3/16: DIVERSE AND INCLUSIVE WORK COMMUNITIES IN HIGHER EDUCATION: HOW TO GET THERE?
WHAT WILL BE DISCUSSED TODAY?

• International recruitment in higher education institutions (HEI’s): where are we now and where do we want to get to?
  Marika Antikainen, University of Helsinki

• Developing language training for staff in cross-institutional collaboration
  Noora Helkiö, Aalto University

• University of Oulu’s approach: Provide support and create awareness
  Monika Luukkonen & David Delahunty, University of Oulu

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EMPLOYER BRANDING
LEADING BY EXAMPLE
WHAT DO YOU THINK?
SURVEY ON MENTI

• Go to the website menti.com
• Type the code 8115 4293
How many international staff members do you have in your closest team?
What do you think of the following statements?

- We need more international staff in higher education
- International employee should assimilate to Finnish working culture
- My institution trains the whole staff for diverse work communities.
- I have participated in a diversity, equity and inclusion related training in the past five years.
- My institution invests enough in diversity, equity and inclusion work
- International staff has equal rights and opportunities in my institution
- International staff should have min. two hours of working hours allocated for language learning
- Multilingualism is taken into account in my workplace.
INTERNATIONAL RECRUITMENT IN HEI’S: WHERE ARE WE NOW AND WHERE DO WE WANT TO GET TO?

Marika Antikainen, Project Manager, KAVOT project, University of Helsinki
KAVOT - DEVELOPING INTERNATIONAL RECRUITMENT

- Project International Expertise for Work Communities (KAVOT, 2023-2024)
- AKKE funding by the Helsinki-Uusimaa Regional Council

Subproject of the University of Helsinki

- An international recruitment model for higher education institutions, incl. materials
- Operational culture that promotes diversity in recruitment
ACTIVITIES IN KAVOT

Surveys
- To map out institutional practices, policies and services
- To map out day-to-day practices in recruitment

Workshops
- To work on the needs and goals of the international recruitment model
- To share good practices

Design & piloting
- To develop the model
- To pilot the model in the University of Helsinki
- To develop support materials

Scaling
- To share the model and learnings to other HEI’s (workshops)
- To start pilots in other HEI’s

03-04/2023
04-05/2023
05/2023 →
02-03/2024 →
Altogether universities of applied sciences

In universities, 6145 international staff members
19,0%

In UAS, 231 international staff members
2,2%

(Including training schools in universities, excluding part-time staff and staff as a purchase service)

(Source: Vipunen, 2022)
Sent to the HR departments of 10 HEI’s in the Helsinki region and to 9 universities in the Finnish Academic Mobility (FAMO) network for comparison.

1. **Institutional survey** (15-30 March 2023)
   - One respondent per institution
   - Mapping services, policies and practices on an institutional level
   - Response rate 74% (14 respondents), mainly universities

2. **Survey to recruiting managers/supervisors and other staff involved in the recruitment process** (15 March – 21 April 2023)
   - Several respondents per institution possible
   - Mapping practices, experiences and needs in the day-to-day recruitment work
   - 29 respondents mainly from universities and mainly involved in academic staff recruitment
Institutional survey: COMMITMENT TO DEVELOP IS HIGH

86% have the goal to both increase the number of international staff and develop services for them in the strategy.
"In my field of work, it is easy to get good candidates for the open positions."
Recruiters’ survey: 
ADDED VALUE AND BENEFITS OF CULTURALLY DIVERSE TEAMS

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number of &quot;Yes&quot; answers</th>
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<tbody>
<tr>
<td>You get the best talent when...</td>
<td>85%</td>
</tr>
<tr>
<td>Diverse and new perspectives</td>
<td>78%</td>
</tr>
<tr>
<td>Wider networks</td>
<td>68%</td>
</tr>
<tr>
<td>More creativity and innovative ideas</td>
<td>48%</td>
</tr>
<tr>
<td>Wider cultural knowledge</td>
<td>44%</td>
</tr>
<tr>
<td>Wide linguistic knowledge</td>
<td>12%</td>
</tr>
<tr>
<td>Better problem-solving skills</td>
<td>7%</td>
</tr>
<tr>
<td>Better productivity</td>
<td>4%</td>
</tr>
<tr>
<td>I don't have experience of leading...</td>
<td>7%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
</tr>
</tbody>
</table>

Number of "Yes" answers (choose three)
Recruiters’ survey:
REASONS TO HESITATE:
CONSIDERED RISKS AND CHALLENGES

(You can choose several)
Institutional survey:
TRAININGS FOR RECRUITING MANAGERS AND OTHERS INVOLVED IN RECRUITMENT

- Recruitment practices and process in general: 71%
- Diversity and equity and/or unconscious bias: 14%
- None of the above: 29%

In addition, continuous support from HR, process guidelines, template messages etc.
Institutional survey: SUPPORT FOR DIVERSE WORK COMMUNITIES

Diversity, equity and inclusion related training for all staff
- Yes: 57%
- No: 36%
- Unable to reply: 7%

Policy or strategy for using multiple languages in our university/UAS community
- Yes: 57%
- No: 29%
- Unable to reply: 14%
Institutional survey: SERVICES BEFORE ARRIVAL

"Before arrival to Finland, we provide our international employees the opportunity to utilise the following services to support relocation to Finland"

In addition, site visits, template emails, checklists, Euraxess.fi with Guide for International researchers and their families
Institutional survey: SERVICES AFTER ARRIVAL

"After arrival to Finland, we provide our international employees the opportunity to utilise the following services for networking and integration”

In addition, hands-on help for professors in making the registration round, individual induction meetings with every international staff member and their family, regular induction events
In addition, language cafés, introduction course in English for all new employees
Institutional survey: SERVICES FOR FAMILY

- Social and/or cultural adjustment of the spouse: 57%
- Arrangements with child care and schooling: 50%
- Support for employment / setting up a business / starting studies for the spouse: 36%
- Facilitation of employment within our institution (e.g. promise of an interview, funding support for the hiring unit): 29%
- Unable to reply: 21%

In addition, new project pending, guidance to municipal services
Recruiters’ survey: CHALLENGING TOPICS

For the respondent (choose three):

- Residence permits
- Housing
- Housing, high living costs
- Appointments needed for official matters
- Spouse and family support
- Housing, registration of municipality, DVV
- Taxation, social security, bank account
- The sheer amount of diverse things
- Difficulty to attract good candidates: short contracts, no remote work possibility, low salaries
- Depending on culture, different things

For the international employee (open comments):

- Difficulty to attract good candidates: short contracts, no remote work possibility, low salaries
- Depending on culture, different things
"In my personal opinion, our institution supports diversity, equity and inclusion work."

Institutional survey: PERSONAL VIEW ON SUPPORT FOR DEI

KOTAMO report (2022):
We still have a great deal of work to do in promoting gender equality and ethnic diversity.
THANK YOU!

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Developing language training for staff in cross-institutional collaboration

Noora Helkiö
Aalto University
Kielibuusti project – Boosting the learning of Finnish and Swedish

- Solutions to international talents’ language learning needs
- Goal is to support integration and advancement in career through better proficiency in the domestic languages
- The project runs 2021-2024
- Target groups:
  - international degree students
  - international talents working in Finland
  - language teachers
  - companies employing international talents
  - career counsellors

4.5.2023
Noora Helkiö
Cross-institutional Finnish language studies 1/2

- Challenges in teaching Finnish for faculty and staff in universities
  - Not enough participants to start courses
  - Often mainly beginners’ level Finnish courses offered
  - Participants are busy: difficult to attend regular classes
  - Need for tailored courses and flexibility
  - Surviving with English only
Cross-institutional Finnish language studies 2/2

• Solution: a tailored course path in Finnish for staff and faculty

• Pilot cooperation between Aalto University, the University of Helsinki, and University of the Arts Helsinki launched in autumn 2022
  • All courses open to staff members of the three universities
  • Teaching responsibility is shared
  • Participation quotas per university
  • Enrolment using the enrolment system of your own university
Courses offered in autumn 2023

• In general
  • 1-3 implementations per course
  • 16-32 participants per course
  • Course meetings are mainly online

• Courses
  • Basic Finnish 1 (CEFR: 0/A1)
  • Basic Finnish 2 (CEFR: A1)
  • More Finnish 1 (CEFR: A2)
  • Polish your Finnish 1 (CEFR: A2/B1)
  • Ajankohtaisia asioita (CEFR: B1)
  • Kirjoituskurssi edistyneille suomenoppijille (CEFR: B2/C1)
  • Suullisia taitoja edistyneille suomenoppijille (CEFR: B2)
Course design 1/2

• Courses last mainly 10-12 weeks

• Flexibility: each week one online lesson (90 minutes) and one small-group lesson (90 minutes)

• Courses are structured around **topics** and **situations** relevant to the participants
  • Use of authentic material
  • Activities in class are linked to situations outside the classroom
Course design 2/2

• Learning is seen as a social action in which **learner agency** is emphasized
  • Learning the language and learning to be a language learner
  • Active role of the student throughout the course
• “TTT-malli”: relevant topics and situations, focus on the learner
• Small group meetings are a central part of the course concept – activities in the course are designed to support participation in real life situations outside the classroom
Finding out students’ needs when the course begins
An example of a small group activity

"I like the way this course is constructed. Working in small groups encourages us to invest more time in learning and helps us to discuss questions that may come up during learning."

Small-group task: Do the small-group tasks and submit your report before our next session.
Benefits of cross-institutional learning and teaching

- Courses are tailored specifically to staff
- More course options with different schedules at different levels
- Being part of the Finnish higher education community
  - Communication and support among peers
    → Practice and sense of community
- Co-teaching provides an opportunity for professional development: teachers benefit from the exchange of ideas on teaching, learning and curriculum

“The small groups worked good in my opinion. I was very lucky to get people from different cultural backgrounds, so it became a fun hour every week to learn Finnish.”
International academic faculty (%) at the Aalto University

University-level support of learning Finnish / Swedish

- Information on learning opportunities
- Practices in multilingualism
  - Supports wellbeing of the work community
- Work plans
  - To support the time and dedication to learn domestic languages
- Learning a language is a community effort
Kiitos!
Diverse and inclusive work communities in higher education: how to get there?

Our approach: Provide support and create awareness

University of Oulu
David Delahunty, Monika Luukkonen
4.5.2023
Creating awareness of the "unwritten" rules of Finnish culture and working life

- There is an increased focus on recruiting more and more international professionals.
- In Finnish culture and working culture, it is often **assumed** that people know the "unwritten" rules and policies of working and living in Finland. This is generally not the case.
- Induction processes don’t usually cover these essential aspects of working and/or living in Finland.
- International staff need more support in being aware of and understanding these rules and expectations.
Creating awareness of the "unwritten" rules of Finnish culture and working life

- At the University of Oulu, through our "Welcome to Finland" staff training (on Finnish society, working life, and cultural communications) and working in multicultural team training, we aim to provide international employees and people working in international teams with information regarding these topics.

- Additionally, Finnish language learning for international staff requires a firm policy (e.g. how many hours out of your working hours you can use, flexible ways of learning the language, using many languages in work)

- In addition to a job, international recruits (and their families) also need to have a life. (We aim to provide support and information about hobbies, schools, and other support services that are available in the Oulu region.)
Working in multicultural teams (training)

- 2-3-hour training for international teams at the University of Oulu
- Overview of cultural theories (Hall, Hofstede, and Lewis)
- Multicultural meeting styles – how do they mix with the Finnish meeting style?
- Understanding the concept of culture shock
- What makes a successful team?
- How to encourage understanding in multicultural teams?
- Psychological safety + Diversity = High performance
- Biases – we all have them. What to do about them?
University of Oulu’s offering for international staff

- Welcome to Finland training (three training sessions offered twice a year, autumn and spring):
  - Welcome to Finland: Finnish culture and life in Oulu
  - Welcome to Finland: Finnish working life
  - Welcome to Finland: Finnish work culture and communication
- Working in multicultural teams (training)
- New staff pop-up events (twice a year)
- Arctic Advisors (weekly)
- Buddy Programme
- Spouse Programme
Thank you!

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THANK YOU!