TO THE READER

The University of Helsinki Annual Review 2016 and Strategy Review 2013–2016 describes the operational results of the University of Helsinki during the strategy period 2013–2016. The special focus is on the attainment of the objectives set for the strategy period, the related measures and their impact.

The review follows the structure of the University’s Strategic Plan, which is based on the following four key objectives:

- The University ranks among the 50 leading universities in the world.
- The University is a responsible social force.
- The University is a thriving and inspiring community.
- The University keeps its finances on a sustainable footing.

The beginning of each chapter features the key points of success, areas in need of development and the results related to follow-up indicators.

The sections of each chapter first review the key measures and events in 2016 before discussing them in the light of the entire strategy period.

The review has a supplement with statistics that will be published on the University of Helsinki in Brief webpage¹ in April 2017.

The webpage University Finance² provides extensive information on the University’s finances and funding, including the University’s financial statements and other financial reports.

As the organisation of the review follows the structure of the University’s Strategic Plan, readers might find it difficult to obtain information on a specific issue. To help readers find the information they are searching for, the below list offers links to topics of key interest. In the PDF document online, readers can easily access these topics through the links.

- University rankings
- Areas of strength in research
- Research infrastructures
- Research funding
- Publications
- Student admissions
- Students
- International students
- Degrees
- Education reform (Big Wheel)
- Community relations
- Exploitation of research results and know-how
- Staff recruitment
- International staff
- Occupational wellbeing
- Service development
- University Services
- Finances
- Government funding per performance criterion
- Organisational changes
- Facilities and facilities use

First published on 29 March 2017.

English translation published on 7 July 2017.

UNIVERSITY OF HELSINKI 2016 IN BRIEF

- 31,878 degree students
- 1,992 international degree students
- 6,011 completed degrees
- 3,483 first-year degree students
- 21,778 students at the Open University
- 1,997 international students representing 109 nationalities
- 1,132 international staff members representing 88 nationalities
- 10,552 publications, of which 65% are peer-reviewed
- 5,089 externally funded projects, of which 3,522 are related to research
- 56th in the Shanghai ranking of world universities
- 15 University of Helsinki-coordinated Academy of Finland centres of excellence, five research groups in centres of excellence coordinated elsewhere, and 17 Academy of Finland professors
- 9 researchers in the Highly Cited Researchers listing, which contains a total of 16 Finnish researchers
- 96 invention disclosures, 46 patent applications and two new spin-out companies
- 70th in the Global University Employability Ranking
- 27,000 registered alumni
- 40.3 million euros in donations through the Best for the World fundraising campaign (between 2013–2016, target 25 million euros)
- 5.4 million visitors on the public website, 34 million page visits
- 24,000 media hits in addition to TV and radio hits
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INTRODUCTION BY THE RECTOR

Overall, even though the strategy period 2013–2016 was successful for the University of Helsinki, it contained its moments of hardship. The changes that took place during the past two years were unprecedented in the history of the University of Helsinki. The Change Programme that was launched as a result of cuts in government funding for universities diminished our resources and required dramatic reductions in the number of staff.

Despite it all, persistent efforts yielded good academic results, which were manifested by the University’s placement at the 56th position in the Shanghai ranking of universities. This is the University's best placement ever on this most renowned academic ranking of world universities.

The results of research conducted at the University of Helsinki have social relevance in many respects. These research results can be used to support social decision-making, human health and welfare, employment and economic growth, and at their best, the solution of global problems. The promotion of the impact of research is, in fact, one of the key objectives of the University of Helsinki.

During the strategy period, the University launched an extensive reform of its Bachelor’s and Master’s degree programmes; this reform is known as the Big Wheel. In autumn 2017, 32 new broad-based Bachelor’s programmes will be launched along with 60 Master’s programmes. The 32 doctoral programmes launched in 2014 will continue to operate as before.

The degree programmes were designed to highlight competences which will promote students’ employability in the long term. In the programmes, teachers from various fields will collaborate more closely than before. In addition, both student activities and the teaching methods used will support the development of students as experts. We want the focus to be on the student.

In 2015 the University community, together with its partners, celebrated its 375-year history and achievements as a founding and maintaining force of edification in Finland as well as a pioneer and upgrader of scholarship, research and higher education.

The University has significantly enhanced interaction with its alumni, partners and stakeholders during the present strategy period. Thinkfest, an open urban festival for thought and science; Think Company, a hub of entrepreneurship; Think Corner, a meeting place and showcase for science; and Helsinki Challenge, a science-based idea competition, are excellent examples of this.

Our vision for the future is clear, and our objectives are well defined. The University of Helsinki is a force for change and progress and has great impact on Finnish society and the global community. We will continue to be the leading university in Finland, and one of the leading universities in the world. We can and want to be a force for global impact in interaction.

Our researchers and teachers, our whole staff and all our students have again been working hard with excellent results this year, and I’m convinced they will continue to do so. I want to extend my warmest thanks to all of you!

Jukka Kola, Rector
CHANGES IN THE OPERATING ENVIRONMENT

In early summer 2015, the Finnish government announced cost-cutting measures directed at universities. Consequently, the Board of the University of Helsinki decided on 16 September 2015 to launch a Change Programme, which included a plan to reduce the number of staff by at least 1,200. This reduction plan encompassed the University’s entire personnel. Representatives of the University as the employer and chief union representatives conducted cooperation negotiations related to the Change Programme throughout the autumn term, and the employer issued its reports required by law at the beginning of 2016.

In the winter and spring of 2016, the University terminated the employment contracts of a total of 372 employees, of whom 48 were teachers and researchers, on economic and production-related grounds.

The cooperation process included the long-planned transfer of the University’s administrative staff into a new service organisation, which started its operations on 1 May 2016 under the name University Services (see the following section).

The statutory employer’s report also included a plan to reorganise the provision of continuing education. Already in 2014, the Centre for Continuing Education was forced to cut the number of its staff through a cooperation procedure. Because the Centre continued to operate at a loss, new staff terminations were inevitable in 2016. The University’s provision of continuing education and education export were merged into a company established for the purpose. The new company HY+ launched on 1 June 2016. The University also decided to investigate opportunities for the incorporation of the Centre for Properties and Facilities. These investigations were conducted during 2016, and a decision to incorporate these operations into an in-house company was made in January 2017.

At the end of 2016, the number of University employees in full-time equivalents was 7,266, which represents a reduction of 807 in FTEs (-10%) from the year preceding the beginning of the current strategy period, i.e., 2012. The reduction from the preceding year was 570 FTEs (-7%).
During the strategy period, the number of teaching and research staff decreased by 35 FTEs (-1%), while the number of other, i.e., non-academic, staff decreased by 764 FTEs (-20%). The number of teachers at the University's teacher training schools decreased by eight FTEs (-5%). Of the reduction in FTEs during the strategy period, 95% can be accounted for by the downsizing of the number of other (non-academic) staff, which was achieved by implementing a system of recruitment permissions applied for this staff group as of 2012.

The effects of the staff terminations in spring 2016 will be fully visible only in the figures for FTEs for 2017. In addition to the effects of the staff terminations, vacancies due to retirements will be left unfilled, and the number of fixed-term appointments will gradually diminish.

From 2015 to 2016, the FTEs of the teaching and research staff decreased by 106 (-3%). In comparison, the FTEs of other staff fell considerably, by 464 FTEs (-14%). Of this dramatic fall, over 50% can be explained by the downsizing of administrative staff (-248 FTEs).

In December 2016, the University employed a staff of 7,553, of whom 4,621 were teachers and researchers, 2,789 were other staff and 143 were teachers in the teacher training schools.
UNIVERSITY SERVICES – A NEW SERVICE ORGANISATION

At the beginning of 2016, the University launched the implementation of its new service organisation. The implementation was preceded by a report drafted by an expert in the summer of 2015 and the appointment of a working group to plan sector-specific measures during the autumn.

In the course of the autumn of 2015, it became clear that the staff reductions targeted at administrative and support services would have to be carried out in connection with the organisational rearrangement of the University. Positions in the new organisation were filled at a fast pace during the spring of 2016, enabling staff terminations to take effect in March and April and the new service organisation to be launched on 1 May 2016.

The following support services from University units were regrouped together to form University Services: HR services, teaching and learning services, financial services, research services, communications and community relations, administrative services, and operations management. In practice, all administrative staff from the faculties, departments and independent institutes transferred to University Services to work under a single management structure. University Services provides services through on-site teams on the campuses and centrally at the University level.

For many administrative and support services employees, the new service organisation meant taking up a new position in a new team under a new supervisor, and for many also transferring physically to a new work environment in a new campus to collaborate with experts in a new field.

At the end of 2016, the number of employees in the new organisation was 852. A total of 29 employees who have signed a retirement agreement\* supplement the University Services organisation until the end of their employment (Figure 4).

As the service organisation was simultaneously overhauled with the staff cost-saving measures, the changes were implemented at a very fast pace and required the immediate revamping of many processes and divisions of duties. When the new organisation was launched, many operational models, divisions of duties and processes were only beginning to take shape. At this stage, service users at times felt uncertain as to who was providing the service they needed, or they experienced the service provision as confusing or completely lacking.

During the spring and autumn of 2016, the new organisation was required to simultaneously attend to necessary duties as well as learn to master new duties and operational models and implement new divisions of duties. In December 2016, the first staff survey to collect feedback on University Services yielded the score 4.8 on a scale of 1–10.

During the autumn the University also prepared a new, more user-oriented service model, which will be tested and introduced in 2017.

A falling trend was evident in the number of administrative staff throughout the strategy period. During the first few years of the period, staff numbers went down annually at the rate of 3–4% thanks to careful human resources planning and the recruitment permission system. Due to the staff cutting measures taken as a result of the cooperation negotiations, the number of administrative staff decreased by more than a fifth during the last year of the strategy period as compared to the previous year (Figure 5).

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\* In Figure 4 as “unspecified”.

Figure 4. Number and percentage of staff at University Services per unit at the end of 2016

<table>
<thead>
<tr>
<th>Service Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning Services</td>
<td>32%</td>
</tr>
<tr>
<td>Financial Services</td>
<td>13%</td>
</tr>
<tr>
<td>HR Services</td>
<td>13%</td>
</tr>
<tr>
<td>Administrative Services</td>
<td>13%</td>
</tr>
<tr>
<td>Communications and Community Relations</td>
<td>9%</td>
</tr>
<tr>
<td>Research Services</td>
<td>9%</td>
</tr>
<tr>
<td>Operations Management</td>
<td>9%</td>
</tr>
<tr>
<td>University leadership</td>
<td>3%</td>
</tr>
<tr>
<td>Unspecified</td>
<td>1%</td>
</tr>
</tbody>
</table>

Falling trend evident in the number of administrative staff throughout the strategy period.
PREPARATIONS FOR THE NEXT STRATEGY PERIOD 2017–2020

Towards the end of the strategy period, the environment the University operates in changed dramatically. The University’s financial situation grew weaker, and competition for the best students and researchers grew tougher. The University took these changes into account in the preparation of its Strategic Plan 2017–2020.

In the course of 2015, the University specified the vision, objectives and development areas of its strategic plan. The preparation took place in an interactive manner so that as many members of the University community as possible could have a say in the formulation of the Strategic Plan. The University organised strategy sessions on the campuses that could be watched live online or as video recordings. A strategy blog offered the opportunity to submit comments online. Discussion sessions in the faculties and other units focused on research and teaching as well as on measures to safeguard their success also in future. The Board of the University of Helsinki approved the new Strategic Plan in January 2016, after which the University launched the drafting of unit-specific implementation plans for 2017.

The strategic vision of the University of Helsinki is to have global impact in interaction. The University is building a better world by involving itself more actively in the resolution of global problems. Solutions are sought together with current and future partners. To attain its vision, the University selected the following three key strategic objectives for the period 2017–2020:

1) A creative, international environment for learning and top-level research,
2) A focus on the student, and
3) Resources for reform.

The University launched measures to start implementing the new Strategic Plan already in 2016. The strategic choices that were specified during the preparatory phase had a great impact on the key measures taken in 2016, such as the implementation of the Big Wheel education reform, structural development, the establishment of the new service organisation and the balancing of the University’s finances.

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1 The accrual of FTEs may temporarily be greater than their number as a snap-shot observation.
THE UNIVERSITY RANKS AMONG THE 50 LEADING UNIVERSITIES IN THE WORLD

Key development areas specified in the target programmes 2013–2016
The University of Helsinki will
- Reform Bachelor’s, Master’s and doctoral level degree programmes (the Big Wheel education reform)
- Invest in international recruitment
- Strengthen partnerships between universities
- Strengthen its research infrastructures
- Develop further the structures of research activities
- Support studies and promote study progress

The University of Helsinki’s successes 2013–2016
- The University improved its placement in international university rankings. In 2016, the University achieved its best-ever placement of 56th on the Shanghai ranking of world universities.
- In 2016 the University was 70th in the Global University Employability Ranking, rising 30 places during the strategic period from 99th in 2013.
- Among the world’s 18,000 universities, the University of Helsinki belongs to the top 0.5%. In almost all the major international university rankings, the University of Helsinki places between 50th and 100th.
- During the strategy period, the University coordinated 15 Academy of Finland centres of excellence, five University of Helsinki research groups participated in centres of excellence coordinated elsewhere, and the University boasted 17 Academy professors.
- The University succeeded well in the ERC funding rounds: in 2016, it received funding for ten projects, while the other Finnish universities received funding for a total of three projects.
- The University was actively involved in 17 ESFRI (European Strategy Forum for Research Infrastructures) infrastructures.
- The University fared well in the evaluation of the roadmap for national research infrastructures. Of the 35 projects selected for the national roadmap, the University either coordinates or is a partner in 21.
- In 2016, the University was the only research organisation to rank at the highest level of the national Evaluation of Openness in the Activities of Research Organisations.
• The number of peer-reviewed publications produced through international cooperation grew almost by 10% during the strategy period.
• There were 16 Finnish researchers on the 2016 Highly Cited Researchers list, nine of them from the University of Helsinki.
• The Category Normalized Citation Impact (CNCI; 2013–2016 Web of Science/InCites) value of scholarly publications in ten University of Helsinki faculties was above the world average.
• The University reformed its Bachelor’s, Master’s and doctoral programmes: in autumn 2017, 32 new broad-based Bachelor’s programmes will be launched along with 60 Master’s programmes, and the 32 doctoral programmes launched in 2014 will continue to operate as before.
• The education reform promotes smooth study paths by harmonising the curriculum design process and the drafting of the annual teaching programme. Curriculum design starts off by defining learning outcomes.
• The reform resulted in a reduced number of options available to applicants, which makes it easier for applicants coming from upper secondary level education to select between the available programmes. Applicants need not commit themselves to a particular discipline at this stage, as they have the opportunity to select a specialisation from a wide range of fields as their studies progress.
• The University developed further the use of student feedback by introducing the national Bachelor’s Graduate Survey and expanding the use of its own HowULearn feedback system.
• Students and teachers were provided with access to mobile desktops in the form of the Search for Courses, My Studies and My Teaching pages.
• The Teachers’ Academy became an established part of the University; it made new, enriching and collaborative efforts to develop teaching as well as create a related vision which will have an enduring and long-term impact on the University and its operating culture.

Areas of further development

The University of Helsinki will

• Make efforts to increase international research funding. During the strategy period 2017–2020, the University intends to double international research funding from the €25 million received in 2015 to €50 million.
• Continue to develop and introduce services to support research
• Enhance the use and accessibility of research infrastructures
• Raise awareness among the University community and its stakeholders of its strong areas of research
• Increase the openness of research and the production and exploitation of open knowledge
• Continue the operative development of its administration and service organisation to allow more time for research
• Pay attention to the reception of new students and the improved organisation of tutoring
• Invest in the recruitment of international Master’s students
Follow-up indicators: The University ranks among the 50 leading universities in the world

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Outcome 2013</th>
<th>Outcome 2016</th>
<th>Target 2016</th>
<th>% of the target achieved</th>
<th>Trend 2013–2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position in internationally recognised rankings</td>
<td>64–100</td>
<td>56–91</td>
<td>50</td>
<td>-</td>
<td>↗</td>
</tr>
<tr>
<td>Internationally peer-reviewed articles and monographs</td>
<td>6,155</td>
<td>6,336 (¹)</td>
<td>5,200</td>
<td>116%</td>
<td>↗</td>
</tr>
<tr>
<td>Ratio of competitive international research funding to overall funding</td>
<td>3.7%</td>
<td>4.6%</td>
<td>6%</td>
<td>77%</td>
<td>↗</td>
</tr>
<tr>
<td>Ratio of competitive national research funding to overall funding</td>
<td>16.2 %</td>
<td>17.5 %</td>
<td>15 %</td>
<td>117 %</td>
<td>↗</td>
</tr>
<tr>
<td>Percentage of UH ERC funding decisions² of ERC funding decisions for all Finnish universities</td>
<td>16.7%</td>
<td>31.6% (¹)</td>
<td>45%</td>
<td>70%</td>
<td>↗</td>
</tr>
<tr>
<td>Percentage of UH ERC funding decisions² of ERC funding decisions for all European universities</td>
<td>0.2% (2 decisions)</td>
<td>0.6% (¹) (6 decisions)</td>
<td>1.20%</td>
<td>50%</td>
<td>↗</td>
</tr>
<tr>
<td>Number of international co-authored publications (UH + international organisations)</td>
<td>2,685</td>
<td>3,416 (¹)</td>
<td>2,600</td>
<td>120%</td>
<td>↗</td>
</tr>
<tr>
<td>Number of international degree students pursuing a second-cycle degree³</td>
<td>888</td>
<td>808</td>
<td>1,400</td>
<td>58%</td>
<td>↗</td>
</tr>
<tr>
<td>Number of international degree students pursuing a doctoral degree</td>
<td>852</td>
<td>907</td>
<td>1,000</td>
<td>91%</td>
<td>↗</td>
</tr>
<tr>
<td>Ratio of international teaching and research staff to the entire teaching and research staff</td>
<td>20.6%</td>
<td>22%</td>
<td>26.5%⁴</td>
<td>83%</td>
<td>↗</td>
</tr>
<tr>
<td>Ratio of first-year students with 55 completed credits to all first-year students</td>
<td>42.8%</td>
<td>44.7% (¹)</td>
<td>45%</td>
<td>99%</td>
<td>↗</td>
</tr>
</tbody>
</table>

¹ The most recent outcome available is from 2015.
² European Research Council, includes Starting Grants, Advanced Grants, Synergy Grants and Proof of Concept funding decisions.
³ The equivalent numbers of degrees per year were the following: 185 in 2013; 198 in 2014; 208 in 2015; and 187 in 2016.
⁴ The quantitative target of 15% for international teaching and research staff was upgraded to 26.5% during the strategy period.
INTERNATIONAL RANKINGS

The University monitors its position among the world’s 18,000 universities through international rankings. During the last six years, there has been a slight upward trend in the University’s position among the best 100 universities in the world.

Success in the rankings enhances the University’s visibility and reputation, which increases its attraction as a cooperation partner for other universities and as an academic community for international students and researchers. Ranking lists are increasingly followed worldwide despite the well-justified criticism directed at them.

Figure 6. Position of the University of Helsinki in rankings 2011–2016

In the 2016 Shanghai ranking, the University of Helsinki placed 56th (up 11 positions, see Figure 6). This is the University’s best placement ever on this renowned academic ranking of world universities. The most important factor contributing to the University’s success was the improved outcome of its researchers in the Highly Cited Researchers list.

The University’s drop in the THE ranking was due to a weakened score in the reputation survey and the weakening of its relative position in funding.

The University fairied slightly better in the QS ranking thanks to its success in the international employer survey as well as in the citations per faculty and international faculty/student ratio metrics.

In the Taiwan ranking, the University’s position remained almost unchanged.

The University’s average position in the four rankings described above (Shanghai, THE, QS and Taiwan) was 77 in 2016. In 2011, the equivalent average was 80.

Among non-English-speaking universities, the University of Helsinki’s average position was 22nd.
(up one position). Among European universities, the University of Helsinki placed 25th (up two positions).

Of the Nordic universities, the University of Helsinki was third on the Shanghai list, third on the QS ranking, second on the THE ranking and third on the Taiwan list, averaging as the third best university in the Nordic countries. Among Finnish universities, the University of Helsinki continues to hold the top position.

The University also placed among the best 100 in other, less known general rankings, such as those of US News, RUR, URAP and Webometrics.

70th

IN THE GLOBAL UNIVERSITY EMPLOYABILITY RANKING1 2016

From the point of view of societal impact, the Global University Employability Ranking published by Times Higher Education is of special interest. In 2016, the University of Helsinki placed 70th in this ranking, which surveyed employment prospects for graduates internationally by asking employers which universities they prefer when recruiting university graduates. The University of Helsinki has been improving its position every year since 2012, when it placed 103rd.

WORLD-CLASS RESEARCH INFRASTRUCTURE

The University continued developing its research infrastructures during the strategy period in accordance with a separate Research Infrastructure Programme. The procedures laid out in the programme were applied according to an internal prioritisation in connection with projects in the national research infrastructure (currently under review) as well as (FIRI)² applications to the Academy of Finland. The increased emphasis on the openness of research during the strategy period also impacts research infrastructures. The openness and availability of infrastructures are highlighted and feature as central elements in the University’s Research Infrastructure Programme.

The University’s structural development and operational profile building also impact research infrastructures. The units and networks formed as a result of profiling enhance the infrastructures in their own thematic areas, good examples being the Helsinki Institute of Life Science (HiLIFE), the National Institute for Integrated Atmospheric and Earth System Science (INAR) and the Helsinki Centre for Digital Humanities (HELDIG).

In order to support research infrastructures, the University established laboratory staff pools in May 2016. The pools promote the assignment of support staff to units and provide job security for the laboratory staff when fixed-term projects come to an end.

A portal was created in the University’s research database TUHAT to facilitate locating the University’s research infrastructures. The structure of the portal is still under development as far as the search functions are concerned, and the data on the registered infrastructures is continuously supplemented and improved. In February 2017 the infrastructure portal contained basic data on 133 infrastructures. As part of the establishment of University Services, support services which promote the development of infrastructures were regrouped and presented on the University’s intranet Flamma.

The University’s participation in infrastructures of the European Strategy Forum on Research Infrastructures (ESFRI) has been an important follow-up indicator during the strategy period. The University of Helsinki is one of most active participants in ESFRI infrastructures in Europe and the most significant actor nationally. The University hosts a total of 17 ESFRI infrastructures on its campuses.

ESFRI infrastructure projects in the field of medicine made a significant leap forward in 2013, when Finland joined the EATRIS³ and BBMRI⁴ infrastructures through a government-level agreement. In 2015 the preparation of ESFRI infrastructures progressed to government-level agreements with ICOS⁵ in atmospheric sciences and CLARIN⁶ in linguistics. The head office of ICOS is in Finland, in the premises of the University of Helsinki and the Finnish Meteorological Institute on the

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2 (FIRI) European Advanced Translational Research Infrastructure in Medicine.
3 Biobanking and Biomolecular Resources Research Infrastructure.
4 Biobanking and Biomolecular Resources Research Infrastructure.
5 Integrated Carbon Observation System.
6 CLARIN (Common Language Resources and Technology Infrastructure).
Kumpula Campus. The national operations of the CLARIN infrastructure are coordinated at the Department of Modern Languages of the University of Helsinki.

The review of Finland’s roadmap for research infrastructures, organised by the Ministry of Education and Culture and the Academy of Finland, was completed in 2013–2014. The University of Helsinki participated in this process from the beginning by influencing both the timetable and the procedures used. The University was very successful in the roadmap evaluations: of the 35 projects selected for the national roadmap, the University either coordinates or is a partner in 21 projects.

The University has also succeeded well in the Academy of Finland’s FIRI application processes throughout the strategy period. As far as the number of funded projects are concerned, the University participates in about half of the infrastructures receiving funding (from 9 to 11 University of Helsinki projects are granted funding in each application round), and the University of Helsinki projects receive about one third of all FIRI funding granted (€4–7 million per application round).

RECOGNITION AND SUPPORT OF TOP-QUALITY RESEARCH

For key areas in research and profiling, see the section Strengths in research and profile building.

SUPPORT FOR AND DEVELOPMENT OF THE ACQUISITION OF RESEARCH FUNDING

By providing support for the acquisition of research funding, the University aims to improve the quality of funding applications and boost the success of its researchers in applying for competitive research funding. At the same time, the University attempts to manage the risks related to external funding and to reduce the time researchers spend on drafting applications.

During the strategy period, the University failed to reach its aim of doubling to six per cent the ratio of competitive international research funding to its overall funding. The agreement between the University and the Ministry of Education and Culture highlights increased corporate cooperation as a special means to boost international research funding. In the University’s Change Programme, the measures for acquiring new forms of funding will help in balancing University finances. During the strategy period 2017–2020, the University aims to double its international research funding from the €25 million received in 2015 to €50 million.

In the reorganisation of services in 2016, the University improved the support provided for applying for research funding by concentrating such services in the on-site service teams on campuses, by establishing services for strategic projects to coordinate funding applications of great significance to the University, by integrating project coordination services into research services and by assigning responsibility for budget consultation to Financial Services. The implementation of changes and consolidation of operations will continue in 2017, with the focus being on ensuring the operation of on-site services, raising awareness of University Services and developing support for budgeting. All the above measures aim to ensure the feasibility of the services offered to researchers.

The grant writer activities launched in 2015 were supplemented in 2016 by including grant coaches in the services offered by Research Funding Services. From the spring of 2017, all campuses will have, in addition to research funding advisors, one or several grant coaches who will support researchers in preparing selected funding applications of great importance.

The income from external funding was some €188 million in 2016, showing a growth of one per cent from the previous year (Table 1). The University of Helsinki receives the most funding from the Academy of Finland of all Finnish universities (revenue in 2016 some €103 million). The University received €10.4 million (€9 million in 2015) of the Academy of Finland’s competitive funding for supporting the profiling of Finnish universities. The Finnish Funding Agency for Innovation Tekes granted some €13 million for University of Helsinki projects (€13 million in 2015). (See also Finances)
Table 1. Revenue from external research funding 2015–2016

<table>
<thead>
<tr>
<th>Source of funding</th>
<th>2016 (€)</th>
<th>2015 (€)</th>
<th>Change in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy of Finland</td>
<td>103.4</td>
<td>104.1</td>
<td>-1%</td>
</tr>
<tr>
<td>Tekes</td>
<td>12.7</td>
<td>13.1</td>
<td>-3%</td>
</tr>
<tr>
<td>Other national</td>
<td>38.6</td>
<td>38.1</td>
<td>1%</td>
</tr>
<tr>
<td>EU funding</td>
<td>20.4</td>
<td>20.7</td>
<td>-1%</td>
</tr>
<tr>
<td>Other international</td>
<td>12.2</td>
<td>8.9</td>
<td>37%</td>
</tr>
<tr>
<td>Other funding</td>
<td>0.6</td>
<td>0.9</td>
<td>-38%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>187.9</strong></td>
<td><strong>186.0</strong></td>
<td><strong>1%</strong></td>
</tr>
</tbody>
</table>

The University hosts and coordinates 15 Academy of Finland centres of excellence, five University of Helsinki research groups participate in centres of excellence coordinated elsewhere, and the University boasts 17 Academy professors. After the second call for applications by the Academy of Finland Strategic Research Council in 2016, funding was granted to 14 national consortia (in the first funding round in 2015, 16 consortia were selected), in which the University of Helsinki is a partner in four (in the first funding round, the University coordinated one and was a partner in six projects).

**€27 MILLION OF HORIZON 2020 FUNDING FOR 44 PROJECTS IN 2016**

Between 2014 and 2016, the University received over €65 million from the EU Horizon 2020 framework programme. In 2016, a total of 44 projects (31 in 2015) received funding, which amounted to an overall €27 million (€21 million in 2015). The average success rate of University of Helsinki applications in the Horizon 2020 funding rounds in 2016 was 19% (11% in 2015).

During the strategy period, the University has systematically developed further support measures for applications submitted for European Research Council (ERC, a section of the Horizon 2020 framework) grants. There are 23 ERC funded projects going on at the University, and eight new projects are set to launch in 2017. In 2016, the University of Helsinki received ten grants, while other Finnish universities together received three. The University’s success rate in the application round for the ERC Consolidator Grant was 21.7%, easily exceeding the average success rate of 13.8% for all applications.

**PROMOTION OF OPEN SCIENCE**

During the strategy period, the openness of science and research became a strategic strength for the University. It has actively participated in the Open Science and Research initiative of the Ministry of Education and Culture and thus in the enhancement of opportune circumstances for open science nationally. In 2015 and 2016, the University excelled over other Finnish institutions of higher education in the evaluation of the openness of Finnish research organisations, carried out by the Open Science and Research Initiative. In 2016, the University of Helsinki was the only research organisation to be ranked at the highest level of maturity in operational culture in the Evaluation of Openness in the Activities of Research Organisations.

In 2015, the University of Helsinki was the first Finnish university to adopt a research data policy (in Finnish). The policy defines University-level principles and guidelines for the collection, storage, use and management of digital research data. To increase awareness of doctoral dissertations and improve their visibility and impact, the University of Helsinki’s dissertations are published in the University’s open digital archive. In addition, research publications and materials produced at the University are by default openly accessible.

During the strategy period, the University has focused on developing services and training related to open science. The University coordinates the national online course on open science designed for doctoral students. The University also established a centrally managed multidisciplinary data support network, which offers researchers tools for the management, use, accessibility and sharing of research data. Helsinki University Library compiled extensive guidebooks on open access and research data management for the disposal of researchers. The University introduced the Tuuli planning tool for the management of research data. Helsinki University Library was in charge of coordinating the project and developing the tool at the national level.

In 2016, the University launched the MILDRED project for the development of its research data infrastructure as part of the implementation measures of the research data policy. The project aims to offer researchers a world-class operating environment for the processing of digital research data and to improve opportunities for open science and the sharing of data.

By providing access to research materials and publications, the University offers new opportunities for collaboration between specialist and research communities. The University launched the Think
Open pilot site in October 2016. This site provides the academic community with a forum for product development based on research data and brings together open research data generated by research projects, open source code created in applications development as well as information on Open Access publications.

THE UNIVERSITY OF HELSINKI WAS EVALUATED TO BE AT THE HIGHEST LEVEL OF MATURITY IN THE OPENNESS OF RESEARCH ORGANISATION ACTIVITIES IN 2016

The year 2016 saw a significant growth in open access to publications at the University of Helsinki. Open access can be provided by publishing in an open access publication (golden OA), depositing an article in an open access repository (green OA) or paying a fee for publication in a traditional subscription-based journal (hybrid open access).

Self-archiving research publications in the Helda Digital Repository of the University of Helsinki (green OA) has become an established practice and channel for open access publishing. Of all the publications produced at the University of Helsinki in 2016, more than a fifth were self-archived right after publishing, as were a fourth of peer-reviewed scientific articles.1 There were, however, great differences between the faculties in this respect.

Of the publications produced at the Faculty of Science and the Faculty of Medicine in 2016, over a third can be found in the Helda Digital Repository, whereas less than a tenth of the publications produced in the Faculties of Theology, Law and Arts can be found in Helda. As far as peer-reviewed articles are concerned, the differences between the faculties are less marked.

In May 2016, the University of Helsinki joined the national ORCID consortium. The ORCID digital identifier of an individual researcher remains the same even if his or her last name, institution or funder changes. ORCID enhances the international visibility of researchers and facilitates knowledge transfer between organisations and services. Some international research funders require the identifier from applicants for funding. The consortium includes 12 Finnish research organisations and CSC-IT Center for Science, which coordinates the consortium at the commission of the Ministry of Education and Culture.

PUBLICATIONS

In 2016, the University’s researchers and teachers produced 10,552 publications,2 of which 6,984 (66%) were peer-reviewed and 3,568 (34%) had societal impact. An overview of the average numbers of publications for the past three years reveals that the number of peer-reviewed publications has remained stable. In 2016, the following types of publications were produced at the University:

- 6,984 peer-reviewed scientific articles (6,825 in 2015)
- 101 scientific monographs (125 in 2015) and 164 edited works (140 in 2015)
- 1,219 non-refereed scientific publications (1,505 in 2015)
- 1,280 publications intended for professional communities (1,081 in 2015)
- 1,069 publications intended for the general public (1,111 in 2015)

In recent years, the overall number of publications seems to be fixed at around 11,500 publications annually. The year preceding the current strategy period, i.e., 2012, was a peak year with almost 11,600 publications. Publications that appeared in 2016 are still being added to the statistics during 2017, after which the final figures will be available.

The number of peer-reviewed publications3 has slightly grown from the previous year (to 7,249 in 2016 from 7,090 in 2015). In recent years, the final figure has been about 7,500 due to the retrospective compilation of statistics. The ratio of peer-reviewed publications to all publications ranged from 42% to 88%, depending on the faculty.

In 2016, the number of international peer-reviewed publications was 6,088, which accounts for 87% of all peer-reviewed publications. This number clearly exceeds the cautious target of 5,200 publications set for the strategy period.

The number of publications produced through international cooperation has also significantly grown and exceeded the set target of 2,600. The number of co-authored publications submitted for peer review was 3,293. Almost half of all peer-reviewed scientific articles are the result of international collaboration. During the strategy

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1 Peer-reviewed scientific articles of category A1 in the Ministry of Education and Culture publication type classification.
2 Figures from 1 March 2017.
3 Peer-reviewed scientific articles of category A and scientific books (monographs) of category C in the Ministry of Education and Culture publication type classification.
period, the share of such publications grew almost by 10%.

**BETWEEN 2013 AND 2016, THE NUMBER OF PUBLICATIONS CO-AUTHORED INTERNATIONALLY GREW BY 10%**

The University of Helsinki plays an important role in social debate, for which publications produced by researchers and teachers provide a significant channel. Publications that represent a deliberating, informative or popularising perspective include non-refereed scientific papers as well as publications intended for either professional communities or the general public.

The number of publications with societal impact has slightly dropped in recent years. At the same time, the number of articles published in professional journals and newspapers has remained the same. However, despite the waning trend, publications intending to engage in social dialogue are an important aspect of the activities of the University’s teaching and research staff, even if there are great field-specific differences.

The share of publications with societal impact was the greatest (58%) at the Faculty of Theology between 2014 and 2016, with the Faculties of Arts, Law and Social Sciences also showing significant numbers. The share of publications with societal impact was the lowest at the Faculty of Science (12%) and the Faculty of Pharmacy (13%).

**Language of publications**

According to the Language Policy of the University of Helsinki, the University attempts to implement functional multilingualism in its operations, and despite its international character, safeguards the position of national languages, i.e., Finnish and Swedish, as languages of science. The TUHAT research database is used to monitor the language of publications. Both national languages are established languages of research at the University. The share of Swedish-language publications has remained at 2.4%, while the share of Finnish-language publications has slightly diminished. At the beginning of the strategy period, the share of Finnish-language publications was 31% and at the end, 29%. The steady annual growth of the share of English-language publications testifies to the increasing internationalisation of research. At the beginning of the strategy period, English-language publications accounted for 63% of all publications, and at the end of the period, for 66%. One reason for this growth is the increased number of international teaching and research staff.

**The citation impact of faculties in relation to the world average**

In research assessments, the impact of University of Helsinki publications has usually been investigated by fields of science, but it can be investigated by faculty as well. By merging the data on peer-reviewed research publications stored in the TUHAT research database with externally analysed data, it is possible to make a direct comparison to the world average. The peer-reviewed scientific articles produced by the faculties during the strategy period (2013–2016) were analysed in the Web of Science–based InCites database (Figure 7). In InCites, publications and their citations are normalised (CNCI) by subject category, which allows for an unbiased view of the various publication and citation practices in different fields.

As illustrated by Figure 7, the highest averages were achieved by the Faculty of Medicine (1.95), the Faculty of Science (1.94) and the Faculty of Biological and Environmental Sciences (1.69), while almost all the faculties exceed the world average.

Different fields of science and, hence, different faculties are covered by the Web of Science to a varying degree. The Faculty of Medicine has the best coverage with 82% of reported peer-reviewed articles. The Faculty of Law has the poorest coverage with six per cent. Poor coverage is strongly linked with the language of publication, so faculties with a high number of Finnish-language publications generally receive lower citation indices in international databases.

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1 According to the definition, the world average is always equal to one.
The University ranks among the 50 leading universities in the world.

Figure 7. CNCI\(^1\) per faculty, average from 2013–2016

[Graph showing CNCI per faculty across various faculties at the University of Helsinki, with Faculty of Veterinary Medicine leading in CNCI and Faculty of Law having the lowest coverage.]

World average=1. The figure also indicates coverage per faculty.

CNCI data included herein are derived from InCites® prepared by THOMSON REUTERS®, Inc. (Thomson®), Philadelphia, Pennsylvania, USA: © Copyright THOMSON REUTERS® 2016. All rights reserved.

Highly cited researchers

Highly Cited Researchers (HCR), based on the Web of Science citation analyses, is the most renowned ranking for cited researchers. The analyses are based on a grouping of journals over 22 fields. Only the most highly cited one per cent of articles in each field are taken into account. Depending on the field, researchers are required to have 11–15 such top articles during a ten-year period. Highly Cited Researchers does not include researchers from the humanities.

The 2016 HCR listing identified 16 scholars from Finland, nine of whom were from the University of Helsinki. Geosciences with four researchers (one of whom topped the list) had the strongest representation. Other strong fields included pharmacology and toxicology (two researchers), molecular biology and genetics (two researchers), and plant and animal science (one researcher).

The number of Finnish scholars in these annual listings has averaged 16, of whom an average of nine (about 56%) have been from the University of Helsinki.

56% of Finnish researchers among “HIGHLY CITED RESEARCHERS” come from the University of Helsinki.

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\(^1\) Category Normalized Citation Impact, CNCI.
**Articles in respected journals**

In 2016, the highly esteemed multidisciplinary journal *Nature* and its affiliated series published a total of 52 articles with at least one author affiliated with the University of Helsinki. The greatest number of articles appeared in *Nature Communications* (25), *Nature* (15) and *Nature Genetics* (7). In addition, six articles appeared in *Science*.

**International co-authored publications**

During the strategy period, the University of Helsinki collaborated with 2,700 international universities or research organisations¹ recognised in the InCites database. The number of collaboration partners has grown steadily, with a total of 11% during the strategy period.

Most frequently, publications were produced with partner organisations in the United States. The number of such co-authored publications grew significantly (by 36%) during the strategy period. There were frequent publications also with organisations from France, the UK, Germany and Sweden. During the strategy period, co-authoring with scientists from Italy, Australia and Spain grew by 50%. In addition, co-authored publications with organisations in China grew significantly, by 70%. In terms of the number of publications, the University of Helsinki’s most significant international collaboration partners include the Karolinska Institutet, the University of London, the University of Copenhagen, the University of California and Harvard University.

During the strategy period, the number of co-authored publications grew significantly in all faculties. In comparison to the previous period, the relative proportion of international co-authored publications between 2014 and 2016 grew the most in the Faculty of Biological and Environmental Sciences, the Faculty of Medicine and the Faculty of Social Sciences (i.e., faculties with at least 100 international co-authored publications).

**THE VISIBLE AND AUDIBLE PRESENCE OF MULTICULTURALISM AND MULTILINGUALISM**

On the whole, the University’s efforts to raise its international profile were successful during the strategy period. Most of the planned measures were completed and, by and large, quantitative targets were achieved.

**INTERNATIONAL STAFF**

The quantitative target for international teaching and research staff, i.e., 15%,² was achieved early on in the strategy period. Increased international recruitment, supplemented by the activities of search committees established in many units, contributed greatly to the increase in the number of international staff, especially on the first and second levels of the career path hierarchy of research careers (Figure 8). In 2016 the University employed a total of 1,017 teachers and researchers of international origin, which accounts for 22% of the entire teaching and research staff. The biggest groups of nationalities were Russian, Chinese and German.

![Figure 8. The ratio of international teaching and research staff to all teaching and research staff in 2016](image)

The number of international Master’s and doctoral students also grew during the strategy period. The reorganisation of doctoral education enhanced the recruitment of international students, but the Big Wheel education reform launched at the end of the strategy period as well as the amendment to the Universities Act introducing tuition fees for students.

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¹ Excluding mass collaboration in particle physics and genetics, which would slightly distort the results for co-authored publications.

² The quantitative target of 15% for international teaching and research staff was upgraded to 26.5% during the strategy period.
THE UNIVERSITY RANKS AMONG THE 50 LEADING UNIVERSITIES IN THE WORLD from outside the EU and EEA as of autumn 2017 stalled the growth in student numbers in 2016.

THE RATIO OF INTERNATIONAL TEACHING AND RESEARCH STAFF TO ALL TEACHING AND RESEARCH STAFF WAS

22%

The University furthered the integration of international researchers, teachers and students into the University community in various ways. In September 2014, the University published its revised Language Policy, which focuses on the parallel use of Finnish, Swedish and English. The Language Policy served as a basis for the strong emphasis on developing English-language internal communications as well as services for staff and students during the strategy period.

In 2016, International Staff Services focused on supporting the international staff, recruitment and mobility. The unit developed and launched the Uni Arrival Advisor website for students and researchers arriving in Finland in cooperation with Student Services. The website provides useful information relating to immigration to Finland and offers users the opportunity to independently find answers to the most frequently asked immigration-related questions.

During the strategy period, International Staff Services has promoted the integration and settling in of international staff, supported the recruitment of international top researchers and developed further its service models and processes.

The measures taken to improve the integration of international staff and to help them feel at home included the successful UniBuddy activities that were introduced throughout the University. This buddy project developed for the staff has already brought together over 100 members of the University community. The University also arranged joint events with Aalto University, the City of Helsinki and other partners to welcome international staff. The Find a job in Finland event, developed for the spouses of international staff and organised three times during the strategy period, proved especially popular.

Many service processes for international mobility were developed and made available online during the strategy period in connection with the deployment of the SAP HR system. Other such practical tools included the Arrival Guide for International Staff and the Uni Arrival Advisor, both available on the University’s website. Various ideas for internal services and opportunities for the staff to develop international skills and acquire international experiences (e.g., through staff exchange) emerged in connection with the training designed and offered to University staff.

The University’s know-how in this respect as well as the support services it has created have attracted interest both nationally and internationally. The availability of expert services from online support to training sessions and social events testify to the administrative competence, positive attitude and richness of ideas of the relevant staff. The University’s International Staff Services has actively participated in both national and international networks. The University has contributed its expertise on international HR services and staff mobility to the development of the Finnish Academic Mobility network, the EURAXESS1 network and the Utrecht Network Researcher Mobility workgroup. The University of Helsinki was among the first Finnish universities to join the EURAXESS network in 2014.

INTERNATIONAL STUDENTS

The number of international students pursuing a Master’s degree continued to decline from previous years: in 2016 they numbered 816 as opposed to 890 in 2013. The University clearly fell short of its target set for the strategy period, for the outcome for 2016 was only 58% of the target set. International doctoral students were, for their part, more numerous totalling at 908, which was more than 90% of the University’s target. In 2016, only 9% of Master’s level students came from abroad, while 20% of doctoral students were of international origin.

The number of international Master’s students in particular is low in international comparisons. The greatest number of international Master’s and doctoral students came from China (229), Russia (158), India (92), Estonia (81) and the United States (75). The majority of international Master’s and doctoral students came from outside the EU and EEA: the ratio of such students was 66% among all students and 74% among Master’s students.

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1 EURAXESS - Researchers in Motion
During the strategy period, preparations were under way for the Big Wheel education reform, which will render Master’s education more international. There are a total of 60 new Master’s programmes, of which 32 are either English-language or multilingual programmes. Efforts to market the degree programmes internationally were launched immediately after the establishment of the new programmes in summer 2016. Preparations were also made for the introduction of tuition fees for students from outside the EU and EEA, to be implemented in autumn 2017. During 2016, the University decided on the amount of the tuition fees and made arrangements for a grant system related to the fees.

Figure 9. International degree students and completed degrees 2008–2016

Table: Students pursuing a second-cycle degree and second-cycle degree, Students pursuing a doctoral degree and doctoral degree

<table>
<thead>
<tr>
<th>Year</th>
<th>Students pursuing a second-cycle degree</th>
<th>Second-cycle degree</th>
<th>Students pursuing a doctoral degree</th>
<th>Doctoral degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>396</td>
<td>588</td>
<td>135</td>
<td>47</td>
</tr>
<tr>
<td>2009</td>
<td>509</td>
<td>612</td>
<td>74</td>
<td>67</td>
</tr>
<tr>
<td>2010</td>
<td>633</td>
<td>698</td>
<td>118</td>
<td>63</td>
</tr>
<tr>
<td>2011</td>
<td>737</td>
<td>792</td>
<td>111</td>
<td>62</td>
</tr>
<tr>
<td>2012</td>
<td>803</td>
<td>892</td>
<td>141</td>
<td>70</td>
</tr>
<tr>
<td>2013</td>
<td>855</td>
<td>890</td>
<td>185</td>
<td>81</td>
</tr>
<tr>
<td>2014</td>
<td>885</td>
<td>890</td>
<td>198</td>
<td>109</td>
</tr>
<tr>
<td>2015</td>
<td>868</td>
<td>906</td>
<td>208</td>
<td>117</td>
</tr>
<tr>
<td>2016</td>
<td>816</td>
<td>908</td>
<td>187</td>
<td>107</td>
</tr>
</tbody>
</table>

Source: Oodi

PROMOTION OF BILINGUALISM AND MULTILINGUALISM

Many faculties have identified bilingual (Finnish and Swedish) degrees as an area of strategic development. In 2016, a total of 311 students (of whom 60% speak Finnish as their native language) enrolled to complete a bilingual Bachelor’s degree. A bilingual degree is offered in eight disciplines: law, economics, social psychology, social work, biology, environmental sciences, physics and chemistry. The most popular of these was law with 206 students (118 Finnish speakers and 88 Swedish speakers).

ENCOURAGEMENT FOR INTERNATIONAL EXCHANGES

No significant changes took place in the context of student mobility in the past year. Student participation in exchange periods lasting more than three months reached the set goal by 91%, similarly to 2015. The number of exchange periods lasting less than three months decreased from the previous year because of the gap year in the activities of the Helsinki Summer School.

The most popular destinations for outgoing University of Helsinki students as well as the countries of origin of incoming students remain the same from year to year. Germany and France feature most often as the country of origin for incoming students – almost half of all incoming Erasmus students come from universities in these two countries. Finnish students select their destinations more evenly between the most popular European countries. In addition to Europe, the ten most popular destinations include China and Russia.

Comparisons between the mobility programmes reveal an imbalance with Erasmus exchanges: the University of Helsinki receives almost 50% more students from Europe than it is sending out. At the same time, the number of applicants to and the duration of exchange periods in destinations outside Europe continue to grow steadily. In these exchanges, the balance between outgoing and incoming students is better than with Erasmus.
The year 2016 saw a decline in the number of outgoing teacher and researcher exchanges. Only the number of Erasmus teacher exchanges remained fairly stable. As feedback from the participants continues to be excellent, the slump in the interest in exchanges can be attributed to the changes and rearrangements that took place at the University in 2016.

**Table 2. International student mobility 2016**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Outgoing 2016</th>
<th>Incoming 2016</th>
<th>Total 2016</th>
<th>Target 13-16</th>
<th>Outcome 2016</th>
<th>Outcome 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture and Forestry</td>
<td>83</td>
<td>151</td>
<td>234</td>
<td>250</td>
<td>94%</td>
<td>92%</td>
</tr>
<tr>
<td>Arts</td>
<td>169</td>
<td>214</td>
<td>383</td>
<td>460</td>
<td>83%</td>
<td>80%</td>
</tr>
<tr>
<td>Behavioural Sciences</td>
<td>82</td>
<td>87</td>
<td>169</td>
<td>160</td>
<td>106%</td>
<td>94%</td>
</tr>
<tr>
<td>Biological and Environmental Sciences</td>
<td>32</td>
<td>83</td>
<td>115</td>
<td>130</td>
<td>88%</td>
<td>92%</td>
</tr>
<tr>
<td>Law</td>
<td>136</td>
<td>158</td>
<td>294</td>
<td>280</td>
<td>105%</td>
<td>109%</td>
</tr>
<tr>
<td>Medicine</td>
<td>14</td>
<td>22</td>
<td>36</td>
<td>60</td>
<td>6%</td>
<td>73%</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>15</td>
<td>52</td>
<td>67</td>
<td>60</td>
<td>112%</td>
<td>105%</td>
</tr>
<tr>
<td>Science</td>
<td>74</td>
<td>142</td>
<td>216</td>
<td>220</td>
<td>98%</td>
<td>89%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>154</td>
<td>226</td>
<td>380</td>
<td>375</td>
<td>101%</td>
<td>106%</td>
</tr>
<tr>
<td>Swedish School of Social Science</td>
<td>29</td>
<td>32</td>
<td>61</td>
<td>74</td>
<td>82%</td>
<td>85%</td>
</tr>
<tr>
<td>Theology</td>
<td>18</td>
<td>9</td>
<td>27</td>
<td>80</td>
<td>34%</td>
<td>38%</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>8</td>
<td>18</td>
<td>26</td>
<td>45</td>
<td>58%</td>
<td>53%</td>
</tr>
<tr>
<td>University, total</td>
<td>814</td>
<td>1,194</td>
<td>2,008</td>
<td>2,200</td>
<td>91%</td>
<td>91%</td>
</tr>
</tbody>
</table>

In 2016, the on-site HR services teams that were introduced with the launching of University Services took a stronger role in supporting academic recruitment and steering the related processes. The electronic recruitment tool implemented in 2015 was also actively used in recruitment.

The University enhanced active international recruitment in various ways during the strategy period. Faculties established search committees to explore opportunities to attract the best candidates in calls for applications for assistant professorships and professorships. In spring 2014, the University introduced start-up packages for international professors with the aim of boosting the University’s competitiveness among other universities. Similar start-up funding is also granted to assistant professors.

New guidelines were issued in August 2015 for determining the fields of professorships and for filling vacancies as well as for the tenure track system. The University adopted a uniform model for the recruitment of professors: vacancies are always advertised so that, depending on the applicants, the appointment can be made to an assistant

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1 Faculty-specific targets from faculty-specific target programmes. The total sum of faculty targets does not correspond to the University’s overall target, which was set before the faculty-specific targets.
professorship or a professorship. At the same time, the power of decision on appointments was transferred from the chancellor to the rector. The aim was to establish a system for finding the most talented, suitable and motivated candidates and to allow for flexibility in recruitment.

Towards the end of the strategy period, the University also launched a reform aiming at accelerating the recruitment procedure for professorships. During the strategy period, the University appointed a total of 130 new permanent professors and employed 46 assistant professors.

HR Services deployed an electronic recruitment system during the strategy period and established a central recruitment team to support recruitment processes for University Services in particular.

STUDENTS

The Finnish education sector saw changes and reforms that affected the University's student admissions during the strategy period. At the beginning of the period, the aim was to increase the number of new students, but half-way through the period, this aim was substituted with a follow-up system of first-time applicants. As of the student admissions of 2016, the University has been obligated to reserve student places for first-time applicants. The joint application system for universities became a national application system for higher education: the Studyinfo.fi portal was launched in autumn 2014 with one option available from the University of Helsinki. The Studyinfo.fi portal was in full use for the 2015 student admissions at the University of Helsinki.

In the student admissions of 2016, all Finnish Master’s programmes were available for application through the Studyinfo.fi portal for the first time, and a processing fee was introduced for applicants with a first degree from outside the EU and EEA.

During the strategy period, the ratio of women to all applicants and applicants who accepted a student place varied between 61% and 69%. The ratio of young (less than 20 years old) applicants to all applicants decreased from 28% to 20%, and the ratio of applicants over 29 years old to all applicants rose from 10% to 13%.

The University has grown more international as its English-language Master’s programmes have become established. The number of admitted international students was the highest in 2015, when almost 500 students were admitted to the English-language Master’s programmes. During the period, the United States rose to inclusion in the top 10 countries of international applicants, as American applicants were the seventh largest group among international applicants in 2016 (see also International students).

Table 3. Applicant statistics for 2016

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Applicants</th>
<th>Change from previous year (+/-) %</th>
<th>Applicants per student place</th>
<th>Admitted students</th>
<th>Accepted student places</th>
<th>Enrolled students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture and Forestry</td>
<td>1,345</td>
<td>-15.1%</td>
<td>5</td>
<td>296</td>
<td>282</td>
<td>281</td>
</tr>
<tr>
<td>Arts</td>
<td>4,118</td>
<td>-10.7%</td>
<td>7</td>
<td>596</td>
<td>584</td>
<td>580</td>
</tr>
<tr>
<td>Behavioural Sciences</td>
<td>5,842</td>
<td>3.2%</td>
<td>11</td>
<td>546</td>
<td>537</td>
<td>537</td>
</tr>
<tr>
<td>Biological and Environmental Sciences</td>
<td>1,682</td>
<td>-10.3%</td>
<td>9</td>
<td>233</td>
<td>202</td>
<td>201</td>
</tr>
<tr>
<td>Law</td>
<td>2,948</td>
<td>6.2%</td>
<td>11</td>
<td>269</td>
<td>269</td>
<td>269</td>
</tr>
<tr>
<td>Medicine</td>
<td>2,215</td>
<td>15.4%</td>
<td>11</td>
<td>201</td>
<td>201</td>
<td>201</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>1,788</td>
<td>6.9%</td>
<td>10</td>
<td>195</td>
<td>185</td>
<td>184</td>
</tr>
<tr>
<td>Science</td>
<td>2,693</td>
<td>-13.2%</td>
<td>3</td>
<td>698</td>
<td>565</td>
<td>556</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3,824</td>
<td>-10.5%</td>
<td>13</td>
<td>304</td>
<td>300</td>
<td>297</td>
</tr>
<tr>
<td>Swedish School of Social Science</td>
<td>380</td>
<td>-16.3%</td>
<td>3</td>
<td>104</td>
<td>96</td>
<td>95</td>
</tr>
<tr>
<td>Theology</td>
<td>723</td>
<td>-7.1%</td>
<td>4</td>
<td>195</td>
<td>193</td>
<td>193</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>732</td>
<td>-17.1%</td>
<td>11</td>
<td>69</td>
<td>69</td>
<td>69</td>
</tr>
<tr>
<td>University of Helsinki, total</td>
<td>23,469</td>
<td>-3.2%</td>
<td>3,701</td>
<td>3,483</td>
<td>3,463</td>
<td></td>
</tr>
</tbody>
</table>

Source: Studyinfo
Student marketing

The eventful strategy period was marked by various development efforts that affected student recruitment and marketing. The University devised a marketing plan for student recruitment, deployed the Studyinfo.fi portal and celebrated its 375th anniversary. Cooperation with the Communications and Community Relations unit has been intense during the final year of the period.

The University Services’ applicant marketing team that was launched in 2016 faced the big challenge of initiating marketing for the degree programmes to begin in the academic year 2017–2018.

Simultaneously, the Finnish education sector entered a new age by introducing tuition fees for students from outside the EU and EEA, to be implemented as of autumn 2017. This change will have a radical effect on the marketing of international Master’s programmes.

In 2016 the marketing team focused on producing consistent programme descriptions for the Studyinfo.fi portal and reforming the University’s student marketing for a new age. During the strategy period, webpages, portals, newsletters, videos as well as campaigns and social media presence related to marketing and recruitment targeted at applicants have been revamped.

Towards the end of the strategy period, the University made special investments in the marketing of international Master’s programmes: webinars were prepared for seven programmes, and marketing videos were made for 18 programmes. These efforts have born fruit: for example, page visits to the University’s website increased by 47% from the previous autumn. The largest numbers of visitors were from the US, Mexico, Columbia, India and the UK.

The Swedish-language recruitment campaign “Uni på väg” included 35 school visits with participation by almost 6,000 upper secondary school students between 2013 and 2016. During the campaign and its half-day school visits, over 70 University of Helsinki students from 25 different degree programmes have given a total 230 lectures at Swedish-speaking upper secondary schools. The campaign has been extremely well received – 81% of upper secondary school students said that the campaign increased their interest in the University of Helsinki.

THE BEST FOR THE STUDENTS – SUPPORT FOR STUDIES

STUDENTS AND DEGREES

In 2016, a total of 2,755 first-cycle (Bachelor’s) degrees, 2,685 second-cycle (Master’s) degrees and 508 doctoral degrees were completed at the University of Helsinki. The University did not quite reach the target set together with the Ministry of Education and Culture for first-cycle degrees, which was 3,000 degrees annually. The total number of completed second-cycle degrees is very close to the University’s overall target. As for doctoral degrees, the University continued to exceed its annual target of 445 degrees.

Faculties reached their targets to a varying degree. Over half of the faculties reached their target set for the number of first-cycle degrees, but five faculties clearly fell short of their target. Six faculties reached their target for second-cycle degrees, while almost all faculties exceeded their targets for doctoral degrees.

508
DOCTORAL DEGREES – 114% OF THE TARGET SET

The number of students who complete a first-cycle degree continues to decline. In 2016, a total of 17,540 students (of whom 62% were women) were pursuing a Bachelor’s degree. A total of 9,662 students (of whom 66% were women) were pursuing a Master’s degree. Doctoral students totalled 4,424, of whom 61% were women.
Table 4. Completed degrees by faculty in 2016

<table>
<thead>
<tr>
<th>Faculty</th>
<th>First-cycle degrees</th>
<th>Second-cycle degrees</th>
<th>Doctoral degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Degrees</td>
<td>Target</td>
<td>Outcome</td>
</tr>
<tr>
<td>Agriculture and Forestry</td>
<td>275</td>
<td>264</td>
<td>104%</td>
</tr>
<tr>
<td>Arts</td>
<td>455</td>
<td>570</td>
<td>80%</td>
</tr>
<tr>
<td>Behavioural Sciences</td>
<td>449</td>
<td>522</td>
<td>86%</td>
</tr>
<tr>
<td>Biological and Environmental Sciences</td>
<td>108</td>
<td>155</td>
<td>70%</td>
</tr>
<tr>
<td>Law</td>
<td>269</td>
<td>270</td>
<td>100%</td>
</tr>
<tr>
<td>Medicine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmacy</td>
<td>120</td>
<td>150</td>
<td>80%</td>
</tr>
<tr>
<td>Science</td>
<td>388</td>
<td>400</td>
<td>97%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>345</td>
<td>360</td>
<td>96%</td>
</tr>
<tr>
<td>Swedish School of Social Science</td>
<td>78</td>
<td>65</td>
<td>120%</td>
</tr>
<tr>
<td>Theology</td>
<td>201</td>
<td>180</td>
<td>112%</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>67</td>
<td>64</td>
<td>105%</td>
</tr>
<tr>
<td>University, total</td>
<td>2,755</td>
<td>3,000</td>
<td>92%</td>
</tr>
</tbody>
</table>

Source: Oodi 2685

Figure 10. Completed degrees 2010–2016

Source: Oodi
Figure 11. Trend in student numbers 2010–2016

Source: Oodi

Table 5. Doctoral degrees and students per doctoral school 2014–2016

<table>
<thead>
<tr>
<th>Doctoral school</th>
<th>2014 Degrees</th>
<th>2014 Students</th>
<th>2015 Degrees</th>
<th>2015 Students</th>
<th>2016 Degrees</th>
<th>2016 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral School in Humanities and Social Sciences</td>
<td>91</td>
<td>2,107</td>
<td>168</td>
<td>2,169</td>
<td>191</td>
<td>2,128</td>
</tr>
<tr>
<td>Doctoral School in Natural Sciences</td>
<td>46</td>
<td>506</td>
<td>84</td>
<td>518</td>
<td>79</td>
<td>499</td>
</tr>
<tr>
<td>Doctoral School in Health Sciences</td>
<td>94</td>
<td>1,089</td>
<td>172</td>
<td>1,162</td>
<td>152</td>
<td>1,276</td>
</tr>
<tr>
<td>Doctoral School in Environmental, Food and Biological Sciences</td>
<td>40</td>
<td>604</td>
<td>82</td>
<td>568</td>
<td>85</td>
<td>561</td>
</tr>
<tr>
<td>Other</td>
<td>209</td>
<td>374</td>
<td>23</td>
<td>7</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>480</strong></td>
<td><strong>4,680</strong></td>
<td><strong>529</strong></td>
<td><strong>4,424</strong></td>
<td><strong>508</strong></td>
<td><strong>4,470</strong></td>
</tr>
</tbody>
</table>

REFORM OF BACHELOR’S, MASTER’S AND DOCTORAL PROGRAMMES

The University’s Bachelor’s, Master’s and doctoral programmes were revamped during the strategy period.

Reform of doctoral education

During the strategy period, the University implemented a significant structural reform in its doctoral education. Following a decision by the University Board, the University launched the following four doctoral schools at the beginning of 2014:

- Doctoral School in Humanities and Social Sciences
- Doctoral School in Natural Sciences
- Doctoral School in Health Sciences
- Doctoral School in Environmental, Food and Biological sciences

The research fields of the doctoral schools do not follow faculty or campus structures but, instead, are based on cooperation in research and doctoral education. The mission of the doctoral schools is to coordinate doctoral education, develop good practices and to provide education that promotes the doctoral students’ career skills.

Since 2014, field-specific doctoral education has been provided in 32 doctoral programmes. Despite their sources of funding, all students pursuing a doctoral degree at the University of Helsinki belong to a doctoral programme and have been granted the right to complete their degree in a doctoral programme. The faculty continues to grant the right to complete a degree, grants the degrees and is also responsible for their quality. Most faculties grant degrees from more than one doctoral programme,

*Other* refers to students who have not transferred to the new doctoral programmes.
and normally the students in a doctoral programme come from more than one faculty.

Besides revamping the structure of doctoral education, the University also reformed the funding system for doctoral studies. The doctoral programmes invited applications for the first University of Helsinki–funded four-year doctoral student positions in October 2013. After a transition period, the funding reserved by the University for doctoral education suffices to fund 77 new four-year doctoral student positions annually.

The next major reform in doctoral education is already under way with the requirement of the Big Wheel education reform that all degree programmes have a curriculum. This means that the role of doctoral programmes at the core of doctoral education will continue to grow. In addition, the Big Wheel will harmonise admission procedures and the examination of doctoral dissertations as well as enhance existing good practices in dissertation supervision, the monitoring of study progress and the provision of doctoral students with career skills.

Reform of Bachelor's and Master's programmes

The reform of Bachelor’s and Master’s level education, known as the Big Wheel, was launched in 2015 with the aim of clarifying the structure of degrees; increasing mobility between degree programmes, fields of study and universities; as well as reducing the number of options available for application. After extensive preparations, 32 new broad-based Bachelor’s programmes, along with 60 Master’s programmes will be launched in autumn 2017.

The programme design has been based on competences and employability. Each programme, module and course must have well-defined learning outcomes. When defining the learning outcomes, employability is of pivotal importance. All curricula must either include a period of career orientation, or compulsory or elective practical training. Guidelines issued by the Academic Affairs Council as well as rector’s decisions have guided the reform work in the faculties. In 2016, the faculties prepared the programme-specific curricula and admission criteria as well as published marketing materials and material designed for applicants to be posted on the Studyinfo.fi service.

The number of options available to applicants to the University of Helsinki has decreased significantly. While in the 2016 joint application procedure there were over 100 options available for application, only about 50 options will be available when the new programmes are launched. The reduction in the number of options available to applicants is a consequence of the broad-based degree programmes established in the education reform. Applicants coming from upper secondary education will find it easier to select between the available programmes. Applicants need not commit themselves to a particular discipline at this stage, as they have the opportunity to select a specialisation from a wide range of fields as their studies progress. After completing their Bachelor’s degree, students can usually select between several Master’s programmes.

For international applicants as well, the application procedure for the new Master’s programmes will be clearer than before. The availability of language options in Master’s programmes has been simplified so that the same English-language course may be included in the teaching programme of an English-language study track and a multilingual study track.

QUALITY OF DEGREES AND TEACHING

The University of Helsinki Teachers’ Academy was established in 2013. New members have been selected to the Academy in 2014, 2015 and 2017. In 2017 the Academy members totalled 80.

The impact of the Teachers’ Academy was evaluated in 2015. According to the evaluation report, the Teachers’ Academy has established new, enriching and collaborative efforts to develop teaching and created a related vision which will have an enduring and long-term impact on the University and its operating culture. Collegial collaboration (“shared and allowed enthusiasm”) has constituted a central element in the Academy’s operations, coupled with the collegial teaching innovations carried out at different units with funding from the Academy.

The Teachers’ Academy, both its individual members and its community, has established itself as a hub of expertise, the opinions and perspectives of which are held in high esteem. The Teachers’ Academy is an active contributor to the University community and its extensive development projects and reforms. The Academy has also impacted the status of teaching in the international academic community, as is proven by the “sister academies” established in Estonia and Denmark and the international refereed articles published about the Academy.

One of the assignments given to the Academy was the drafting of the University’s teaching philosophy. This document encapsulates the permanent values and quality premises of the University’s teaching mission in one single document, whereas previously, such values and premises were only documented in materials devised for a fixed strategy period, such as programmes for the development of teaching.
The University of Helsinki Teaching Philosophy from 2014 crystallises the values and principles to which the University as a community is committed. It is part of a larger framework of teaching and studies that includes the Ethical principles of teaching and studies at the University of Helsinki as well as the University’s teaching skills evaluation criteria. This framework provides a value base for the University’s strategic planning and practical teaching work. The teaching philosophy is used in the development of teaching, and at the same time, it is continuously and collectively examined, assessed and developed further.

DIGITAL TEACHING AND LEARNING ENVIRONMENTS

Tools for the digital teaching and learning environment have been gradually introduced during the strategy period. The Search for Courses service completed in 2014 offers students an easy way to find course materials and learning environments in accordance with the one-stop-shop principle. The My Studies and My Teaching pages were introduced a year later to serve as personal mobile desktops for teachers and students. These services facilitate the smooth progress of studies and learning as well as offer up-to-date information and advice on matters relating to studies and teaching.

The deployment of the Optime timetabling and room booking system progressed from the Faculty of Behavioural Sciences, which piloted the software, to the Kumpula and Viikki Campuses in January 2016. Optime allows devising smoothly-running timetables for students, as the recommended timetables can be prioritised when selecting facilities and teaching times.

The new information system for academic administration (OTM/Sisu) to be introduced in the next few years will provide a digital service entity enabling the monitoring of study progress based on study plans, among other things.

STUDENT FEEDBACK

The University developed further the use of student feedback by introducing the national Bachelor’s Graduate Survey and expanding the use of its own HowUlearn feedback system. The HowUlearn survey developed by the Centre for University Teaching and Learning was introduced throughout the University during the academic year 2014–2015. All first-year students, with the exception of students at the Swedish School of Social Science and the Faculty of Medicine, received the questionnaire, which provides a new digital learning tool for the supervision of learning. Once the student has completed the survey, he or she will receive personalised written feedback on his or her learning. The feedback sent to the students has been developed in collaboration between researchers in university pedagogy and counselling psychologists. In addition, HowUlearn measures workload, stress and study skills, which provides faculty-specific information for the development of teaching and courses.

The national Bachelor’s Graduate Survey, developed collaboratively by Finnish universities, was launched in 2013. In 2016, more than two-thirds of all Bachelor’s graduates took the survey. The material accumulated through the survey allows comparisons between students of certain graduation years, identification of areas in need of development, follow-up of measures taken as well as the conducting of research based on the responses.
THE UNIVERSITY IS A RESPONSIBLE SOCIAL FORCE

Key development areas specified in the target programmes for 2013–2016
The University of Helsinki will
- Identify and develop strategic partnerships
- Promote public engagement and increasingly influence political decision-making
- Increase contact with its stakeholders
- Prepare for its 375th anniversary

The University of Helsinki’s successes 2013–2016
- In 2015 the University established international strategic partnerships with the universities of Stockholm and Peking.
- The University developed ways to strengthen and highlight its role in the resolution of global challenges.
- The University distributed new knowledge and expertise outside the academic community through new research methods, results, inventions and other research outputs as well as by educating skilled professionals.
- The commercialisation of research results developed successfully during the strategy period. In 2016 a total of 96 invention disclosures were processed (56 in 2013) and 46 patent applications were submitted (5 in 2013).
- Open science makes research results widely available throughout society. In 2016 the University of Helsinki was the only research organisation to be ranked at the highest level in the Finnish evaluation of openness in the activities of research organisations.
- The University’s researchers participated actively in social discussion in the media and provided their expertise to the Finnish Parliament and central and local government.
- The University created opportunities for multidisciplinary meetings and presented science and researchers in an inspiring manner (e.g., Helsinki Challenge and Helsinki Think Company).
- Think Corner consolidated its position as a window on science and a meeting place for those interested in science.
- The University achieved the donation goals of its Best for the World fundraising campaign in all target groups (goal: €25 million; total result: €40.3 million).
- The University established clear and sustainable models for fundraising involving companies and foundations.
**Areas of further development**

The University of Helsinki will

- Strongly invest in business collaboration and the establishment of partnerships
- Increasingly communicate about the University’s regional importance and impact
- More effectively communicate the importance of its research to policy-makers
- Implement the plans made for international fundraising
- Continue to encourage private individuals and alumni to engage in donating

**Indicators: The University is a responsible social force**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Outcome 2013</th>
<th>Outcome 2016</th>
<th>Target 2016</th>
<th>% of the target achieved</th>
<th>Trend 2013–2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ratio of gainfully employed graduates to all graduates in the work force¹</td>
<td>94.1%</td>
<td>92.7%²</td>
<td>98%</td>
<td>94.6%</td>
<td>↘</td>
</tr>
<tr>
<td>Stakeholder activity within community relations: Number of registered alumni</td>
<td>18,778</td>
<td>26,927</td>
<td>40,000</td>
<td>67.3%</td>
<td>↗</td>
</tr>
<tr>
<td>Fundraising results</td>
<td>€0.9 million</td>
<td>€40.3 million³</td>
<td>€25 million</td>
<td>161.2%</td>
<td>↗</td>
</tr>
</tbody>
</table>

¹ Each figure includes the previous year’s Bachelor’s, Master’s or doctoral degree graduates from the University of Helsinki who are part of the workforce at the end of the year cited in the table. The ratio of employed graduates is calculated from this group.

² The latest outcome available is from 2014.

³ Donations and donation commitments 2013–2016 in total.
THE 375TH ANNIVERSARY OF THE UNIVERSITY OF HELSINKI

One of the most significant events during the strategy period was the University of Helsinki’s 375th anniversary in 2015. The anniversary-related events and communications promoted the vision of Excellence for society, as outlined in the Strategic Plan. The University presented its top research to stakeholders, partners, the public and the academic community through experiential events based on key science themes. The themes were explored through several channels in fundraising, in the anniversary communications and programme, at Think Corner and in the science-based Helsinki Challenge competition.

The anniversary events reinforced interaction between the University and its alumni, partners and stakeholders, and increased collegiality within the University. The main events included the renaming of the Kaisaniemi metro station as the University of Helsinki metro station, the first University-wide Alumni Day, the anniversary celebration of the University’s founding, the Giving Day, the urban Thinkfest festival for thought and science, the closing seminar of the anniversary year, and the Helsinki Challenge awards gala. The programme of more than 100 events also included the Open University’s Studia Generalia lecture series, which attracted an audience of 12,000 people who followed the lectures at the venues and through live streaming.

The engaging activities of the anniversary year promoted the University’s role in creating social wellbeing. More than 140 entries were submitted to the science-based Helsinki Challenge competition. The jury selected 20 semifinalist teams for a year-long accelerator programme to receive advice and support from hundreds of experts in various fields. The international competition was presented to various audiences at four PitchNight events, which had more than 2,000 participants. The events were also broadcast to hundreds of thousands of people via social media. The award sum of €375,000 was shared by two teams: Katri Saarikivi’s NEMO team and Markku Ollikainen’s Biodiversity Now team. The second Helsinki Challenge competition was launched in 2016 as a cooperative venture between 10 Finnish universities to celebrate Finland’s 100th anniversary. The competition will continue throughout 2017.

The anniversary year’s main exhibitions and events at the University’s museums, observatory and botanic gardens drew some 250,000 visitors. Faculties organised alumni meetings in Finland and abroad, held anniversary seminars with speakers including President Tarja Halonen and former President of the Supreme Administrative Court Pekka Halberg, and celebrated their teaching and special occasions.

The new University-wide website was published on the 375th anniversary to increase the University’s digital impact. The University of Helsinki has ranked in the top ten European universities and the top 100 universities in the world in Webometrics, which measures English-language scientific activity on the web. The University’s social media audiences grew as expected in the anniversary year, and the growth has also continued steadily among the international audiences of different channels.

RESEARCH RESULTS AND EXPERTISE FOR THE BENEFIT OF SOCIETY

The University of Helsinki has concentrated the commercialisation of invention disclosures and research-based innovations to Helsinki Innovation Services (HIS) Ltd. The HIS activities are divided into three branches: biological and medical sciences, natural sciences, and humanities and social sciences.

In 2016 a total of 96 invention disclosures were processed, and 46 patent applications were submitted. During the strategy period, the number of invention disclosures and patent applications increased by several dozen per cent from 56 invention disclosures and five patent applications in 2013.

INVENTION DISCLOSURES IN 2016

Established in 2014, the Innovation Committee discusses matters relating to the University’s innovation activities and funding for corporate activities generated through University research. In 2014 the University also published its policy for the commercialisation of research results, which applies to inventions and other intellectual property rights. During the period, the University succeeded in acquiring Tekes funding for more than ten
commercialisation projects, which led to the establishment of several companies, as well as for a KINO project for the promotion of research impact. In 2016 the University of Helsinki participated for the third consecutive time in the Slush event for companies and investors. The goal was to identify potential entrepreneurs and investors for new University spin-out companies and to present projects included in the University’s commercialisation portfolio. Annual participation in Slush has helped spread the message about the University’s active commercialisation efforts and the new companies and innovations with commercial potential generated at the University.

22 000
OPEN UNIVERSITY STUDENTS IN 2016

In 2016 the Open University provided some 2,000 lecture- and web-based courses, book examinations and electronic examinations. More than 22,000 students completed some 110,000 credits. New activities included MOOCs (Massive Open Online Course), including the Cyber Security Base course organised as a MOOC together with F-Secure and the discipline of computer science. In addition, the Open University collaborated with the Faculty of Social Sciences in organising the Finnish Political Culture and System course and made the course material freely available to reception centres for asylum seekers. The Open University’s Studia Generalia public lecture series drew some 15,000 participants at the University and online. The Open University’s student numbers and the number of completed credits have increased each year, partly as a result of the improved opportunities for online learning.

In 2016 the HY+ Centre for Continuing Education organised more than 200 adult education events for approximately 4,500 participants. The largest group of participants comprised teachers, who were particularly interested in the use of digital tools in teaching and learning. The participant groups and the number of training events remained largely the same during the strategy period, despite the consolidation of HY+ into an independent company in 2016.

Offering research-based information and innovation partnership for rural development, the Ruralia Institute continued its research and development activities with its partners after it was merged into the Faculty of Agriculture and Forestry in 2015.

USING RESULTS MORE EFFICIENTLY

Helsinki Think Company is a collaborative work space and meeting place for University students and researchers interested in entrepreneurship. In 2016 the Helsinki Think Company facilities hosted close to 500 events, with almost 16,000 participants. Some 200 persons participated in the key projects (the 4UNI competition, Bootcamp and MiniChallenge). More than 200 companies, teams or organisations worked or coordinated activities within the Think Company community at its sites in the City Centre, Viikki and Meilahti.

During the strategy period, Helsinki Think Company expanded to three campuses and increased its participant numbers. Think Company helped establish links with employers and supported the social relevance of studies, which was also promoted through the group mentoring programme rewarded by the Finnish Innovation Fund Sitra. The establishment of the Think Company registered association as part of the national network of student-led communities contributed to the consolidation of the activities at the grassroots level. The activities of the key projects have evolved over the years.

63,685
PAGE VIEWS ON THE CHALLENGE.HELSINKI.FI WEBSITE IN 2016

The University of Helsinki prepared for Finland’s 100th anniversary by launching the science-based Helsinki Challenge competition together with nine other Finnish universities. The competition will address the UN’s goals for sustainable development. A total of 110 teams, with 340 experts from 160 organisations, entered the competition.

The University promoted interaction with its alumni, partners and stakeholders, for example, through the Science and Business in Dialogue events and the Foundation Forum.
Societal impact and business collaboration

In 2016 the current situation and challenges of business collaboration were reviewed, and services were developed, for example, by piloting two new services, the Cup of Science and the innovation scouts, as well as by developing academic consultation. In addition, the activities associated with the impact clinic and the project accelerator continued as in previous years.

The KINO project on academic consultation sought a new approach to bridging the gap between the business sector, public administration, NGOs and the University. The project used interviews to survey the attitudes and experiences of researchers, particularly those in the humanities and social sciences, concerning the consultation-like transfer of knowledge outside the academic world. In addition, the consultation activities of other European universities were explored. The survey results will be used to develop a model for academic consultation at the University of Helsinki together with HR Services and Financial Services. It has also become apparent that academic consultation can be an important indicator of social impact, particularly in the humanities and social sciences.

The business collaboration team developed the new Cup of Science concept to encourage meetings between the business sector and University researchers. The team studied the Swedish concept of Aim Day, which brings together companies and researchers to find shared interests. Based on this successful model, a smaller scale and more agile approach was piloted in November. The three food-sector companies chosen to participate in the pilot were asked in advance about issues with which they struggled. The researchers met with the companies at a one-hour morning coffee session. Follow-up meetings were agreed with two of the three companies for further development of the themes.

In late 2016 the University selected and trained six innovation scouts. These researchers will work at faculties and independent institutes as of early 2017. They will provide their unit’s researchers with information about EU funding channels and opportunities for business collaboration and commercialisation.

In 2016 three revamped impact clinics were organised to provide researchers with tools to promote the impact of research. A separate impact clinic was also organised for the autumn funding round of the Strategic Research Council, in addition to which intensive application support was available to all interested research groups. In 2016 training was offered for the first time for the Tekes funding instrument known as ‘New business from research ideas’ and intended for research-based commercialisation projects. Some 100 researchers from the University of Helsinki and other institutions of higher education in the Helsinki Metropolitan Area visited the clinics. Feedback on the training was highly positive.

In 2016 a project accelerator was created and piloted to boost the further development of researchers’ ideas and enhance the ability of researchers to engage in business collaboration. A total of 13 teams participated in the accelerator venture, and 167 people completed related training by the University’s own experts and invited specialists.

NEW OPERATIONAL MODELS FOR SKILLS TRANSFER

Demand clearly increased for the Eduvisits organised by HY+ Centre for Continuing Education in 2016. Fifteen Eduvisits were organised for teaching professionals, decision-makers and students from outside Finland to present Finnish teaching and the Finnish education system.

HY+ and the University of the Arts Helsinki discussed extensive cooperation relating to Eduvisits and education export. HY+ also agreed on active cooperation with Lahti Region Development LADEC Ltd regarding international Eduvisits, Food Safety Visits and Health Visits on themes such as the circular economy and wellbeing.

Education export developed successfully. The Saudi Arabian Ministry of Education approved the offer for the continuing education of 50 teachers in Finland in 2017 and tentatively agreed on the continuing education of some 600 teachers in Finland. The Food Safety project offered training in Beijing, Helsinki and Turku. The University of Helsinki is also involved in negotiations to reform the education system in Guinea. HY+ will participate in the market survey of the Finnish University Hub in Vietnam to encourage engagement in its operations and facilitate the studies of Vietnamese students in Master’s programmes in Finland.

HY+ joined Eduexport, the umbrella organisation of Finnish education export organisations, to cooperate with others in the implementation of extensive education projects. An alliance agreement was concluded with the Finnish Consulting Group (FCG) on education export and other international activities.
THE ESTABLISHMENT OF A VISIBLE INTERNATIONAL IDENTITY FOR THE UNIVERSITY OF HELSINKI

In 2016 the Communications unit continued to cooperate with the City of Helsinki, the Ministry for Foreign Affairs of Finland and Finpro. The cooperation promotes the University’s international visibility because the organisations invite international journalists to Finland (more than 100 journalists in 2016). The international media were particularly interested in Finnish teacher education and the education system, cancer and gene research, clean food, and the innovations the University presented at Slush.

The University of Helsinki was mentioned 10,500 times in English-language media, 1,500 times in Swedish-language media, and 1,500 times in French, Spanish, Portuguese, German or Russian media. The figures do not include print media or mentions on radio or television.

The University’s international research communications reinforce the image of a top-level university in international media.

AN INCLUSIVE COMMUNITY: FROM INTERACTION TO SOLUTIONS

PROMOTION OF MULTIDISCIPLINARY ENCOUNTERS

Think Corner continued to operate and organise events in the Aleksanterinkatu facilities. Customers praised the location, atmosphere and programme and stated that Think Corner has a positive and refreshing effect on the University’s image.

In 2016 Think Corner organised nine thematic initiatives or programmes that lasted several days. More than 150 events were aimed at the general public, and 80% of them were organised by members of the University community. Over 80 live video streams and 100 video recordings of events were made available on the Think Corner channels. Successful events focused on the University’s docents, space, the future of the Arctic (a collaboration with the Ministry for Foreign Affairs of Finland) and the Kymin sarja series of the Helsinki Collegium for Advanced Studies.

The development of the new Think Corner, which will open in autumn 2017 at Yliopistonkatu 4, continued in 2016 together with campus representatives and partners. The purpose is to create a learning space and meeting place that will increase the social impact of research and help the University of Helsinki communicate about its research to both Finnish and international audiences.

The Vox Helsinki series of the University of Helsinki and the Helsingin Sanomat daily continued its programme of talks about the good life. The University also organised a PechaKucha night in collaboration with Helsinki Design Week.

During the strategy period, Think Corner developed and consolidated its position as a meeting place and a window on science. The events were also broadcast virtually, attracting audiences even after they had taken place.

PREPARATION OF STUDENTS FOR EMPLOYMENT

In 2016 Career Services promoted the University’s goals of providing students with opportunities to learn about entrepreneurship, leadership and management and supporting students in innovation activities.

5.4 MILLION USERS OF THE UNIVERSITY WEBSITE

In 2016 the University of Helsinki’s public website had 5.4 million users and 34 million page views. The University was ranked at 12th place in Europe and 87th place worldwide in Webometrics, which measures the open English-language web presence and impact of universities. Audiences also continued to grow in social media.

The University’s website, redesigned during the strategy period, considerably promoted the University’s international visibility. The number of international media mentions increased by thousands, with the focus on English-language content and, secondly, Swedish-language content. The increase in international visibility can also be attributed to the cooperation with Finpro, the Ministry for Foreign Affairs of Finland and the City of Helsinki, extensive interest in the Helsinki Challenge science competition, increasingly international alumni cooperation, and activities in the LERU (League of European Research Universities) and CASE (Council for Advancement and Support of Education) networks.
Almost 2,000 students visited workplaces and interviewed alumni in career skills courses. More than 30 working alumni mentored 130 students in the University’s group mentoring programme, which received recognition from Sitra for professional cooperation. The University and its corporate partners also provided students with opportunities to meet alumni to discuss careers.

Some 6,000 job advertisements and 700 traineeship advertisements were posted in the Rekrynet recruitment database. The overhaul of the University’s traineeship system resulted in the submission of some 1,200 applications for 2017.

Finnish universities developed the Uraseurannat survey on the employment impact of education as well as the utilisation of the survey results in the LATUA project.

Individual career counselling was introduced earlier during the strategy period. It gradually grew in popularity and was offered to hundreds of students each year. The Rekryforum database was redesigned into Rekrynet, which led to thousands more student opportunities relating to recruitment, traineeships, project work and Master’s theses. A University-wide platform was also created for advertising University-sponsored traineeships, and consistent guidelines were drawn up for traineeships.

SOCIAL RESPONSIBILITY AND IMPACT AT THE UNIVERSITY

The University highlighted the themes of sustainable development and social responsibility throughout 2016. It participated in the Fair Trade week and the environment and development cooperation weeks. In addition, it kicked off the joint HYviiä tekoja campaign together with the Finnish Red Cross Blood Service. Meanwhile, the multidisciplinary Sustainability Master Class programme, launched in late 2016 together with Outotec and LähiTapiola, sought solutions for environmental and social responsibility challenges in the minerals industry.

The University is committed to reducing its environmental impact. In 2016 the consumption of electricity in buildings used by the University was reduced by 3%, the consumption of heat by 5% and the consumption of water by 1%. The reduction can be attributed to energy efficiency measures and operational changes. Environmental awareness was promoted through energy workshops during the environment week, an inter-campus biking competition, the WWF Earth Hour event, the environmental event of the Department of Teacher Education focusing on sustainable food and energy, as well as the online learning material of the unit for environmental research and teaching.

Collaboration and active contacts with political and social decision-makers continued in the form of events, visits and newsletters. In the spring, the University communicated about the consequences of government cuts to its funding as well as its cooperation negotiations. A new initiative involved the invitation of politicians to the Slush event to present the commercialisation of innovations and showcase Helsinki Innovation Services Ltd to them. The University participated in the SuomiAreena debate forum in Pori for the second time with the University management’s meetings and lunch sessions. In October, the chancellor hosted a seminar on the necessity of science, with speakers including policy-makers from various social sectors.

During the strategy period, the University maintained a high profile in current public discussion and drew attention, for example, to environmental issues. In 2015 the refugee crisis was discussed at the University of Helsinki Says Welcome series of events. Before the Finnish parliamentary elections in 2015, issues of economic and education policy were highlighted and also discussed at a Swedish-language seminar.

THE UNIVERSITY AS A REGIONAL DEVELOPER

In 2016 the University continued its extensive cooperation with the City of Helsinki in the context of Think Company, Helsinki Challenge, the Urban Academy, Health Capital Helsinki and the Helsinki Life Science Centre.

In Mikkeli, the University participated actively in regional collaboration in research and development projects, events and expert assignments. A special focus in 2016 was the development of research with other universities operating in Mikkeli. In practice, this was reflected in plans for new research groups and new models for the development of research, including the “research hotel” and the joint concept for research visits. The University cooperated with its partners in Mikkeli to organise numerous public events, such as the Mikkeli Science Day, Studia Generalia lectures, the International Mikkeli Day, and the lecture series of the Finnish Organic Research Institute.

In 2016 regional development in Lahti focused on increasing business collaboration, promoting entrepreneurship, conducting and developing phenomenon-based multidisciplinary research, and engaging in educational collaboration and new forms
of learning. The above areas were promoted through a network of partners, the most important of which were the Lappeenranta University of Technology, the City of Lahti, the Lahti University of Applied Sciences and Lahti Region Development LADEC Ltd. During the period, the ecosystem of entrepreneurship began to be analysed, and research and teaching were more systematically linked to scientifically and socially relevant development environments. The University has organised public events, the most significant of which is the annual Lahti Science Day, either independently or together with partners. It also coordinates the Päijät-Häme LUMA centre, which has organised numerous events, clubs, camps and education sessions for children, adolescents and teachers.

Swedish-language class teacher education

In autumn 2016, the University of Helsinki launched Swedish-language class teacher education, which focuses on multilingualism, diversity and social justice. The programme admits 40 new students each year.

The proposal to provide class teacher education in Helsinki was submitted at the University of Helsinki in December 2013 to address the long-standing shortage of Swedish-speaking teachers in southern Finland.

Swedish-language foundations have supported the educational sciences and teacher education as part of the University’s fundraising efforts with a total of €7.5 million, which enables the recruitment of several new staff members to meet the need for Swedish-language teacher education. This further reinforces the growing hub of Swedish-language teaching at Siltavuorenpenger, which will in the future encompass not only class teacher education, but also kindergarten teacher education, general and adult education as well as studies in education for subject teachers.

Throughout the strategy period, the University of Helsinki was actively involved in the national advisory council for the harmonisation and development of Swedish-language higher education. Its particular task was to monitor the need for Swedish-language higher education by taking into account the related demand, the requirements of employers and regional needs.

IMPOR'TANT PARTNERS TO BE INCLUDED IN THE UNIVERSITY’S SPHERE OF INFLUENCE

STRATEGIC PARTNERSHIPS

In 2015 the University launched international strategic partnerships with the universities of Stockholm and Peking by agreeing with both partners on three or four areas in which to promote collaborative research and doctoral education. With Peking University, these areas are air quality, comparative law, teaching and learning, and medicine, and with Stockholm University, Baltic Sea research, linguistics and teacher education.

Both partnerships received seed funding. The aim is for the cooperation to develop throughout the three-year period from 2015 to 2017 so that it can continue with external funding. An interim assessment in early 2016 found that the collaboration had been productive, and further funding was granted for all areas for 2017.

ACTIVE ALUMNI

During the strategy period, the University’s alumni activities expanded and engaged the alumni community, and enhanced the role of alumni services and multi-channel communications.

Alumni and partners were invited in 2016 to participate in the University’s activities, strengthen employer connections and help support fundraising. The Thinkletter Alumni newsletter is now supplemented by social media channels, which have become highly significant. Social media groups and profiles have been established for alumni activities to enable diverse communications.

The most significant alumni activities in 2016 were the second-ever Alumni Day in March, the Thinkfest urban festival of science in October, and the alumni meetings outside Finland. The Alumni Day concept supports the development of the alumni identity and an active community. Thinkfest addressed the issue of digitalisation at morning coffee sessions, “science sauna” events and the Helsinki Challenge Impact Night. Thanks to collaboration with the Helsingin Sanomat daily, the events now have a higher profile, which resulted in a total audience of more than 2,000 people.

Close to 2,500 members of the Alumni Association participated in dozens of interdisciplinary events, including seminars, lectures, trips and celebrations.
Members received an annual subscription to Yliopisto magazine, discounts and the opportunity to influence the University’s future through partnership programmes. The rock musician Tuomari Nurmio was named Alumnus of the Year.

The University’s alumni activities outside Finland expanded in 2016, reaching a new, international audience. The Alumni Association’s China Alumni Club in Beijing organised its kick-off event in the spring at the Embassy of Finland, Beijing. The event led to the establishment of a network of approximately 100 people, who will promote the University’s international impact. In the summer, the University’s alumni services team organised an alumni meeting hosted by the rector in Berkeley, California. More than 30 alumni residing in the area attended this meeting.

In 2016 the number of registered alumni was close to 27,000 (Campus Alumni and Alumni Association), while the target was 40,000. Some 6,500 alumni are members of the Alumni Association. The number of alumni increased significantly during the strategy period (2013: 15,600), but the target was not reached. This may have been partly caused by the major differences between University units’ recruitment efforts during the stage when students transition into alumni. In addition, the digital services for alumni registration are still under development.
THE UNIVERSITY IS A THRIVING AND INSPIRING COMMUNITY

Key development areas specified in the target programmes for 2013–2016

The University of Helsinki will

- Promote workplace wellbeing
- Develop staff skills and digital capacities
- Develop the service structure

The University of Helsinki’s successes in 2013–2016

- The results of the staff workplace wellbeing survey in 2013 and 2015 showed a positive trend when compared to previous results in almost all areas. The most positive evaluations were given for the content of the respondents’ own work, personal competence and the work of the immediate supervisor. Respondents evaluated the likelihood of career advancement at the University as low. The only section of the survey to receive a grade lower than three on a scale from 1 to 5 was strategic management at the University level.

- The University used the Academy of Finland’s PROFI funding to create new opportunities for the tenure track and professorships.

- The University expanded the HowULearn feedback system, which measures students’ workloads, stress and learning capacity. The feedback is used to develop teaching and courses.

- The University developed the orientation of international staff.

- The University successfully introduced workplace mediation as a method of resolving conflicts.

- The University began to simplify and harmonise work processes with the establishment of University Services.

- More flexible and streamlined work methods were introduced (e.g., Scrum, lean and service design).

- The University established three staff pools for those working in laboratory positions. This change will improve the status of fixed-term laboratory staff by converting their contracts into permanent contracts and enable high-quality laboratory services to be offered to all groups who need them.

- Work on the enterprise architecture was consolidated.

- Several information system projects were carried out to improve the information infrastructure.

- A shared email and calendar software was introduced.

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1 The workplace wellbeing survey is conducted at two-year intervals. The next survey is scheduled for 2017.
Areas of further development

The University of Helsinki will

- Develop open and interactive strategic leadership
- Strive to prevent the excessive administrative workload of teaching and research staff
- Develop the interactive consideration of major issues that affect staff
- Develop service and feedback practices
- Strengthen digital skills

Indicators: The University is a thriving and inspiring community

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Outcome 2013</th>
<th>Outcome 2015</th>
<th>Target 2016</th>
<th>% of the target achieved</th>
<th>Trend 2013–2016</th>
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<td>91%</td>
<td>↔</td>
</tr>
</tbody>
</table>

1 The workplace wellbeing survey is conducted at two-year intervals. No survey was carried out in 2016.
CAREFUL HUMAN RESOURCES PLANNING

The University has emphasised the significance of careful human resources planning during the strategy period and has annually reviewed the human resources plans of all units. Because of the increasingly difficult financial situation of Finnish universities, a recruitment permission procedure was applied to staff other than teachers and researchers throughout the strategy period. The purpose was to achieve a controlled reduction in the number of administrative staff, but the procedure also led to the University converting a significant number of fixed-term contracts into permanent ones.

In autumn 2015, the University launched the cooperation procedure, which halted the recruitment of all staff for the duration of the related negotiations. In late 2015, the recruitment of teaching and research staff was again permitted when necessary for teaching and research.

As a result of job cuts in spring 2016, the employer has been obligated to reassign and re-employ staff where possible. These measures have had a major impact on regular human resources planning and recruitment. All new recruitment processes have taken into account the potential to reassign staff whose contracts were terminated. Central recruitment services have been used for the reassignment and re-employment of such staff.

In 2016 the University received PROFI funding to enhance its research profile, which provided new opportunities to establish tenure-track positions and professorships.

In 2016 the University established three staff pools for those working in laboratory positions. This change will improve the status of fixed-term laboratory staff by converting their contracts into permanent ones and enable offering high-quality laboratory services to all groups who need them.

During the first six months, the pool staff have been charted, recruitment practices have been developed and harmonised, equipment maintenance and acquisition has been standardised, and communications have been improved.

The launch of the operations and cooperation between the pools has been challenging. The operational goals have not been sufficiently clear or have been interpreted in different ways. This can be partly attributed to insufficient support from University Services at the organisational stage. The pool activities can bring many benefits, but using staff skills appropriately while contending with all other changes will take time. The development of the laboratory pools will continue in the 2017–2020 period.

COMPETENCE DEVELOPMENT TO SUPPORT OPERATIONS

During the strategy period, the University strengthened staff competence related, in particular, to international activities, communications, networks, leadership, finances and workplace interaction. It also offered training to support staff in adopting and developing the University’s practices and using digital tools.

Staff were offered coaching, work supervision and mentoring to support them in developing their own work and adapting to their new professional roles. Both individual and group support were available.

Staff whose contracts with the University were terminated were offered many forms of skills development. In spring and summer 2016, job-seeking briefings and training as well as individual coaching were organised. In addition, they were able to participate in long-term change training to complete certain qualifications and develop entrepreneurial skills. The goal of labour policy education is for the participants to acquire additional competence that allows them to be re-employed as soon as possible.

The work group for the skills management of administrative staff proposed in January 2015 that the University create and introduce a University-wide model for the skills management, development and leadership of all administrative staff. The model was introduced at University Services in 2016. The reinforcement of professional expertise in the different sectors has been crucial for the development of a uniform service organisation.

Teaching staff were offered training in higher education as well as extensive training related to the use of educational technology. They were also offered new training in peer mentoring and opportunities to participate in peer mentoring groups.

The need to develop digital skills became apparent during the strategy period. In March 2015, the rector established a work group to outline and develop practices related to digital work environments. The group outlined the digital skills required of teaching and research staff, and defined what the development of digital work environments requires of leadership and future infrastructure solutions. The
improvement of digital competence emerged as a shared theme in the University community and will be central in the coming strategy period.

The University has supported smooth work processes by offering training on all campuses to acquaint the participants with tools suitable for mobile work and related recommendations.

INTERACTIVE LEADERSHIP IN SUPPORT OF COLLEGIALLY

The year 2016 was exceptional for the development of leadership and management skills. Leaders and supervisors were supported with tailored training and coaching. University Services' supervisors were also offered a series of workshops to promote collegiality. The participants reflected on supervisory work in general and outlined shared practices and approaches that work best for University Services.

Strategic and interactive leadership was supported with four-day UniLead programmes. International and multilingual leadership was promoted by organising English-language UniLead programmes for new academic leaders chosen by the deans as well as for potential future leaders. Administrative supervisors and experts were offered a study module in higher education administration and management, which was commissioned and tailored specifically for them. The purpose was to support professional administrative work, interaction between parties in the Helsinki Metropolitan Area and the distribution of best practices in management.

Management groups have been offered expert assistance for the development of their work. A mentoring programme has been geared for new professors, who can also participate in annual orientation sessions for professors.

Supervisory skills have been supported with short-term training on workplace interaction skills, good practices in HR administration, the addressing of difficult issues and practices related to communications and business coaching. In addition, supervisors have been supported in the development of their financial, project management and media skills. To develop the culture of staff development discussions, several training sessions were organised for supervisors along with sessions customised for specific units which discussed the topic in more depth from the perspective of skills management and development.

Training on the model of early support was organised on all campuses. The introduction of the model continued at the annual meetings between the leadership of faculties and independent institutes and the occupational health staff.

Leadership and management work was assessed as part of the workplace wellbeing surveys carried out in 2013 and 2015. The surveys' results indicate that respondents are satisfied with the work – in fact, the results have improved in this respect, whereas the results for strategic management at the University level have deteriorated. Consequently, the University has begun to develop more open approaches for strategic management that promote collegiality. The next workplace wellbeing survey is scheduled for 2017.

DEVELOPMENT OF COMMUNITY AND INTERNAL COMMUNICATIONS

In 2016 the University underwent several major processes of change: cooperation negotiations, organisational restructuring, the establishment of University Services, the launch of new degree programmes and the revision of the Strategic Plan. The cooperation negotiations, in particular, required highly intensive internal and external change communications. Internal communications about the cooperation negotiations aimed to be balanced, regular, up-to-date and as open as possible. Flamma strengthened its position as the main channel of change communications. Yammer also proved an important channel for the publication of questions and answers as well as peer communications.

The results of the ComBaro workplace communication survey in November 2016 indicated that the University of Helsinki is well placed to develop workplace communications. However, particularly management communications must be more open and interactive to ensure more efficient communications within the academic community and to encourage a more communicative work community. The results show that specific areas that must be developed include the interactive consideration of major issues, changes and matters that affect staff.

WELLBEING OF THE WORK AND STUDY COMMUNITY

For the wellbeing of the University community, 2016 was a difficult year full of major changes. Staff were
offered change support in the form of comprehensive joint sessions and measures tailored to work communities and individuals. A wide range of support related to wellbeing and coping skills was offered by University Services together with occupational health staff, external experts and the University chaplains.

The new organisation made great efforts to support practices related to workplace wellbeing. The heads of human resources in on-site services actively cooperated with units in matters related to early support and with central services in the strengthening of collegiality and community in units and the provision of support for supervisory work. At the beginning of the strategy period, the University of Helsinki drafted its HR policy. A new contract with the occupational health provider entered into force on 1 January 2015. The University has increasingly focused its occupational health efforts and resources on preventative care.

The results of the workplace wellbeing surveys in 2013 and 2015 display a positive development from 2011 in nearly all questions for which comparable data were available. The results for 2015 were largely similar to those for 2013, but the response rate was lower. The most positive evaluations were given for the content of the respondent’s own work, personal competence and the work of the immediate superior. Work duties were considered to be interesting and challenging, and respondents felt they could influence the content of their work to a satisfactory degree. Respondents evaluated the likelihood of career advancement at the University as low. The only section of the survey to receive a grade lower than three was strategic management at the University level.

During the strategy period, the assessment of risks in the work environment was more explicitly included in operations management and, hence, annual operational planning. The workplace inspection process included in occupational health services was also revamped. The new measures aim to promote the risk assessment of health hazards, increase supervisors’ awareness of significant shortcomings in the work environment that emerge through risk assessments, and highlight corrective measures, including related responsibilities and timetables.

During the strategy period, the University successfully introduced workplace mediation as a method of conflict resolution and trained internal mediators. Staff were also offered a comprehensive lecture series on workplace and communication skills to support practices related to workplace wellbeing.

Staff providing orientation in work communities were supported in particular with issues related to the orientation of international staff, and orientation training was offered to new staff, orientation providers and supervisors. International staff were offered joint orientation sessions and training on Finnish work culture. A new initiative was the orientation session for new professors as well as the mentoring programme geared to them.

Student progress and wellbeing

In 2012 and 2013 the University carried out a project entitled Opiskelijoiden ensimmäinen vuosi (“Students’ first year”). In May 2013, the University of Helsinki organised the European First Year conference. The University named the concept Minun yliopistoni – Mitt universitet – My University. A related staff site was opened on Flamma, with a toolkit to facilitate first-year studies. The toolkit features the University’s service commitment, recommendations for the first year and tools in the form of good practices (e.g., a chart for guidance and advice). The Studying site on the University’s external website was redesigned to provide information from the perspective of a new student, from receiving a student place offer to accepting it and embarking on studies. The My University concept was launched at the Learning Adventure event in March 2014.

As University Services has begun to operate, practices related to teaching and guidance have been harmonised in all areas where exceptions are not required. Student services are provided by six on-site service points. The University also promotes the availability and quality of electronic services. As part of the reform, student counselling was incorporated with other student services to achieve better coordination. However, as the demand for these services continues to outstrip supply, particular attention must be paid to their development.

Promoting equality and non-discrimination

The equality committee began to prepare the University’s new equality and diversity plan in 2016 by engaging units and members of the University community in the process. Instructions for the prevention of inappropriate behaviour and harassment were also updated. The University also decided to participate in the 100 Acts for Gender Equality campaign to celebrate Finland’s centenary.

In spring 2016 the University presented the Maikki Friberg Equality Award at an event for occupational wellbeing, safety and equality, which was open to all members of the University community. The University encourages multicultural and
multilingual awareness in its daily activities. University Lecturer Maria Ahlholm received an award for her work in the area, including the *Suomen kieli sanoo tervetuloa*! language training project.

Effective throughout the strategy period, the equality and diversity plan specifies the University’s objectives, measures and permanent approaches. Equality was monitored, for example, with the workplace wellbeing surveys aimed at staff and the equality survey aimed at undergraduate students in 2015. Matters related to accessibility were systemically promoted, for example, by establishing an expert group on special arrangements to support students and teachers and by creating new practices for special arrangements. International equality activities were fostered, for example, by participating in LERU’s Gender Working Group. New instructions have been prepared to clarify practices for challenging and inappropriate supervisory and teaching situations. Staff have also been systematically trained to be better able to address grievances.

**FUNCTIONAL STRUCTURES AND CLEAR PRACTICES**

The measures concerning the streamlining of approaches and services in support of core operations are connected by the major progress made in both areas in 2016 and during the establishment of the new University Services organisation. Related work began in autumn 2014, and a great deal of preparatory work was completed in 2015. (See also University Services – a new service organisation.)

One of the goals of establishing University Services was to concentrate the skills development and management of administrative staff into a single organisation. The funding cuts targeted at the University provided an additional boost to implementing this change. The old, fragmented structure could no longer meet new administrative requirements. The rationalisation of work processes used to be challenging and ineffective, but has started to improve since the establishment of University Services. University Services also provides a joint platform for the user-driven development of services.

Although the number of administrative staff has decreased, it is too soon to say whether the total amount of administrative work has been reduced. As part of the changes, some administrative duties were delegated to teaching and research staff, which is not always ideal for the efficient and flexible performance of duties. The savings sought are expected to be achieved by developing processes and services in the coming years.

In 2016 University Services began to develop work processes according what is known as the lean approach. The feedback received from the audit group was taken into account in creating the new service structure. The University’s quality management system and network has also been reorganised, and related training has been provided.

The major trend throughout the strategy period was the agile development of administration and support services to streamline approaches and establish more user-driven services. IT development projects now use the Scrum model by default. Several development projects have been based on the ideas of service design, including Kaisa Library’s smart design project, services for researchers and Think Corner 2017.

Similarly, digitalisation has helped to create more efficient, user-driven services and approaches. Digitalisation has been promoted in the redesign of several academic administration systems as well as through the harmonisation of electronic tools (Office 365). Digitalisation has also been a strong trend in library services for several years.

**QUALITY MANAGEMENT**

Key measures in quality management during the strategy period included preparations for the Finnish Education Evaluation Centre’s (FINEEC) audit in 2014 as well as the development of quality management and safety in laboratories in 2014–2016.

The University of Helsinki passed the FINEEC audit and received a quality label in early 2015 for six years. Work on the development measures proposed by the audit group began immediately after the audit.
The Helsinki University Main Library in Kaisa House achieved a visitor record in March 2016 when more than 9,000 people visited the library on a single day. The library is Finland’s most popular learning environment and the most used library building. Strategic funding has considerably expanded the library’s collection of electronic material. The popularity of e-books and the University’s Helda publications register has increased. The library offers its customers Finland’s most extensive and widely used electronic resources.

The University and its libraries made major efforts to achieve better results in the negotiations of the national FinElib consortium on journal resources and to ensure that agreements concluded with publishers would also take open data into account.

The National Library’s renovated main building was opened to the public on 1 March 2016.

ENTERPRISE ARCHITECTURE

During the strategy period, work on the University’s enterprise architecture was integrated into daily activities and the launch and monitoring of development projects.

Since 2012, the University’s enterprise architecture group has conducted assessments, particularly of projects in need of separate funding. The assessments have been based on the University’s principles for enterprise architecture and the measures outlined in the Strategic Plan. During the strategy period, the group completed some 50 evaluations of the enterprise architecture of different projects.

During the period, a model was created for the management of core data. An enterprise service bus enabled the use of uniform core data (e.g., personal and organisational data) in several data systems.

The University’s application portfolio has provided a more comprehensive overview of the University’s data system assets. The duties of application owners have also been allocated, and the processes for maintaining data about applications have been harmonised.

FURTHER DEVELOPMENT OF DATA SYSTEMS

Several significant data system projects were launched and completed during the strategy period. The new data systems have facilitated communications and information sharing in the University community, and ensured that the information serving as the basis for the University’s data systems is consistent and up to date.

The Office 365 project introduced a joint email and calendar program for all staff to facilitate communications, information sharing and meeting planning, and support clear practices.

The organisation register contains consistent and up-to-date information about the University’s organisational structure and units. It also serves as the source of core organisational data and provides an overview of the University organisation from different perspectives, which reduces the need to maintain separate registers with the same content.

The enterprise service bus (ESB) is an information system component that currently integrates dozens of University systems by distributing data between source and target systems. The enterprise service bus enables the management of core data by distributing data from a repository defined as the source system to other systems that need the data. The data need not be maintained in the target systems, only in the source system, which ensures the integrity of the data.

Several Finnish universities are participating in the multi-year Sisu project, which was launched during the strategy period to modernise academic administration by developing a replacement for the Oodi system with new technologies and features. The solution will support students in planning their studies and thus promote student progress. The new system will provide better support for academic administration processes and efficient operations.

The DOO project for the development of a digital teaching and learning environment has created the My Studies and My Teaching pages, which bring together the University’s key digital services for students and teachers. The existing platform will be used to build a modern information system based on user needs and various core data systems.

The launch of the Riihi system for the management of records, data and documents has supported joint approaches to processing matters under preparation.
and drawing up decision documents. The Riihi project introduced an entirely new electronic case management process as well as records management lifecycle. Available throughout the University, the system will improve information flow and retrieval, and enable the tracking of proceedings and decision-making.

An extensive project on identity and access management (IAM) will replace the University’s outdated system for user management with a solution that can be easily maintained. The goal is to create an easy-to-use and secure method for users to log into data systems. The new solution will support the management of core personal data and enable the automatisation of processes and self-service in the distribution of user accounts and access rights.

During the strategy period, the University began to develop the central management of customer relationships and partnerships. The development work took place in the ASKU network of the enterprise architecture group as well as in HaKe20 projects. The goal is to introduce a University-level data system solution for the management of stakeholder data and related measures and events. The new solution will replace several separate registers and data systems, and improve the availability and usability of customer data.
THE UNIVERSITY KEEPS ITS FINANCES ON A SUSTAINABLE FOOTING

Key development areas specified in the target programmes 2013–2016

The University of Helsinki will
- Develop its operating structure
- Create a high profile in its areas of strength
- Balance its finances
- Prepare for the implementation of the new strategic plan

The University of Helsinki’s successes 2013–2016

- The University successfully balanced its finances in 2016.
- The University achieved the donation goals of its Best for the World fundraising campaign in all target groups (goal: €25 million, total result: €40.3 million).
- The University increased its share of the funding granted on the basis of the Ministry of Education and Culture’s funding model. The 24% target set for the period was achieved in 2016, when the share of funding rose to 24.3%. The increase was mainly attributable to research performance criteria.
- After several years of planning and efforts, the University of Helsinki became the sole owner of Helsinki University Properties Ltd in 2016.
- The University identified four major challenges – the digital world, ageing and wellbeing, globalisation, and sustainability – and defined three strategic research areas based on these: life sciences, the human mind in a changing world, and the structure of matter and materials science.
- Several structural development measures were adopted during the strategy period, both within the University and nationwide. They had an impact on the structures of research, education, administration, support services and the University Group.
- During the strategy period, the floor area of facilities used by the University’s basic operations decreased from 502,000 to 463,000 square metres.
- The utilisation rate of teaching facilities was on average 75% (in 2013: 74%).
- The comprehensive surveys carried out over the period regarding the placement of government research institutes on the University campuses have led to fruitful results, and some of the institutes now operate in facilities freed up by the University. These measures will also boost cooperation between the University and government research institutes.
- The renovation of the National Library building designed by Engel, which is of great historical value in terms of construction, was completed in 2015 and opened to the public in March 2016.
 Areas of further development

The University of Helsinki will

- Use the strategic research areas to strengthen and clarify its research profile
- Continue to make more efficient use of its facilities
- Carry on with active fundraising in Finland and abroad

Indicators: The University keeps its finances on a sustainable footing

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ratio of facilities expenses to overall expenses¹</td>
<td>17.0%</td>
<td>16.6%</td>
<td>15.8%</td>
<td>95%</td>
<td>↗</td>
</tr>
<tr>
<td>Ratio of funding received by the University of Helsinki to the core funding allocated by the Ministry of Education and Culture to universities</td>
<td>23.92%</td>
<td>24.31%</td>
<td>24.00%</td>
<td>101%</td>
<td>↗</td>
</tr>
</tbody>
</table>

¹ The objective is for facilities expenses to account for a smaller share of the overall expenses.
FINANCES

To balance its finances, the University of Helsinki has had a recruitment permission system in place since 2012. The University had to deal with major cuts in 2016, and its overall funding decreased by €60 million. It successfully balanced its finances by implementing a comprehensive change programme.

The year was shadowed by cooperation negotiations, which led to terminations.

The University's operations showed a deficit of €4 million. With investment activities bringing in €8 million, the University's surplus amounted to €4.3 million.

(Further financial information is available in the University of Helsinki financial statements and other financial publications. For more, see the University website.  

Figure 12. University of Helsinki revenue and expenses in 2016

[Diagram showing University of Helsinki revenue and expenses in 2016]

Further financial information is available in the University of Helsinki financial statements and other financial publications. For more, see the University website.  

REVENUE

In 2016, the University of Helsinki posted a total revenue of €692 million, which was equivalent to a €58 million decrease year-over-year (-7.8%) (Table 6).

Table 6. University of Helsinki overall revenue 2014–2016

<table>
<thead>
<tr>
<th>Income, € million</th>
<th>2016</th>
<th>%</th>
<th>2015</th>
<th>%</th>
<th>2014</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government core funding</td>
<td>412.4</td>
<td>60%</td>
<td>453.7</td>
<td>60%</td>
<td>439.0</td>
<td>61%</td>
</tr>
<tr>
<td>External funding *)</td>
<td>256.7</td>
<td>37%</td>
<td>259.1</td>
<td>35%</td>
<td>258.8</td>
<td>36%</td>
</tr>
<tr>
<td><strong>Income from core operations</strong></td>
<td>669.2</td>
<td></td>
<td>712.7</td>
<td></td>
<td>697.8</td>
<td></td>
</tr>
<tr>
<td>Income from investment activities</td>
<td>8.9</td>
<td></td>
<td>24.0</td>
<td></td>
<td>12.7</td>
<td></td>
</tr>
<tr>
<td>University of Helsinki Funds</td>
<td>2.7</td>
<td></td>
<td>3.4</td>
<td></td>
<td>4.2</td>
<td></td>
</tr>
<tr>
<td>Proceeds from fundraising</td>
<td>10.8</td>
<td></td>
<td>10.3</td>
<td></td>
<td>1.9</td>
<td></td>
</tr>
<tr>
<td>Income from investments and fundraising</td>
<td>22.4</td>
<td>3%</td>
<td>37.6</td>
<td>5%</td>
<td>18.9</td>
<td>3%</td>
</tr>
<tr>
<td><strong>OVERALL INCOME</strong></td>
<td>691.6</td>
<td>100%</td>
<td>750.4</td>
<td>100%</td>
<td>716.7</td>
<td>100%</td>
</tr>
</tbody>
</table>

| Year-over-year change, core operations | -6.1%| 2.1% | 2.1% |
| Year-over-year change %                | -7.8%| 4.7% | 3.2% |
| *) Includes investment subsidy          | 2.7  | 2.3  | 1.7  |

Core funding, which comprises funding from the Ministry of Education and Culture and the Ministry of Finance, decreased by more than €41 million (-9.3%), amounting to €412 million. It accounts for 60% of the University’s overall revenue (Figure 13).

In 2016, income from external funding totalled €257 million, accounting for 37% of overall revenue and decreasing by 1% from the previous year. The bulk of external funding (€188 million, 73%) is allocated to research, and the rest (€69 million, 27%) to other purposes. Research funding increased by €2 million from 2015.

The proceeds from fundraising, the return on investments and the income from the University of Helsinki Funds totalled €22 million, corresponding to 3% of overall revenue. The University’s own income decreased by €15 million. Return on investments was down, amounting to €8 million. Income from the University of Helsinki Funds totalled €3 million. Fundraising proceeds increased slightly to €10.8 million.

The University’s overall revenue comprises core funding, external funding and the University’s own income (investments, returns from the University of Helsinki Funds, and fundraising).

External research funding comprises funding from the Academy of Finland, companies, the European Union, foundations, municipalities and other parties (Figure 14).

In 2016, €155 million of total external research funding (€188 million) came from Finland and €33 million from other countries. International research funding accounted for 17% of the total.

Funding from the Academy of Finland decreased by €1 million year-over-year, amounting to €103
million and accounting for 55% of the University of Helsinki’s overall research funding. Finnish foundations granted €2 million more in research funding, amounting to a total of €21 million, or 11% of overall funding.

EU research funding decreased by €1 million from the previous year, totalling €20 million. EU funding now accounts for 11% of the University of Helsinki’s overall research funding and 63% of its international research funding. Tekes (the Finnish Funding Agency for Innovation) granted €13 million, which is equivalent to 7% of the University’s research funding.

**EXPENSES**

The University’s overall expenses amounted to €687 million (a decrease of 2.4%), the largest expense items being personnel (60%) and rentals (14%). Personnel expenses totalled €411 million and rental expenses €95 million, and together they accounted for 74% of the overall expenses (€506 million). Personnel expenses were down by €30 million.
SURPLUS/DEFICIT FOR THE PERIOD

In 2016, the University of Helsinki’s operations showed a deficit of €4.1 million.

The net return on investments totalled €5.7 million, while income from funds was €2.7 million. The University’s overall results for 2016 showed a surplus of €4.3 million, which is equivalent to 0.6% of the overall expenses (Table 8).

Table 8. University of Helsinki surplus/deficit 2014–2016

<table>
<thead>
<tr>
<th>Components of surplus/deficit, € million</th>
<th>2016</th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Helsinki</td>
<td>-4.1</td>
<td>20.8</td>
<td>18.8</td>
</tr>
<tr>
<td>Investments, net</td>
<td>5.7</td>
<td>22.3</td>
<td>11.9</td>
</tr>
<tr>
<td>University of Helsinki Funds</td>
<td>2.7</td>
<td>3.4</td>
<td>4.2</td>
</tr>
<tr>
<td><strong>TOTAL SURPLUS</strong></td>
<td>4.3</td>
<td>46.3</td>
<td>34.9</td>
</tr>
</tbody>
</table>

% of overall expenses

<table>
<thead>
<tr>
<th>% of overall expenses</th>
<th>2016</th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surplus equivalent to the costs of x days</td>
<td>0.6 %</td>
<td>6.6 %</td>
<td>5.1 %</td>
</tr>
</tbody>
</table>

Figure 16. Components of surplus/deficit in 2010–2016, € million
SOURCES OF INCOME BY CAMPUS AND UNIT

The ratio of core and external funding differs in different units. On the Kumpula and Meilahti campuses, external funding accounted for 51% of overall income. The corresponding figure for Viikki was 45% and for the City Centre Campus 31%, the lowest figure of all.

External funding accounted for 63% of the overall funding of research institutes, 34% of that of service units and 26% of that of other departments and institutes.

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Figure 17. Funding by campus\(^1\) in 2016, € million

![Figure 17. Funding by campus\(^1\) in 2016, € million](image)

Figure 18. Funding for independent institutes\(^2\) in 2016, € million

![Figure 18. Funding for independent institutes\(^2\) in 2016, € million](image)

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\(^{1}\) The City Centre Campus includes the Faculty of Theology, Faculty of Law, Faculty of Arts, Faculty of Behavioural Sciences and Faculty of Social Sciences, as well as the Swedish School of Social Science, the University of Helsinki doctoral schools and the Helsinki Life Science Center.

Kumpula Campus: Faculty of Science

Meilahti Campus: Faculty of Medicine

Viikki Campus: Faculty of Biological and Environmental Sciences, Faculty of Pharmacy, Faculty of Agriculture and Forestry, Faculty of Veterinary Medicine

\(^{2}\) Service units: Center for Properties and Facilities, Language Centre, IT Center, UniSport, Helsinki University Library, Laboratory Animal Centre

Research institutes: Helsinki Collegium for Advanced Studies, Institute for Molecular Medicine in Finland, Neuroscience Center, Institute of Biotechnology

Other institutes: National Library of Finland, Finnish Museum of Natural History, Open University, University of Helsinki Centre for Continuing Education
THE UNIVERSITY KEEPS ITS FINANCES ON A SUSTAINABLE FOOTING

Figure 19. Funding for faculties in 2016, € million

Figure 20. Funding for independent institutes in 2016, € million

1 Faculties: TTDK Theology, OIKTDK Law, LTDK Medicine, HUMTDK Arts, MLTDK Science, FTDK Pharmacy, BYTDK Biological and Environmental Sciences, KAYTTDK Behavioural Sciences, VALTSDK Social Sciences, SSKH Swedish School of Social Science (an independent unit, not a faculty), MMTDK Agriculture and Forestry, ELTDK Veterinary Medicine.

2 Independent institutes: TILA Center for Properties and Facilities, KK National Library of Finland, BI Institute of Biotechnology, HULIB Helsinki University Library, FIMM Institute for Molecular Medicine, TIKE IT Center, LUOMUS Finnish Museum of Natural History, UniSport, Kielikeskus Language Centre, AVOIN Open University, NT Neuroscience Center, KEK Laboratory Animal Centre, Tutkijakollegium Collegium for Advanced Studies, HYKKE University of Helsinki Centre for Continuing Education.
OPERATIONAL FOCUS AND STRUCTURAL DEVELOPMENT

STRENGTHS IN RESEARCH AND PROFILE BUILDING

In the strategy period, the University identified four major challenges – the digital world, ageing and wellbeing, globalisation, and sustainability – and defined three strategic research areas based on these: life sciences, the human mind in a changing world, and the structure of matter and materials science.

The University uses its strategic research areas to manage its operations, allocate resources, sharpen its research profile, steer research in a multidisciplinary and solution-oriented direction spanning different organisations, as well as to create more comprehensive hubs of competence. In addition to defining its strategic research areas, the University identified two spearheads in top-quality research: the atmosphere and climate as well as mathematics.

The University of Helsinki has developed support services to promote the operations of its strategic research areas and spearheads of research, as well as to allocate resources and support services to them. The University took the strategic research areas into account when drawing up its applications for the Academy of Finland’s funding to support university profiling. It is committed to supporting these areas and reallocating future resources to them, in addition to allocating resources to research and education in other identified fields of great potential.

The University has actively applied for the Academy of Finland’s competitive funding aimed at supporting the profiling of Finnish universities (PROFI). The University participated in all three of the Academy’s calls for applications during the strategy period. The first application focused on the strategic research area of life sciences and the second on the human mind in a changing world. Atmospheric sciences, climate and ecosystem research, data sciences and sustainability science were the focal areas of the third application for funding in support of profiling.

The University’s profiling measures have led to the establishment or planned establishment of several thematic hubs, such as:

- HiLIFE – Helsinki Institute for Life Sciences
- HELDIG – Helsinki Centre for Digital Humanities
- INAR – Institute for Atmospheric and Earth System Research
- HiDATA – Helsinki Centre for Data Science
- HSSC – Helsinki Sustainability Science Centre

The first PROFI funding application brought in a total of €9 million, which was allocated to the profiling of HiLIFE and its fields of physics, ICT and statistics.

In its second application, the University sought funding for five interlinked profiling measures, involving HELDIG, Learning in the Digital World, Interdisciplinary Russian Studies, Global Law and Behavioural Life Science. Digitalisation, both in research methods and as the focus of research, is the common denominator of all five measures. The Academy granted over €10 million in funding for this purpose. The results of the third PROFI call will be published in summer 2017.

STRUCTURAL DEVELOPMENT

The objective of structural development is to improve the University’s operating conditions in a changing environment. Structural development seeks to produce an overall benefit to the University and to strengthen the quality, impact and international competitiveness of research and teaching. It calls for well-reasoned choices and exclusions.

Several structural development measures were adopted during the strategy period, both within the University and nationwide. They had an impact on the structures of research, education, administration, support services and the University Group.

During the strategy period, the University participated in the preparation of several national projects dealing with structural development. These included a survey of field stations initiated by the Ministry of Education and Culture, as well as the assessment project of State central and regional administration (VIRSU), which involved determining the status of the Repository Library, the National Research Institute of Legal Policy and the National Consumer Research Centre. The University also took part in surveys of individual fields of
education launched by Universities Finland, UNIFI, and in a broad-based survey regarding the establishment of a science and technology museum in the Helsinki Metropolitan Area.

Development of the faculty and department structure

At the beginning of 2016, the Helsinki Institute of Physics (HIP) became part of the Faculty of Science, and the Aleksanteri Institute part of the Faculty of Arts. Both operate as independent institutes. Forensic autopsies were transferred from the University to the National Institute for Health and Welfare (THL).

In April 2016, the University Board decided to establish an independent institute called the Helsinki Institute of Life Science (HiLIFE), which began operating at the beginning of 2017. The Institute of Biotechnology, the Neuroscience Center and the Institute for Molecular Medicine Finland, which previously operated as independent institutes of the University, joined HiLIFE as its operating units, while the Laboratory Animal Centre became part of the research infrastructure of the new Institute.

Furthermore, the decision was made to change the structure of the Faculty of Behavioural Sciences as of 1 January 2017 and rename it the Faculty of Educational Sciences. As regards the Faculty’s disciplines and educational responsibilities, psychology and logopedics were transferred to the Faculty of Medicine, and phonetics and cognitive science to the Faculty of Arts on 1 January 2017.

The academic community discussed the development of the University’s operating structure in the spring. In April–September, the working group appointed by the rector to examine the University’s operating structure surveyed alternative models and presented a proposal for a new operating structure. In October, the University Board decided that the University would continue to operate with 11 faculties and that the departments would no longer function as independent financial units after the end of 2017. The status and structure of independent institutes as part of the University’s operational structure will be examined during 2017.

The Bachelor’s and Master’s programmes resulting from the Big Wheel educational reform will be launched in autumn 2017. The degree programme structure will have a considerable impact on the operational organisation. The status of degree programmes in relation to the internal structure of faculties will be determined by the end of 2017. The reform of doctoral programmes in 2014 resulted in the establishment of four doctoral schools and 32 doctoral programmes. (See also Reform of bachelor’s, master’s and doctoral programmes.)

The University’s organisational structure underwent several changes early on in the strategy period. The departmental structure of the Faculty of Medicine was abolished at the beginning of 2015. The Ruralia Institute became an independent institute of the Faculty of Agriculture and Forestry, and the Faculty of Social Sciences expanded by two new units: the National Consumer Research Centre and the Institute of Criminology and Legal Policy.

In 2013, the IPR University Center was transferred from the University of Helsinki to the Hanken School of Economics. The Helsinki Center of Economic Research (HECER, a joint initiative of the University of Helsinki, Aalto University and the Hanken School of Economics) and the University’s discipline of economics were made into a unit of the Department of Political and Economic Studies. Moreover, the University’s formerly independent operations in Lahti were organised into a research and teaching network in 2014.

Other measures taken in 2014 included those aimed at making the Palmenia Centre for Continuing Education serve the University’s strategy in an increasingly better way. The following year, Palmenia’s units in Lahti, Kouvola and Kotka were discontinued, and the Centre’s name was changed to University of Helsinki Centre for Continuing Education. The Centre’s operations as an independent institute came to an end on 1 June 2016, when the University of Helsinki Centre for Continuing Education HY+ began operating as a subsidiary of the University of Helsinki Funds.

Support and administrative services and the University Group

In spring 2016, the University continued to reorganise its support and administrative services into a single service organisation, called University Services, in line with the preparations and decisions made the previous year. University Services were launched on 1 May 2016 (see also University services – a new service organisation).

In its employer report released on 27 January 2016 in connection with the cooperation negotiations, the University decided to hive off its continuing education services and investigate the option of transferring the operations of the Center for Properties and Facilities to a newly established company.

The incorporation of the Center for Properties and Facilities was investigated throughout autumn 2016,
and the decision to create an in-house company was made in January 2017. Once the new company is launched, which is scheduled to take place by the beginning of 2018, the properties and facilities services will be transferred as a sector to University Services.

Other changes that took place in 2016 and affected the University Group included the establishment of Funidata Oy and the transfer of Gaudeamus Oy to the University’s ownership. Funidata Oy cooperates with its partner universities to develop a national core data system for teaching and studies. Gaudeamus Oy publishes high-quality non-fiction and scientific literature.

VARIED USE OF FUNDING MODELS

GOVERNMENT FUNDING

Since 2012, government funding has been distributed according to a core funding formula based on performance criteria. The formula comprises funding allocated on the basis of teaching and research-based criteria (72% of core funding from 2017 onward), as well as funding allocated on the basis of other education and science policy objectives (28% of core funding from 2017 onward, including strategic funding, funding based on the performance of national duties and field-specific funding).

During the strategy period, the Ministry’s funding model has been developed so as to put more emphasis on quality considerations. As a result, student feedback now features as a funding criterion, and the Publication Forum classification levels are used as coefficients for the number of publications.

The University of Helsinki’s portion of government funding

Government funding for universities totals approximately €1.9 billion. Since 2013, most of the government funding, approximately €1.6 billion, is allocated using a core funding formula. As a rule, the portion of funding allocated to each university is calculated using the average values of each performance criteria for the preceding three years.

Figure 21 depicts the portion of government funding allocated to the University of Helsinki based on the funding model of the Ministry of Education and Culture in 2013–2017.

Figure 21. Imputed core funding of the University of Helsinki (funding in 2013–2017 and the University’s share, €1,000)

In its 2013–2016 strategic plan and target programme, the University of Helsinki set itself the goal of obtaining 24% of the funding allocated on the basis of the Ministry of Education and Culture’s funding model. This percentage goal has been achieved practically every year, despite the government’s overall funding decreasing notably over the period, first as a result of the university index cuts and freeze and then due to funding cuts.

1 For example, when the funding for 2017 was determined in 2016, the calculations were based on the average for performance criteria in 2013–2015.
The University of Helsinki’s funding results by criteria

Table 9 presents the portions of funding allocated to the University of Helsinki by individual criteria. Some adjustments were made to the model in 2015: the weight given to different educational criteria was modified, and the new student feedback criterion was adopted.

As for research criteria, the Publication Forum classification system came to play a bigger part in the calculation of publications-based funding, and instead of using two separate criteria for publications, a single criterion based on Publication Forum points was adopted. Over the period, the weight of different criteria has also shifted, as the importance of degrees and the number of students completing 55 credits has decreased, and the employment figures among graduates have gained more importance. In 2017, the weight shifted from educational criteria to other university and science policy targets, due to the strengthening of the portion of strategic funding, in particular.

Table 9. The University of Helsinki’s portion of the university funding model by performance criteria in 2013–2017

<table>
<thead>
<tr>
<th>Funding model criterion</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>Change 2017–2013% point</th>
<th>Weight of criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second-cycle degrees</td>
<td>16.5%</td>
<td>17.4%</td>
<td>18.2%</td>
<td>18.5%</td>
<td>18.3%</td>
<td>1.8</td>
<td>13%</td>
</tr>
<tr>
<td>First-cycle degrees</td>
<td>23.0%</td>
<td>21.8%</td>
<td>20.8%</td>
<td>20.1%</td>
<td>19.6%</td>
<td>-3.4</td>
<td>6%</td>
</tr>
<tr>
<td>Employed Master’s graduates</td>
<td>21.1%</td>
<td>17.9%</td>
<td>16.2%</td>
<td>17.2%</td>
<td>18.4%</td>
<td>-2.7</td>
<td>2%</td>
</tr>
<tr>
<td>Students who have completed at least 55 cr</td>
<td>17.8%</td>
<td>18.3%</td>
<td>18.5%</td>
<td>18.7%</td>
<td>19.9%</td>
<td>2.1</td>
<td>10%</td>
</tr>
<tr>
<td>Second-cycle degrees completed by foreign nationals</td>
<td>11.2%</td>
<td>10.6%</td>
<td>11.9%</td>
<td>12.8%</td>
<td>12.9%</td>
<td>1.7</td>
<td>1%</td>
</tr>
<tr>
<td>International student exchange</td>
<td>18.1%</td>
<td>18.2%</td>
<td>18.1%</td>
<td>17.7%</td>
<td>17.6%</td>
<td>-0.5</td>
<td>2%</td>
</tr>
<tr>
<td>Credits completed at the Open University and as non-degree studies</td>
<td>19.9%</td>
<td>19.8%</td>
<td>19.9%</td>
<td>19.5%</td>
<td>19.3%</td>
<td>-0.6</td>
<td>2%</td>
</tr>
<tr>
<td>Student feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-0.8 (1)</td>
<td>3%</td>
</tr>
<tr>
<td>Educational funding criteria, total</td>
<td>18.5%</td>
<td>18.6%</td>
<td>18.5%</td>
<td>18.5%</td>
<td>18.7%</td>
<td>0.2</td>
<td>39%</td>
</tr>
<tr>
<td>Doctoral degrees</td>
<td>27.8%</td>
<td>27.7%</td>
<td>27.4%</td>
<td>27.5%</td>
<td>28.9%</td>
<td>1.1</td>
<td>9%</td>
</tr>
<tr>
<td>International research funding</td>
<td>34.4%</td>
<td>36.2%</td>
<td>37.4%</td>
<td>36.6%</td>
<td>35.5%</td>
<td>1.1</td>
<td>3%</td>
</tr>
<tr>
<td>Other research funding</td>
<td>22.4%</td>
<td>23.1%</td>
<td>24.1%</td>
<td>25.3%</td>
<td>26.6%</td>
<td>4.2</td>
<td>6%</td>
</tr>
<tr>
<td>Publications</td>
<td>27.7%</td>
<td>27.7%</td>
<td>30.6%</td>
<td>30.6%</td>
<td>31.6%</td>
<td>1.0 (1)</td>
<td>13%</td>
</tr>
<tr>
<td>(2013–2014: Other scientific publications)</td>
<td>30.7%</td>
<td>32.7%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>International teaching and research staff (FTEs)</td>
<td>27.6%</td>
<td>27.9%</td>
<td>27.9%</td>
<td>27.1%</td>
<td>26.5%</td>
<td>-1.1</td>
<td>2%</td>
</tr>
<tr>
<td>Doctoral degrees completed by foreign nationals</td>
<td>28.4%</td>
<td>27.0%</td>
<td>23.2%</td>
<td>24.1%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Research funding criteria, total</td>
<td>27.7%</td>
<td>28.2%</td>
<td>28.9%</td>
<td>29.0%</td>
<td>30.0%</td>
<td>2.1</td>
<td>33%</td>
</tr>
<tr>
<td>National duties</td>
<td>40.5%</td>
<td>41.0%</td>
<td>41.0%</td>
<td>41.0%</td>
<td>42.5%</td>
<td>2.0</td>
<td>7%</td>
</tr>
<tr>
<td>Field-specific portion</td>
<td>18.8%</td>
<td>18.8%</td>
<td>18.8%</td>
<td>18.8%</td>
<td>16.9%</td>
<td>-1.9</td>
<td>9%</td>
</tr>
<tr>
<td>Strategic funding</td>
<td>25.6%</td>
<td>26.5%</td>
<td>24.8%</td>
<td>25.0%</td>
<td>25.2%</td>
<td>-0.4</td>
<td>12%</td>
</tr>
<tr>
<td>Other education and science policy targets, total</td>
<td>27.6%</td>
<td>28.1%</td>
<td>27.4%</td>
<td>27.5%</td>
<td>26.3%</td>
<td>-1.3</td>
<td>28%</td>
</tr>
</tbody>
</table>

Measures to achieve strategic targets in 2013–2016

The funding model’s performance-based portions are mainly influenced by the results obtained from the University’s basic duties – teaching and research – and the achievement of the related strategic objectives. The increase in these portions is always related to national development, meaning that the University of Helsinki must improve its results proportionately more than other universities in order to obtain clear growth in the portion of funding. On the one hand, the three-year average values used in the calculations smooth out variation, but on the other hand, they lead to “exceptional years” (such as those including degree reforms in the 2000s) having quite a long-lasting impact on the
funding model criteria and on the relative portions allocated to universities.

The University has improved the quality of its reporting to ensure that all the output affecting funding is recorded in time for it to be taken into account in the Ministry’s information collection. During the strategy period, quality-improvement measures regarding basic reporting were adopted in academic affairs, research affairs, the Student Register and libraries, and these had a positive and concrete impact on funding. During the strategy period, operations management took steps to develop the provision of information about the funding model, in addition to making forecasts and preparing analyses of the results.

In 2015, the University had an “income generation group” tasked with identifying areas in which the University of Helsinki could improve its results in performance-based funding. As regards, for example, the adoption of the Bachelor’s Graduate Survey, the University of Helsinki obtained clearly lower results than its nationwide share of Bachelor’s graduates would have merited. The universities that implemented the Survey more efficiently obtained a relative advantage in funding results when this new funding criterion was first being adopted. The measures taken in 2015–2016 to increase the number of Bachelor’s Graduate Survey respondents have considerably improved the University’s response percentage, but the slow start will continue to be reflected in the three-year average for a while.

**FUNDRAISING**

The purpose of fundraising is to grant the University financial leeway to develop research and teaching.

During the strategy period, the University carried out a fundraising campaign (Best for the World) that strongly highlighted the University’s research themes. The campaign exceeded its 25-million-euro target, with donations and pledged donations totalling €40.3 million in 2013–2016. The goals set for donations were achieved in all target groups.

Thanks to the successful development of long-term donor relations, the University has secured recurring donations and obtained larger donations. Club Giraffe’s high-quality activities, interesting campaigns and direct contacts have played a key role in this success.

Clear and sustainable operating models were created for long-term partner cooperation in corporate and foundation fundraising during the period. Examples of successful cooperation include the endowed professorships enabled by partners, the MOOCs organised jointly with companies, the multidisciplinary MasterClass programme and the cooperation with Helsingin Sanomat, which has been ongoing since 2010.

International fundraising was launched during the strategy period, but it still remained in the pilot phase. Background work was carried out and meetings were organised in the context of pilot projects in Sweden, the US and Russia. An outside expert was commissioned to carry out an analysis of the present state of fundraising and the opportunities for international fundraising. The University will continue to engage in strategic cooperation with the same expert in order to build fundraising competence, as well as scale up and internationalise operations.

The University saw favourable development in donations from private individuals, but failed to attract as many minor donors and alumni as it had hoped. Fundraising was partly set back by the university cuts and the related discussion conducted in public and within the academic community.

**€40.3 million**

IN DONATIONS IN THE 2013–2016 BEST FOR THE WORLD FUNDRAISING CAMPAIGN

*Massive Open Online Course*
THE UNIVERSITY KEEPS ITS FINANCES ON A SUSTAINABLE FOOTING

FACILITIES

Facilities that are of a high quality and suitable for their purpose help the University implement its strategic plan and develop its long-term operations. The operations of the Center for Properties and Facilities are guided by the key objectives of the 2015–2019 Facilities Plan approved by the University’s Board. The objectives focus on the management, use, maintenance and development of facilities, as well as the implementation of the investment plan.

The University has systematically enhanced the use of its facilities and reduced their number in 2013–2016, as well as adapted its facilities for more flexible and multipurpose use. The University has reduced the portion of facilities expenses through comprehensive facilities arrangements and a reduction in the number of facilities. It has, among other things, rented out facilities to cooperation partners.

Facilities maintenance, service and cleaning operations ensure the functionality and usability of facilities, with proper attention given to the goals of sustainable development. One of the key objectives for the design and use of buildings and building services engineering systems is to promote energy efficiency and exploit the latest energy-saving innovations.

By modernising its building services engineering systems, the University can also develop its strategically important research infrastructure. The experts of the Center for Properties and Facilities have actively taken part in planning research infrastructure acquisitions and preparing the necessary modifications to the facilities.

As stated in the University’s Facilities Plan, it is essential that the University’s facilities remain healthy and safe through a systematic repair and disposal policy as well as appropriate and adequate maintenance.

OWNERSHIP OF FACILITIES

After several years of planning and efforts, the University of Helsinki became the sole owner of Helsinki University Properties Ltd in 2016.

Through its share purchases made in 2015, the University of Helsinki became the sole owner of Helsinki University Properties Ltd, whose former owners included the state (33%) as well as the Hanken School of Economics and the University of the Arts Helsinki (with a joint holding of 6%). The University rents approximately 60% of its facilities from Helsinki University Properties Ltd and around 30% from the University of Helsinki Funds. It also rents some facilities from outside providers.

The University has been renting the University Group’s facilities based on the net rent principle, which covers the capital costs, real estate tax, insurance, as well as the company’s overheads. The University has been responsible for the maintenance and usage expenses.

The Center for Properties and Facilities has been in charge of the project management, development and management of the property owned and used by the University Group, as well as of the implementation of projects included in the investment plan for facilities. The Center has also seen to the maintenance, service, repair and replacement of property, as well as to other property and facilities services.

FACILITIES AND FACILITIES USE

In 2016, the facilities were used by the units as follows:

- Faculties and their departments 55%
- Key national units 12% (the National Library of Finland and the Finnish Museum of Natural History)
- Other independent institutes 21%
- Other activities 12% (Central Administration, Helsinki University Museum, restaurants, cafeterias and teacher training schools)

In 2016, examined by campus, facilities use was highest (35%) on the City Centre Campus and lowest (10%) on the Kumpula Campus. The shares of individual campuses did not change notably in the strategy period.
As for the purpose of facilities, the situation has remained largely unchanged throughout the strategy period: offices accounted for 20%, teaching and research facilities for 19%, laboratory facilities for 11% and passageways for 20% of all facilities. Special and storage facilities accounted for 24% of all facilities and other spaces for the rest, as indicated in Figure 23.

Changes in facilities use in 2013–2016

During the strategy period, the floor area of facilities used for the University’s basic operations decreased from 502,000 to 463,000 square metres. Over the period, the University of Helsinki rented a total of 578,000–584,000 square metres of floor space. Most of the facilities were located in Helsinki, with only around 8% in other parts of Finland. The University had facilities for day-to-day operations in 18 localities. In addition, it had small, unstaffed facilities, such as seismograph stations, in 14 localities. Facilities that are used for housing and accommodation or that are sublet,
unoccupied or under repair do not come under the University’s basic operations.

In 2013–2016, the University reduced the floor space of facilities in its use by approximately 26,000 m², in addition to making more efficient use of office and teaching facilities. Libraries have slimmed down their physical collections, as digital material continues to become more common. The reduction in space has led to numerous reshuffles and relocations regarding facilities. Hundreds of people have been relocated annually.

The University relinquished the following facilities, among others.

Facilities used by the Group:

- Vironkatu 1, accommodation spaces, office spaces. Helsinki University Properties Ltd sold the facilities in 2014.
- Aleksanterinkatu 7, office spaces. The University of Helsinki Funds rented the facilities to the Ministry of the Environment in 2014.
- Teollisuuskatu 23, office spaces, a server room, workshop and storage facilities. The University of Helsinki Funds sold the facilities in 2012, and the University ceased to operate there in 2015.

Facilities rented from third parties:

- Kluuvikatu 7, office spaces (2013)
- Vuorikatu 24, office spaces (2014)
- Mannerheimintie 166, animal facilities (2014)
- Arppeanum, Helsinki University Museum and the rock collections of the Finnish Museum of Natural History (2014)

The floor space of facilities used for accommodation increased by approximately 9,000 m² (74%). The renovation and expansion of accommodation for international exchange students and researchers was completed in 2013 in Pihlajamäki, and Aalto Inn in Otaniemi was inaugurated the same year. Housing and accommodation activities support the University’s internationalisation strategy. The accommodation services of the University of Helsinki Center for Properties and Facilities also serve Aalto University.

To boost the usage rate of teaching facilities, a centralised administration system was adopted for normal teaching facilities, and the number of teaching facilities was reduced by converting the facilities for other purposes.

75%

AVERAGE USAGE RATE OF TEACHING FACILITIES IN 2016

In 2016, a total of 324 teaching facilities were included in the centralised booking system, and their average usage rate was 75%. The usage rate has remained the same, even though the number of teaching facilities has decreased by 5% from 2015, because the number of class bookings has also dropped. The Kumpula Campus achieved the highest usage rate at 84%, followed by the City Centre Campus at 80%, the Viikki Campus at 62% and the Meilahti-Ruskeasuo Campus at 56%. As for individual teaching facilities, those in the Main Building, in Athena at Siltavuorenpenger, at Fabianinkatu 26 and in the Veterinary Teaching Hospital achieved the highest usage rates.

FACILITIES EXPENSES

The facilities expenses from basic operations totalled €112 million in 2016 (Figure 24). Triple net rent and payments to facilities owners accounted for two-thirds of the facilities expenses. The expenses also include maintenance expenses, usage expenses and user services.

Figure 24. Facilities expenses from the University’s basic operations in 2016 (€1,000, percentage share)

1 The usage rate is calculated on the basis of the teaching facilities included in the centralised booking system. A 100% usage rate is achieved if the facilities are used 1,000 hours per year (approx. 7 hours a day, 5 days a week and 28 weeks a year). All the conventional teaching facilities have been included in the centralised booking system since 2014.
The facilities expenses are charged to the University’s units as internal rent, which means that the actual expenses are divided equally among different buildings and areas. The prices of facilities are calculated based on the type of facility. For example, the internal rent for office spaces in Helsinki is approximately €27.6 per square metre of net internal area. However, the prices per square metre are not comparable with those of facilities rented from third parties, since the University’s internal rent also includes a share of corridors, lobbies and other spaces in common use. Furthermore, the University’s internal rent includes a greater share of usage expenses and user services than the general rental prices for facilities.

Totalling €4.7 million, heating purchases accounted for the bulk of maintenance expenses. Repairs and replacements amounted to €4.0 million. Cleaning services (€6.5 million) and electricity purchases (€5.3 million) were the largest usage expense items. Porter operations (€2.6 million) accounted for the largest item of user service expenses, which also included depreciations, totalling €3.0 million.

Housing and accommodation services posted a turnover of €5.4 million. Income from business activities covered 91% of business expenses. Operations showed a deficit of some €0.5 million.

The portion of actual facilities expenses of the University’s overall expenses was used as an indicator for facilities expenses in the strategy period. The University’s Board set a target of 15.8% for the indicator, which was to be achieved by the end of 2016. The percentage ultimately decreased from 17% in 2013 to 16.6% in 2016.

While the building owners are responsible for new construction and renovation projects, the expenses nevertheless trickle down to triple net rent, leading to a rise in the University’s facilities expenses. The facilities expenses include expenses from annual repairs and replacements as well as from special equipment for facilities.

### ENHANCED FACILITIES USE ON DIFFERENT CAMPUSES

In accordance with the Board’s guidelines, the University has reduced the number of its facilities over the strategy period. The Center for Properties and Facilities has accommodated its facilities to the units’ operations and changes in them, as well as prepared broad measures for enhancing facilities use on all campuses in cooperation with the faculties and independent institutes.

The comprehensive surveys carried out over the period regarding the placement of government research institutes on the University campuses have led to fruitful results, and some of the institutes now operate in the facilities freed up by the University. These measures will also boost cooperation between the University and government research institutes.

### City Centre Campus

The renovation of the National Library building designed by Engel, which is of great historical value in terms of construction, was completed in 2015 and opened to the public in March 2016.

The renovation of the former Administration Building at Yliopistokatu 4 began in 2016. The renewed Think Corner, a meeting place for city residents and the academic community, will open on the ground level in autumn 2017. The basement will house UniSport's exercise facilities, and the top floors will be rented out to third parties.

On the City Centre Campus, the strategy period began with the reorganisation of the former library facilities that were freed up after the completion of the new Kaisa Library. This involved renovating the facilities at Unioninkatu 35, most of which were assigned to the social sciences. The University Museum transferred from Arppeanum to the former library hall on the new side of the Main Building, which has housed the Museum’s permanent exhibition since March 2015.

Repairs and replacements were also performed in facilities designated to be rented to third parties. The facilities at Aleksanterinkatu 7 were renovated for the Ministry of the Environment and the
Franzénia building for the City of Helsinki’s daycare operations. Both projects were completed in spring 2015. The University of Helsinki Funds sold Franzénia in 2016.

The National Consumer Research Centre and the Institute of Criminology and Legal Policy, which became part of the Faculty of Social Sciences in 2015, were placed in Metsätaulo. The Office of the Faculty of Arts also transferred there the same year from its previous location in the Main Building.

The outdoor gardens of the Kaisaniemi Botanic Garden underwent an expansive renovation in 2014, and as a result, the plants now form an evolution path known as the Tree of Life. One of the project’s objectives was to prepare for the construction of the new main entrance on the southern side of the Botanic Garden.

Kumpula Campus
The comprehensive, phased renovation of building services engineering systems in the Chemicum building, which began in 2013, was completed in autumn 2016. Since the completion of the work, the facilities have been put to more efficient use, and the amount of facilities used for University operations has been reduced on the Kumpula Campus.

In 2014, the library and the Faculty of Science reorganised their use of facilities in the Physicum building. This led to the Faculty Office moving to Physicum from its previous location in the facilities of the Kumpula Botanic Garden. When the University relinquished the facilities in Arppeanum in 2015, the rock collections housed in the building were transferred to the Kumpula Botanic Garden and the storage facilities in Physicum.

Meilahti Campus
In 2016, most of the activities and staff of forensic medicine transferred to the National Institute for Health and Welfare, which also took over most of the forensic medicine facilities from 1 January 2016 onward.

The planning of facilities for psychology and logopedics at Haartmaninkatu 3 began. The National Library of Health Sciences Terkko will be reducing its physical collections, and design efforts were launched to convert the resulting space into a forum for meetings, events and business cooperation.

In 2015, a new building for HUSLAB was completed at Haartmaninkatu 3. The facilities formerly occupied by HUSLAB on the “old side” of Haartmaninkatu 3 will be occupied by the disciplines of psychology and logopedics in 2017.

The Faculty of Medicine has striven to make its use of facilities more efficient throughout the strategy period. The expansion and modernisation of the laboratory animal facilities at Biomedicum 1, completed in 2013, were part of these efforts. In 2015, the Faculty Office and the financial services in Meilahti moved to refurbished facilities in Biomedicum 1, and the Department of Public Health moved from Ruskeasuo to the Biomedicum 2 B tower.

Preparations for relinquishing the facilities in Ruskeasuo continued throughout the strategy period. The area has been designated for residential use, and plans for transferring operations to Meilahti and Tilkamäki are in progress.

Viikki Campus
Facilities for government research institutes were designed and implemented in Viikki in 2016. The Natural Resources Institute Finland moved to the facilities at Latokartanonkaari 7 and 9, which had recently been converted into multipurpose offices. Moreover, various laboratory and ancillary facilities were set up in the University’s buildings and rented out to the Institute.

In Viikki, different locations were considered for the Finnish Environment Institute. Designs were launched for setting up the Institute’s office spaces in Building D (Latokartanonkaari 11) and for constructing laboratory facilities for the Institute’s Marine Research Centre in Building EE (Agnes Sjöberginkatu 2).

The phased renovation of building services engineering systems in Biocenter 1 began in 2016.

Building F, constructed in the 1970s, was renovated and expanded to accommodate the Laboratory Animal Centre’s rodent unit. The work was completed in 2013. The renovation and expansion of the Helsinki Science Park Housing Company’s dormitories at Vuolukiventie was completed at the end of 2013.

The overhaul of building services engineering systems in Biocenter 2, originally built in 1995, and the related reorganisation of facilities were carried out in 2014–2015. During the overhaul, the Faculty of Pharmacy and the Department of Biosciences had to relocate their operations.

In autumn 2014, the IT Center’s new main server room was completed in the lecture hall wing of the
forest sciences building. The IT Center’s operations were moved to Viikki during the strategy period.

**Units outside Helsinki**

The University’s operations in Lahti were centralised in the Niemi area in 2015, and the last required alterations were finished in 2016.

The renovation of dormitories and systems at the Lammi Biological Station was completed in 2013. A wood chip power plant was constructed in connection with the renovation project, which the Station began to use for heating.

In Mäntsälä, designs for the renovation of the Saari production animal clinic were completed, and tenders for the contract were received in 2015. However, project implementation was postponed.

A preliminary study and a survey of facility requirements were carried out for the renovation of dormitories at the Hyytiälä Forestry Field Station. A project survey regarding repairs to the main building, student dormitory, researcher dormitory and service building of the Tvärminne Zoological Station was initiated at the end of 2014. No decisions on investments have yet been made.
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