



**UNIVERSITY
OF TURKU**
Faculty of Education

Faculty of Education

**STRATEGY AND POLICY
PROGRAMME**

2019–2021

A FORCE IN EDUCATION, EDUCATIONAL POLICY AND EDUCATIONAL RESEARCH

The Faculty will continue to reinforce its scientific and societal role as a force in education and educational policy and increase its international visibility in this role

The activities of the Faculty are based on the basic values of the University of Turku: ethicality, criticality, creativity, openness and communality. The activities of the staff and students of the Faculty are guided by their professional ethics and the principles of good scientific practices. The freedom to conduct critical research forms the foundation for scientific learning and innovations. Communality supports commitment, openness, trust and coping at work, which in turn helps support quality, productivity and good decision-making. The activities of the Faculty are evaluated regularly as part of the quality management process.

The Faculty of Education's internationally renowned high-level research focuses on every level of learning and education. The Faculty's internationally attractive curriculum is based on multidisciplinary research and provides the skills necessary for teaching and expert tasks in education. The Faculty performs its societal duty and tasks related to lifelong learning and education by offering a wide range of high-quality possibilities related to supplementary education, conducting research and development tasks that support the development of the Turku region's municipalities, educational institutions and businesses, and by creating social and educational innovations.

The Faculty will realise its profile within the University as an expert in education by utilising its research-based expertise in all activities related to educational development, especially in curriculum and student selection tasks, the creation of study systems, the renewal of learning environments and teaching technologies, and questions regarding educational policy.

As Finnish society has become increasingly culturally diverse, this development will be taken into account in every sector of the Faculty's operations and activities. The Faculty will develop its activities to better meet the needs of the Finnish educational sector and help the actors in the field answer the questions related to this increasing level of diversity. The Faculty will network with different social actors to discover the best solutions for multicultural education.

To facilitate its activities, the Faculty places great emphasis on nurturing a communal work and student community. The Faculty is a strong proponent of methods and operations models that help improve coping and well-being at work and during studies. Modern learning environments and a communal and responsible culture of learning support both the professional development of our staff and the learning and budding expertise of our students.

The Faculty's financial administration and modern infrastructure ensure stability, predictability and the preconditions necessary for high-quality teaching and research. The financial stability and development of the Faculty are based on effective action and diverse sources of supplementary funding. The foundation of our basic funding is high-quality and effective education. The keys to our financial growth are competitive national and international funding sources for top-quality research, educational innovations, and well-organised and effectively targeted transnational education activities.



The target state of the Faculty in 2021



- Based on recognised criteria, the Faculty is a significant and distinguished scientific and social influence in education and educational policy at the national and international level. The Faculty's top-level material and immaterial infrastructure has been designed to support this goal.
- The Faculty's internationally renowned research centres and dynamic research and development teams collaborate both nationally and internationally and offer a diverse, inspirational and career development-oriented academic environment for talented researchers and lecturers.
- All of the Faculty's degree programmes and educational modules work in close cooperation within the framework of the University of Turku.
- The education provided by the Faculty is implemented in collaboration between the Faculty and the different units of the University as well as other Finnish and international universities. The Faculty's learning environments provide the framework necessary for an inspiring curriculum that has been designed to meet the needs of future learning and expertise. The Faculty's expert positions and supplementary education activities serve the purposes of continuous learning and are diverse, high-quality and competitive in nature.



HIGH-LEVEL RESEARCH AND DOCTORAL TRAINING AS KEY FACTORS

The Faculty's multidisciplinary, high-level and future-oriented research activities focus on lifelong education and learning and form the basis of the Faculty's high-class educational and societally influential activities.

The Faculty's research is especially interwoven with the University's thematic collaborative efforts *Children, young people and learning* and *Digital futures*. The Faculty's research activities concentrate around two nationally and internationally distinguished research centres. The cooperation and organisation of the two research centres into internationally renowned nodes will be strengthened especially in the area of common and significant research themes. These include

- 1) the educational paths of children and adolescents and their social well-being in different educational paths,
- 2) the educational and employment paths of immigrants, multiculturalism, and internationality in teaching and education,
- 3) research on learning difficulties, special education and educational marginalisation
- 4) the challenges of education and learning in society and working life during the digital transformation
- 5) research on higher education and university pedagogics, as well as
- 6) research on expertise, working life and continuous learning.

Among these common themes, special attention is paid to equality, human rights and democracy education, which represent the key themes of the society of tomorrow, as well as to the increasing level of cultural diversity in the educational environments of children and adolescents. The research activities that are closely connected to these issues help explain how students grow into their role as citizens and members of a changing society, and they also reveal the prerequisites necessary for the good educational and career paths of students with immigrant backgrounds. Studies on the well-being of children, ado-

lescents and adults are being increasingly conducted collaboratively between the different faculties of the University, for example as a part of the activities of the SHS Education and Research Centre. The research in this field is being enhanced with dialogue between different societal stakeholders and international research group networks.

In addition to these common themes, the research centres also feature other research themes that have been designed to complement their individual research profiles:

The *Center for Research on Learning and Instruction (CeRLI)* focuses on the study of *educational psychology and subject didactics in learning, teaching and learning environments*, which is strongly connected to the development and research of advanced teaching methods and digital and other educational technologies. The centre's key complementary themes are

- the long-term development of cognitive skills and expertise (e.g. mathematics, literacy, the natural sciences, history, music) and scientific concept-related understanding, as well as the related cognitive, motivational, emotional and social regulation processes,
- development-oriented research on teachership, teaching and learning environments
- research on integrated and technologically-oriented teaching activities related to arts, crafts and design, as well as
- the development of high-level skills and expertise and the related social processes.

The *Centre for Lifelong Learning and Education (CELE)*, which is part of the *Justice through Education (JustEd) Nordic Centre of Excellence*, focuses on *educational sociology, educational policy and comparative education*. The centre's key complementary themes are

- youth, higher education and adult education as macro and micro-level phenomena,
- comparative international educational research, as well as
- selection and equality in education and the realisation of justice through education.

The Faculty's research centres support the educational paths of young researchers who aspire towards national and international-level research and expert positions. An increasing number of new cross-unit research groups are being established especially in the research themes that operate under the joint development focus area.

The majority of the research at the Faculty is multidisciplinary and implemented in collaboration with national and international universities. The Faculty provides various forms of support to help its personnel increase their collaboration with scientific communities both in Finland and abroad. The international visiting professors and senior fellows who work in the Faculty provide a significant contribution to the Faculty's research and doctoral training activities. Interdisciplinary collaboration within the University is close and is strengthened through the work done by the Faculty's researchers at the *Turku Institute for Advanced Studies (TIAS) Collegium* for the humanities and social sciences.

The Faculty features two doctoral programmes that are part of the University's Graduate School (*UTUGS*): the *Doctoral Programme on Learning, Teaching and Learning Environments Research (OPPI)* and the *Doctoral Programme on Educational Policy, Lifelong Learning and Comparative Education Research (KEVEKO)*. The Faculty is part of the *Finnish Multidisciplinary Doctoral Training Network on Educational Sciences (FinEd)*, which includes all Finnish universities that provide doctoral education in the educational sciences.

The Faculty's goal is to increase its publication rate to around 300 publications per year. Special emphasis is placed on increasing the number of international publications. The Faculty's objective is to increase the share of JUFO level 2–3 publications to 35 %. Correspondingly, the share of non-JUFO classified publications is to be decreased to a maximum of 15 %.

The results of the Faculty's research will be utilised in its educational activities, study contents and pedagogical implementation methods (e.g. digital learning environments).

The strategy and policy programme for research is supplemented by a separate post doc strategy that has been approved by the Faculty Council.

THE FACULTY'S MAIN OBJECTIVES AND MEASURES FOR RESEARCH AND DOCTORAL TRAINING IN 2019 – 2021

Research is strengthened and profiled

MEASURES FOR ACHIEVING THE OBJECTIVES	RESPONSIBLE PARTY
The Faculty will determine the research areas that will be used to profile its research activities and define any emerging and common themes. The Faculty will support any related funding applications with planning and language checking allocations and by actively participating in general application processes that help enhance its profiling and strategic research funding activities.	Dean and Vice-Dean of Research Affairs
All current high-level research on learning and education will be continued and enhanced in our research centres with national profiling measures and strategic alliances with esteemed universities in the field. The Faculty's research groups will be organised to realise this objective and enable the participation of all department personnel in the research groups.	Chairpersons of the research centre boards
Multidisciplinary research will be enhanced between different research groups from within the University's faculties and from national and international universities and organisations.	Dean and Vice-Dean of Research Affairs
Researchers will be encouraged to collaborate and co-publish with top national and international researchers in their field by allocating funds to language checking tasks for foreign referee publication manuscripts, conference trips and international research collaboration meetings.	Dean, Vice-Dean of Research Affairs and Head of Faculty Development
The long-term visiting professor system will be extended and enhanced by assigning a fixed-term visiting professor to every key area of the Faculty units' common research themes. In addition, the Faculty will aim to attract visiting professors to emerging research areas.	Dean and department heads
All researcher recruitment activities will be conducted openly and they will utilise international recruitment channels.	Department heads and Services Manager
The research orientation and opportunities of teacher training school teachers will be enhanced with project partnerships. The teachers will be further integrated into the Faculty's research community with new joint seminars. Teachers will participate in the Faculty's research groups and meetings.	Chairpersons of the research centre boards and leading rectors of the teacher training schools

Doctoral training and beginning a career in research will become more efficient and international

MEASURES FOR ACHIEVING THE OBJECTIVES	RESPONSIBLE PARTY
The recruitment of doctoral candidates will focus on talented researchers and doctoral candidates from Finland and, at an increasing rate, abroad. National and international channels will be utilised in the recruitment of doctoral candidates.	Vice-Dean of Research Affairs and the leaders of the doctoral programmes
The doctoral training process will provide support for international doctoral candidates and researchers to help them integrate into the Faculty (e.g. new Faculty events). Doctoral candidates will be integrated more strongly into international research projects.	Vice-Dean of Research Affairs, Head of Faculty Development and the leaders of the doctoral programmes
The participation of visiting professors in the guidance and teaching process of the doctoral training programmes will be increased.	Leaders of the doctoral programmes
The Faculty's doctoral programmes provide diverse training in collaboration with UTUGS, and the selection offered by the programmes will be continually developed based on the regular feedback received from supervisors and doctoral candidates.	Vice-Dean of Research Affairs, the leaders of the doctoral programmes and Education Manager
A sufficient amount of time will be reserved in the work plans of thesis supervisors to ensure an efficient supervision process that will help doctoral candidates graduate within their target timeframes. Thesis supervisors are provided with guidance and training whenever necessary. Every doctoral candidate will be provided with a monitoring group to help support their postgraduate studies.	Department heads and supervisors
The career planning and development of post-doc researchers will be supported with mentoring. Whenever financially feasible, the career paths of researchers are also supported with full-time research and teaching task opportunities as well as by the Research Collegium.	Dean and department heads

Research infrastructure and funding will be strengthened and diversified

MEASURES FOR ACHIEVING THE OBJECTIVES	RESPONSIBLE PARTY
Based on the long-term needs of the Faculty's funded projects, special emphasis will be placed on the renewal and diversification of facilities, equipment, software and register data in the Faculty's research infrastructure. A DigiEd working group has been established in the Faculty to support the use of digital equipment and software solutions in research.	Dean, Vice-Dean of Research Affairs and chairperson of the DigiEd working group
Professors and distinguished researchers are encouraged to form interdisciplinary research groups especially for common research themes and to apply for top-level research funding especially from the EU, the Academy of Finland and Business Finland. To support for these efforts, the Faculty will reserve funding for the preparation of significant and international projects in addition to the funding provided by the University.	Dean and Vice-Dean of Research Affairs

Enhancing the societal influence of research

MEASURES FOR ACHIEVING THE OBJECTIVES	RESPONSIBLE PARTY
All communications related to the Faculty's research and research results will be increased and diversified.	Vice-Dean of Research Affair
Researchers will be encouraged to participate in open publishing and open access practices if it makes sense for the target audience and level of the journal in question. Open publishing is supported by the Faculty's research projects.	Responsible leaders of the projects
In addition to scientific publications, the Faculty supports publishing and communication activities for professional audiences that serve the wider public.	Department heads and responsible leaders of the projects
The Faculty's societal interaction and alumni activities are organised by a committee. Alumni letters and meetings will become standard parts of the Faculty's alumni activities.	Chairperson of the societal interaction and alumni committee and alumni contact person
Students will be integrated into the research community with the help of common Faculty events (EduGrow, EduDevelop).	Head of Faculty Development and chairperson of the work community committee
The Faculty's work plans and recruitment activities will further emphasise the role of researchers as active experts and societal influencers.	Department heads and supervisors
The Faculty will enhance its regional influence by promoting the Faculty's active participation in the Turku Urban Research Programme and other regional funding programmes.	Vice-Dean of Research Affair
The societal influence of research will be strengthened through the development of research-based innovations.	Dean and responsible leaders of the projects

AN ATTRACTIVE EDUCATION BASED ON STRONG EXPERTISE

The Faculty's educational activities are able to react quickly to any scientific developments and changes in society to serve any future needs related to learning and expertise

The Faculty educates teachers and other educational experts with wide-ranging skillsets who are able to serve in both domestic and international tasks. The Faculty emphasises a scientific approach, ethical responsibility and a creative communal spirit in its educational activities. The Faculty's studies provide a wide-ranging and versatile perspective on education and teaching.

The Faculty features a broad selection of educational degrees, minor subjects and pedagogical studies. The major subjects of the degree programmes – education, adult education, special education and technology education – operate in close collaboration. The educational responsibility of the Faculty is realised primarily through its degree programmes. The Faculty's two teacher training schools support and complement the Faculty's educational mission.

The degree programme in the subjects of education, adult education and special education at the Department of Education produces experts who can serve in educational research, planning and administrative tasks in both national and international educational systems. The degree programme is continually developed to meet the changing needs of society. The key objective is to support lifelong learning. The Department of Education is also responsible for the pedagogical studies of teachers who specialise in adult education. The Department aims to widen the scope of its educational selection through its participation in the Finnish University Network for Youth Studies (YUNET).

The Department of Teacher Education (whose campuses are located in Turku and Rauma) provides degree studies in class teacher education, kindergarten teacher education and craft teacher education as well as pedagogical studies for subject teachers and teachers with immi-

grant backgrounds. The Department's objective is to actively meet the changing educational needs of society. The degree programmes in teacher education provide students with the opportunity to attain a level of professional competency that is both wide-ranging and often includes dual qualifications. The student selection process for teacher education is developed in collaboration with other national actors in the field.

In addition, the Faculty is jointly responsible for the education provided for professional tasks in the field of special education and for the university pedagogical studies for the University's teachers, researchers and doctoral candidates. The Faculty's international Master's degree programme Education and Learning is developed as part of the selection of modules available under the University of Turku's international education initiative.

The educational selection of the Faculty is connected to every phase of life, from early childhood education to adult education, as well as to various educational contexts, from primary and basic education to university-level education. The education provided by the Faculty is planned on the basis of national and regional demand and development analyses and developed with the help of systematic and regular feedback. The research-oriented nature of the Faculty's educational selection is enhanced with the help of research-based expertise in teaching and teaching planning work and by increasing the research-oriented activity of those working in educational tasks.

The Faculty features specialisation training that promotes the professional development of teachers, and this training is included in the following programmes: Learning and Teaching in Digital Environments,

Well-being in Schools and Multiculturalism in Educational Work. The Faculty is also part of the Cultural Diversity in Early Childhood Education specialisation training programme. The experiences and practices that have been gained from the specialisation programmes are widely utilised in the Faculty's basic education.

The Faculty's teacher training schools are key to its educational activities: the supervised teaching practice activities that they provide and their research-based development form a central part of the Faculty's teacher training programmes. The teacher training schools in Turku and Rauma develop their supervised teaching practice activities in collaboration with the Faculty's degree programmes. These supervised teaching practice activities support the professional development of students and provide them with a diverse set of skills necessary for working life.

The Faculty's degree programmes utilise diverse and stimulating teaching methods. Systematic student feedback is used to develop the Faculty's educational activities. The Faculty's counselling services will be enhanced and made available to students throughout their studies.

Students are encouraged to explore options that help increase their international aspirations: student exchanges, participation in international study programmes and internships abroad, as well as the educational opportunities provided by the Turku International School help support the Faculty's international ambitions. The Faculty will develop the cooperation between its international Master's degree programme and basic degree education by expanding the selection of common study modules. The Faculty aims to further develop its links to working life by strengthening its connection to student organisations and enhancing its alumni activities.



THE FACULTY'S MAIN OBJECTIVES AND MEASURES FOR EDUCATION, THE PREREQUISITES FOR LEARNING, AND THE ROLE OF EXPERTISE IN 2019–2021

Teaching and curriculum meet comprehensively the needs of working life

MEASURES FOR ACHIEVING THE OBJECTIVES	RESPONSIBLE PARTY
Any societal needs for change are actively monitored when planning the curriculum.	Vice-Dean for Education and Head of Academic and Student Affairs
The preparation of the curriculum and student selection process utilise national statistics on the demand for teachers and employment of teachers and educational experts.	Vice-Dean for Education, department heads and Head of Academic and Student Affairs
The contents of the Faculty's teaching activities are developed in a way that they improve the readiness of students to operate in demanding professional situations.	Vice-Dean for Education and the chairpersons of the preparatory groups
The education provided by the Faculty is developed in a way that it supports the intercultural competence of students and promotes the realisation of educational equality	Vice-Dean for Education and the chairpersons of the preparatory groups
The research-oriented nature of the curriculum planning process will be enhanced. The development of teaching activities and the curriculum planning process will utilise the research-oriented strengths of the Faculty's staff.	Vice-Dean for Education and department heads
The national curricula for early childhood education, basic education and upper secondary education as well as any related reforms will be taken into account during the teacher education curriculum planning process. In addition, the Faculty emphasises cross-subject and multidisciplinary collaboration.	Vice-Dean for Education and Head of the Department of Teacher Education
The results of the spearhead projects in teacher education will be utilised in the curriculum planning process	Vice-Dean for Education, department heads and the chairpersons of the preparatory groups

Support will be provided for staff collaboration in the development of teaching activities and the curriculum.	Vice-Dean for Education and department heads
The curriculum planning-related expertise of the societal interaction and alumni committee as well as the Faculty Council will be utilised.	Dean and Head of Faculty Development
The Faculty aims to find new collaborative avenues with the university of applied sciences.	Dean, vice-deans and department heads
Working life-oriented capabilities will be enhanced by increasing the amount of stakeholder activities with various regional actors.	Vice-Dean for Education and department heads
The Faculty will serve as an active participant in the educational reform process that will come as a consequence of the regional reform.	Vice-Dean for Education and Head of Academic and Student Affairs
The Faculty will serve as an active participant in national education and educational policy-related development work, such as the Ministry of Education and Culture's so-called key projects for higher education and teacher education, and in the reform of the primary school and early childhood education systems.	Vice-deans and Head of Faculty Development

Learning environments and methods will be modernised

MEASURES FOR ACHIEVING THE OBJECTIVES	RESPONSIBLE PARTY
Blended and e-learning methods are supported in the Faculty's campuses in Turku and Rauma by ensuring that the necessary devices are available and up-to-date.	Dean and department heads
E-learning is used within the Faculty, on a per-field basis and internationally.	Department heads and Vice-Dean for Education
The Faculty's staff will be provided with the necessary pedagogical and technical training for the adoption and development of blended learning environments.	Department heads and chairperson of the DigiEd working group
The Faculty's renewed educational activities provide students with increasingly flexible learning solutions.	Vice-Dean for Education and Head of Academic and Student Affairs
The recognition of previously acquired knowledge and competence (the so-called AHOT procedure) will be enhanced.	Vice-Dean for Education and Head of Academic and Student Affairs

Education will be profiled

MEASURES FOR ACHIEVING THE OBJECTIVES	RESPONSIBLE PARTY
The Faculty will strengthen the profiles of its degree programmes and enhance collaboration with the help of its staff resources, curricula and student selection process.	Department heads and Vice-Dean for Education
Educational collaboration between the different fields in the University will be strengthened (e.g. the SHS Education and Research Centre).	Dean and vice-deans
National collaboration will be increased in the development of teacher education, the specialisation training provided for teachers, and transnational education.	Department heads, Dean and vice-deans

Guidance and feedback will become increasingly efficient

MEASURES FOR ACHIEVING THE OBJECTIVES	RESPONSIBLE PARTY
The Faculty will adopt a study module feedback system for all educational activities provided by the Faculty, and the system will be developed to meet the needs of students and teachers.	Vice-Dean for Education and Head of Academic and Student Affairs
The feedback system will be used to create and establish methods that will help develop the Faculty's educational and study practices.	Vice-Dean for Education and Head of Academic and Student Affairs
The feedback collected by the University (first year questionnaire, feedback from Bachelor's students, and employment surveys) will be utilised in the development of the teaching provided by the Faculty and in the Faculty's curriculum work, especially in connection with the contents and organisation of its study modules.	Vice-Dean for Education and Head of Academic and Student Affairs
Guidance will be available to students throughout their studies. Regular study guidance meetings will be arranged for students annually. Student tutoring practices will be developed further.	Department heads, Vice-Dean for Education and Head of Academic and Student Affairs
The progression of studies will be guided and monitored with regular guidance meetings, study register reports and Personal Study Plan monitoring. Whenever necessary, students who require assistance will be provided with personal guidance.	Head of Academic and Student Affairs
Students will be increasingly encouraged to make their minor subject choices from the perspective of their future careers during the beginning stage of their studies.	Head of Academic and Student Affairs

Education will become more international

MEASURES FOR ACHIEVING THE OBJECTIVES	RESPONSIBLE PARTY
Multiculturalism and the internationalisation of education will be taken further into consideration in the Faculty's educational development work.	Department heads and Vice-Dean for Education
The Faculty's teacher education will place special emphasis on the increasing internationality of Finnish primary schools.	Head of the Department of Teacher Education and Vice-Dean for Education
Common English-language study modules will be added to the degree programmes' curricula. This will help ensure that an adequate number of high-quality courses are available to exchange students as well.	Vice-Dean for Education and the chairpersons of the preparatory groups
The Student body's awareness of different scholarship programmes will be increased, and added support will be provided for different exchange study-related opportunities.	Head of Academic and Student Affairs
Student exchanges and other studies that support internationalisation will be linked to each student's Personal Study Plan.	Head of Academic and Student Affairs
Staff will be encouraged to participate in Erasmus teacher exchanges, and the Faculty's educational activities will utilise the expertise of visiting teachers and researchers.	Department heads

Supplementary education will be broadened and sharpened

MEASURES FOR ACHIEVING THE OBJECTIVES	RESPONSIBLE PARTY
The specialisation training provided for teachers will be standardised in national cooperation.	Dean and Vice-Dean for Education
Regional supplementary education needs are monitored actively and, whenever possible, met with educational activities that are based on the latest research results.	Vice-Dean for Education
All separate teacher's pedagogical studies that are to be completed after graduation will be offered on the basis of the national demand for teachers.	Vice-Dean for Education and Head of Academic and Student Affairs
The Faculty will actively inform about any available supplementary education application periods.	Department heads

PRODUCTIVE TRANSNATIONAL EDUCATION AND INNOVATION ACTIVITIES

The Faculty's transnational education activities and educational innovations will strengthen and enhance its societal influence and financial stability

The University's role as a societal influence is emphasised in the Faculty's international activities. Transnational education and research-based innovation activities are essential in strengthening the Faculty's national and international profile and influence. Transnational education and educational innovations form the core of the Faculty's commercial activities. Through these activities, the Faculty strives to enforce its societal influence and financial growth and stability. The activities are implemented in accordance with the University's basic values: ethicality, criticality, creativity, openness and communality.

The Faculty develops its transnational educational activities both as a collaborative effort between its units and in collaboration with other actors (especially Finland University). The aim of the Faculty is to profile itself as a top international expert in teacher education, basic education-oriented supplementary education and educational consultation services. The Faculty's objective is to develop its transnational education activities into sustainable and concrete activities that help develop the operations of its client countries. Through its activities, the Faculty is creating both a scientific and practical basis for the development

of teacher education as well as the reform and further development of basic education in its client countries. The expert work that is connected to the development of educational systems and educational research also represents an important part of transnational education activities. These transnational education activities also provide important educational and career-related opportunities for the Faculty's staff.

Transnational education activities help broaden the Faculty's global research collaboration. In the future, the Faculty will place an increased emphasis on the utilisation of its applied research by supporting the development of educational innovations.

The development and commercialisation of transnational education and educational innovations have been standardised as key parts of the Faculty's operations. However, predicting any future developments in this field is challenging, and that is why the Faculty's strategy for the field remains open and flexible.

THE FACULTY'S MAIN OBJECTIVES AND POLICY PROGRAMME FOR TRANSNATIONAL EDUCATION AND INNOVATION ACTIVITIES IN 2019–2021

Transnational education and innovations enhance the Faculty's influence and create jobs

MEASURES FOR ACHIEVING THE OBJECTIVES	RESPONSIBLE PARTY
The Faculty's transnational education activities are expanded steadily based on profit predictions and client needs, and they are conducted collaboratively in a constructive and seamless manner with Finland University and its owner universities as well as FinnWayLearning.	Dean
The Faculty includes a transnational education working group that plans and coordinates the Faculty's transnational education activities, and the working group includes members from every Faculty unit and a representative from Finland University.	Dean
Participation in transnational education activities is primarily included in the work plans of all related teaching and research staff.	Unit heads
Participation in transnational education and any new expertise gained through these activities will be considered as merits during recruitment situations and, whenever possible, salary negotiations. The professional development of the Faculty's staff in transnational education and innovation activities will be enhanced.	Dean and unit heads
The Faculty's internal and external communications on transnational education and its possibilities will be active in nature.	Chairperson of the transnational education working group
The Faculty produces societally significant, competitive and economically viable educational and research innovations.	Dean
Educational innovations strengthen both the education offered by the Faculty (e.g. by producing pedagogical models and technology-based methods for the needs of supplementary and specialist training) and the Faculty's research activities.	Dean and Vice-Dean for Education

STAFF AND STUDENTS AS A COMMUNITY

The Faculty's primary sources of strength are its skilful and resilient staff and motivated and committed students working as a community

The Faculty represents a community of experts and students who work in cooperation and are guided by common core values. Coping and well-being at work and during one's studies are the keys to the Faculty's success and top-level activities. The basis for this is the motivation and commitment of all members of the Faculty community. The Faculty respects and utilises the expertise and special skillsets of its staff, and the Faculty's students are committed to their studies. This is strengthened by skilful leadership at all levels. A respectful and innovative community creates the prerequisites for more in-depth learning and an internationally high-quality platform for research and teaching.

Good staff planning and recruitment support the abilities and strengths of the work community. Anticipatory and long-term staff planning helps create a recruitment culture that is systematic and goal-oriented. The recruitment of teaching and research staff will place even stronger emphasis on demonstratable expertise in high-quality research and teaching. In addition, applicants will also be judged on their activities related to societal influence and international collaboration. To facilitate the career progression of all current staff, better opportunities will be created in accordance with the four-stage teaching and research career model employed by the University of Turku.

Yearly development discussions and work plans support coping and well-being at work and the equal division and planning of labour, and they also help promote transparency and equality. They are also important tools for future staff and resource planning and for the evaluation of any training-related and other needs of staff.

Students are an important part of the scientific community. They are represented strongly and actively in working groups and the Faculty Board. The student associations are in regular contact with the Faculty's staff and provide the students' perspective to planning and development. The Faculty has developed its alumni activities in cooperation with the students associations.

Well-being at work, especially coping with one's work and studies, is based on the common efforts of every member of the community, which requires communication skills and conflict situation management. Well-being and functioning at work and during one's studies are proactively supported in many diverse ways. Whenever necessary, the Faculty will utilise the model of early support (VARTU) to help support the well-being of its staff. The help prevent and solve any problems or conflicts between students and staff, the Faculty will utilise the Opin-toVartu early support model, which has been developed in the Faculty.

THE FACULTY'S MAIN OBJECTIVES AND POLICY PROGRAMME FOR EXPERTISE, COMMUNALITY AND WELL-BEING IN 2019–2021

Staff planning and recruitment look towards the future

MEASURES FOR ACHIEVING THE OBJECTIVES	RESPONSIBLE PARTY
The departments and teacher training schools will create a long-term staff plan that anticipates the allocation of staff resources to strategic focus areas.	Unit heads
Each year, the following year's staff plan will be made, and the plan will take into consideration any short-term changes in staff, the situation of any fixed-term positions, and the allocation of resources released by retirements.	Unit heads
Recruitments are to be conducted primarily through public application procedures, and any recruitments for basic tasks are done mainly for permanent positions.	Unit heads
Open positions are to be advertised on international channels as well whenever applicable.	HR coordinators
New Faculty staff members are familiarised with their tasks and the operations of the Faculty.	Unit heads, supervisors and University Central Services

The position and career development of Faculty staff is supported

MEASURES FOR ACHIEVING THE OBJECTIVES	RESPONSIBLE PARTY
The four-stage career development model for teachers and researchers will be implemented flexibly at the Faculty, and, whenever possible, the Faculty's staff will be provided with permanent positions in teaching and research tasks.	Unit heads
The Faculty includes several Tenure Track assistant professor positions.	Dean and department heads

The career development of staff is supported with e.g. staff training sessions. The units of the Faculty will arrange training and provide training opportunities for their staff.

Unit heads and supervisors

The University's Central Services will provide its support for the basic tasks of Faculty staff and the management exercised within the Faculty. In addition, the Head of Faculty Development is responsible for providing their support especially for the Faculty's development, networking and management activities.

University Central Services (especially the Services Manager) and Head of Faculty Development

Staff members with managerial and supervisory roles will take part in supervisor training. Special support for management and expertise will be targeted to the responsible leaders of projects funded with supplementary funding.

Unit heads

Researchers who conduct research at the Faculty with grants, as visiting researchers or in other ways without an employment agreement will sign a fixed-term University commitment with their unit that specifies the facilities, equipment, rights and responsibilities related to the research.

Unit heads

Staff and students work together in a community of well-being

MEASURES FOR ACHIEVING THE OBJECTIVES

RESPONSIBLE PARTY

The Faculty will standardise well-working methods for receiving new students.

Head of Academic and Student Affairs

Students are well represented the Faculty's and departments' working groups and staff meetings. Student representatives participate in the planning (e.g. operative steering group) and development (e.g. preparatory groups for educational activities) of the Faculty's activities in collaboration with Faculty staff. The heads of the Faculty and the departments meet the representatives of the students associations regularly.

Dean and department heads

The Faculty's work community committee strengthens common internal activities by for example developing the Faculty's common events. The purpose of this activity is to e.g. allow foreign staff and students to further integrate into the Faculty community. This objective is supported by placing an increased emphasis on multilingualism in the Faculty's communications and other activities.

Chairpersons of the work community committee and communications working group as well as the Head of Faculty Development

The OpintoVartu early support model has been standardised in the entire Faculty and, whenever necessary, the Faculty's staff will be trained in the use of the model and its mediation procedures.

Vice-Dean for Education and Head of Academic and Student Affairs

The Faculty and units will organise professional development seminars and various informal social events for their staff. Other measures that support well-being at work include e.g. development discussions and a staff policy and management culture that are based on equality.

Dean, unit heads and supervisors