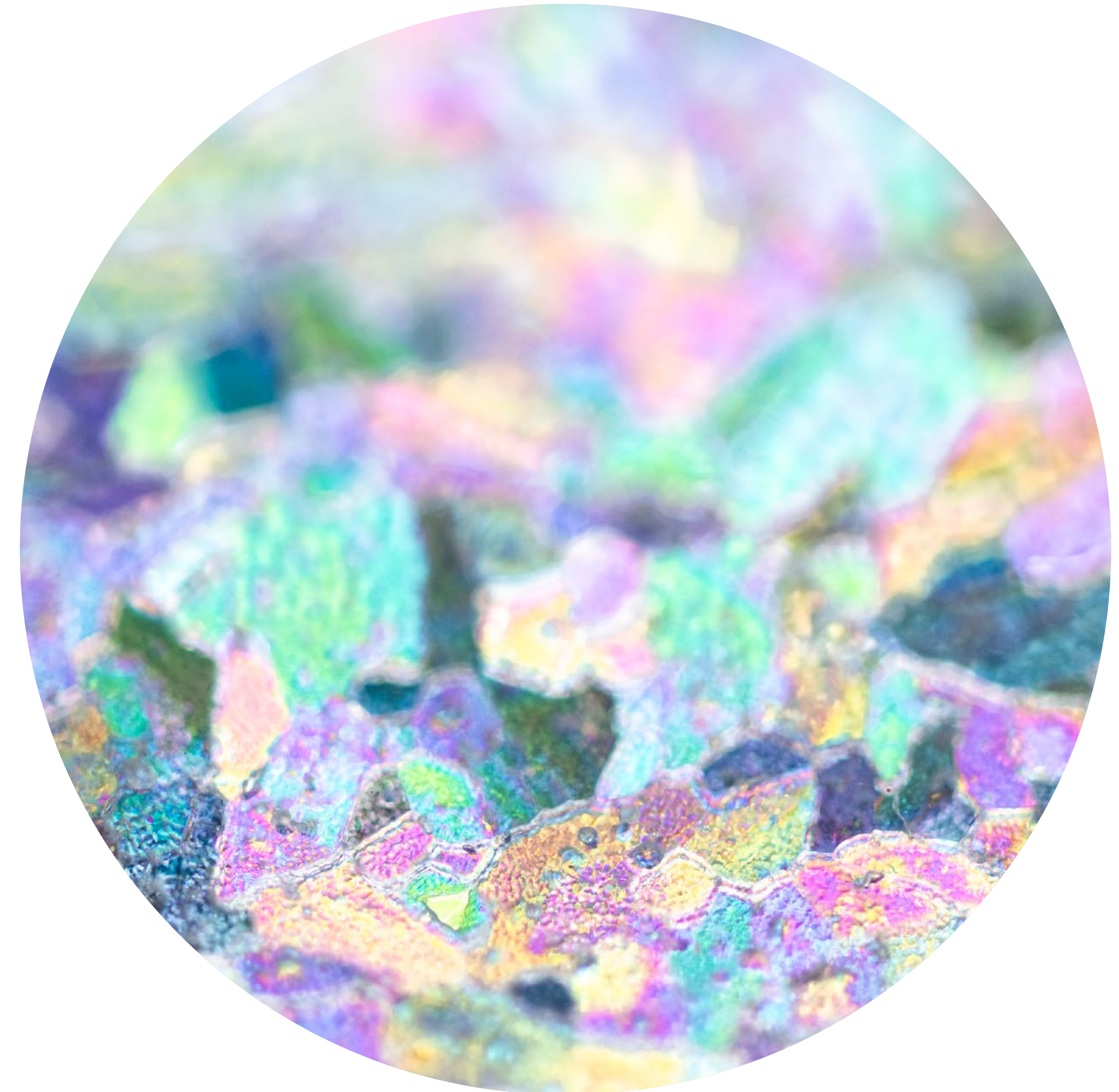
Impact: EDI development creates a foundation for a culture of creativity and innovation, which drives impactful and sustainable societal contributions. Such an environment supports next generation professionals who are equipped with the tools and competences to address global challenges and contribute to a sustainable future.

Enabling our success: EDI work enhances our work culture by attracting and retaining talent, strengthening the sense of belonging, and promoting holistic well-being to sustain a thriving university environment. By embedding EDI in our practices, we are creating a more inclusive, engaged, healthy and resilient community and environment.

Our **language guidelines** support us in becoming a multilingual environment where everyone is a full member of the community, while safeguarding Finland's national languages as languages of research and higher education in the fields of the university. (See [General language guidelines | Aalto University](#) and [Guidelines on the languages of the degrees and instruction | Aalto University](#).)

Development and governance

We have built the Aalto University Equality, Diversity Plan (hereinafter the EDI Plan) in a community-driven way with faculty, staff and students actively contributing to the gradual development of the priorities and the development plans. There have been a number of EDI development workshops and meetings (School and University EDI Committee Get-together 11/2023 and 10/2024, University EDI Committee meetings 2/2024 and 11/2024, Learning Services Accessibility Group meeting 4/2024, School and University EDI Committees and Accessibility Coordination Group joint workshops 4/2024 and 5/2024). In addition, a community event on 1/2024 and an online platform for all employees and students was used to collect ideas and feedback for the draft plan ([Aalto University Equality, Diversity and Inclusion Plan 2025–2028 – Share your views | Aalto University](#)). The plan outline has been discussed and aligned in Aalto University Foundation Board’s HR Committee, Aalto Management Team, Academic Affairs Committee, HR Management Team, Learning and Education Steering Group, occupational safety and employee representatives, and Aalto Leaders’ Dialogue and Service Leaders’ meetings before its final approval by the president of Aalto.



The EDI Plan defines the ways in which we promote equality, diversity, inclusion and accessibility within these four priority areas:

1
**Diverse
community**

2
**Aaltogether
culture**

3
**Inclusive
and
accessible
education**

4
**Integrated
approach**

Based on the EDI Plan, we prepare concrete EDI action plans for the university and for each of the six schools every second year.

The management and development of EDI work is part of Aalto University's overall quality system of continuous development (the Plan–Do–Check–Act/Adjust cycle). Follow-up of the implementation is integrated into the Aalto University annual management process.

Overall development in this area is the responsibility of the provost. The development work is supported by the university's equality, diversity and inclusion officer (EDI officer), the Aalto University EDI Committee (University EDI Committee), and the Accessibility Coordination Group. The implementation of the measures at each school is the responsibility of the school dean. School-level development work is supported by the school development manager (or equivalent person in charge) and the school EDI group. The university service leaders are responsible for implementing the agreed-upon measures in their respective responsibility areas.

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**Fostering equal, diverse
and inclusive community:
development plan for
2025–2028**

Diverse community

This area focuses on building a diverse community of faculty, staff and students who together contribute towards Aalto's purpose and strategy. In what follows, we outline our recent development actions, the current state, and the development plans for the 2025–2028 strategy period in this area.



Development actions taken during 2022–2024

Attracting diverse students:

- Continued and further developed the ‘Shaking Up Tech’ event for upper secondary school girls and gender minorities to attract more diverse students into the technical fields. ‘Shaking Up Tech’ has become a large-scale event, attracting 400 participants nationally
- Developed and implemented the University Pathway Finland programme in collaboration with Tampere University and the University of Oulu to prepare international students for applying to degree studies in technical fields at Finnish universities
- Introduced and implemented the Finland Scholarship and the Fellowship Programme to offer stipends to doctoral students and full tuition-fee waivers and relocation grants to international masters students
- Developed employment networks, events and support to strengthen the connections of international students to working life to enhance their employment prospects in Finland. This has led to the development of three new service concepts for lowering the barriers that international students face in connecting with Finnish employers.
- Partnered with foreign universities in organising exchanges and joint degrees, including through the Erasmus, Nordic 5 Tech and EIT programmes

Recruitment practices:

- Developed inclusive recruitment practices, including using gender-neutral language in job descriptions and utilising internal talent sourcing services for attracting minority applicants (How to recruit in Aalto)
- Provided unconscious bias training for managers and hiring committees
- Piloted Academic Leadership Assessment in Tenure Track recruitments, and anonymous recruitment processes in service recruitments

Career and well-being support:

- Organised networking events, women mentoring programs, and compassion mentoring for doctoral students
- Developed the Wellbeing Desk services for personnel, in addition to students' Starting Point of Wellbeing. The services include individual solution-focused coaching and support from a community psychologist (Wellbeing Desk and Chat).
- Participated in the national project Equal Career Paths for Women – NOW!

Policy development:

- New family-leave policies were implemented across the university sector in Finland
- Revised the job title of doctoral researchers (from doctoral students) and introduced a part-time (10%) employment contract for affiliated grant researchers that includes occupational healthcare
- Provided funding for 6 months of spouse employment, and committed to a job interview promise for spouses

Current state

Students

We monitor two diversity metrics: internationality and gender. Aalto is Finland's most international tertiary-level institution, with an overall international student population of 20% (bachelor's level 8%, master's level 27%), an increase of 3 percentage points from 2020.

Gender data is accessible only for men and women because of national-level data limitations, as Finnish national legislation does not yet consider gender beyond binary. The overall percentage of women students is 37%, which is an increase of 2 percentage points from 2020. We also monitor diversity at the school, programme and major level, as significant differences exist between disciplines.

Share of international students in 2023

bachelor's level

8%

2020: 4%
2010: 2%

master's level

27%

2020: 25%
2010: 19%

Share of women students in 2023

bachelor's level

34%

2020: 31%
2010: 26%

master's level

41%

2020: 41%
2010: 44%

Employees

The share of international employees continues to grow: currently 28% of our professors are international (compared to 26% in 2020, and 4% in 2010) and 49% of all academic employees (compared to 44% in 2020, and 16% in 2010). The percentage of women professors has doubled from 11% to 22% since 2010 (2020: 20%). The share of women and internationals in senior academic positions clearly represents an area for development. 21% of department heads and 17% deans and vice-deans are women; the share of international heads of departments is 21%, and of deans and vice-deans 6%.

Gender and nationality-based salary parity has already been achieved at Aalto and continues to be monitored annually. In Finland, the university sector has been a pioneer in renewing family-leave policies.

Research survey data on diversity and inclusion at work has provided us with new insights on disability among personnel: 28% of the respondents reported having at least one disability, and for almost 80% the disability was not visible. Co-workers were mostly aware of physical disabilities (62%) and less aware of mental illnesses (29%). Supervisors were less aware of disabilities than were coworkers, and were also more aware of physical disabilities (44%) than mental illnesses (22%).

Academic employees in 2023

share of women

35%

2020: 30%

2010: 28%

share of international employees

49%

2020: 44%

2010: 16%

Professors in 2023

share of women

22%

2020: 20%

2010: 11%

share of international professors

28%

2020: 26%

2010: 4%

Department heads in 2023

share of women

21%

share of international department heads

21%

Development plan for 2025–2028

During 2025–2028, we will continue to embed equality, diversity and inclusion further in our recruitment and onboarding processes. We ensure that our leaders, supervisors and service staff have the competency to support individual needs of employees from onboarding throughout their career. We continue to utilise job pay analyses to achieve equal pay. Actions to enhance the sustainability of work are defined and followed as part of Our plan: Enabling our success | Aalto University.



DEVELOPMENT AREAS	RESPONSIBILITY	KEY METRICS
Attracting diverse students and addressing imbalances - Implementing best practices for attracting diverse students across all study programmes and addressing imbalances in student intake - Promoting our fields of education to underrepresented groups (e.g.immigration and social-economic background) in primary and secondary education through Aalto Junior - Developing partnerships with external scholarship providers and foundations to strengthen the financial support available for international tuition-fee students from underrepresented regions (External Scholarship Pilot Project) - Organising guidance and peer support for international degree-students at Aalto University through the assistance of international student advisors (International Student Peer Advice (ISPA))	Learning Services with Degree Programmes and Communications	- Diversity of applicant pool and shortlisted candidates - Diversity of students and employees - Diversity in leadership positions - The 'Wellbeing at Work' survey
Increasing diversity in leadership, personnel planning and decision-making bodies - Broadening the use of inclusive recruitment tools, including Academic Leadership Assessment and Talent Search - Identifying and implementing measures to improve diversity in senior academic positions, management, service positions, committees and external advisory boards - Ensuring diverse representation in decision-making processes, and enhancing communication channels to ensure that all voices are heard	Recruiting managers and recruitment committees supported by HR services	Onboarding buddy status and the onboarding experience, exit data
Supporting individual needs from onboarding throughout the career - Ensuring all new employees have an onboarding buddy - Providing targeted support for international and new faculty in building networks and connections to the Finnish business sector - Strengthening leaders' competencies in supporting individual needs (e.g. mental health, different life situations and neurodiversity within a team) - Developing the competencies of service staff for offering more accessible services, content, events and encounters	Supervisors and managers supported by HR and other services	

Aaltogether culture

‘Aaltogether culture’ refers to the strengthening of our community spirit by building up a sense of belonging and doing things together in teams and in units. Below, we outline our recent development actions, the current status, and the development plans for the next strategy period (2025–2028) in this area.



Development actions taken during 2022–2024

Awareness building and training:

- Implemented a compulsory Code of Conduct e-learning course for personnel and new students, and an ‘Understanding and Tackling Unconscious Bias’ e-learning course for personnel.
- Held monthly EDI discussion sessions, offered external training and internal workshops and ‘Keys to your wellbeing’ information packages
- Increased the number of grassroots activities (Making Waves, Kaleidoscope Cinema, Readers’ Club, EDI Hub at Aalto Social, student-led ‘Aalto Safer space’ poster campaign, and EDI topics in Dean’s Coffee events and in Teachers’ Coffee events)

Inclusion of international employees and students:

- Created ‘Finland Studies’ and ‘Finland Works’ MOOCs to build understanding about Finnish culture and ways of working
- Introduced a learning platform to support language learning and multilingual practices ([Kielibuusti](#))
- Collaborated with other Higher Education Institutions to support families and spouses ([HEI LIFE Spouse Network for Greater Helsinki | Aalto University](#))
- Organised events for our international community, for example, the ‘Beat the Blues’ sessions for international students, Aalto Club activities for staff members, and events held together with Finnish Immigration Services (Migri) and the City of Espoo

Policy and guidelines:

- Renewed Aalto University’s language guidelines to support multilingualism and multiculturalism in the community, to promote the inclusion and equality of community members, and to safeguard the role of national languages in research and higher education in the fields represented by the University ([General language guidelines | Aalto University](#) and [Guidelines on the languages of the degrees and instruction | Aalto University](#))

Reporting inappropriate conduct:

- Improved the processes for handling harassment cases, and embedded process guidelines into the Code of Conduct training
- Launched an anonymous ethics channel for whistle-blower reportingImproved communications concerning the handling of inappropriate conduct, and organised info sessions on the process and the support available
- Together with the student union, organised training for harassment contact persons and developed guidelines for preventing harassment within student associations

Current state

Student experience

The revised 2024 AllWell? survey included questions about psychological safety and study environment (AllWell? student survey of 2024 reaches 36% of target group | Aalto University). The results showed that the majority of respondents feel accepted in their studies (88% agreeing) and that their learning environment supports diversity (90% agreeing). Of those responding, 80% feel that we have a study environment where it is completely safe to experiment and take risks, and 87% agree that the study environment is also safe for asking difficult questions and help. Peer support has almost returned to its 2020 levels after a drop during COVID, but 14% still feel that they do not receive the needed support from peers. Positive experiences correlated with higher credit accumulation. Experiences varied between different demographic groups, schools and degree programmes.

According to the International Student Barometer, 93% of Aalto University's international students were satisfied with all aspects of their study experience, and 89% would recommend Aalto to their friends and family members (ISB, International students express top-level overall satisfaction with Aalto | Aalto University). At the same time, 20% had faced nationality-based discrimination, although Aalto's quick response to such issues was noted positively. Respondents would like to see further effort on fostering connections and ensuring adherence to the Code of Conduct. In the FINEEC audit, language barriers were highlighted as affecting the sense of belonging, particularly outside the classroom.

AllWell? survey (2024)

88%

of respondents feel accepted in their studies (2024)

90%

of respondents feel that learning environment supports diversity (2024)

80%

of respondents feel that study environment is completely safe to experiment and take risks (2024)

87%

of respondents feel that study environment is safe for asking difficult questions and help (2024)

International Student Barometer (2023)

93%

of respondents were satisfied with all aspects of their study experience

89%

of respondents would recommend Aalto to their friends and family members

Employee experience

Both the well-being survey of personnel and a ‘Diversity and Inclusion at Work’ research project by Aalto University School of Business researchers report generally positive experiences regarding well-being and EDI, with recent progress made in the areas of belonging, feeling valued, and perceived support (Wellbeing at Work survey 2023: Personnel’s experience of wellbeing at work improved | Aalto University). However, challenges remain, especially for international women faculty, non-binary staff, and staff with a mental disability or multiple disabilities. There are also differences between professors and lecturers regarding their sense of inclusion, with the former reporting more positive experiences. Language proficiency positively contributes to the perception of inclusion; in this, every increase in language proficiency matters. Experiences vary across schools, departments and teams.

Aalto’s Wellbeing at Work survey indicates 7% experienced work-related harassment or inappropriate behaviour; the rate was higher among non-binary people, internationals and women. The cases involved bullying, belittling, offensive comments or gossip, exclusion from the work community, or withholding information.



Development plan for 2025–2028

During 2025–2028, we will take further actions to promote an environment where all students and personnel feel respected, supported and valued. We are developing inclusive leadership practices and building EDI awareness and competencies further, offering systematic support for team development and supporting encounters as well as collaborative learning.



DEVELOPMENT AREAS	RESPONSIBILITY	KEY METRICS
Developing inclusive leadership and EDI competencies - Ensuring our academic and service leaders' commitment to EDI, and increasing their EDI understanding, skills and coaching abilities - Strengthening managers' understanding of rights and responsibilities, and their ability to handle difficult situations - Building capabilities for an inclusive environment with psychological safety and a culture of appreciative collaboration culture, including training, team development and relaunching the Code of Conduct e-learning course - Expanding the scope of EDI awareness towards broader aspects of diversity, such as neurodiversity, LGBTQIA+, and mental health	HR Services, together with the EDI officer	- Wellbeing at Work survey (Social resources, Non-discrimination and EDI) - The student 'AllWell?' Survey (Study environment, team building)
Fostering a sense of belonging and community spirit - Improving team coaching, systematic support for team development by data-driven identification of needs - Supporting peer-learning practices, grassroot initiatives and dialogues, faculty-student collaboration, community-building events, and platforms for sharing, working and learning together	HR and Learning Services, together with the EDI officer	- International Student Barometer - Employment of international students
Developing practices to support Aalto's international community - Developing support structures for our multicultural community and for language learning, including task-specific language-skill building, supporting multilingualism in everyday communication, and allocating working time for language learning - Implementing best practices from collaboration projects, such as Unite!, Kielibuusti, Talent Boost, and HEI LIFE - Supporting international students' desire to stay in Finland after graduation, e.g. 'Study & Stay' collaboration with the City of Espoo	HR, Learning Services and Advancement and Corporate Engagement (ADCO)	

Inclusive and accessible education

This area focuses on creating a study environment in which our diverse students can thrive. Our recent development actions, the current status, and the development plans for the next strategy period (2025–2028) in this area are outlined below.



Development actions taken during 2022–2024

Pedagogy and awareness building:

- Updated guidelines and support material on how courses can foster inclusivity and promote a sense of belonging (Supporting students' sense of community and belonging)
- Added new questions on inclusion to the student course-feedback ('Which factors in the course served to promote the accessibility of the teaching, encourage participation, and reduce discrimination, e.g., in the selected teaching and assessment methods, course material, or learning environment?'). The feedback has been analysed and best practices shared (Inclusive teaching practices at Aalto – highlights from course feedback).
- Developed EDI content for pedagogical courses, including the courses 'Supporting Diverse Learning in Higher Education', 'Multicultural Competence for Aalto Teachers' and 'Doctoral Supervision'. Held training sessions for teachers, the Learning Steering Group, and Learning Services (LES) staff on inclusive teaching and digital accessibility.
- Added EDI content to the Teachers' Handbook (Teacher's Handbook)
- Disseminated Aalto's experiences and expertise at the national Pedafoorumi conference

Student services and individual study arrangements:

- Supported individual study arrangements through a Learning services (LES) accessibility group. Incorporated best practices into harmonised arrangements, with information accessible in aalto.fi (Individual study arrangements)
- Introduced student well-being ambassadors to promote well-being and inclusion in student encounter
- Further developed Starting Point of Wellbeing services, including low-threshold support from a special education teacher and guidance counsellor (Starting Point of Wellbeing) Developed the 'Personal Impact' educational offering by including EDI topics (Personal Impact)
- Revised the AllWell? student survey, putting greater emphasis on psychological safety and social study environment (The AllWell? student survey)

Doctoral supervision:

- Developed a pedagogical course, 'Doctoral Supervision', with an EDI-focused module. A national level e-learning course for supervision is also in use.
- Introduced a supervision plan for all doctoral students
- Introduced half-yearly supervisors' meetings at the schools for best practice sharing

Current state

The 2024 AllWell? student well-being survey was redesigned to better correspond to the study ability model developed by Finnish Student Health Service (FSHS) ([AllWell? student survey of 2024 reaches 36% of target group](#)). According to the results, 84% of Aalto respondents felt that their study well-being was at a good level, with 16% assessing their study well-being as poor or very poor. The share of students at risk of study burnout has decreased compared to last year, although still high at 17% (2023: 23%). Experiences of the quality of teaching continued to improve. Experiences of community building is clearly an area for development: 38% of respondents disagreed with the statement that their programmes emphasise team-building, and 32% disagreed that the programme is organized in such a way that students get well acquainted with each other. Experiences vary across different respondent groups.

The number of individual study arrangements has increased significantly, from 143 in 2021 to 260 in 2023. Student course feedback was used to identify best pedagogical practices for fostering accessibility, participation, and non-discrimination. The practices include having transparent expectations in studies as well as clear study structures, participatory methods and group work, engagement and flexibility through digital tools, diverse assignments, accessible materials, and teacher and teaching assistant support.

According to the 2023 doctoral students' survey, over 80% of respondents felt that the frequency of meetings with supervising professors fulfilled their needs ([Results of the doctoral student yearly follow-up 2023 | Aalto University](#)). Fifty-nine per cent (59%) of respondents close to graduation had clear professional plans for the near professional future, which is less than in 2022 (70%). Experiences again vary across schools, nationalities and genders. Many doctoral students emphasised the need for regular and structured supervision, mechanisms for accountability and transparency in supervision practices, the importance of compassionate and reassuring approaches, awareness of well-being issues, and support for mental health.

84%

of respondents feel that their study well-being is at a good level (AllWell? survey 2024)

38%

of respondents disagreed with the statement that their programmes emphasise team-building (AllWell? survey 2024)

260

2023: 143

The number of individual study arrangements (2024)

80%

of doctoral students feel that the frequency of meetings with supervising professors fulfill their needs (2023)

Development plan for 2025–2028

During the 2025–2028 period, we will seek to raise awareness of EDI matters among students and staff and continue to promote inclusive teaching practices. A key part of the development of inclusive and accessible education is the implementation of our language guidelines: [Our plan: Future-led learning | Aalto University](#) (only for logged-in Aalto users) and [Applying the language guidelines to teaching | Aalto University](#).



DEVELOPMENT AREAS	RESPONSIBILITY	KEY METRICS
Increasing students' awareness and understanding of EDI • Incorporating EDI, personal development and other content into our educational offering in order to meet society's reskilling and upskilling needs • Supporting psychological safety in educational situations	Degree programmes and teachers, supported by Learning Services	• Diversity of students • Number of certificates for individual study arrangements • AllWell? survey • Annual follow-up survey for doctoral students
Improving inclusive, accessible and multilingual teaching practices and systems • Providing guidelines, tools, training and support for inclusive, accessible and multilingual teaching, guidance and production of learning materials to teachers • Developing resources and competencies to support diverse learners and accessibility • Promoting co-teaching practices for accommodating different teaching styles and multilingualism • Advocating changes in national level IT systems to accommodate diverse students' needs and accessibility	Learning Services	
Developing doctoral supervision practices • Ensuring that every doctoral student will have a co-supervisor or advisor in addition to their supervising professor, and that systematic progress reviews will take place during their studies • Developing the onboarding process for doctoral students further (including an onboarding buddy) • Introducing a compulsory ethics course for all doctoral students	Doctoral Education Working Group (DEWG)	

Integrated approach

‘Integrated approach’ refers to the systematic alignment, improvement and follow-up of Aalto’s EDI and accessibility processes and practices, in line with the overall university quality system and annual clock. Our recent development actions, the current state, and development plans for the next strategy period (2025–2028) in this area are outlined below.



Development actions taken during 2022–2024

Benchmarking and process improvement:

- Conducted EDI reviews as part of the University Review and FINEEC audit (the latter including benchlearning with EPFL in Switzerland)
- Aligned the schedule for school annual reviews and EDI reviews
- Strengthened EDI work with local EDI committees, dedicated EDI roles and school-level EDI funding
- Participated in the ‘Diversity and Inclusion at Work’ research project conducted by a School of Business research group; commissioning of several student projects
- Participated in a UNITE! benchmarking exercise on ‘Quality in Equality’ and in the ‘Wellbeing & Inclusion Community’ initiative as well as a ‘Diversity Roundtable’ event facilitated by the Boston Consulting Group
- Launched the first version of an EDI dashboard, accessible to all employees

Digital accessibility:

- Conducted an accessibility review of Aalto’s digital services
- Integrated digital accessibility into Aalto’s enterprise architecture validation and procurement processes
- Established a frame agreement with an external partner for accessibility and usability consultation, supporting digital projects
- Renewed the colours and fonts of the Aalto brand for improved accessibility. Created new document templates that incorporate accessibility requirements in the layout as well as guidelines

- Included accessibility training content on the Aalto Open Learning platform and the FITech platform
- Set up hybrid teaching facilities at the Undergraduate Centre
- Updated the EDI hub at aalto.fi to include accessibility pages

Physical accessibility:

- Included an accessibility plan as a part of the building permit process for several recently completed buildings (Kide, Marsio). The accessibility measures were verified with an accessibility inspection before the buildings were completed.
- Accessible pathways incorporated in the recently completed landscaping at Dipoli and ‘Amphi Square’. Improved campus and building signage.
- Conducted accessibility assessments at the A Grid (2021) and Otakaari 7 (2023) buildings
- Improved accessibility of lecture halls (Maarintie 8, Otaninmentie 9, Runeberginkatu 14–16, former reading room), installing acoustic panels, slip-resistant flooring and stair lifts.
- Added accessibility information for teaching spaces in the Aalto Booking room reservation system
- Trained campus guides on accessibility topics

Current state

We have a university-level EDI committee which is chaired by the provost and oversees the EDI Plan and its implementation. Each school has its own local EDI committee, consisting of faculty, staff and student members. We also hold an annual EDI get-together meeting for all EDI actors at the university to discuss plans and share best practices.

We have integrated the EDI Plan cycle into the Ministry of Education and Culture (MEC) four-year strategy period such that the EDI Plan (previously a three-year plan) will be extended to cover the whole four-year strategy period, and the EDI action plans will be updated every two years to coincide with the MEC mid-term review. EDI Plan preparation will follow the university's annual cycle of processes.

Accessibility-related work is carried out by an Accessibility Coordination Group, which consists of experts from key areas, including Aalto Campus and Real Estate (ACRE), IT Services and Learning Services. Accessibility is integrated into the overall EDI work.



Development plan for 2025–2028

During 2025–2028, we are aiming to further align EDI with our annual management processes as well as with service and campus development. We will utilise available EDI data and information and improve the ways of measuring accessibility. Another important part of this work is to enhance the visibility and impact of EDI research.



DEVELOPMENT AREAS	RESPONSIBILITY	KEY METRICS
Integrating EDI and accessibility with annual processes and everyday operations - Integrating the EDI framework with the MEC four-year strategy period and the university's annual cycle - Incorporating EDI, accessibility and responsible use of AI as a tool for service design and service development to support a more inclusive experience and cognitive accessibility - Investigating the possibilities for building holistic visibility to accessibility based on data and analytics, and doing so in a responsible and privacy-protecting way - Utilising the EDI data dashboard for data-driven decision-making	Leadership Support Services (LSS), together with the EDI officer and the Accessibility Coordination Group	- Accessibility metrics for IT systems and facilities (to be defined) - Campus surveys and Leesman surveys
Improving physical and digital accessibility - Ensuring accessibility and user-centric design principles in digital services, including procurement of a tool to measure the digital accessibility of websites and applications - Piloting participatory budgeting to support the development of Aalto as a welcoming campus - Incorporating accessibility planning and inspections in all new construction and renovation projects. Annually evaluating the success of Aalto's inclusive, barrier-free and accessible campus and taking corrective action as necessary	IT Services, Communication Services (COS) and Aalto University Campus & Real Estate (ACRE)	
Enhancing the visibility and impact of EDI research and work - Enhancing the visibility of EDI on Aalto's web platforms, providing easy access to information and resources - Sharing best practices, stories and EDI-focused research within Aalto and with the wider society	EDI officer, together with Communication Services (COS)	

Further information, materials and contact information:

Equality, diversity and inclusion at Aalto

