ANNUAL REVIEW 2017

1,1 MILLION CREDITS COMPLETED

UNIVERSITY OF HELSINKI
The year 2017 marked the beginning of the University of Helsinki’s new strategy period, which is guided by our vision of global impact in interaction. The University wants to contribute to a better world by taking an increasingly active role in the resolution of global problems. We join forces with partners and stakeholders both in Finland and abroad.

The University wants to provide ideal circumstances for research and learning. An international environment for learning and top-level research offers a solid foundation for creativity and innovation. Community spirit, interaction and an open operating culture are key to achieving our objectives. The wellbeing of our staff and students is of crucial importance.

The University has defined three strategic research areas, namely life sciences, the human mind in a changing world, and the structure of matter and materials science, and builds hubs of competence extending over organisational boundaries around these research areas. In the life sciences, the Helsinki Life Science Centre launched operations that will bring the University’s campuses together to form a multidisciplinary community. In 2017 the University made preparations for the establishment of the Helsinki Institute of Sustainability Science HELSUS and the Institute for Atmospheric and Earth System Research INAR, which officially started operations at the beginning of 2018.

We have actively and successfully applied for the Academy of Finland’s funding intended to raise the research profiles of Finnish universities. In the Academy’s four calls for applications thus far, the University has received €34.5 million, and just in the third call in 2017 a total of €15 million. The University will continue to hone its research profile to help in meeting the challenges of the digital world, ageing and wellbeing, globalisation, and sustainability.

We will advance open science by improving open access to research publications and furthering the conditions of sharing and opening research data. A project for a service centre for open access publishing was launched with the aim of supporting publishing through both open channels and subject to a subscription fee. The project includes the Helsinki University Press, which will make its publications freely available online. The first publications will come out in 2018.

In 2017 the University implemented an extensive education reform. The University now offers all education in degree programmes, most of which are multidisciplinary, crossing faculty boundaries. Almost half of the University’s master’s programmes are open to international applicants. The number of options available for application has been cut by half, which makes it easier for applicants to select their preferred programme.

The new degree programmes provide students with the skills needed to succeed in the changing and multifaceted world of work of the future. The old and new degree structures will run parallel until 2020, when the transition period will end.

In 2017 the University also celebrated the centenary of Finland’s independence. The theme of the jubilee year was Together. The University community participated in more than 30 projects and events that were related to the centenary. On the occasion of the centenary and the 500th anniversary of the Reformation, the Faculties of Theology, Philosophy and Law also organised solemn conferment ceremonies of their degrees.

In September, the new Think Corner – a meeting place for science and citizens – was opened in the heart of Helsinki. The popularity of Think Corner surpassed all expectations: during the first three months since its opening, over 250 events, with more than 30,000 participants, were hosted.

The University of Helsinki organised the science-based Helsinki Challenge competition together with nine other Finnish universities under the theme ‘the UN’s sustainable development goals’. Helsinki Challenge raised the profile of Finnish research as well as the new approach to research represented by the competition. A good example of this is the Helsinki Challenge Impact Camp set up by the participating Finnish universities, which attracted the interest of EU lobbyists and decision-makers in Brussels. At this time, making research information available to decision-makers is more important than ever.

The past year was a time of consolidating services and building an operational culture for the University Services organisation. In the process, the line organisation, which previously focused on administrative duties, learned to operate efficiently as a service organisation.

In the autumn of 2016, the University Board decided to commission an independent review of the downsizing and restructuring process of 2015–2016. The report of the review group resulted in a lively discussion within the University community. The University prepared measures to be taken on the basis of the review report. Consequently, the University will increasingly involve the University community in decision-making processes, improve change management and communication, and follow closely the wellbeing of staff and students. The University community will together create ideal circumstances for research, teaching and studies.

I wish to thank the entire University staff and all our students for their excellent work in 2017!

Jukka Kola, Rector
KEY FIGURES IN 2017

- 31,312 degree students
- 1,872 international degree students representing 112 nationalities
- 6,055 completed degrees
- 1.1 million completed credits
- 22,120 applicants in the main admissions procedure, 3,367 admitted students
- 25,310 students at the Open University

- 7,783 employees, including 4,383 teachers and researchers
- 1,234 international staff members representing 97 nationalities

- 11,446 publications, of which 63% were peer reviewed
- 3,252 research projects
- 56th in the Shanghai ranking of world universities
- 81st in the US News Best Global Universities ranking
- 21 Academy of Finland centres of excellence, including 15 coordinated by the University of Helsinki
- 20 Academy of Finland professors
- 10 researchers in the Highly Cited Researchers listing, which contains a total of 21 Finnish researchers
- 108 invention disclosures and 43 patent applications

- 28,000 registered alumni
- 48 million euros in donations through the Best for the World fundraising campaign (between 2013–2017)
- 36 million page visits to the helsinki.fi website
- 28,000 media hits in addition to mentions on TV and radio

- Operations in 16 different localities
For a presentation of the current organisation, see https://www.helsinki.fi/en/university/organisation.

1) Joint research units of the University of Helsinki and other organisations: The Helsinki Center of Economic Research (HECER) is a joint unit of the University of Helsinki, Aalto University and the Hanken School of Economics. The Helsinki Institute for Information Technology HIIT is a joint unit of the University of Helsinki and Aalto University. The Helsinki Institute of Physics HIP is a joint unit of the University of Helsinki, the University of Jyväskylä, the LappeenrANTA University of Technology, the Tampere University of Technology and Aalto University. The Institute for Molecular Medicine FIMM is a joint unit of the University of Helsinki, the Hospital District of Helsinki and Uusimaa (HUS), the National Institute of Health and Welfare and the VTT Technical Research Centre of Finland. 2) UniSport is a joint unit of the University of Helsinki and Aalto University that provides sports services.
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THE CHANGING UNIVERSITY

Strengthening the profile of research
The University of Helsinki has defined the following three areas to be its strategic research areas during the strategy period 2017–2020:

- Life sciences
- The human mind in a changing world
- The structure of matter and materials science

In addition, the University has identified two spearheads in research: atmospheric research and mathematics.

The University has applied for external funding, especially from the Academy of Finland’s funding scheme aimed at supporting the research profiles of Finnish universities. This funding opportunity is meant to enhance the development of research areas selected by Finnish universities on the basis of their strategic plans and improve their capacity for enhancing the quality of research.

The University also participated in the first call for applications of the Academy of Finland’s new flagship programme, which pools together high-level research and impact clusters. A flagship is an effective mix of cutting-edge research, impact in support of economic growth or society, close connections to the business sector and society at large, adaptability, and a strong commitment from host organisations.

Education reform
The extensive education reform that was planned between 2015 and 2017 progressed to the implementation stage. As of 2017, all education at the University will be offered in degree programmes, which welcomed their first students at the beginning of the autumn term. A transition period will continue until 2020. At the same time, the University introduced tuition fees for students from outside the EU and EEA countries and developed a special scholarship system for such students.

Structural development
By developing its structures further, the University aims to enhance its operating conditions and thus gain optimal benefit from them in a constantly changing operating environment.

The development of the University’s internal structure was prepared by a working group examining the status of independent institutes and research units. Following the proposal of this working group, the University established the Institute for Atmospheric and Earth System Research (INAR) as a joint unit of the Faculty of Science and the Faculty of Agriculture and Forestry, and the Helsinki Institute of Sustainability Science (HELSUS) as a joint unit of six faculties. Both units will launch operations in 2018. The Helsinki Institute of Sustainability Science includes the Helsinki Institute of Urban and Regional Studies. The University also took steps to launch the Social Sciences and Humanities Research Centre (SSHRC) by 2021.

The University abolished discipline-specific departments at the end of 2017 in accordance with the decision of the University Board from 2016. As provided by the Regulations of the University of Helsinki, faculties may decide on their internal structure as of 1 January 2018. Seven faculties retained the traditional department-based organisational structure: the Faculty of Theology, the Faculty of Arts, the Faculty of Educational Sciences, the Faculty of Science, the Faculty of Medicine, the Faculty of Pharmacy, and the Faculty of Veterinary Medicine. The Faculties of Social Sciences, Agriculture and Forestry, and Biological and Environmental Sciences adopted an administrative structure based on strands. The Faculty of Law retained its structure, which contains no subsidiary units.

The educational responsibilities of four disciplines were transferred from one faculty to another, namely, psychology and logopedics were transferred to the Faculty of Medicine, and phonetics and cognitive science to the Faculty of Arts from the Faculty of Behavioural Sciences. At the same time, the Faculty of Behavioural Sciences was transformed into the Faculty of Educational Sciences.
A report on the development of language teaching at the University of Helsinki was completed in August 2017. The report aimed to find solutions to the ever-growing and ever-changing needs of language training.

The University was involved in national projects, especially those that had been agreed upon with the Ministry of Education and Culture. Such projects included drawing up a vision for higher education activities in the Ostrobothnia region as well as a report on bringing together arts research and drama education under the auspices of the University of the Arts Helsinki. The latter report resulted in a cooperation agreement between the University of Helsinki and UniArts Helsinki with a view to establish shared professorships and joint teaching.

In negotiations between the National Library of Finland, the University of Helsinki and the Ministry of Education and Culture in December 2016 it was agreed that the National Library and the University would collaborate to produce a report on the Library’s funding situation and the related measures to be taken. The negotiating parties also agreed to investigate the possibility of merging the National Repository Library with the National Library. Once the Ministry had approved the terms and conditions set by the University, a working group appointed by the Ministry prepared a proposal for a government bill on the merger. If the Parliament approves the bill, the proposed merger will take place at the end of 2018.

The University, together with Natural Resources Institute Finland, drafted a plan to develop experimental research and farm animal infrastructures. The decision on whether to implement the plan will be made in the course of 2018. The University, together with its national strategic partners Aalto University and the Hanken School of Economics, established in December 2017 the Helsinki Graduate School of Economics to meet the demand for expertise and teaching in economics and other quantitative social sciences. The School will offer cooperation opportunities for stakeholders as well.

Development of the service structure
The year 2017 was a time of building and establishing a framework for the services and operations culture of the University. The core operations of University Services were identified, and the management of and communication about services were enhanced. Based on feedback collected, special attention was paid to the visibility and availability of services.

The education reform proved to be a challenge for the University’s Teaching and Learning Services, which received additional resources, especially for marketing and communication.

The rector appointed a steering group for University Services, to start operating at the beginning of 2018. The University also made preparations for the incorporation of its property services.

Quality management
The University launched several operational models that enhance lean thinking, including lean pilot projects, lean coaching training, and lean cafés and forums, which all promote lean thinking among various target groups. The adoption of the lean philosophy aims to introduce open and flexible thinking rooted in an experimental culture for the purposes of operational development.

A new quality management steering group and an open quality network started operating in 2017. The University also decided to harmonise process descriptions, starting with the processes of University Services.

Important elections
The year 2017 was a time of important selections for the University Collegium. In March, the Collegium appointed six members from outside the University community to the University Board for the term 2018–2021. Seven members for the Board were elected in University elections held towards the end of the year. Three professors from among five candidates were elected to the Board. The turnout percentage was 79.83%. Two candidates from among ten representing the teaching and research staff (excluding professors) and other staff were elected to the Board. The turnout percentage was 28.18%. In addition, the Student Union elected two student representatives to the Board for a term of two years, as stipulated by the Universities Act.

In its meeting in December, the University Board appointed President Tarja Halonen as the chair and Director Teija Tiilikainen as the vice chair. Ten of the Board’s 13 members are new.

The University Collegium’s year continued with the chancellor’s election. In April, four candidates were
shortlisted from among nine applicants. An interview open to the public was organised in early June, and after the second round of votes, Professor Kaarle Hämeri was elected chancellor. Hämeri started his term as chancellor on 1 October 2017.

At the end of its term in October the University Board appointed new faculty deans at the rector’s proposal. Each faculty had established a tripartite appointment committee for the process. One vice-rector sat on each faculty-specific appointment committee. The committees interviewed the top applicants, consulted the faculty councils and submitted their proposals to the rector. Simultaneously with the selection of the deans, the University was in the process of reviewing its regulations, which returned the selection of deans to the faculty councils.

Amendment of the University Regulations

The Regulations of the University of Helsinki were reviewed in a two-stage process in 2017. During the first stage, amendments necessitated by the launch of the new degree programmes and the University elections following from the organisational reform were made to the Regulations.

In June the University Board decided on the following amendments of central importance:

- Guidelines for the education reform were carried over from the rector’s decisions to the Regulations on Degrees and the Protection of Students’ Rights at the University of Helsinki
- The on-site services staff of University Services were provided with the opportunity to register to vote in faculty elections

During the second stage in the autumn, preparations for further amendments continued in a working group. Various hearings and an extensive round of comments during the preparations revealed that the University community wanted the review of the Regulations to enforce community spirit and a grassroots democracy. The working group submitted to the Board a proposal for amendments following these ideas.

The most important amendments included the following:

- The faculty councils’ role focuses increasingly on decision-making and the deans’ role on preparatory work and implementation.
- Faculty councils instead of the University Board will select deans.
- Separate provisions for operational units belonging to the faculties’ internal structure were documented in the Regulations.
- Provisions for degree programme directors and steering groups were documented in the Regulations on Degrees and the Protection of Students’ Rights at the University of Helsinki.

In December the University Board approved the reviewed Regulations of the University of Helsinki, the Regulations on Degrees and the Protection of Students’ Rights at the University of Helsinki, and new instructions for the approval of agreements related to procurement, investment and research. These amendments, which are of a broader scope, entered into force at the beginning of 2018.

Change review

In the autumn of 2016, the University Board decided to commission an external review of the major changes undertaken at the University, including the Change Programme and the Big Wheel education reform. A group of four people were appointed to conduct the review, and Professor Sue Scott was appointed as the chair. The members of the review group visited Helsinki five times between January and June 2017. The group arranged four open meetings with the University community, one on each campus. These meetings were attended by a total of approximately 100 people, and the group met more than 60 staff members with a wide range of roles and responsibilities across the University. In addition, the review group participated in 17 group discussions, which included some 80 academics and administrators. The review group also received over 400 written submissions.

The report of the review group with recommendations was published in late 2017 and raised extensive discussion in the University community. Measures to be taken on the basis of the report will be drafted in 2018. Such an extensive review of the effects of administrative reforms is unique among the international forum of universities.

The critical perspective of the University community provided a good basis for improving the University’s administrative culture. The University leadership formulated its primary objectives on the basis of the report to be the promotion of mutual trust and enhancement of wellbeing at work. To further these objectives, the report recommended that the focus of development be on strategy building, communication and leadership.
Vision for higher education and research in 2030

In autumn 2017, the Ministry of Education and Culture published a vision for Finnish higher education and research in 2030. The vision, entitled *Proposal for Finland: Finland 100+*, is the result of extensive collaboration between the academic community and stakeholders. The purpose was to formulate a future scenario which enables the development of a high-quality, effective and internationally competitive higher education and research system in Finland by the year 2030.

Finland’s success story will continue to draw on education and expertise. To be able to face the challenges of global competition, Finland needs more experts as well as higher education, research and innovation of a high standard. The openness of education and research and innovation activities will make the knowhow generated by universities extensively available to society.

According to the vision, universities and universities of applied sciences will be bold pioneers who actively create solutions, are actively involved in national and international networks, and are valued partners as well as attractive work and study communities. The implementation of the vision will be supported by a roadmap as well as development programmes led by the Ministry of Education and Culture.

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In 2017 the implementation of the University’s Strategic Plan was based on the strategic vision and development areas approved by the University Board. In accordance with its vision of global impact in interaction, the University wants to contribute to a better, sustainable world by taking an increasingly active role in the resolution of global problems. This vision will be achieved by intensifying cooperation with both established and new partners and stakeholders. High-quality research and teaching produce new knowledge and knowhow for the benefit of humankind. The University of Helsinki will consolidate its position among the leading universities in the world.

The University defined 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 objectives and the relevant areas of development are presented in the strategic roadmap below. The Strategic Plan of the University of Helsinki 2017–2020 can be read on the University’s website.¹

Figure 1. The Strategic roadmap of the University of Helsinki for 2017–2020

SPEARHEAD PROJECTS IN THE IMPLEMENTATION OF THE STRATEGIC PLAN

Based on the Strategic Plan, the University Board defined spearhead projects that were the centre of attention in 2017. The following selected measures were carried out on a large scale, and most of them span over several years:

- A digital leap in teaching
- Recruitment as a resource for reform and support for researchers
- Implementation of the Big Wheel education reform and reform of the student admissions system
- Preparation for the University’s new operational structure
- Promotion of international research funding and fundraising as well as establishment of corporate partnerships
- Promotion of community and collegiality

Responsibilities for and roles relevant to the selected spearheads were defined more clearly than before. Monitoring was also increased and progress was reported to the University Board and leadership at regular intervals. Several leadership forums were organised during the year with the intention to promote the implementation of the Strategic Plan.

To improve operations management, the University adopted a more strategic, agile and consistent model of operations.

A digital leap in teaching

The digital leap in teaching project will be carried out during the strategy period 2017–2020 with the purpose of supporting the exploitation of digital applications fit for purpose for teaching and learning in the new degree programmes. The digital leap in teaching will be divided into sub-projects, of which the following three are the most important:

- Development and support of open and flexible curricula and teaching arrangements in the degree programmes
- Modernisation of learning facilities
- Further development of information systems for teaching and academic administration

A total of 15 projects were selected for the first sub-project. The projects include 14 bachelor’s programmes and one joint venture, which involves master’s level modules focusing on management and leadership. In addition, a total of 16 projects (involving 11 bachelor’s programmes and nine master’s programmes) were selected for the second stage to begin in the autumn of 2018.

The selected programmes receive separate funding for their development work. The programmes come from all University campuses. Each project receives support from a designated coordinator from Educational Technology Services and a senior lecturer in university pedagogy. The projects also have access to tailored training and consultation. Read about the projects and their progress in Finnish at the Digiloikka blog.

The second sub-project included the Centre for Facilities and Properties, the IT Centre and the Helsinki University Library. After having identified the most important areas in need in development, the project engaged in long-term vision building for teaching facilities. Progress was made through reviewing and renewing equipment in the facilities. This sub-project will receive no funding after 2017. The responsibility for any measures involving the identified areas in need of development will be assigned to the University sectors.

The third sub-project is part of a larger reform of the infrastructure of the digital teaching and learning environment, and involves such new systems as MyStudies, the course catalogue and course pages, which are in extensive use.

1 Digiloikka blog: https://blogs.helsinki.fi/digiloikka/.
Recruitment as a resource for reform and support for researchers

On the whole, measures related to the recruitment as a resource for reform and support for researchers spearhead project progressed as planned. The development areas include the following three topics:

- The University’s reputation and image as an employer
- Consideration of international applicants and their families in recruitment processes
- Integration and orientation

The University invested in communication about its image as an employer. A workshop was organised to clarify the factors contributing to the University’s attractiveness on the international recruitment forum. Feedback was collected from applicants who participated in tenure track recruitment processes, and the feedback included individual interviews on the University’s image as an employer and recruitment process. The feedback received in workshops and interviews was used to launch a career site designed primarily for international job applicants. The site includes a section for tenure track applicants and a section offering material to support family members. A mobile application was created to serve as a tool for the assessors involved in the evaluation of applicants.

A tendering process was conducted for relocation services and services supporting the settling in of families, and a new service provider was selected. Academic recruitment received increased support. A lean project was launched within orientation activities to identify bottlenecks in starting in a new job and the orientation and induction processes.

Implementation of the education reform and reform of the student admissions system

The new degree programmes developed under the Big Wheel education reform launched and admitted their first students in the autumn of 2017. The University decided on the principles and policies regarding the transition to the new degree system; the transition period will continue until 31 July 2020.

The leadership of the degree programmes was offered support services, networks and forums. The University decided on the guidelines for academic supervision and guidance as well as the monitoring of student progress. By 2020, the University will have revamped the methods, electronic tools and services of academic supervision and guidance, and the monitoring of student progress. Preparations to develop further the methods of controlling the quality of the degree programmes will continue in 2018. The reform of teachers’ work plans progressed well during 2017 and will continue in 2018.

The University of Helsinki coordinates the national reform of the student admissions system. The University is keeping to the target schedule in its internal reforms in the matter. The University is engaged in the following development endeavours: promotion of student admissions based on the matriculation examination certificate, reform of entrance examinations, enhancement of other admission channels, and advancement of field-specific national cooperation in student admissions.

Preparation for the University’s new operational structure

Preparation for the University’s new operational structure has, on the whole, progressed according to plan. The University decided on the internal structures of faculties that abolished departments. A working group issued a proposal regarding the status of independent institutes and research units, which led to the establishment of the Institute for Atmospheric and Earth System Research (INAR) and the Helsinki Institute of Sustainability Science (HELSUS). The University also continues preparations for the Social Sciences and Humanities Research Centre (SSHRC). The Regulations of the University of Helsinki were amended to correspond to the new operational structure.

The University began reviewing the principles of internal operations management and the distribution of funding. A new performance management model will be introduced in 2019. The procurement process of an information system supporting strategy-driven operations management continued.
The operations of University Services are becoming well established. University Services launched various feedback mechanisms, reviewed service descriptions and implemented a lean pilot project. Training for lean coaches was launched in autumn 2017. The Centre for University Teaching and Learning began operating as planned. Facility and property services were incorporated into an in-house company.

The University continued to cooperate with various partners to enhance national structural development. Educational cooperation with the Lappeenranta University of Technology progressed as planned in Lahti. The strategic partnership between the University of Helsinki, Aalto University and the Hanken School of Economics continues. The building of a life sciences hub in the Helsinki Metropolitan Area took a step forward with the launching of the Helsinki Institute of Life Sciences (HiLIFE) together with the Health Capital Helsinki initiative and HUS.1 A working group appointed by the Ministry of Education and Culture prepared a bill on the merger of the National Repository Library with the National Library of Finland.

Promotion of international research funding and fundraising as well as establishment of corporate partnerships

The development of strategic support for research is closely connected to the reform of performance management and operations management – for example, support services for Academy of Finland centres of excellence have been revamped. A mentoring system between researchers was established for some application rounds and in some units. Efforts will be made to disseminate this system through communication and support measures. Grant coaching is becoming an established practice. All grant coach positions which were established simultaneously with University Services have been filled, and each campus now has a grant coach.

The University has made efforts to impact international research funding, but this requires more attention in the future and closer coordination between the parties involved at the University and the channels used in impact building.

The identification of new international sources of funding and the provision of support to researchers when submitting funding applications to such sources are progressing slowly. University sectors, units and researchers need to step up their collaboration. However, the University participated in the consortium that was successful in the European Institute of Innovation & Technology (EIT) Food-KIC call for applications. The University also successfully acquired international research funding in 2017 through the ERC2 calls for application. As regards the Horizon 2020 research projects coordinated by the University, it must continue its efforts to identify new funders and coordinate impacting endeavours. The current efforts directed at the acquisition of international research funding do not seem sufficient in the light of the €50 million set as the annual target for the strategy period. Competiveness in recruiting researchers and encouraging researchers to engage in the coordination of joint research projects is very important. Besides focusing attention on impact building, the University needs to invest in coordination.

1 Hospital District of Helsinki and Uusimaa (HUS).
2 European Research Council (ERC).
Promotion of community and collegiality

The promotion of community and collegiality is an integral part of all activities and normal management systems. The monitoring group for the University’s Human Resource Policy documented community spirit and collegiality in the guidelines for human resources. The guidelines highlight the significance of management, leadership and supervision; an operational culture promoting open interaction, shared work spaces and various forums for meetings; the exploitation of digital tools and communal methods; and the role of each member of the University community in the promotion of collegiality and community.

The skills and competences of the leadership are of pivotal importance. Leadership training was offered to supervisors working with administrative and support staff. The directors of the new bachelor’s and master’s programmes were also offered leadership training. In the autumn, the senior leadership participated in training, and a special training and orientation programme was designed for them.

A survey on internal communication, directed at the staff, revealed that the University community calls for increased openness in decision-making as well as interactive communication from the University leadership to reinforce collegiality. Measures to increase such communication between the University’s management, staff and students have been taken. Various meetings on the campuses are a good way to increase interaction.

Support for community and collegiality was taken into account in the preparation of implementation plans for 2018. A series of webinars promoting community and collegiality was offered to the University units. In addition, the various language groups of the University community were supported through, for example, the UniBuddy programme.

The recent radical changes presented challenges and risks to the University’s community spirit. The University has taken note of these problems and risks and has addressed them by offering support for supervisors and measures to strengthen collegiality, such as coaching.

The workplace wellbeing survey directed at the University community received a 62.8% response rate from among those in an employment relationship with the University. Community spirit and collegiality was estimated to be fairly good in the immediate work community, and the trend was more positive as compared to the previous survey. The respondents felt that colleagues support and encourage each other. The results also indicate that expertise is shared to a sufficient degree. The most positive evaluations were given for the content of the respondent’s own work, personal competence and the work of the immediate superior.

The units reviewed the results with HR Services and used them in drafting development plans for wellbeing at work with their staff. The purpose of this process was to identify the central areas in need of development within the unit and then draft a concrete plan and schedule for measures to be taken. The goal was to enhance the awareness of all members of the University community of their significant role in the promotion of community and collegiality.
FOLLOW-UP INDICATORS FOR THE STRATEGIC PLAN FOR 2017–2020

The implementation of the objectives set in the Strategic Plan of the University of Helsinki are monitored through the indicators presented in Table 1.

Table 1. Follow-up indicators for the Strategic Plan for 2017–2020

<table>
<thead>
<tr>
<th>Objective in the Strategic Plan / Indicator</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>Objective 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A creative, international environment for learning and top-level research,</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position in internationally recognised rankings¹</td>
<td>81.8</td>
<td>80.0</td>
<td>82.0</td>
<td>50</td>
</tr>
<tr>
<td>High-quality international publications²</td>
<td>2,646</td>
<td>2,799</td>
<td>2,499</td>
<td>3,043</td>
</tr>
<tr>
<td>Open access publications²</td>
<td>1,787</td>
<td>3,031</td>
<td>2,534</td>
<td>2,502</td>
</tr>
<tr>
<td>Full-time equivalent of international teaching and research staff</td>
<td>21.6</td>
<td>22.3</td>
<td>24.0</td>
<td>30.0</td>
</tr>
<tr>
<td>Credits completed during exchange periods by UH students</td>
<td>21,666</td>
<td>19,755</td>
<td>19,886</td>
<td></td>
</tr>
<tr>
<td>Credits completed during exchange periods by international students at UH</td>
<td>33,771</td>
<td>32,347</td>
<td>33,344</td>
<td></td>
</tr>
<tr>
<td>Credits completed during exchange periods, total</td>
<td>55,437</td>
<td>52,102</td>
<td>53,230</td>
<td></td>
</tr>
<tr>
<td>Reputation survey (stakeholder survey)³</td>
<td>64</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A focus on the student</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response rate to the student feedback survey in the whole target group (%)</td>
<td>64</td>
<td>74</td>
<td>67</td>
<td>75</td>
</tr>
<tr>
<td>Number of students with 55 completed credits per academic year⁴</td>
<td>9,980</td>
<td>10,270</td>
<td>10,519</td>
<td></td>
</tr>
<tr>
<td>Ratio of students with 55 completed credits per academic year to all attending students (%)</td>
<td>37%</td>
<td>39%</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>Ratio of international master’s students to all master’s students (%)</td>
<td>8.3%</td>
<td>7.6%</td>
<td>7.3%</td>
<td>20%</td>
</tr>
<tr>
<td>Ratio of international doctoral students to all doctoral students (%)</td>
<td>19.0%</td>
<td>18.8%</td>
<td>20.4%</td>
<td>35%</td>
</tr>
<tr>
<td>Completed doctoral degrees</td>
<td>529</td>
<td>508</td>
<td>475</td>
<td>490</td>
</tr>
<tr>
<td><strong>Resources for reform</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rating in the workplace wellbeing survey</td>
<td>3.34</td>
<td>3.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competitive international research funding (€ million)</td>
<td>27.9</td>
<td>28.8</td>
<td>27.6</td>
<td>50</td>
</tr>
<tr>
<td>Fundraising results (€ million) (cumulative results 2013–2017)</td>
<td>19.7</td>
<td>31.3</td>
<td>47.9</td>
<td>100</td>
</tr>
</tbody>
</table>

¹ Annual average: Shanghai, THE (Times), QS, Taiwan, US News.
² Data from 28 February 2018. Data for 2017 will be supplemented during 2018.
³ Conducted at three-year intervals. Index 0–100, 0–56 poor, 57–62 moderate, 63–69 good, 70+ excellent.
⁴ As of 2015, 55 cr calculated according to new specifications by MinEdu.
The University monitors its position among the world’s 18,000 universities through international rankings.

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

The most widely known university rankings include the Academic Ranking of World Universities (ARWU) of Shanghai Jiao Tong University, the Times Higher Education World University Rankings, the Quacquarelli Symonds (QS) World University Ranking and the National Taiwan University (NTU) Ranking.

The most significant new ranking is the Best Global University Ranking, published by the U.S. News & World Report media company since 2014.

The Shanghai and Taiwan listings are largely based on bibliometric analyses of the scope and impact of research. Besides publication analyses, the THE, QS and US News rankings are based on subjective academic reputation surveys on teaching and research quality, collating the opinions of researchers, specialists and employers.

As the University’s average ranking in the five most well-known rankings was 82.0 in 2017, the University thus belongs in the top 0.5 per cent of the world’s 18,000 universities.

In the 2017 Shanghai (ARWU) ranking, the University of Helsinki retained the 56th position, which is the University’s best placement ever on this widely used ranking of world’s research universities. The University weakened in the highly cited researchers listing, but fared better in the awards and alumni indicators. Shanghai Jiao Tong University corrected its erroneous attribution of credit for the Fields Medal received by Lars Ahlfors The degree completed by the Nobel laureate Bengt Holmström at the University of Helsinki also raised the University’s Alumni score.

Figure 2. Position of the University of Helsinki in the five most important rankings 2011–2017

<table>
<thead>
<tr>
<th>Year</th>
<th>Shanghai</th>
<th>QS</th>
<th>THE</th>
<th>Taiwan</th>
<th>US News</th>
<th>Annual Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>74</td>
<td>89</td>
<td>91</td>
<td>66</td>
<td>100</td>
<td>82.20</td>
</tr>
<tr>
<td>2012</td>
<td>73</td>
<td>78</td>
<td>109</td>
<td>56</td>
<td>101</td>
<td>81.80</td>
</tr>
<tr>
<td>2013</td>
<td>76</td>
<td>69</td>
<td>100</td>
<td>64</td>
<td>71</td>
<td>80.00</td>
</tr>
<tr>
<td>2014</td>
<td>73</td>
<td>67</td>
<td>101</td>
<td>68</td>
<td>91</td>
<td>81.80</td>
</tr>
<tr>
<td>2015</td>
<td>67</td>
<td>96</td>
<td>91</td>
<td>69</td>
<td>81</td>
<td>80.00</td>
</tr>
<tr>
<td>2016</td>
<td>91</td>
<td>102</td>
<td>91</td>
<td>71</td>
<td>81</td>
<td>81.80</td>
</tr>
<tr>
<td>2017</td>
<td>56</td>
<td>56</td>
<td>56</td>
<td>81</td>
<td>81</td>
<td>82.00</td>
</tr>
</tbody>
</table>
In the THE ranking, the University placed 90th, rising one position from the previous year. The indicators that showed improvement from last year included the citations index and teaching.

In the QS World University Ranking, the University of Helsinki dropped to 102nd place, dropping 11 positions. The University lost ground in employer reputation, international staff ratio, international student ratio and teacher/student ratio, but improved its performance in research citations and academic reputation.

In the Taiwan (NTU) ranking as well, the University of Helsinki took a dive, going from the 71st position to the 81st. The Taiwan ranking is based on the performance of scientific papers alone. The ranking system examines publication and citation indices, some over a long period (11 years) and some for a short term (two years). The University’s drop in the ranking can be explained by a weaker performance in citations during the shorter time examined.

In the US News ranking, the University of Helsinki rose from position 91 to 81. The Best Global Universities ranking, which was now issued for the fourth time, has become one of the most followed rankings. The University of Helsinki has been able to clearly improve its position during the past three years (up from 101st position to 81st). Because the ranking methodology has been changed from year to year, no reliable analysis can be made of the reasons behind the University’s success.

The University also placed among the best 100 in other, less known general rankings, such as those of RUR, URAP, Webometrics and Employability. Among Finnish universities, the University of Helsinki continues to excel in all general rankings.

Table below illustrates the University of Helsinki’s average area-specific position in 2017 in the five most widely followed rankings (Shanghai, THE, QS, Taiwan and US News).

<table>
<thead>
<tr>
<th>Area</th>
<th>UH average in 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>The world</td>
<td>82.0</td>
</tr>
<tr>
<td>Europe</td>
<td>25.0</td>
</tr>
<tr>
<td>Nordic countries</td>
<td>3.3</td>
</tr>
<tr>
<td>Non-English speaking countries</td>
<td>23.8</td>
</tr>
</tbody>
</table>
In 2015 the University of Helsinki defined three strategic research areas for the current strategy period 2017–2020, namely life sciences, the human mind in a changing world, and the structure of matter and materials science. These areas are characterised by a high scientific standard and multidisciplinarity and/or interdisciplinarity, and they feature not only senior scientists such as Academy professors, but also young promising scientists. In addition, the University has identified two spearheads in research: atmospheric research and mathematics.

In recent years, the University has continued to thematically define its strategic research areas. To enhance these fields, the University has applied for external funding, especially from the Academy of Finland’s funding scheme aimed at supporting the research profiles of Finnish universities. The University’s active efforts in applying for this funding have secured it with €34.5 million in the Academy’s four calls for applications thus far. The fifth call for applications will open in the autumn of 2018.

Figure 3. The placement of Profi research search among University of Helsinki strategic research areas
The first application for the Academy’s PROFI funding, which focused on the strategic research area of life sciences, brought the University of Helsinki a total of €9 million and was allocated to profile building in the Helsinki Institute of Life Science (HiLIFE) and the supporting fields of physics, computer science as well as statistics.

In the second application round, which focused on the human mind in a changing world, the University received €10.5 million for five interlinked profile-building measures involving the theme of digitalisation: the Helsinki Centre for Digital Humanities (HELDIG), Learning in the Digital World, Interdisciplinary Russian Studies, Behavioural Life Science and Global Law.

The third and fourth application rounds focused, in addition to the two areas included in the previous application rounds, on matter and materials and thus covered all of the University’s three strategic research areas. The third application brought in €15 million, the focus being on three measures involving atmospheric sciences and climate and ecosystem research, data science, and sustainability science: the Institute for Atmospheric and Earth System Research (INAR), the Helsinki Centre for Data Science (HiDATA) and the Helsinki Institute of Sustainability Science (HELSUS). In the fourth application round, the University will seek funding for profile building in three initiatives, namely Matter and Materials (M+M), Inequality, Wellbeing and Security (INEQ) and One Health and Welfare (1HEALTH). The Academy of Finland will decide on the funding to be granted in May 2018.

The thematic hubs formed as a result of profile building include HiLIFE, which launched officially at the beginning of 2017 and organised an opening week in the autumn of 2017. HELDIG continues to operate as a network of digital humanities. INAR and HELSUS will officially launch at the beginning of 2018, and HiDATA will also develop its operations further in 2018.

Besides the most recent PROFI call for applications, the University also participated in the first call for applications of the Academy of Finland’s new flagship programme, pooling together high-level research and impact clusters. Flagships are high-quality, high-impact competence clusters that work in flexible ways, simultaneously running several projects and other activities. During the flagship term, the clusters will make significant progress and make good use of the flagship funding to systematically improve and expand their activities.

The University participates in four applications: it coordinates the applications in the fields of atmospheric sciences and cancer research and is a partner in the applications involving artificial intelligence and neuroscience. The Academy will make funding decisions concerning the first round of applications in April 2018, and the programme’s second call for applications opens in May 2018.

In addition, the University invested in the operations of the Knowledge and Innovation Communities (KIC) of the European Innovation and Technology Institute (EIT) by joining the EIT Climate KIC in addition to its previous memberships in the EIT Digital and EIT Food KICs.

TOP-QUALITY RESEARCH

Seven of the 12 new centres of excellence selected by the Academy of Finland for the period 2018–2015 are coordinated by the University of Helsinki. In addition, the University participates in one centre of excellence that is coordinated elsewhere. In 2017 the University hosted 21 of the Academy of Finland’s 29 centres of excellence, and coordinated 15 of these. The University also boasts 20 Academy professors. Academy Professor Markku Kulmala and Professor Emeritus Ilkka Niiniluoto were granted the title of academician of science.

The University’s researchers fared well in the calls for applications for ERC (European Research Council) funding. Four researchers were granted the ERC Starting Grant, five researchers received the Consolidator Grant, and three researchers the Advanced Grant. The City Centre Campus in particular excelled in these application rounds. In 2017 the University boasted more than 60 recipients of ERC funding. Of the Nordic universities, only the University of Copenhagen has received more ERC funding than the University of Helsinki.
RESEARCH INFRASTRUCTURES

In 2017 the University made great efforts to maintain the level of national funding reserved for research infrastructures. The University participated in the interim evaluation of Finland's roadmap and strategy for research infrastructures, reviewing the plans and infrastructure costs of the projects it coordinates.

The Helsinki Institute of Life Science (HiLIFE), which coordinates research infrastructures in the life sciences, carried out the evaluation of research infrastructures in these fields. An international panel of experts was appointed for the evaluation, and it was presented with the 23 extensive research infrastructure platforms identified by HiLIFE’s internal review. The platforms include approximately 70 separate research infrastructures, which operate on all University campuses. The total annual operating costs of HiLIFE infrastructure platforms are about €40 million. The evaluation concluded that the unit allocates over €4 million annually to the development of the University’s life science infrastructures as well as invested directly about €2 million on equipment between 2017 and 2018.

OPEN SCIENCE AND RESEARCH

The rector has approved the set of guidelines Principles of open publishing. According to these principles, theses, dissertations and research publications produced at the University will as a rule be openly available. Comprehensive self-archiving of publications in the University’s publication archive HELDA ensures that the University’s research activities are documented, permanently preserved and available for further use. The University develops further services for open publishing in accordance with the above principles.

The University of Helsinki launched a project entitled Open Access Hub to run from 2017 to 2019. The project supports researchers in publishing through open channels as well as channels subject to subscription fees, handles article processing charges and their monitoring, pilots various models of open publishing, and consults researchers in matters related to open publishing. The project produced a Creative Commons License Guide to support open publishing and licensing.

The project will also implement a joint venture between the Gaudeamus publishing house and Helsinki University Library, a publication series issued under the name of the Helsinki University Press (HUP). HUP is an open access academic publisher with all its publications openly available online. The first publications will come out in 2018.

SPARC (the Scholarly Publishing and Academic Resources Coalition) Europe nominated three University of Helsinki researchers as Open Data Champions. Geographer and Associate Professor of Geoinformatics Tuuli Toivonen, Professor of Research on Digital Resources Mikko Toivonen (also a scholar of the history of ideas and philosophy), and research project coordinator and atmospheric scientist Ari Asmi have contributed to advocating and implementing new open scholarship principles and practices.

Tuuli Toivonen also received the open science award granted by the Helsinki University Library. The University continued to develop its research data infrastructure with the aim of improving opportunities for open science and the sharing of data (MILDRED project). In 2017 the University focused especially on digital services related to the management of research material. A new Datasupport site was launched. The site guides researchers in identifying and contacting the data service most suited to them and thus simplifies access to expert help. Revised guidelines for data management were published in the DMPTuuli data management platform. At the University of Helsinki, 618 researchers used DMPTuuli in 2017, and they used the system to work on 946 data management plans. DMPTuuli was most actively used in September due to the application period for Academy of Finland funding. An estimated two-thirds of all applications submitted in the autumn contained a data management plan drafted in accordance with DMPTuuli guidelines. Besides funding applications, data management plans are increasingly drafted for other reasons, such as doctoral dissertation projects.

2 http://libraryguides.helsinki.fi/oa/eng/license/.
3 http://openscholarchampions.eu/opendata/champions/.
4 http://datasupport.helsinki.fi/.
5 https://openscholarchampions.eu/opendata/champions/.
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. The agreement between the University and the Ministry of Education and Culture highlights increased corporate cooperation as a special means of boosting international research funding.

In 2017 University Services continued endeavours to support research funding applications. The aim was to ensure the operation of on-site services, raising awareness of University Services and developing support for budgeting. All campuses now have one or several grant coaches who support researchers in preparing selected funding applications of great importance.

In 2017 revenue from external research funding totalled €258 million, showing an increase of less than one per cent from the previous year. The University of Helsinki receives the most funding from the Academy of Finland of all Finnish universities: in 2017 the University of Helsinki received €107 million. The Finnish Funding Agency for Innovation Tekes\(^1\) granted some €14 million for University of Helsinki projects.

Between 2014 and 2017, the University received over €98 million from the EU Horizon 2020 framework programme. In 2017 income from EU sources totalled €20 million.

DOCTORAL EDUCATION

The structural reform of doctoral education, which was launched in 2014, reached a culmination of sorts in 2017 when the University's education reform upgraded the status of doctoral programmes into independent degree programmes. Faculties continue to grant the right to pursue a doctoral degree and award the degrees, but the degrees are now completed in accordance with programme-specific requirements. As the role of doctoral programmes was enhanced, the application periods for the programmes and the examination process of doctoral dissertations were harmonised between the programmes.

As of August 2017, doctoral degrees include, in addition to the dissertation, 30 credits of field-specific studies and studies in research ethics as well as 10 credits of studies in general transferable skills. The research conducted for the doctoral dissertation continues to constitute the core of doctoral studies. The new curricula based on learning outcomes help doctoral students to plan their studies so that they support not only their research for the dissertation, but also their careers in and outside the academic community after the completion of their degree.

In 2017 the University conducted an international evaluation of the structures of doctoral education. The final report of the evaluation panel shows that the structural reform of doctoral education into doctoral schools at the University has been successful in many ways. The reform was particularly successful in supporting interdisciplinary cooperation and equality between doctoral students.

Despite the positive general impression, there is still room for improvement. The evaluation panel gave recommendations for addressing problematic situations in dissertation supervision and for clarifying the distribution of duties between different participants. Such recommendations are of valuable help to the doctoral schools in their efforts to develop doctoral education further.

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\(^1\) At the beginning of 2018, Tekes and Finpro merged to form Business Finland.
PUBLICATIONS

In 2017 the University's researchers and teachers produced 11,446 publications, of which 63% were peer-reviewed scientific articles and books, and 37% were publications focused on public engagement.

Table 3. Number of publications

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>11,446</td>
<td>10,817</td>
</tr>
<tr>
<td>Scientific peer-reviewed publications²</td>
<td>7,239 (63%)</td>
<td>7,249 (67%)</td>
</tr>
<tr>
<td>Publications focused on public engagement³</td>
<td>4,207 (37%)</td>
<td>3,568 (33%)</td>
</tr>
</tbody>
</table>

There was no dramatic change from the previous year in the number of peer-reviewed publications. The share of peer-reviewed publications in the total number of publications decreased slightly, mainly due to annual fluctuations in reporting activity. In recent years, the number of peer-reviewed publications has been about 7,500 after the retrospective compilation of statistics. The average from the past three years shows an increase, but it seems that in 2017 the growth came to a halt. The ratio of peer-reviewed publications to all publications ranged from 47% to 92%, depending on the faculty.

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 focused on public engagement has shown a slight decline in recent years, which now seems to have come to a halt. In 2017 the number of publications with a public engagement focus was 4,207, which represents 37% of all publications. 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 focused on public engagement was the greatest (53%) at the Faculty of Arts, Faculty of Theology (52%) and Faculty of Social Sciences (48%). The figure was the lowest at the Faculty of Pharmacy (8%) and the Faculty of Science (10%).

The most dramatic change from the previous year per publication type can be seen in the large number of articles published in professional journals. In part, this can be attributed to the changed classification method of publications.

As publication numbers for 2017 will still be reported in the course of 2018, the final figures will be available for the 2018 annual report. The annual number of publications has been about 11,500. A total of 884 publications which appeared in 2016 were reported in 2017. The annual percentage of retrospectively reported publications has been between 8% and 10%.

Table 4. Number of publications by MinEdu publication type classification

<table>
<thead>
<tr>
<th>Type of publication</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer-reviewed scientific articles</td>
<td>7,000</td>
<td>6,984</td>
</tr>
<tr>
<td>Scientific monographs</td>
<td>94</td>
<td>101</td>
</tr>
<tr>
<td>Edited scientific books</td>
<td>145</td>
<td>164</td>
</tr>
<tr>
<td>Non-refereed scientific articles</td>
<td>1,247</td>
<td>1,219</td>
</tr>
<tr>
<td>Publications intended for professional communities</td>
<td>1,983</td>
<td>1,280</td>
</tr>
<tr>
<td>Publications intended for the general public</td>
<td>977</td>
<td>1,069</td>
</tr>
</tbody>
</table>

¹ Figures from 28 February 2018.
² Peer-reviewed scientific articles of category A and scientific books (monographs) of category C in the Ministry of Education and Culture publication type classification.
⁴ Figures from 28 February 2018.
International publications

Of the peer-reviewed publications, 89% were international (6,433 publications). International in this context means that the journal, series or the publisher is not Finnish. The share of such publications has slightly grown from the previous year.

The number of publications produced through international cooperation has been growing. In 2017 there were a total of 4,027 such publications, which accounts for 35% of all publications. More than half of all peer-reviewed publications are the result of international collaboration.

High-standard international publications

The publication channels of scientific publications are rated according to a classification system known as the Publication Forum (JUFO). It is a rating and classification system supporting the quality assessment of research output which operates under the auspices of the Finnish Learned Societies. It should be noted that the Publication Forum is a national system and thus differs from other, for example, Nordic classifications.

During the new strategy period, the University has established a policy that the number of peer-reviewed scientific publications that appear in publications with the highest ratings in the Publication Forum will be monitored. The Ministry of Education and Culture will confirm the publication forum levels only after the publications have been reported, but it can be estimated that over a third of the peer-reviewed scientific publications produced at the University of Helsinki appeared in publication channels of levels 2 and 3.

Open access to publications

The University’s latest Strategic Plan draws attention to open access to publications and the ways open access can be promoted through the principle of open publishing. Of all the peer-reviewed scientific articles produced at the University of Helsinki in 2017, more than 2,500 (about 36%) can be openly accessed. The figure includes publications that appeared in the University’s open publication channels, hybrid publications and self-archived publications in the University’s publication archive. Some 33% of peer-reviewed publications have been self-archived in the University’s publication archive.

Language of publications

According to the Language Policy of the University of Helsinki, the University attempts to implement functional multilingualism in its operations. Bilingualism, multilingualism and international engagement promote creative thinking and community spirit. The University also safeguards the position of Finland’s 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. In 2017 the share of Swedish-language publications has diminished, while the share of Finnish-language publications has grown. The share of English-language publications has slightly decreased, which can, at least partly, be explained by the growing number of publications with a public engagement focus. In 2017 the language of publications was as follows: Finnish 31.5%, Swedish 2%, English 64% and other languages 2.5%. The other languages mostly include German, Russian and French, but the number of publications is small in each of these. The share of English-language publications among peer-reviewed publications was 89%.
**Articles in respected journals**

In 2017 the highly esteemed multidisciplinary journal *Nature* and its affiliated series published a total of 59 articles with at least one author affiliated with the University of Helsinki. As in 2016, the greatest number of articles appeared in *Nature Communications* (27), *Nature Genetics* (13) and *Nature* (5). The articles in *Nature* were written in the fields of biochemistry and molecular biology, genetics, and cell biology. Four articles appeared in *Science* from the fields of ecology, environmental sciences, and biochemistry and molecular biology.

**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 linking the data on peer-reviewed research publications found in the TUHAT research database with externally analysed data, it is possible to make a direct comparison to the world average, which, according to the definition, is always equal to one.

The faculties’ peer-reviewed scientific articles on levels A1–A4 were collected from TUHAT and analysed in the Web of Science–based InCites database. In InCites, publications are normalised (Category Normalized Citation Impact, CNCI) by subject category, which allows for an unbiased view of the various publication and citation practices in different fields.

The highest averages were achieved by the Faculty of Medicine (2.08), the Faculty of Science (1.89) and the Faculty of Biological and Environmental Sciences (1.81), while almost all the faculties exceeded the world average. The citation rate for all University of Helsinki publications from 2014 to 2017 was 1.81.

Different fields of science and, hence, different faculties are covered by the Web of Science to a varying degree: 69.6% of peer-reviewed articles produced at the University of Helsinki can be found there. Compared with the previous four-year period, the coverage of all faculties has slightly improved. The Faculty of Biological and Environmental Sciences has the best coverage with 89% of reported A1–A4 category publications. The Faculty of Law has the poorest coverage with 13.2%. Poor coverage is strongly linked with the language of publication and field-specific citation conventions. Hence, faculties on the City Centre Campus with a high number of Finnish-language publications generally receive lower citation indices in international databases than faculties which to a great extent publish in English.

**Figure 5. CNCI per faculty, average from 2014–2017**

(Horizontal axis: CNCI; Vertical axis: coverage; the size of the circle: the volume of the publications)
Highly cited researchers

Highly Cited Researchers (HCR), based on the Web of Science citation analyses and published since 2014, 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 2017 HCR listing identified a record-breaking number of 21 scholars from Finland, 10 of whom were from the University of Helsinki. Geosciences with four researchers had the strongest representation. Other strong fields included pharmacology and toxicology (two researchers), molecular biology and genetics (three researchers), and plant and animal science (one researcher).

10

RESEARCHERS ON THE HIGHLY CITED RESEARCHERS LISTING

Online visibility of publications

How publications are used, commented on and shared can be tracked online using altmetrics. Altmetrics services collect data on the attention scholarly content attracts in the open online environment through social media and interactive web services. At the moment, altmetrics is best suited to fields where articles are the most common form of publication.

The Altmetric service was used to examine a representative sample of publications produced at the University of Helsinki in 2017. The selected publications (5,640) were mentioned in the monitored sources 70,300 times. Most mentions (60,800) were from Twitter, and other sources included news (5,100), Facebook (3,100) and blogs (680).

When articles were monitored by topic (OECD classification), relatively speaking, the most often mentioned articles appeared in medical and health science publications (17 mentions per article), science publications (11 mentions per article) and social science publications (7 mentions per article).

Geographically, the attention received by publications varies according to field. On Twitter, medicine and health science received a great deal of international attention, whereas agricultural sciences and the humanities were mostly mentioned by Finnish sources.

Comparing Nordic research 1999–2014

NordForsk monitors the publication activities of Nordic universities and research institutes in reports updated every four years. The most recent report published in June 2017 covers the period 1999–2014, and includes peer-reviewed publications found in the Web of Science and fractionalised per institution, so that each university is assigned a fractionalised share of the author counts in co-authored publications.

The University of Helsinki accounts for approximately 24.6% of all publications in the Finnish higher education sector. The number of publications between 1999 and 2014 have grown by 50%, the average annual growth being 3%. The NordForsk report analyses 16 different subject fields. In terms of the number of publications, the University of Helsinki tops 10 of these 16 subject fields. In seven subject fields, it publishes more than a quarter of the national volume of articles, and in the humanities, more than half.

Over the four-year periods analysed, the number of international co-authored publications at the University of Helsinki has risen from 46% (1999–2002) to 59% (2011–2014). The University’s field normalised citation rate has steadily remained between 11% and 15% above the world average during the period from 1999 to 2014.

The research profile of the University of Helsinki places it among universities with a faculty of medicine (Figure 6). Of the Nordic universities, the University of Copenhagen has the most similar research profile to that of Helsinki’s. The University of Helsinki’s largest fractionalised publication counts are in the biosciences and clinical medicine. When highly cited publications are included in the analysis, materials science tops the list (18% of all publications are highly cited). When examining field normalised citation rates, mathematics and statistics as well as materials science clearly stand out, and the University of Helsinki rates high in these fields in Nordic comparisons.

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2 For a definition of organisations included in the higher education sector, see the report.
BUSINESS COLLABORATION AND SOCIETAL IMPACT

During the current strategy period, the University of Helsinki aims to significantly increase research collaboration with companies. A survey conducted in 2017 as well as discussions between the academic community and representatives of some 100 companies revealed that there is a great deal of interest in cooperation between the University and the business sector. Meetings with the academic leadership indicated that business collaboration must depart from the needs of researchers, incentives are needed, and services must support the faculties’ varying needs and degrees of readiness in the implementation of cooperation. In 2018 the University will develop further the services offered to researchers and the academic leadership and will clarify the roles of the parties involved.

Researchers were offered various training sessions to enhance their abilities to engage in business collaboration. In 2017 over 600 researchers participated in an impact clinic and project accelerator to improve their research impact descriptions in funding applications, to commercialise research and to extend business collaboration. During 2017 the University’s innovation scouts, i.e., researchers who are able to use part of their working hours to promote business collaboration and innovation activities in their units, contributed greatly to the enhancement of collaboration and innovation at the University.

To promote the encouraging atmosphere towards business collaboration, the University’s second “promoter of business collaboration” award was given to Caroline Heckman from Institute for Molecular Medicine Finland FIMM.

STRATEGIC PARTNERSHIPS

The University built research-driven strategic partnerships for the 2015–2017 period with Stockholm University and Peking University (PKU). The cooperation with Stockholm University has focused on Baltic Sea research, linguistics and teacher education. Spearhead projects with the PKU relate to air quality, comparative law, teaching and learning, and medicine. The University granted seed funding to all these areas. At the end of the period, the activities were assessed, and the projects were asked for feedback to further develop the partnership concept.

The cooperation with Stockholm University was particularly successful in the area of Baltic Sea research, in which groups at the two universities complement each other’s strengths. This was reflected especially in strong efforts to influence decision-makers as a result of the successful establishment of connections between researchers working in the field and those involved in modelling. The Baltic Sea project has also received more than €2.6 million of external funding over a three-year period. Alongside competitive external funding, donations play a significant role. Accordingly, fundraising teams at both universities collaborate closely with each other.

One of the highlights of the cooperation with Peking University was the pioneering work in law: the implementation of international standards of labour
law in China has not been extensively studied before. The results of the joint research have now also been made available to the Chinese ministry of labour. Even more importantly, the cooperation has taken the University’s other collaborative efforts with Chinese counterparts to a whole new level. A project led by Markku Kulmala is establishing a network of GLOBAL SMEAR research stations in China. The groundbreaking work of Kulmala’s group is based on the benefits provided by continuous measurement to air quality research. The project in learning and teaching is cooperating closely not only with PKU, but also with the Beijing Normal University (BNU). The Sino-Finnish Joint Learning Innovation Institute (JOLII) is developing strong expertise in areas including educational technology, neuroscience and artificial intelligence. In medicine, the cooperation with China is particularly important in terms of the volume and scalability of data and the related significant future potential.

COMMERCIALISATION OF RESEARCH RESULTS

The University of Helsinki has centralised the commercialisation of its inventions and research-generated innovations to Helsinki Innovation Services Ltd (HIS).

In 2017 a total of 108 invention disclosures were processed, an increase of 12.5% from 2016 (96) and a new record. In addition, 43 patent applications were submitted (46 in 2016).

INVENTION DISCLOSURES IN 2017

The Innovation Committee, established in 2014, was replaced in early 2017 with the Commercialisation Committee, which has an international membership. The new committee discusses matters related to the University’s commercialisation activities, the establishment of companies based on University research, and opportunities to provide funding. In 2017 the most significant investment in increasing international commercialisation activities was the cooperation agreement concluded between HIS and the US-based Xinova. The cooperation was prepared in a development project as part of the Tekes-supported Innovation Scout activities.

In 2017 the University acquired €5 million of Tekes funding for 13 commercialisation projects, which aim to commercialise research results either through licensing or by establishing companies.

The University of Helsinki participated in 2017 for the fourth consecutive time in the Slush event for start-up companies and investors. The purpose was to find new potential entrepreneurs and investors for spin-out companies originating at the University of Helsinki. The University also presented projects included in its commercialisation portfolio. Annual participation in Slush has helped the University reinforce the message of being actively involved in commercialisation, creating innovations and establishing new companies.

Wood has brought prosperity to Finland. In 60 years, a poor, northern backwater became an international success story. Perhaps after cellulose, we will look to hemicellulose, which is the research topic of Kirsi Mikkonen, assistant professor of food sciences. The new innovation, with potential applications in medicine, cosmetics and protective films, is on the brink of a breakthrough.

Read the full article:

TEACHING

APPLICANTS AND STUDENTS ADMITTED TO THE UNIVERSITY

A total of 22,120 people applied for first-cycle (bachelor's) degree programmes as well as degree programmes in medicine and dentistry (Table 5) in the main application round of the joint application procedure. In addition, 1,284 people applied for Finnish- and Swedish-language master's programmes through the joint application procedure.

The number of applicants to the Faculty of Biological and Environmental Sciences grew by over 16% in the main application round. Of the programmes available, particularly those in the environmental sciences and molecular biosciences increased in popularity. In total, the number of applicants in the main application round decreased by 5.7%.

In the application round organised in the winter, 1,439 people applied for 28 international master's programmes, a drop of 30% from the previous year. In addition, 131 people applied to the University through the Open University route, and 76 people through the transfer application procedure.

The launch of new multidisciplinary degree programmes was challenging for the University’s communications, both in Finland and globally. Due to the introduction of tuition fees, resources were allocated particularly to raising the University’s international profile. Of the applications for multilingual and English-language master's programmes, 57% came from outside EU and EEA countries, compared to 73% in 2016. However, the applicant numbers are not directly comparable because the University of Helsinki reformed all international master's programmes beginning in autumn 2017. Many of these programmes are multidisciplinary. The number of degree programmes was simultaneously reduced from 48 to 28. The application procedure and dates also changed, which means that comparisons are indicative only. The University of Helsinki now charges tuition fees of €13,000–€18,000 from all students from outside EU and EEA countries whose studies begin in or after 2017. The new policy is believed to have contributed to the reduced number of applications. However, the decline in applicant numbers was not as dramatic as at, for example, equivalent universities in Sweden with the introduction of tuition fees. The steepest percentage decline was in the number of applications from Russia, the United States and Nigeria.

The targeted digital marketing of the new bachelor's and master's programmes was successfully launched in late autumn 2016. It was reflected in a clear increase in the number of visitors to the University website. The number of page visits recorded from 1 September 2016 to 12 January 2017 on sites aimed at applicants totalled 410,000, almost 50% more than in the previous year. The visitors also came from more countries than before, as did the applicants. In the coming years, the University of Helsinki will reinforce its efforts to distribute information about itself and its new degree programmes. This is expected to contribute to a clear increase in applicant numbers in the future.

Table 5. Number of applicants, admitted students and those who accepted a place at the UH in 2017

<table>
<thead>
<tr>
<th>Application route</th>
<th>Applicants</th>
<th>Admitted students</th>
<th>Accepted places</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint application procedure: bachelor's programmes as</td>
<td>22,120</td>
<td>3,588</td>
<td>3,367</td>
</tr>
<tr>
<td>well as degree programmes in medicine and dentistry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joint application procedure: Finnish- and Swedish-language master's programmes</td>
<td>1,284</td>
<td>354</td>
<td>336</td>
</tr>
<tr>
<td>Multilingual and English-language master's programmes</td>
<td>1,439</td>
<td>499</td>
<td>254</td>
</tr>
<tr>
<td>Open University route</td>
<td>131</td>
<td>61</td>
<td>51</td>
</tr>
<tr>
<td>Transfer application procedure</td>
<td>76</td>
<td>32</td>
<td>28</td>
</tr>
</tbody>
</table>
The University introduced a scholarship system related to tuition fees and analysed its viability based on initial experiences. Some three-fourths of the applicants from outside the EU and EEA applied for a scholarship at the same time as they applied to a master’s programme. Scholarships were granted to 26 students deemed most suitable based on academic grounds.

The University’s aim of increasing the ratio of international master’s students to 20% of all master’s students remains far from being reached. To achieve this aim, the University increased its marketing activity (especially digital marketing) and expanded the scholarship system through fundraising.

The University has launched 32 doctoral programmes, in which 746 students began their studies in 2017. Application periods for the doctoral programmes were harmonised in 2017. This work will continue in 2018 when doctoral programme admissions are concentrated in the University’s Admissions Services.

**Reform of student admissions**

The University of Helsinki is coordinating a project funded by the Ministry of Education and Culture for the reform of university admissions in 2017–2019. The project has developed a shared tool for Finnish universities to score matriculation examinations and supports an increase in admissions cooperation between fields of education. The project results will be discussed in the meetings of vice-rectors organised by Universities Finland UNIFI, which can also issue guidelines for university-level approaches.

In autumn 2017, the University of Helsinki began to prepare for the changes resulting from the admissions reform, while continuing to implement the reorganisation of administration in the support services for admissions. These two separate reforms must be reconciled successfully in terms of the options available for application to the degree programmes.

**STUDENTS**

In 2017 the University had some 31,300 degree students. The total number of students has declined slowly but steadily in recent years, with a particularly noticeable drop in the number of students pursuing a bachelor’s or doctoral degree (Figure 7). Students appear to progress more quickly than before from the bachelor’s to the master’s stage. This can be attributed to factors including the current two-level system of student financial aid, in which financial aid is available only to students who have completed a bachelor’s degree after four years of study. The decreased number of doctoral students is due to both increasingly strict admissions criteria and the enhancement of student supervision, which have led to students graduating more quickly.

The shares of female and male students have remained unchanged in recent years. Women account for 64% of bachelor’s and master’s students, and 60% of doctoral students.

![Figure 7. Student numbers by degree level in 2010–2017](image-url)
In 2017 the University of Helsinki had some 2,000 international degree students, comprising 6% of all students. Their number decreased by 120 students primarily as a result of the introduction of tuition fees, which led to a decrease in the number of international applicants and admitted students. The largest number of students came from Russia, China, Estonia and India (Figure 8). The ratio of international students to all students was the highest in doctoral programmes, at 20%.

In addition to degree students, 1,816 students were pursuing a specialist degree in medicine or dentistry as postgraduate professional studies, and 94 students were completing specialist education. In addition, more than 16,000 people were pursuing Open University studies or other non-degree studies.

**Focus on the student**

One of the three objectives in the University of Helsinki Strategic Plan 2017–2020 is to put the focus on the student. Development areas and spearhead measures during the first strategy year included launching new degree programmes, making a digital leap in teaching and engaging students in teaching and research from the beginning of their studies. See also the section *Spearhead projects in the implementation of the Strategic Plan.*

**HACK FOR SOCIETY** was a cooperation challenge with teams consisting of researchers, municipal politicians and students. During the programme, participants got to apply their expertise in a multidisciplinary team, develop their problem-solving skills and network. The result was a dialogue between research and politics as well as several concrete proposals based on research data.

A student’s statement: “I learned so much during the challenge. There’s always room for improvement in anyone’s project skills, and mine developed tremendously during Hack for Society. I’ve also learned to use new work methods, articulate my ideas and ask the right questions on the ideas of others.”

http://hackforsociety.fi/
A record number of bachelor’s degrees – 2,910 – were completed (Figure 9) in 2017. The University fell just short of the target of 3,000 degrees agreed with the Ministry of Education and Culture. The units that best succeeded in achieving their degree target were the Swedish School of Social Science, the Faculty of Veterinary Medicine and the Faculty of Law, while the Faculty of Biological and Environmental Sciences and the Faculty of Theology were the poorest performers.

The average age of bachelor’s graduates was 25 years, and 70% were women. In total, 21.8% of students completed their degree in the target duration, and 49.6% students did so in the statutory duration. The share of students in both these categories has been on the increase in recent years.

In contrast, the number of master’s graduates decreased. The biggest drop was recorded in the humanities, but the target agreed with the Ministry for 2017–2020 is also lower than before. In contrast, the number of master’s degrees increased in the natural sciences. The fields that best succeeded in reaching the targets agreed with the Ministry were the social sciences and law, whereas computer science and data communications were at the bottom. Despite the drop in the total number of degrees in relation to the targets agreed with the Ministry of Education and Culture, a slight improvement was seen in the number of degrees completed at the University according to the funding model: the decline was in fields that had previously recorded a “surplus” of degrees, while the increase was in fields that had previously failed to reach their target.

The Faculty of Veterinary Medicine, the Faculty of Social Sciences, the Faculty of Theology and the Faculty of Law exceeded the targets set for master’s degrees.

The average age of master’s graduates was 28 years, 69% were women, and 6.5% were international students. In total, 18.6% of students completed their degree in the target duration, and 48.1% of students did so in the statutory duration. The number of students who graduate in the target duration has seen a slight decline in recent years, but this decline has been offset by an increase in the number of students who graduate in the statutory duration.

The number of doctoral graduates also decreased somewhat. The University had clearly exceeded its degree target (490) in the previous two years, but it now fell short by approximately 15 degrees. The three-year average remained above the Ministry target. The Faculty of Pharmacy and the Faculty of Theology succeeded the best in exceeding their targets. The number of degrees dropped in all but three faculties.

The average age of doctoral graduates was 36 years, 63% were women, and 23% were international students. The average duration of doctoral studies was 6.1 years.

In addition, the University awarded 44 licentiate degrees and 23 postgraduate professional degrees of specialist in veterinary medicine.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Bachelor’s degrees</th>
<th>Master’s degrees</th>
<th>Doctoral degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Degrees</td>
<td>Target</td>
<td>Outcome</td>
</tr>
<tr>
<td>Theology</td>
<td>144</td>
<td>180</td>
<td>80%</td>
</tr>
<tr>
<td>Law</td>
<td>316</td>
<td>270</td>
<td>117%</td>
</tr>
<tr>
<td>Medicine</td>
<td>82</td>
<td>80</td>
<td>103%</td>
</tr>
<tr>
<td>Arts</td>
<td>495</td>
<td>570</td>
<td>87%</td>
</tr>
<tr>
<td>Science</td>
<td>392</td>
<td>400</td>
<td>98%</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>164</td>
<td>150</td>
<td>109%</td>
</tr>
<tr>
<td>Biological and Environmental Sciences</td>
<td>109</td>
<td>155</td>
<td>70%</td>
</tr>
<tr>
<td>Educational Sciences</td>
<td>427</td>
<td>442</td>
<td>97%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>342</td>
<td>360</td>
<td>95%</td>
</tr>
<tr>
<td>Swedish School of Social Science</td>
<td>81</td>
<td>65</td>
<td>125%</td>
</tr>
<tr>
<td>Agriculture and Forestry</td>
<td>280</td>
<td>264</td>
<td>106%</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>78</td>
<td>64</td>
<td>122%</td>
</tr>
<tr>
<td>University, total</td>
<td>2,910</td>
<td>3,000</td>
<td>97%</td>
</tr>
</tbody>
</table>
Table 7. Doctoral degrees and students per doctoral school 2015–2017

<table>
<thead>
<tr>
<th>Doctoral school</th>
<th>2015 Degrees</th>
<th>2015 Students</th>
<th>2016 Degrees</th>
<th>2016 Students</th>
<th>2017 Degrees</th>
<th>2017 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities and Social Sciences</td>
<td>168</td>
<td>2,172</td>
<td>191</td>
<td>2,128</td>
<td>167</td>
<td>2,006</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>84</td>
<td>518</td>
<td>79</td>
<td>499</td>
<td>66</td>
<td>506</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>178</td>
<td>1,168</td>
<td>153</td>
<td>1,279</td>
<td>170</td>
<td>1,283</td>
</tr>
<tr>
<td>Environmental, Food and Biological Sciences</td>
<td>82</td>
<td>569</td>
<td>85</td>
<td>561</td>
<td>72</td>
<td>522</td>
</tr>
<tr>
<td>Other¹</td>
<td>17</td>
<td>4</td>
<td>3</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>529</strong></td>
<td><strong>4,431</strong></td>
<td><strong>508</strong></td>
<td><strong>4,470</strong></td>
<td><strong>475</strong></td>
<td><strong>4,323</strong></td>
</tr>
</tbody>
</table>

Figure 9. Completed bachelor’s, master’s and doctoral degrees 2010–2017

Figure 10. Achievement of objectives for master’s degrees by fields of education 2014–2017

¹In the table, ‘other’ refers to students who have not transferred to the new doctoral programmes.
STUDIES

New degree programmes launched
From 2015 to 2017, the University of Helsinki carried out an extensive reform of its education, resulting in the establishment of 32 bachelor’s programmes, 61 master’s programmes and 32 doctoral programmes. The majority of the new programmes are multidisciplinary, and some cross faculty boundaries. A total of 28 master’s programmes select students through an international admissions procedure.

The first students began to study in the new degree programmes in autumn 2017.

The programmes have been designed by incorporating several disciplines so as to provide students with the knowledge and skills needed in the diverse and evolving job market of the future. The University has also reviewed the learning outcomes and employability prospects determined for all fields and degree levels. Students admitted to degree programmes that incorporate several disciplines can select their specialisation as their studies progress. The aim has been to increase smooth study paths and reduce the number of students who repeatedly participate in admissions procedures. The number of options available for applicants has been halved, as planned.

The structure of degree programmes enables students to transfer from one field to another both within the University and between universities in Finland and abroad without having to complete supplementary studies. Students can change fields when they move from one degree level to another. In addition, the programme curricula and the services for student guidance and supervision (including digital tools) support studies and student progress as well as graduation in the target duration: three years for bachelor’s programmes and two years for master’s programmes.

In 2017 the University prepared instructions for different student groups to support their studies. Some electronic services for students, such as the study planning tool incorporated into the student information system, are still being prepared, but a number of degree programmes began to pilot the new tool in the autumn.

The University decided on the guidelines for academic supervision and guidance as well as the monitoring of student progress. New student guidance, supervision and monitoring practices as well as the electronic services that support them will be designed during the transition phase of the education reform, by 2020.

The directors and steering groups of degree programmes are responsible for the quality of programme operations. The procedures for quality management in the degree programmes will be outlined during the transition phase of the reform.

Coexistence of old and new degree structures
The transition phase of the education reform will end in 2020. Until then, students can complete their degrees based on the old degree structure or the new degree programmes.

Students admitted to the University before the launch of the new programmes have two options during the transition phase: to complete their studies according to the old curriculum during the transition phase or to transfer to a new degree programme. The students have been informed of the transfer practices and provided with tables of equivalence between the old and new curricula as well as with other instructions and forms. Students themselves can decide whether to continue their studies according to the old curriculum or to transfer to a new degree programme, but after transferring to a new programme, they can no longer return to the old curriculum.

The concerns as well as individual and group-specific challenges of students admitted to the University before the launch of the new degree programmes were addressed collaboratively. During this transition phase, the purpose is to find student-friendly solutions, also in the case of programmes in which the degree structure differs significantly from that of the education pursued by the student before the reform.

The University supported the launch of the new degree programmes by organising regular meetings for the programme directors as well as faculty and campus tours for the rector, a vice-rector and other senior management. Solutions to practical challenges have been sought through discussions between the parties involved.

Degree programmes and their directors and steering groups are new to the University. During the transition phase, the practical role and status of the programmes will be strengthened in accordance with the University Regulations. In 2017 the University prepared for the inclusion of degree programmes in its internal system of operations management and resource allocation. Particular focus was placed on ensuring resources for degree programmes coordinated by several faculties and on providing incentives.
**Student exchange**

Student mobility has decreased in the case of outbound exchange students and increased slightly in the case of incoming exchange students. Student participation in exchange periods lasting more than three months reached the set goal by 88%, a drop of 3% from 2016.

The top ten exchange destinations and countries of origin for incoming exchange students have remained practically the same through the years. The top countries of origin for incoming students are Germany and France. Finnish students select their destinations more evenly from among the most popular European countries. The top ten include not only European countries and China, but also the more recent additions of the United States and Australia. New agreements have been concluded in recent years with these last two popular destinations to provide students with more exchange opportunities. Student feedback indicates that the drop in the number of outbound exchange students can be attributed to the education reform. In the 2017–2018 academic year, an exceptionally high number of students participated in an exchange during the spring term because they wished to be in attendance at the University of Helsinki when the academic year began and the new degree structure was launched.

### Table 8. Top countries for student exchange (exchange periods lasting more than three months; bachelor's and master's students)

<table>
<thead>
<tr>
<th>Country</th>
<th>From Finland</th>
<th>Country</th>
<th>To Finland</th>
</tr>
</thead>
<tbody>
<tr>
<td>United Kingdom</td>
<td>68</td>
<td>Germany</td>
<td>222</td>
</tr>
<tr>
<td>Netherlands</td>
<td>60</td>
<td>France</td>
<td>162</td>
</tr>
<tr>
<td>Germany</td>
<td>55</td>
<td>Italy</td>
<td>123</td>
</tr>
<tr>
<td>Sweden</td>
<td>52</td>
<td>Spain</td>
<td>101</td>
</tr>
<tr>
<td>France</td>
<td>38</td>
<td>China</td>
<td>65</td>
</tr>
<tr>
<td>Spain</td>
<td>34</td>
<td>Netherlands</td>
<td>54</td>
</tr>
<tr>
<td>China</td>
<td>32</td>
<td>Belgium</td>
<td>50</td>
</tr>
<tr>
<td>Belgium</td>
<td>29</td>
<td>United Kingdom</td>
<td>48</td>
</tr>
<tr>
<td>United States</td>
<td>26</td>
<td>Czech Republic</td>
<td>40</td>
</tr>
<tr>
<td>Australia</td>
<td>25</td>
<td>Russia</td>
<td>35</td>
</tr>
</tbody>
</table>

### Table 9. Student mobility by faculty 2016–2017

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Outbound 2017</th>
<th>Outbound 2016</th>
<th>Total 2017</th>
<th>Total 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theology</td>
<td>12</td>
<td>18</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>Law</td>
<td>133</td>
<td>136</td>
<td>292</td>
<td>294</td>
</tr>
<tr>
<td>Medicine*</td>
<td>39</td>
<td>14</td>
<td>89</td>
<td>36</td>
</tr>
<tr>
<td>Arts*</td>
<td>134</td>
<td>169</td>
<td>331</td>
<td>383</td>
</tr>
<tr>
<td>Science</td>
<td>42</td>
<td>74</td>
<td>193</td>
<td>216</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>10</td>
<td>15</td>
<td>72</td>
<td>67</td>
</tr>
<tr>
<td>Biological and Environmental Sciences</td>
<td>31</td>
<td>32</td>
<td>135</td>
<td>115</td>
</tr>
<tr>
<td>Educational Sciences*</td>
<td>37</td>
<td>82</td>
<td>106</td>
<td>169</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>131</td>
<td>154</td>
<td>405</td>
<td>380</td>
</tr>
<tr>
<td>Swedish School of Social Science</td>
<td>24</td>
<td>29</td>
<td>32</td>
<td>61</td>
</tr>
<tr>
<td>Agriculture and Forestry</td>
<td>75</td>
<td>83</td>
<td>133</td>
<td>234</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>6</td>
<td>8</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>University, total</td>
<td>674</td>
<td>814</td>
<td>1,926</td>
<td>2,008</td>
</tr>
</tbody>
</table>

*Some disciplines were transferred from the Faculty of Educational Sciences (formerly the Faculty of Behavioural Sciences) to the Faculty of Medicine and the Faculty of Arts at the beginning of 2017.
Student progress

In 2017 students completed close to 1.1 million credits at the University, of which bachelor’s and master’s students completed 910,000 credits. The University’s outbound exchange students completed close to 20,000 credits at universities outside Finland, while incoming exchange students completed 33,000 credits at the University of Helsinki. As the number of degree students has declined, the number of completed credits has also decreased slightly in recent years.

The rate of students who complete 55 credits per academic year has increased 2.5% at the University level from the 2014–2015 academic year. The rate of students who completed 55 credits in the 2016–2017 academic year was 29.3%. Students at the Faculty of Veterinary Medicine and the Faculty of Medicine were the most successful in completing 55 credits per academic year.

Table 10. Completed credits 2015–2017

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students pursuing a bachelor’s or master’s degree</td>
<td>926,004</td>
<td>923,054</td>
<td>913,405</td>
</tr>
<tr>
<td>Students pursuing an academic postgraduate degree</td>
<td>33,927</td>
<td>32,500</td>
<td>29,793</td>
</tr>
<tr>
<td>Outbound exchange students</td>
<td>21,588</td>
<td>19,688</td>
<td>19,886</td>
</tr>
<tr>
<td>Incoming exchange students</td>
<td>33,875</td>
<td>32,438</td>
<td>33,344</td>
</tr>
<tr>
<td>Students pursuing Open University studies or non-degree studies</td>
<td>88,660</td>
<td>83,976</td>
<td>77,348</td>
</tr>
<tr>
<td>Other students</td>
<td>5,727</td>
<td>5,191</td>
<td>5,970</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,109,781</td>
<td>1,096,847</td>
<td>1,079,746</td>
</tr>
</tbody>
</table>

Figure 11. Number of students completing 55 credits by faculty in the 2016–2017 academic year

(Horizontal axis: students completing 55 cr; vertical axis: ratio of students completing 55 cr to all attending students; size of circle: attending students)
**Bilingual activities and Swedish-language education**

The changed environment at the University of Helsinki has also affected Swedish-language education and structures. Cooperation between the new degree programmes as well as the new University Services organisation have developed gradually and will continue to do so in some areas. Communication channels have been redesigned to ensure that the resources for Swedish-language teaching and its support are used as effectively as possible.

The requirements and viability of bilingual degrees were charted in autumn 2017. The results will be used to strengthen bilingual degrees as of 2018.

In 2017 the Faculty of Educational Sciences launched Swedish-language subject teacher education, admitting 15 degree students and 15 external applicants. Swedish-language education at the Faculty has grown into a strong environment for research and teaching in the past few years. By 2020 the University will have some 400 Swedish-language education students. This will gradually help to meet the need for teachers in Swedish-language schools in the Helsinki Metropolitan Area.

The Uni på väg project for Swedish-language student recruitment organised 134 talks geared to upper secondary school pupils in 2017. The talks were given by University students, and the aim was to provide upper secondary school pupils with an overview of academic studies and the University of Helsinki. The schools and the pupils appreciated the talks, and the project has continuously received excellent feedback and has developed into a brand.

**Helsinki Summer School**

The Helsinki Summer School again opened its doors in August 2017. It offered 19 courses to 261 students from more than 50 countries. The number of students dropped slightly (2015: 328 students), but the main concern in 2017 was the relaunch of operations after the break taken in 2016 due to the reform of degree programmes.

**SUPPORT FOR STUDIES**

**Project for a digital leap in degree programmes**

Fifteen programmes were selected for the first stage of the project for a digital leap in teaching: 14 bachelor’s programmes and one joint venture related to the modules in management and leadership included in master’s programmes (including the Swedish School of Social Science, the Master’s Programme in Education and the Master’s Programme in Theology and Religious Studies).

In addition, 16 programmes – 11 bachelor’s and 9 master’s programmes – were selected in the autumn for the second stage to be launched in 2018. The selections were based on applications, which were presented together with related plans to an evaluation panel and the public at an open event.

The selected programmes were granted €1.1 million of separate development support for each year. The programmes represent all campuses. Each programme is supported by a designated contact person from Educational Technology Services and a senior lecturer in university pedagogy. The programmes have been supported with tailored training, events and consultation. In June, the programmes selected for the project participated in Challenge, an event in which nine programmes and their focus areas were presented.

The programmes selected for the first stage showcased their results in a seminar in December. More information on the programmes and their progress is available in Finnish in the project blog.

**Digital teaching and learning environments**

The University introduced new tools for digital teaching, including the My Studies service, which provides students with a personalised link to courses, interesting content and other University services.

The My Studies service had an average of 4,179 individual users per month. During the busiest period, October, the service had 11,556 users. Over the year, the service was used 720,937 times. Some 40% of the users accessed the service on a mobile device.

The new Instructions for Students site was opened to support, in particular, the new degree programmes. In October, 2,957 students logged in to

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2 https://blogs.helsinki.fi/digiloikka/.
4 https://guide.student.helsinki.fi/.
the site, while the figure for the whole year was 143,739.

All courses have a page that teachers can use to distribute basic information, material and messages to students. The University has also designed a search function which can be used to find all course pages. The course pages are openly available to all.

In October, 13,289 individual users logged in to course pages.1 Over the year, the number of log-ins was 1,574,891.

The Moodle learning environment has also consolidated its position:
- Log-ins: 4,406,876
- Users: 51,262
- Course areas used in teaching: 12,850
- Teachers: 8,866

**Centre for University Teaching and Learning**

The Centre for University Teaching and Learning (HYPE) launched its operations at the beginning of 2017, bringing together the campus-based senior lecturers in university pedagogy and the teaching and research staff of the former Centre for Research and Development of Higher Education. The Centre is run by a professor of higher education.

HYPE trains the University’s teaching and research staff into experts in university teaching and learning. It also conducts and supports research in the field at the University of Helsinki, and engages in related collaboration both in Finland and abroad together with universities that carry out research and teaching in the field. HYPE’s third mission is to support teaching and learning in the University’s new degree programmes through pedagogical expertise and research-based knowledge.

HYPE conducts multidisciplinary research on the stages of university education and the pedagogical development of teachers throughout their career. The research seeks to address current challenges identified in university teaching and learning. HYPE focuses on research on individual study paths as well as the research-based development of a learning environment that supports students’ in-depth learning and wellbeing. This supports the objective of placing the focus on the student, as outlined in the University’s Strategic Plan.

**Teaching and Learning Services**

A particular area of development in 2017 related to the nature of staff duties and the distribution of duties between teams at Teaching and Learning Services. In the future, the division of duties and responsibilities related to advice and guidance should be clarified between teachers and Teaching and Learning Services. The nature of duties has also been affected by the digitalisation of the work environment, for the University has used or tested several digital tools in the past year.

Teaching and Learning Services overhauled the provision of information on student guidance and supervision in 2017. The redesign of the system for booking appointments for advice also progressed effectively. Facility changes have been planned and implemented on all campuses to meet the needs of special guidance and student advice at Teaching and Learning Services. The aim is also to take into account the facilities needed by teachers who provide guidance to ensure that students can find the services more easily.

**STUDENT FEEDBACK**

Student feedback was integrated effectively into studies. As part of their studies, students admitted to the new degree programmes launched in autumn 2017 must complete both the Finnish Bachelor’s Graduate Survey and the University’s own HowULearn surveys.

The students admitted to the new bachelor’s programmes in the autumn took the initial HowULearn survey for the first time. They were asked to describe their previous study processes, confidence in being able to cope with their studies, study-related fatigue, motives for applying and their background. The survey responses will allow the degree programmes to identify the knowledge and skills of new bachelor’s students as well as the components of high-quality teaching and studying.

Originally developed by universities, students and the Ministry of Education and Culture, the Finnish Bachelor’s Graduate Survey has been revamped. From the beginning of 2017, the Bachelor’s Graduate Survey is based on the HowULearn survey developed at the University of Helsinki. The responsibility for technical implementation and maintenance of the survey was also transferred from a German supplier to CSC – IT Centre for Science.

The response rate to the Bachelor’s Graduate Survey went up from its launch until 2016, but declined in 2017 at almost all faculties, ending up at 67% overall (2016: 74%).

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1 https://courses.helsinki.fi/.
GEARING UP TOWARDS THE JOB MARKET

Career Services helped to plan and provide the expert identity studies and career studies included in the new degree programmes. In 2017 a total of 35 such courses were organised for 1,500 students. The course participants also visited companies and interviewed University alumni about their career paths.

In addition, Career Services organised shorter training sessions, information sessions and CV writing workshops.

In 2017 approximately 350 people participated in individual career guidance.

Close to 8,000 job advertisements and 1,900 traineeship advertisements were posted in the Rekrynet recruitment database.

The University overhauled its traineeship system as a lean pilot and concentrated the system at Career Services. Career Services is now responsible for the provision of advice to employers and students as well as for traineeship agreements and information sessions on traineeship. These duties were previously handled by faculties and departments before the establishment of University Services. Approximately 700 students completed a traineeship through the new centralised process in 2017.

Some 100 students and 30 mentors (all University alumni) participated in the University’s group mentoring programme. Continuing until spring 2018, the programme includes students from almost all faculties.

The University of Helsinki participates in the national LATUA project, which aims to produce information on graduate employment and on the compatibility of academic education with professional skills requirements. The project also seeks to establish comprehensive knowledge about the skills needed in the job market to support educational planning and development as well as teaching and guidance. Another aim is to develop career tracking surveys and support sustainable education choices. As part of the project, Career Services continued to reform practices for career tracking. The project also continued to develop the system of traineeship agreements to enable their digital conclusion.

Career Services held a recruitment event for international students to bring together employers and international master’s students. Career Services also participated in the career events organised by subject-specific student organisations (the Kumpulan Potentiaali and the Viikki-Areena events as well as the career fair of social sciences students) by holding information sessions on job-seeking and CV writing workshops. The events drew hundreds of students and dozens of employers.

AFTER GRADUATION

The Aarresaari network of employment and career services has conducted career tracking surveys for more than a decade. The employment of master’s graduates is examined five years after their graduation, and of doctoral graduates, two or three years after their graduation. The comprehensive career tracking survey is sent to all members of the target group. As the results of the 2017 survey of master’s and doctoral graduates had not been published by the time of writing this report, the results reported below are based on the 2016 survey.

The increase in graduate unemployment, which began during the 2008 financial crisis, tapered off in 2016, and the positive trend continued in 2017. This can be primarily attributed to economic recovery. However, the survey results show that education pays off in both good and bad times: the higher the degree, the higher the rate of employment.
The results of the 2016 survey revealed the following about the respondents who had graduated five years earlier:

- 84% employed, 4% unemployed
- 84% of those employed were in a job that matched or exceeded their education level
- 58% continuously used the knowledge and skills learned at the University in their job (+somewhat/partly, total: 94%)
- 58% were very satisfied or satisfied with their degree in terms of their career (+fairly satisfied, total: 84%)
- Compared to the autumn 2014 survey, satisfaction with the degree, the ability to use one’s learning at work and the level with which one’s education matched one’s job had all declined slightly
- 33% had been unemployed since their graduation
- Only 32% agreed or fully agreed with the claim that their education provided sufficient knowledge and skills for the job market (31% agreed somewhat, total: 63%)

From the start, career tracking surveys have included questions about skills, in which respondents assess the development of various skills throughout their studies and the need for such skills in the job market.

According to the respondents, the skills needed in the job market that improve the most through studies at the University include theoretical skills, information retrieval skills, the ability to think analytically and systematically, communication skills in Finnish, the ability to learn and acquire new information, self-direction, and initiative.

The skills needed in the job market that improve the least through studies at the University include the ability to cope with stress, cooperation skills, organisation and coordination skills, negotiation skills, networking skills and project management skills.

The results of the career tracking surveys demonstrate that key areas to be developed in studies include promoting learning outcomes, increasing the visibility of career skills in learning outcomes and teaching, increasing career contacts in studies, and developing career skills and support for career planning. The University of Helsinki has already focused on all these areas and will continue to do so in the reform of degree programmes.

25,500

STUDENTS AT THE OPEN UNIVERSITY

OPEN UNIVERSITY

In 2017 the Open University celebrated its 40th anniversary and offered some 2,000 lecture- and web-based courses, book examinations and online examinations. A record-breaking number of students, approximately 25,000, completed close to 110,000 credits. As a result of the reform of degree programmes, the Open University’s course offerings and their scope changed drastically. The Open University prepared for this change by increasing cooperation with degree programmes: a greater amount of learning material and courses have been produced collaboratively. The project for a digital leap in education was a key constituent in the cooperation between the Open University and the degree programmes involved in the project. The Open University has extensive experience in developing and using digital solutions in teaching, while keeping the student in focus. Some of the courses using digital solutions can be further developed for the purposes of student admissions to degree programmes.

YLIOPISTO-LEHTI 4/2017

Professor Lasse Lipponen’s research group is studying how early education could generate a culture that fosters empathy. Lipponen is also involved in HEI Schools, a company hoping to turn Finnish-style kindergarten into an exportable product. The basis is learning through play as opposed to testing.

Read the full article:
The vision of the University of Helsinki is to have *global impact in interaction*. The research community puts this vision into practice through its daily activities, and students are also trained to do their part.

In 2017 the international media visibility of the University’s research increased significantly. The Helsinki Challenge competition increased the public profile of research conducted in Finland and raised awareness of the new approach represented by the competition. The Helsinki Challenge Impact Camp, organised collaboratively by Finnish universities in Brussels, reached decision-makers and influential figures in the European Union. In China, the University of Helsinki organised the Sino-Finnish Challenge competition together with Chinese universities and partners.

Also launched in China was MegaSense,¹ a major multidisciplinary project for universities and business collaboration. MegaSense is an ecosystem concept developed by the University of Helsinki to provide a real-time platform for a new kind of outdoor air quality monitoring. MegaSense has attracted interest in Finland and abroad, including from companies that manufacture telecommunications and sensor devices. The project is developing the research idea together with companies and building a solid and extensive ecosystem network for international companies and research institutes.

The University has a strong community of alumni throughout the world. In 2017 alumni activities expanded to Brussels and Stockholm with the establishment of the EU Alumni Club and the Sweden Alumni Club.

The University of Helsinki celebrated the centenary of Finland’s independence in 2017. The theme of the anniversary year was *Together*. The University is creating solutions for future wellbeing through cooperation between the academic community and other professionals.

FINLAND’S CENTENARY

The centenary of Finnish independence brought research to the public's attention and enabled everyone to experience the world of science. Members of the University community participated in more than 30 projects and events focused on the ‘Finland 100’ theme. The most high-profile events at the University were the science-based Helsinki Challenge competition, the urban Thinkfest festival and the inauguration of the new Think Corner.

The Helsinki University Museum organised an exhibition on the Finnish maternity package, entitled *Baby in the Box*. Events connected to the theme were also organised at research stations in Tvärminne and Hyytialä as well as at CERN in Geneva. The festive seminar of the Official Government Directory and the celebration held in conjunction with the 100 Acts for Gender Equality project drew audiences that included distinguished guests. Nobel Prize winner Bengt Holmström spoke at the University’s anniversary celebration. As a more long-term memento of the centenary, a spruce tree was planted in Viikki.

In late spring 2017, the University of Helsinki organised three conferment ceremonies to celebrate Finland’s centenary and the 500th anniversary of the Reformation. Within a single month, the Faculty of Theology and the Faculty of Law organised ceremonies for the conferment of doctoral degrees and the Faculty of Philosophy organised a ceremony for the conferment of master’s and doctoral degrees. A total of 26 distinguished persons from science, culture and society were conferred as honorary doctors, including German Chancellor Angela Merkel, who received an honorary doctorate in philosophy, Finnish President Sauli Niinistö, who received an honorary doctorate in law, and Helsinki Bishop Irja Askola, who received an honorary doctorate in theology.

Other special occasions also occurred in 2017: the 125th anniversary of Finnish kindergarten teacher education was marked with nationwide celebrations, and the Normal Lyceum of Helsinki – the home of

¹ http://www.helsinki.fi/megasense.
Finnish teacher education – celebrated its 150th anniversary.

THE HELSINKI CHALLENGE COMPETITION

The University of Helsinki collaborated with nine other Finnish universities in organising the science-based Helsinki Challenge competition to mark Finland’s centenary. The competition focused on the UN goals for sustainable development. More than 110 teams from ten Finnish universities submitted their entries. The teams included over 340 experts from 160 organisations.

In the accelerator programme incorporated into the competition, the researcher-led teams created solutions to achieve the goals of sustainable development together with professionals from various social sectors. The accelerator programme consisted of workshops, public pitching sessions and two co-development events. The teams met more than 162 Finnish and international mentors during the programme.

In 2017 Helsinki Challenge created high-impact multidisciplinary solutions and established new partnerships for the universities. The competition also increased the public profile of research conducted in Finland and raised awareness of the new approach represented by the competition.

More than 170,000 people visited the Helsinki Challenge website in 2017. In the week the finalists were announced, the hashtag #helsinkichallenge reached more than 250,000 Twitter accounts. The Facebook event page covering the inauguration was viewed by 100,000 people, and the “after movie” of the event was viewed more than 12,000 times. The popularity of Think Corner as an events venue came as a positive surprise. During the three months following the opening, the new facilities hosted 250 events with a turnout that exceeded all expectations.

The JKMM Arkkitehdit architectural agency was responsible for the architectural solutions in the conversion of the previous Administration Building, with Asmo Jaaksi as the head designer and SRV carrying out the building project. The new occupants of the building also include Unisport Kluuvi, which is now furnished in completely renovated facilities, Think Company, the Fazer-owned Tiedekulma Café and the Rosebud-owned Tiedekulma Shop. The top floors are rented out to Reaktor.

Think Corner was inaugurated with a special event on 20 September, with close to 2,000 guests interested in the new building in attendance. The Facebook event page covering the inauguration was viewed by 100,000 people, and the “after movie” of the event was viewed more than 12,000 times. The popularity of Think Corner as an events venue came as a positive surprise. During the three months following the opening, the new facilities hosted 250 events with a turnout that exceeded all expectations.

Think Corner and the University’s Communications unit cooperated in organising the Pieni maa, suuri muuttuja (“Small country, big change”) series of events on the changes taking place in Finland, from immigration and information security to language and the economy. A prominent group of researchers and influential social figures participated in the presentations and discussions. The series of events was marketed extensively in the Helsingin Sanomat daily and on outdoor advertisements.

In total, some 30,000–40,000 people attended Think Corner events in autumn 2017. Daily visitor numbers were estimated to range between 1,000 and 2,000. Almost all major events were live streamed, and social media communications on events reached more than 350,000 people. The number of people following the University’s social media channels and visiting the University’s websites were propelled to a new level. For example, the number of Facebook followers doubled to 6,000, and the visitor numbers of the website increased by 1,400%.

The Think Corner services and facilities have received a great deal of praise. Surveys show that feedback from both event organisers and visitors has been excellent. The NPS recommendation index (on a scale from -100 to 100) was a very good 60 for new event services and a full 100 with visitors. More than 50% of the respondents to a user survey said that Think Corner had positively influenced their image of the University, and the investments in new

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1 http://challenge.helsinki.fi/.
comfortable facilities and interesting events were commended.

The Think Corner services will be further developed in 2018, and new thematic campaigns and event formats will be presented. Efforts will also be made to improve the high-quality video recording of content and the profile of Think Corner’s YouTube channel. Another focus will be to develop Think Corner as a destination and an experiential showcase for the University.

INTERNATIONAL MEDIA HITS

International media communications increased

The University clearly increased its international media communications in 2017 with good results.

The University of Helsinki accounted for 40% of all international online news about Finnish universities. The runners-up were Aalto University with a 20% share and the University of Turku with a 10% share.

The number of English-language media releases totalled 82, increasing by 61% from the previous year. The increase was reflected in a 19% rise in international media hits. Media hits in English, French, Spanish, Portuguese, German and Russian numbered 12,500. In Finland, 538 releases and invitations were sent to the media, up almost one-fourth from the previous year. A total of 13,480 hits were recorded in Finnish-language media and 2,296 in Swedish-language media. The figures do not include radio, television or print newspapers.

In late 2017, the University used lists of international journalists acquired from an external supplier to publish eight media releases. This channel proved key for the international coverage of, for example, the Science Under The Ice article about an Antarctic expedition.

The University hosted 120 international journalists, up 14% from the previous year. Particularly successful was the visit by a group of 40 journalists during the Slush start-up and technology event. The visit was organised together with the Ministry for Foreign Affairs of Finland and Tekes.

Digital communications

The restructuring of the University organisation had an impact on the University website. All faculties, 90 degree programmes and 130 research groups as well as several other units now have new websites.

The University’s Helsinki.fi website was viewed some 36 million times in 2017, an increase of 5% on the previous year. The number of international visitors increased by 15%. The Research section of the website was viewed 1.1 million times (+114%), the Studying section 2.9 million times (+71%) and the News section 1.6 million times (54%).

Support for the degree reform

The University made additional investments in student recruitment and marketing for the new degree programmes launched in 2017. A marketing and brand concept based on the University’s Strategic Plan was designed for Finnish and international student marketing and implemented throughout the organisation, from University-level marketing to individual degree programmes.

The new websites of the degree programmes were designed to be clear and attractive. Active marketing was used to encourage as many potential students as possible to explore the education available. Digital and social media channels were used for highly targeted marketing, and new channels were tested to reach target groups.

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ASSOCIATES AND PARTNERSHIPS

The University has created a model for the management of key customer relationships, which is used to launch and develop central partnerships and business cooperation. The model has been tested and adopted in fundraising. In 2017 the model was extended at University Services to encompass others involved in business cooperation.

Examples of successful cooperation include the endowed professorships enabled by partners, the MOOCs organised jointly with companies, the multidisciplinary MasterClass programme, the MiniChallenge events arranged with companies, and the cooperation with Helsingin Sanomat, which has been ongoing since 2010.

In 2017 Nokia Bell Labs selected the University of Helsinki as a Distinguished Academic Partner. The cooperation was reviewed at an extensive, joint workshop in October. Another important collaborative initiative in 2017 was the MegaSense project, which involves international partnerships. Moreover, the University of Helsinki and Stockholm University are collaborating closely in the Baltic Bridge project. The aim is to acquire resources for synthetic research and for improving the state of the Baltic Sea.

In recent years, the University of Helsinki has considered ways to make the results of scientific research more readily available to decision-makers. A month-long Hack for Society pilot in September produced information on how to make human science scholars, local politicians and students speak a common language and find shared goals. Coordinated by the University, the pilot project was carried out by Think Company in partnership with the e2 think-tank, the Association of Finnish Local and Regional Authorities, the Finnish Innovation Fund Sitra, the Experimental Finland project at the Prime Minister’s Office, and the Ministry of Education and Culture.

INTERNATIONAL ALUMNI ACTIVITIES

Alumni and partners were invited in 2017 to participate in the University’s activities, strengthen employer connections and help support fundraising and international activities.

The most significant alumni activities in 2017 were the third-ever Alumni Day in March and the Thinkfest urban festival of science in October. The Alumni Day concept supports the development of an alumni identity and an active community. The theme of the 2017 Alumni Day, ethical dialogue, engaged alumni in discussions with members of the University community on ethical choices and sustainable welfare. The theme of this year’s Thinkfest, change, encompassed the diverse and forward-looking nature of science as well as the opportunities provided by global changes for cooperation and social development. A total of more than 1,700 people participated in the two events.

28,000

REGISTERED ALUMNI

The alumni activities of the University of Helsinki and its Alumni Association expanded to Brussels and Stockholm. The Finland 100 event in August in Stockholm coincided with the establishment of the Sweden Alumni Club, while the EU Alumni Club was established in September during the Global Impact Camp associated with the Helsinki Challenge
competition. Both clubs now have 70–100 members supporting the University’s attempts to enhance its international impact. The alumni club in Beijing also continued its activities.

In 2017 the services offered to alumni were expanded by launching the Think & Lead series of discussions, which supports the development of alumni from experts to leaders. In the future, the University will develop alumni services by carrying out an alumni survey, which it conducted comprehensively for the first time in 2017.

In 2017 the number of registered alumni was close to 28,000 (Campus Alumni and Alumni Association). Approximately 7,000 of them were members of the Alumni Association. The Thinkletter Alumni newsletter is now supplemented by social media channels, which have become highly significant. By regularly producing relevant and interesting content through social media channels, the University can reach thousands of alumni each week.

FUNDRAISING

The University of Helsinki’s Best for the World fundraising campaign concluded in June, having highlighted the University’s selected science themes. The campaign exceeded its 25-million-euro target, with donations and pledged donations totalling close to €48 million in 2013–2017. The goals set for donations were achieved in all target groups.

In 2017 the University received €16,620,531 in donations from a total of 462 donors. By the end of the year, €1,664,464 had been pledged in donations.

At the end of 2017, the University also received €39,633,676 of funding based on private donations which the government had agreed to match. The University thanked its donors at a celebration held at Think Corner in September.

The development of fundraising has continued with partners to reach the target of €100 million and increase the amount of funds received from international sources. The growth is based on the long-term management of relations with associates and alumni as well as investments in the satisfaction of donors. The University established Club Zebra for major donors alongside Club Giraffe. The development of fundraising focused on reaching private individuals and establishing the foundation for international fundraising through pilot projects and preparations for the ‘For the World’ fundraising campaign to be launched in autumn 2018.

REGIONAL COOPERATION AND DEVELOPMENT

Urban Academy

Urban Academy is a collaborative network of the University of Helsinki, Aalto University and the City of Helsinki for the promotion of interaction in multidisciplinary urban research, urban planning and teaching in the field. Another aim is to support the joint multidisciplinary research and development projects of universities and cities. Urban Academy has been defined as one of the focus areas in the strategic partnership between the University of Helsinki and the City of Helsinki.

Urban Academy coordinated the planning and implementation of the international Master’s Programme in Urban Studies and Planning, launched in June at the University of Helsinki and Aalto University. The programme is a continuation of the multidisciplinary minor subject module of the same name, which was offered by the University of Helsinki and Aalto University from 2014 to 2017.

Urban Academy participated in planning the Helsinki Institute of Urban and Regional Studies (KATI), which is part of the University of Helsinki’s new Helsinki Institute of Sustainability Science (HELSUS). Urban Academy also coordinated the negotiations on the postdoctoral researcher positions in urban studies at KATI, which are funded by cities in the Helsinki Metropolitan Area.

The international advisory group of Urban Academy convened in Helsinki in February 2017. The group members also gave presentations at a seminar, entitled Complex Urban Futures, which was organised at the University during their visit. In 2017 Urban Academy also organised other public seminars, workshops in support of projects and a “thesis marketplace” presenting the information needs of cities to students. Moreover, it participated in the preparations for the Urban Future science theme planned by the University of Helsinki Communications unit in the spring.
Operations in Lahti

The University of Helsinki coordinated Lahti-based networks in which its key partners included the Lappeenranta University of Technology, the City of Lahti, the Lahti University of Applied Sciences and Lahti Region Development LADEC Ltd. The aim was to encourage new experiments and create a culture which reinforces the University’s role as a partner for companies. The University also participated in a project managed by LADEC on the ecosystem of entrepreneurship. The project piloted the Lahti Venture Programme, in which students addressed the development challenges of companies.

Potential areas of research, development and project learning were sought more systematically in cooperation with the City of Lahti and companies. The most important themes of the research cooperation related to the urban environment and the circular economy. Learning projects explored regional development challenges and cooperation, the topic of students and the job market, and the use of educational technologies.

The dialogue between research and practice was increased, and the results of research were highlighted through communications. Various events were organised to create collaborative arenas, increase the profile of the University’s operations as well as people’s awareness of them, and to distribute new research-based knowledge in the region. The University and its partners organised events including Suomi100Forum, the European Researchers’ Night and the 15th Lahti Science Day. The Päijät-Häme LUMA Centre expanded its operations at the end of the year by opening the SOLU science classroom, which organises science clubs, camps and training and hosts visitors from educational institutions.

Operations in Mikkeli

For the University’s Mikkeli unit, 2017 was a good year. The cooperation between the University of Helsinki and the Lappeenranta University of Technology was promoted with the recruitment of new principal investigators. The simultaneous recruitment processes were prepared together with other parties in the region, and the recruited researchers were placed in the same facilities. Preparations also began in 2017 for the transfer of the National Repository Library to Mikkeli under the auspices of the National Library of Finland.

The most important events in 2017 were the International Mikkel Day, the Mikkel Science Day and the 11 public lectures organised collaboratively on topics ranging from Russia to the Mikkel 2017 Housing Fair.

In addition to cooperation with educational institutions, the Mikkel University Consortium was involved in the regional working groups of the South Savo Regional Council, the City of Mikkel and the South Savo Chamber of Commerce.

THE UNIVERSITY’S SOCIAL RESPONSIBILITY

Energy and water consumption in buildings

The University is committed to a 10% reduction of energy and water consumption in its buildings by 2025. In 2017 electricity consumption in buildings occupied by the University was reduced by 1.3% from the previous year. The reduction was due to both energy efficiency measures and operational changes. Heat consumption increased by 2.5% and water consumption by 2.8% from 2016. This was largely due to the launch of operations at Yliopistonkatu 4 in autumn 2017 as well as changes to research activities in laboratory buildings.

The University aims to generate at least 5% of its energy consumption on site through renewable energy sources by the end of 2025. In 2017 the solar panels at the Viikki Infocentre, Yliopistonkatu 4 and Aleksanterinkatu 7 as well as the wood chip power plant at the Lammi Biological Stations produced a total of 1,900 MWh of energy, or approximately 1% of the total energy consumption in University buildings. At the end of the year, solar panels were installed on the roof of the Viikki Biocentres and the maintenance building for the glasshouses; these panels will produce energy as of 2018. The solar power plant on Viikki Campus will also be expanded in 2018 to the roofs of buildings on Latokartanonkaari and Koetilantie.

Several sustainable solutions were used in the renovation of Think Corner, which was inaugurated in the autumn. A total of 95 solar panels were installed on the roof, with a total power of 25 kWp. Sanitary water is heated using waste heat from the transformer, and district cooling is used to cool the building. The building is in energy efficiency category B, with the exception of the UniSport sports facilities,
which are category C. PEFC-certified strips of wood are used in the recessed entrances, and the floor is covered with blocks of wood on the first and second floors.

The opportunity to use LED lights will be examined whenever lights are to be replaced. Outdoor LED lights were already installed in 2017 at the Kumpula Campus and the Kaisaniemi Botanic Garden, and all lights were replaced with LED lights in the lighting renovation on the first floor of the Biomedicum car park. In addition, old lights were replaced with LED lights in several small-scale projects.

**Other environmental responsibility and sustainable development**

Since 2011 the Viikki Campus has participated in the WWF’s Green Office system. A WWF inspector audited the system in November 2017 and found that the premises meet the criteria, and the campus is able to continue to use the Green Office label.

In October, the University and its Student Union’s Development Cooperation Committee and Environmental Committee together organised the Think Future week on issues of responsibility. The topics discussed included responsibility for global challenges, the overconsumption of natural resources and responsible daily food choices. Other events included the inter-campus biking competition and participation in the WWF’s Earth Hour.

In spring 2017, the University established the Helsinki Institute of Sustainability Science (HELSUS) by a rector’s decision. The new Institute brings together several faculties to solve global sustainability problems, such as the complex issues related to climate change, poverty and the loss of biodiversity.

**RESULTS OF A REPUTATION SURVEY**

The University of Helsinki carried out a reputation survey of its key associates in late 2016. The previous survey had been conducted in 2013. The latest results indicate that the University’s good reputation has remained intact, with few changes taking place over the past three years. Two dimensions of the University’s reputation were deemed excellent: the University’s international dimension and its reputation as a top-level university. Four dimensions were deemed fairly good: the University’s social impact, its encouraging and thriving community, its role as a pioneer, and the University as an active partner.

The survey shows that the University’s associates are familiar with the University at a general level, but only somewhat familiar with its operations and services. Communications have increased with some associates, but are generally still quite limited. The associates consider the University’s contribution to public discussion as passable, but their views have become more positive over the past three years. Most respondents agree that the University of Helsinki has the excellent knowledge and skills needed to be a strong social force, but say that the University lacks initiative. The next reputation survey of associates will be carried out at the end of the strategy period in 2020.

The Middle East has an illustrious past - why are we hearing so much bad news from there now? The Mesopotamian tradition lives on in the Middle East, in both the good and the bad. Professor Martti Nissinen sees links even between the Assyrians and ISIS propaganda.

STAFF

SIZE AND STRUCTURE OF THE STAFF

At the end of 2017, the number of University staff measured in full-time equivalents (FTE) was 7,205 (Figure 13). This shows a decrease of 62 FTEs (-1%) compared to the previous year. As regards teaching and research assistants, the statistical method changed in 2017. Instead of teaching and research staff, they were included in other staff. Figures and numbers concerning earlier years have also been presented using the new statistical method.

Figure 13 indicates an increase of 45 FTEs (1%) in teaching and research staff compared to 2016. In this group, the number of professors (level 4) and other teaching and research staff decreased (Figure 14).

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Figure 13. Change in FTEs for the teaching and research staff 2016–2017

Figure 14. FTEs at the University of Helsinki by staff group 2012–2017

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1 The effect of the change in the statistical method has been eliminated; the statistical method used in 2017 was applied throughout.
FTEs for the support and specialist staff decreased altogether by 103 (-3%) compared to the previous year. Figure 16 indicates that the largest decrease in this group was among the administrative staff (80.7 FTEs), while the largest increase was seen in the support services for teaching and research staff (60.5 FTEs).

In spite of the decrease in FTEs, the number of staff at the end of 2017 was 123 higher than a year earlier.

In December 2017, the number of staff was 7,783. Teaching and research staff comprised 4,383 employees, other staff 3,256 employees and teaching staff at the teacher training schools 144 employees. The number of teaching and research staff increased by 106 persons compared to the previous year.

7,783
EMPLOYEES

Throughout the previous strategy period, the number of administrative staff decreased, while in 2017, the number grew, and the University employed 1,174 administrative staff. Compared to the previous year, FTEs for the administrative staff decreased, as indicated by Figure 16.

---

1 The effect of the change in the statistical method has been eliminated; the statistical method used in 2017 was applied throughout.
An increase of 67 FTEs was seen in international staff compared to the previous year (Figure 17). This is primarily due to the FTE increase of the teaching and research staff (63 FTEs). Among this group, the largest FTE increase was seen on level 2 (32 FTEs), comprised of postdoctoral researchers and university instructors, among others. The second largest increase (18.5 FTEs) was seen on level 1, comprised mostly of doctoral students (Figure 18).

FTEs for the support and specialist staff decreased altogether by four (-3%) compared to the previous year. Figure 19 indicates that the largest decrease in this group was in the administrative staff (9.5 FTEs), while the largest increase was seen in the support services for teaching and research staff (11.5 FTEs).

In December 2017, the number of international staff was 1,234, of which teaching and research staff comprised 1,056 and other staff 178, including the teachers of the teacher training schools. Compared to the previous year, the number of international staff grew by 102 employees. Of these, 1,056 belong to the teaching and research staff, 176 to other staff.

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1 The effect of the change in the statistical method has been eliminated; the statistical method used in 2017 was applied throughout.
HUMAN RESOURCES PLANNING AND STAFF RECRUITMENT

In 2017 the development of academic recruitment processes received a special focus. The recruitment of professors was expedited through a lean project, and its development will be carried on after the project has ended.

Human resources planning at the faculties is founded on systematic long-term recruitment of professors and assistant/associate professors whose duties have been specified for appropriate focus areas. PROFI funding granted by the Academy of Finland has been used by the faculties to focus on certain areas and create openings in new fields. Professor and assistant/associate professor recruitments with PROFI2 funding were largely completed, while part of the PROFI3 recruitment processes were launched. Altogether 98 tenure track positions were opened for applications during the year, receiving 2,042 applicants. The first associate professors in the tenure track were appointed to permanent professorships.

The first professors of practice began their work at the Faculty of Social Sciences, the Faculty of Science and the Faculty of Law. The Faculty of Law has two professors of practice, the others one each. The duty of the professors of practice is to further the relationship between the University and professional life, particularly as regards teaching. These positions are part time and fixed term.

During the year, a new human resources planning system, SAP BPC, was introduced. The system is also used for budgeting and forecasting unit finances, of which staff expenses comprise the most significant part. The system contains up-to-date information on unit staff, while planned staff changes are also recorded in the system. The varying needs of human resources planning at the units were taken into consideration in the new human resources planning model, in addition to which practices were standardised. Human resources planning will be developed further during 2018 based on experiences gained.

The use of an electronic recruitment system was expanded, and it is now used for almost all University recruitment. A new mobile interface for assessing applicants was developed for experts participating in recruitment. The role of on-site HR Services supporting academic recruitment was strengthened further.

Planning a pilot project for a staff rotation model at University Services commenced. The intention is to expand staff opportunities for an exchange of duties for a fixed term, while supporting the development of expertise based on learning on the job and advancing and diversifying team competences.

A special focus in the development of recruitment was placed on improving the University’s reputation and image as an employer, taking international applicants and their families into consideration in recruitment, as well as integrating and orienting international staff.

Various communications channels were utilised for improving the University's image as an employer. Feedback on recruitment processes and the organisational image has been collected for further development from applicants for tenure track positions in personal interviews. A career website targeted primarily at international applicants was launched, including a section for tenure track applicants and support material for family members.

YLIOPISTO-LEHTI 9/2017

Russia’s powers-that-be fear for their position. The leaders know that the populace is dissatisfied with them, but they’re trying to stifle critical voices, says the recently appointed professor of Russian politics, Vladimir Gel’man. He gave his inaugural lecture in December 2017, along with the other 15 newly appointed professors.

Read the full article:
Families have been taken into consideration during the recruitment process by providing relocation services that also help family members. The aim is to facilitate the employment of the spouses and significant others of University staff in cooperation with other active parties in the Helsinki Metropolitan Area. A relocation services provider was chosen through competitive tendering, which included a service package supporting family relocation.

In conjunction with the recruitment of assistant/associate professors, HiLIFE implemented a well-planned and lauded site visit model that will be utilised in the University’s international recruitment.

Mentoring and orientation provided to assistant/associate professors was consolidated to make it part of all recruitments. In certain faculties, mentoring has been recorded as an assessment criterion, while its systematic use was strengthened. The use of English as a working language became increasingly common in units and teams.

A common work plan form was developed to support and standardise the drafting of work plans by the teaching and research staff. The form was piloted in a handful of units, with the intention of expanding its use throughout the University during 2018.

The use of recruitment permissions was gradually phased out. Teaching and research staff positions were exempted from the permission procedure altogether, but the procedure was still valid for expert and support staff. In 2016 the number of processed recruitment permissions was 4,000. In 2017 the corresponding number fell to under one thousand.

SKILLS DEVELOPMENT

In accordance with the University’s Strategic Plan, directors and supervisors have been provided support in the University’s management practices and in the leadership of individuals. Directors and supervisors have been trained, among other things, in good leadership, financial management, change communications, the management of telecommuting and mobile work, the lean philosophy and project management. Degree programme directors have been trained in their new management duties. In December, Johtajuusareena (Leadership Arena), a project strengthening joint leadership practices and orienting new leadership in its duties, was launched.

Training in university pedagogy as well as a broad spectrum of training related to the use of educational technology have been made available to the teaching and research staff. Training has also been organised for writing and shooting instruction videos.

Job descriptions for the expert and support staff were developed to better meet the support needs of the teaching and research staff, taking the future prospects of each field into consideration.

Opportunities for coaching, supervision and mentoring were offered to the staff, with the goal of supporting employees in developing their personal duties and practices, or in strengthening a new professional role. This has been implemented on both individual and group levels.

The development of sector-specific expertise has been central to the development of a uniform service organisation at University Services. University Services staff have been provided with peer mentoring training and groups. University Services supervisors have been able to access a network with the purpose of strengthening the sense of community, network-based operations and cooperation models, developing supervisory work and providing support for coping.

62.8%
RESPONSE RATE FOR THE WORKPLACE WELLBEING SURVEY

WORKPLACE WELLBEING AND A SENSE OF COMMUNITY

Results of the workplace wellbeing survey

In autumn 2017, a workplace wellbeing survey was conducted for the University’s staff, grant-funded researchers and other individuals working at the University, with a record-breaking response rate of 62.8%. The results were similar to those of the 2015 survey. On a scale of 1 to 5, the median score was 3.3. Particularly strong areas were the content of work and the utilisation of expertise, support from the immediate community and immediate supervisory work. Common areas requiring further development were internal communications, the openness of decision-making and discussions on difficult matters, as well as immediate intervention in cases of inappropriate behaviour.

With the help of HR Services, the faculties, independent institutes and the University Services sectors reviewed their survey results and drafted...
plans for developing occupational wellbeing together with their staff. The process was aimed at highlighting central development targets in each unit, while coming up with a concrete plan and schedule for their promotion.

Based on survey feedback, development measures were carried out also on the University level. The University’s senior leadership outlined concrete measures based on both the workplace wellbeing survey results and the proposals for measures included in a report completed by a working group led by Sue Scott (University of York). These measures include improving staff participation opportunities in strategy work, improving supervisor communications and internal communications, as well as increasing and improving interaction between the leadership and staff. Occupational health services were made more easily accessible through a new service channel.

A sense of community

A survey on internal communications conducted among the University of Helsinki staff in late 2016 indicated that members of the University community hope to see improvement in the openness of the leadership’s decision-making and interactive communication that strengthens the sense of community. Based on the survey results, the leadership prepared measures to make its communication with the University staff and students increasingly interactive. Further discussions held through Yammer have been one way of increasing interaction through the utilisation of channels that are already available to all members of the University community, engaging them in debate. Yammer discussions are held in connection with various topical decisions to be made and other joint events.

To strengthen the sense of community, the University offered an online lecture series on themes of communality to the staff. Its central themes included the relevance of work, compassion, trust, self-management and employee experience. The lectures provided tools for promoting a sense of community in everyday work, including coping at work and the wellbeing of the work community. Work communities were encouraged to make use of the lecture series as a tool for get-togethers and discussions.

Promoting equality, non-discrimination and accessibility

The University’s equality committee published a new topical and dynamic equality plan for 2017–2018. The plan starts with an overview of the current equality situation, which remains good. The attainment of equality was monitored through, among other methods, the workplace wellbeing survey. On the level of the entire University, the median score for the statement “Equality is achieved well in our unit” was 3.64 (max 5), a slight improvement from the previous survey. The committee also redesigned webpages on which future reports on the progress of selected measures will be published in conjunction with committee meetings.

Various events were organised to promote equality awareness. An event focused on occupational wellbeing and safety, as well as equality, was organised for the entire University community with the theme of multiculturalism and job satisfaction. At the event, the Maikki Friberg award was granted to the Swedish-language class teacher education promoted by Professor Gunilla Holm. The University and its equality committee, in cooperation with the National Council of Women of Finland, hosted a popular gala for the nationwide 100 Acts for Gender Equality project. During Finland’s centennial, the University’s act for equality comprised of recorded addresses on equality work conducted at the University. During the week of Helsinki Pride, flags were hoisted for the first time in the name of equality, while the equality committee also took part in organising an equality event focused on Minna Canth.

A training event concerned with challenging supervision and teaching situations was organised for teachers and the academic affairs administration staff. A joint training event was organised for the redesigned network of equality and accessibility liaisons. The systematic promotion of accessibility matters included participation in the activities of an expert group focused on special arrangements related to studying.

International equality work was further advanced by participation in the gender group composed of LERU member universities, which drafted the *Implicit bias in academia: a challenge to the meritocratic principle and to women’s careers – And what to do about it* report.

The continued decline of core funding from the government was €9.3 million, with the funding amounting to €403.2 million. Since 2015, the core funding granted by the government to the University of Helsinki has dropped by €50.5 million. The descent will continue in 2018 by an estimated €4.3 million. In addition, the government has frozen the university index referred to in the Universities Act for the years 2016–2019, as a result of which the government core funding will not be raised in a manner corresponding to the annual cost rise based on the university index.¹ The University must cover this rise by adjusting its operations.

The University’s operations showed a deficit of €4 million. The income from fundraising is reported as a suspense account item in the income statement, i.e., the operational result is zero. The securities portfolios handled by two asset managers were sold, and the assets were reinvested in the market. As a result, investment activities brought in a surplus of €28.3 million, which means that the University’s surplus amounted to €24.3 million (Figure 20). Of the income from investments, a total of €4.8 million was distributed, of which €3.2 million was income from the Future Development Fund and €1.6 million from the funds established in the 375 Future Fund.

¹ As part of the balancing and cost savings of the national economy, section 49 of the Universities Act has been temporarily amended in 2012, 2013, 2015 and 2016–2019. Of the amount of the rise generated by the university index, half was taken into account in 2012, nothing in 2013, and in 2015 the budget appropriation allocated to universities was raised by half the amount generated by the university index. The impact of halving the index rise was compensated to the universities with a single increase of the appropriation in 2015.
Table 11. University of Helsinki total revenue in 2015–2017

<table>
<thead>
<tr>
<th>Revenue, € million</th>
<th>2017</th>
<th>%</th>
<th>2016</th>
<th>%</th>
<th>2015</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government core funding</td>
<td>403.2</td>
<td>57%</td>
<td>412.4</td>
<td>60%</td>
<td>453.7</td>
<td>60%</td>
</tr>
<tr>
<td>External funding*)</td>
<td>258.4</td>
<td>37%</td>
<td>256.7</td>
<td>37%</td>
<td>259.1</td>
<td>35%</td>
</tr>
<tr>
<td>Income from operational activities</td>
<td>661.5</td>
<td></td>
<td>669.1</td>
<td></td>
<td>712.7</td>
<td></td>
</tr>
<tr>
<td>Income from investment activities</td>
<td>29.2</td>
<td>8.9%</td>
<td>8.9</td>
<td>2.4%</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>University of Helsinki Funds</td>
<td>2.1</td>
<td>2.7%</td>
<td>2.7</td>
<td>3.4%</td>
<td>3.4</td>
<td></td>
</tr>
<tr>
<td>Proceeds from fundraising</td>
<td>11.4</td>
<td>10.8%</td>
<td>10.8</td>
<td>10.3</td>
<td>10.3</td>
<td></td>
</tr>
<tr>
<td>Income from investments and fundraising</td>
<td>42.6</td>
<td>6%</td>
<td>22.4</td>
<td>3%</td>
<td>37.6</td>
<td>5%</td>
</tr>
<tr>
<td>TOTAL REVENUE</td>
<td>704.1</td>
<td>100%</td>
<td>691.6</td>
<td>100%</td>
<td>750.4</td>
<td>100%</td>
</tr>
</tbody>
</table>

Year-over-year change %, operational activities
-1.1% -6.1% 2.1%
Year-over-year change % 1.8% -7.8% 4.7%
*) Includes investment subsidy

The cuts made by the Finnish government in 2015 to the university sector will total €610 million according to the government programme and will take place in 2016–2020. The share of the University of Helsinki has been estimated as €107 million by the end of 2020, assuming that the cut of the university index does not affect 2020.

The University of Helsinki receives 60% of its overall funding from the Ministry of Education and Culture and the Ministry of Finance, and 83% of its research funding from Finland.

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

REVENUE

In 2017 the University of Helsinki had a total revenue of €704 million. The increase from the previous year was €12.5 million, or 1.8% (Table 11). The University’s total revenue comprises core funding, external funding and the University’s own income (investments, returns from the University of Helsinki Funds, and fundraising).

Core funding includes income from the Ministry of Education and Culture and the Ministry of Finance. Core funding decreased by more than €9 million (-2.2%), totalling €403 million. It accounts for 57% of the University’s total revenue (Figure 21).

In 2017 income from external funding totalled €258 million, accounting for 37% of the total revenue and increasing by less than 1% from the previous year. The bulk of external funding (€194 million, 75%) is allocated to research, and the rest (€64 million, 25%) to other purposes. Research funding increased by €6 million from 2016.

The proceeds from fundraising, the return on investments and the income from the University of Helsinki Funds totalled €43 million, corresponding to 6% of the total revenue. The University’s own income increased by €20 million. Return on investments was up, amounting to €29 million. Income from the University of Helsinki Funds totalled €2 million.

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Fundraising proceeds increased to €11.4 million.

External research funding comprises funding from the Academy of Finland, companies, the European Union, foundations, municipalities and other sources (Figure 22).

In 2017, €162 million of total external research funding (€194 million) came from Finland and €32 million from other countries. International research funding accounted for 17% of the total.

The share of research funding from the Academy of Finland increased by €4 million from the previous year. The Academy of Finland granted €107 million, which is equivalent to 55% of the University's research funding. Finnish foundations granted €23 million, or 12% of overall funding.

Research funding from the EU remained at the same level as in 2016 (€20 million). The relative share of EU funding decreased to 10% of the University of Helsinki’s overall research funding and accounted for 62.5% of its international research funding. Tekes (the Finnish Funding Agency for Innovation) granted €14 million, which is equivalent to 7% of the University’s research funding.

### EXPENSES

The total expenditure of the University of Helsinki in 2017 was €680 million (Table 12), a decrease of 1.1% from the previous year. The largest expense items were staff expenses (59%) and rental expenses (13%). Staff expenses totalled €401.7 million and rental expenses €91.5 million, and together they accounted for 72% of the overall expenses (Figure 23). Staff expenses were down by €9 million.

![Figure 22. Sources of external research funding in 2017 (€ million, %)](image)

![Figure 23. The distribution of total expenses in 2017 (€ million, %)](image)

Table 12. University of Helsinki total expenses in 2015–2017

<table>
<thead>
<tr>
<th>Expenses, € million</th>
<th>2017</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel expenses</td>
<td>401.7</td>
<td>59%</td>
<td>410.5</td>
</tr>
<tr>
<td>Facilities rentals (triple net rent)</td>
<td>91.5</td>
<td>13%</td>
<td>94.8</td>
</tr>
<tr>
<td>Other expenses, including investment expenses*)</td>
<td>161.3</td>
<td>24%</td>
<td>158.4</td>
</tr>
<tr>
<td>Depreciation</td>
<td>13</td>
<td>2%</td>
<td>12.2</td>
</tr>
<tr>
<td>Fundraising transfers</td>
<td>12.4</td>
<td>2%</td>
<td>11.3</td>
</tr>
<tr>
<td>TOTAL EXPENSES</td>
<td>679.9</td>
<td>100%</td>
<td>687.3</td>
</tr>
<tr>
<td>Year-over-year change %</td>
<td>-1.1%</td>
<td></td>
<td>-2.4%</td>
</tr>
</tbody>
</table>

*) Other expenses include equipment procured with investment subsidies
**SURPLUS/DEFICIT FOR THE PERIOD**

In 2017 the University of Helsinki’s operations showed a deficit of €4 million.

The net return on investments totalled €26.2 million, while income from funds was €2.1 million. The University’s overall results for 2017 showed a surplus of €24.3 million, which is equivalent to 3.6% of the total expenses (Table 13).

The University’s operational activities have generated a deficit for two consecutive years. The long-term trend is shown in Figure 24.

**Table 13. University of Helsinki surplus/deficit 2015–2017**

<table>
<thead>
<tr>
<th>Surplus/deficit, € million</th>
<th>2017</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Helsinki</td>
<td>-4.0</td>
<td>-3.3</td>
<td>21.0</td>
</tr>
<tr>
<td>Investments</td>
<td>26.2</td>
<td>4.9</td>
<td>21.9</td>
</tr>
<tr>
<td>University of Helsinki Funds</td>
<td>2.1</td>
<td>2.7</td>
<td>3.4</td>
</tr>
<tr>
<td><strong>TOTAL SURPLUS</strong></td>
<td>24.3</td>
<td>4.3</td>
<td>46.3</td>
</tr>
</tbody>
</table>

| Percentage of the University’s total expenses | 3.6% | 0.6% | 6.6% |
| Surplus equivalent to the costs of x days     | 13   | 2    | 25   |

**SOURCES OF INCOME BY CAMPUS AND UNIT**

The ratio of core and external funding differs in different units. External funding accounts for 54% on the Meilahti Campus, 53% on the Kumpula Campus and 47% on the Viikki Campus. The ratio is the lowest on the City Centre Campus, where external funding accounts for 30% of all income (Figure 25).

The following faculties operate on the City Centre Campus: Theology, Law, Arts, Educational Sciences and Social Sciences. In addition to the funding acquired by the above faculties, the figures for the City Centre Campus include the funding granted to the Swedish School of Social Science and the University of Helsinki’s doctoral schools. Doctoral students work on all campuses. The Kumpula Campus and Meilahti Campus are both home to one faculty only: the Faculty of Science in Kumpula and the Faculty of Medicine in Meilahti. The Viikki Campus accommodates the following faculties: Biological and Environmental Sciences, Pharmacy, Agriculture and Forestry, and Veterinary Medicine.

**Figure 25. Funding for faculties by campus in 2017, € million**
External funding accounted for 50% of the overall funding of research institutes, and 29% of that of service units (Figure 26).

Figure 27 shows the funding received by faculties in 2017. The Faculty of Medicine topped the list with €85 million, while the Faculty of Science – number one in 2016 – came a close second.¹ In 2017 some units of the former Faculty of Behavioural Sciences were merged with the Faculty of Medicine, while the majority were incorporated into the new Faculty of Educational Sciences.

Figure 28 shows the funding acquired by independent institutes at unit level. The Helsinki Institute of Life Science acquired the most funding, €60 million.


² Faculties: TTDK Theology, OIKTDK Law, LTDK Medicine, HUMTDK Arts, MLTDK Science, FTDK Pharmacy, BYTDK Biological and Environmental Sciences, KASVTDDK Educational Sciences, VALTDDK Social Sciences, SSKH Swedish School of Social Science (an independent unit, not a faculty), MMTDK Agriculture and Forestry, ELTDK Veterinary Medicine, HYTK Veterinary Medicine, University of Helsinki doctoral schools (not a faculty).

GOVERNMENT FUNDING AND THE FUNDING MODEL FOR UNIVERSITIES

Since 2012, government funding has been distributed according to a core funding formula based on performance criteria. The Ministry’s funding model has been further developed so as to put more emphasis on quality considerations. As a result, student feedback is now taken into account as a funding criterion, and the Publication Forum classification levels are used as coefficients for the number of publications. The inclusion of high-quality employment as a funding criterion for institutions of higher education has recently been explored.1

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 criterion2 for the preceding three years.

Figure 29 shows the government funding for the University of Helsinki and other Finnish universities based on the Ministry of Education and Culture model in 2015–2018. The share of the University of Helsinki in 2018 will be 24.2% (2017: 24.5%).

Figure 29. Imputed core funding of the University of Helsinki and other Finnish universities (2015–2018, € million)

The funding dropped by €8.7 million as a result of the reduction of the University’s funding share and the decline in the notional funding allocated to universities. The University has known about the reduction of government funding and has made proactive efforts to adjust to the situation.

24.2% OF THE IMPUTED CORE FUNDING GRANTED TO FINNISH UNIVERSITIES

FUNDING MODEL

According to the funding model applied as of 2017, government funding is allocated to Finnish universities as follows: 39% based on education, 33% based on research and 28% based on other targets for education and science policy.

The weight has been shifted from educational criteria to other university and science policy targets due to the strengthening of that portion of strategic funding. In the future, the latter will account for 12% (rather than the previous 10%) of total funding. A greater focus on student employment means that its share of total funding increased by 1%. As of 2017, the calculation of scholarly publications has been based on coefficients that place greater emphasis on the quality and impact of research, the separate criterion concerning the share of doctoral degrees completed by international students has no longer been used, and specialist studies and collaborative studies have been used as funding criteria. The field-specific share was raised by 1% as of the beginning of 2017. Moreover, the number of students completing 55 credits per academic year was decreased by 1%, and the method for calculating their number was amended.


2 For example, when the funding for 2018 was determined in 2017, the calculations were based on the average for performance criteria in 2014–2016.
### Table 14. The University of Helsinki’s portion of the university funding model by performance criteria in 2015–2018

<table>
<thead>
<tr>
<th>Funding model criterion</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>Change 2018–2017, % unit</th>
<th>Weight of criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master's degrees</td>
<td>18.2%</td>
<td>18.5%</td>
<td>18.3%</td>
<td>18.0%</td>
<td>-0.3%</td>
<td>13%</td>
</tr>
<tr>
<td>Bachelor's degrees</td>
<td>20.8%</td>
<td>20.1%</td>
<td>19.6%</td>
<td>19.4%</td>
<td>0.0%</td>
<td>6%</td>
</tr>
<tr>
<td>Employed master's graduates</td>
<td>16.2%</td>
<td>17.2%</td>
<td>18.4%</td>
<td>18.4%</td>
<td>0.0%</td>
<td>2%</td>
</tr>
<tr>
<td>Students who have completed at least 55 cr</td>
<td>18.5%</td>
<td>18.7%</td>
<td>19.9%</td>
<td>19.0%</td>
<td>-0.9%</td>
<td>10%</td>
</tr>
<tr>
<td>Master’s degrees completed by foreign nationals</td>
<td>11.9%</td>
<td>12.8%</td>
<td>12.9%</td>
<td>11.8%</td>
<td>-1.1%</td>
<td>1%</td>
</tr>
<tr>
<td>International student exchange</td>
<td>18.1%</td>
<td>17.7%</td>
<td>17.6%</td>
<td>17.9%</td>
<td>0.3%</td>
<td>2%</td>
</tr>
<tr>
<td>Credits completed at the Open University, as non-degree studies and as specialist education</td>
<td>19.9%</td>
<td>19.5%</td>
<td>19.3%</td>
<td>18.9%</td>
<td>-0.4%</td>
<td>2%</td>
</tr>
<tr>
<td>Student feedback</td>
<td>17.6%</td>
<td>16.9%</td>
<td>16.8%</td>
<td>16.8%</td>
<td>0.0%</td>
<td>3%</td>
</tr>
<tr>
<td>Educational funding criteria, total</td>
<td>18.5%</td>
<td>18.5%</td>
<td>18.7%</td>
<td>18.3%</td>
<td>-0.4%</td>
<td>39%</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral degrees</td>
<td>27.4%</td>
<td>27.5%</td>
<td>28.9%</td>
<td>29.0%</td>
<td>0.1%</td>
<td>9%</td>
</tr>
<tr>
<td>International competitive research funding</td>
<td>37.4%</td>
<td>36.6%</td>
<td>35.5%</td>
<td>35.4%</td>
<td>-0.1%</td>
<td>3%</td>
</tr>
<tr>
<td>Other competitive research funding</td>
<td>24.1%</td>
<td>25.3%</td>
<td>26.6%</td>
<td>27.5%</td>
<td>1.0%</td>
<td>6%</td>
</tr>
<tr>
<td>Publications</td>
<td>30.6%</td>
<td>30.6%</td>
<td>31.6%</td>
<td>30.6%</td>
<td>-1.1%</td>
<td>13%</td>
</tr>
<tr>
<td>International teaching and research staff</td>
<td>27.9%</td>
<td>27.1%</td>
<td>26.5%</td>
<td>26.3%</td>
<td>-0.2%</td>
<td>2%</td>
</tr>
<tr>
<td>Doctoral degrees completed by foreign nationals</td>
<td>23.2%</td>
<td>24.1%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Research funding criteria, total</td>
<td>28.8%</td>
<td>29.0%</td>
<td>30.0%</td>
<td>29.8%</td>
<td>-0.3%</td>
<td>33%</td>
</tr>
<tr>
<td><strong>Other targets</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National duties</td>
<td>41.0%</td>
<td>41.0%</td>
<td>42.5%</td>
<td>42.5%</td>
<td>0.0%</td>
<td>7%</td>
</tr>
<tr>
<td>Field-specific portion</td>
<td>18.8%</td>
<td>18.8%</td>
<td>16.9%</td>
<td>16.9%</td>
<td>0.0%</td>
<td>9%</td>
</tr>
<tr>
<td>Strategic funding</td>
<td>24.8%</td>
<td>25.0%</td>
<td>25.2%</td>
<td>25.2%</td>
<td>0.0%</td>
<td>12%</td>
</tr>
<tr>
<td>Education and science policy targets, total</td>
<td>27.4%</td>
<td>27.5%</td>
<td>26.3%</td>
<td>25.9%</td>
<td>-0.4%</td>
<td>28%</td>
</tr>
</tbody>
</table>

#### The University of Helsinki’s funding results by criteria

Table 14 shows the factors that influenced the amount of imputed core funding granted to the University. There have been no major changes since the previous year. The funding based on publications has decreased to the level of 2016. The funding based on the degrees completed by international students has decreased by the same percentage share as that based on publications. The weight and, hence, impact of this criterion related to international students is marginal. In contrast, the relative decrease of students completing 55 credits does affect the funding acquired.

International competitive research funding includes the framework programme funding received directly from the European Union or other qualitatively competitive EU funding, funding from international foundations, funds and organisations as well as other international funding. Other competitive research funding includes funding from the Academy of Finland, Tekes (the Finnish Funding Agency for Innovation), and Finnish and international companies. The only criterion on the basis of which funding has increased is that related to other competitive research funding.
SERVICES

CONSOLIDATION OF UNIVERSITY SERVICES

For the University Services organisation, 2017 was a year of consolidating services and building a new operational culture. The line organisation, traditionally focused on administrative duties, has learned much during its transformation into a service organisation based on a matrix structure. In a feedback survey, the visibility and accessibility of services were considered particular development targets. Contributions were also made to developing the sense of community.

The service reform, launched in autumn 2016, was advanced further. Defining services from the perspective of users has helped University Services identify its core operations. Service definitions lay a foundation for feedback collection, customer service communication, a service coordinator structure and the management of services. Operational models have also been reformed, with work continuing during 2018.

Particularly tough challenges were met in the Teaching and Learning Services sector, due to significant operational changes in the support services, as well as simultaneous changes in the provision of teaching (the Big Wheel reform). Indeed, Teaching and Learning Services saw the most significant staff increases in 2017.

The opening of Think Corner in September was an important additional contribution, which was also reflected in a staff increase in Communications and Community Relations.

At the end of 2017, the number of staff at University Services was 939. A detailed grouping by units is presented in Figures 30 and 31.

Figure 31. University Services staff distribution by unit in 2017

Figure 30 Staff numbers at University Services units in 2016–2017
DEVELOPMENT OF SERVICE STRUCTURE

Alongside the consolidation of University Services, the development of a service structure was advanced through various solutions.

In January, the Board of the University made a decision to incorporate property services as an in-house company at the beginning of 2018. Services provided by the company include facility cleaning, management, maintenance and construction, porter and security services, as well as furnishing and transport services. Please read more under the Facilities section.

During the year, preparations were made for the establishment of a new unit, Laboratory Services, under University Services. Laboratory Services will coordinate instrument maintenance and laboratory staff pools. The unit’s duties also include other matters related to laboratory support, such as support for registering chemical substances and coordinating permit-related matters on the University level. The unit began its operations at the beginning of 2018.

In the spring a feedback survey was conducted of staff and students. The overall score given to University Services was 4.7 (N=352, on a scale of 0 to 10), while scores given to individual services ranged between 3.0 and 7.3 (on a scale of 0 to 10). On average, the most satisfied users were located at Kumpula, the most dissatisfied at the City Centre Campus. Based on the feedback, seven pilot projects were launched to develop services. Since student feedback was scant, the implementation of feedback surveys targeted at students will be redesigned.

Since all services provided by the University’s service organisation have the same users, several active parties share the responsibility for developing and managing them. Many services are provided cooperatively. The service map for University Services has served as the basis for discussion between University Services and property services. Preliminary discussions were conducted also with the IT Centre and the Helsinki University Library, while various service channels were planned in cooperation between University Services and the IT Centre.

The rector appointed a steering group for University Services, to commence its activities at the beginning of 2018. The group’s mission is to support the development of services in accordance with the University’s strategic objectives. The group will review feedback, make initiatives and development proposals, as well as give its opinion on development projects.

International conference activities

Helsinki is among the most popular conference cities in the world, and the University of Helsinki has a central role in organising conferences. To solidify this status, in early 2017 the City of Helsinki and the University of Helsinki launched a two-year conference pilot with the objectives of

- Improving the University’s international reputation in the scientific community, particularly through conference activities
- Developing a new operational model for international conferences hosted by the University and its representatives
- Attracting new conferences to be held in Helsinki and increasing the number of conference visitors
- Increasing the visibility and recognition of the University and the City of Helsinki as an attractive conference location and innovation platform

Visibility for the new operational model

The University established a centralised model and a support team to manage and develop processes for attracting, planning and organising conferences. By late 2017, the new conference team was comprised of four employees: a head of development for international affairs, a conference expert from the City (both contributing 50% of their work time), as well as a conference coordinator and a communications specialist. Additional resources included service coordinators and controllers, as well as Confedent International, which in 2016 won the contract for providing conference services to the University.

In conjunction with the development work, the new team provided conference organisers with diverse expert support and training. Among other things, the team organised close to a hundred kick-off meetings to launch conference projects, two customer events in cooperation with the City, and a training event on applying for conference subsidies from the government. The team also visited campuses to share information about organising conferences and available services, started training students to serve as conference assistants and drew up a framework for an annual conference award granted by the University.

Results from the first year

After the operations were launched, the conference team was contacted with increasing frequency, with
the most pressing needs of organisers coming into focus. Based on feedback, practices were streamlined. The new team participated in inviting, planning and/or organising altogether 122 conferences to be held between 2017 and 2025. Their scope ranges from 20 to 5,000 visitors, with a total number of more than 41,000. Of the conferences supported by the conference team, 34% are organised by the Faculty of Arts, 13% by the Faculty of Science and 11% by the Faculty of Medicine.

DigiHub

The University of Helsinki DigiHub is a meeting place for developers of digital services. It got its start as a small-scale experiment in 2015 at the Viikki Campus, moving to the City Centre Campus in 2017. DigiHub activities aim to promote an open and experimental operational culture through agile methods and to standardise the methods of digital development at the University.

Joint facilities, provided for DigiHub at Porthania, are a central part of its operational culture. During autumn 2017, a total of 17 workstations were introduced, in addition to which plans were made for 30 further workstations to be introduced in spring 2018. The University Services management group has supported DigiHub activities by providing an opportunity for facility centralisation.

Joint development across organisational boundaries at DigiHub commenced right after the first facilities became available. Software developers, the University’s product owners, and researchers from different projects and units work in the same facilities. The expertise of various parties was utilised in a versatile manner. Among the facility users have been the University’s lean developers, conducting their work in cooperation with DigiHub. Further development of cooperation with researchers is being investigated through methods of service design.

Project management model and project portfolio

In spring 2017, a project for developing project portfolio management was begun, with the aim of introducing a comprehensive project management model for the entire University of Helsinki, including supporting project portfolio software. The goal is to standardise the management and monitoring of projects and project-like development tasks, as well as to increase transparency across unit boundaries. Project management is an important part of implementing the University’s strategy.

During the year, a project management model for the University was outlined on the basis of the ABC Project Management Model offered by Project Institute Finland Ltd. This will provide projects with a unified life cycle and decision-making model, as well as the responsibilities, concepts and principles for managing the project portfolio.

At the end of the year, a pilot project to introduce the management model was launched in five units. Current participants include parts of the University Services sectors, as well as the IT Centre and the Helsinki University Library from among the independent institutes. Alongside this project, the procurement of a data system dedicated to managing the project portfolio commenced. The system will be introduced during 2018.

Enterprise architecture and data system development

The University has an Enterprise Architecture Board whose mission is to steer the University’s enterprise architecture activities in a strategy-oriented manner, ensuring that the architecture serves the University’s core duties: research, teaching and community relations. The Board comprises a cooperative body where the development of data systems is based on functionality and cost-effectiveness, while keeping the interests of the University as a whole in mind.

During the year, enterprise architecture assessments were made for seven project proposals. Similar assessments were also made for seven teaching sector projects in various stages of implementation.

The practical implementation of the Master Data Management model was continued by establishing an MDM network for all core data coordinators. Documentation related to core data was also further specified in, among others, the application portfolio. The work on integrating core data through a centralised service channel was continued.

The strategic objectives of the University have been taken into consideration in data system development. During the year, the MILRED project and its five sub-projects developing the research data infrastructure progressed further. On the website front, Flamma and the University’s public website were developed.

Among the most significant data system projects was the development of a system entity for the academic affairs sector, including the introduction of a new data system for the academic administration. In relation to the project for a digital leap in education, the development of admissions and examination systems was advanced in the faculties. Other important data system projects included an update
of the University’s financial management system and the reform of user group management. Preparations were also made in anticipation of the new EU General Data Protection Regulation entering into force.

QUALITY MANAGEMENT

In the field of quality management, the year 2017 centred on developing activities to conform with the changes that have taken place at the University.

The quality management tasks were directly based on internal development needs and recommendations provided by an audit of the quality management system. In spring 2017, the University reported to the Finnish Education Evaluation Centre on development measures launched after the quality management system audit conducted in 2015.

Among the key tasks in quality management was launching the development of the University Services quality management system. In spring 2017, a decision was made to standardise the University’s process descriptions and to implement the descriptions as part of the University’s enterprise architecture descriptions. The process description work was begun during the autumn, starting with service processes.

The lean philosophy has gained a central role at the University as a support for developing the operations of University Services. Lean is related to the philosophy of agile development and to an open and experimental operational culture, which also includes service design, DigiHub activities and Scrum development. In early 2017, a lean kick-off project was implemented whose pilot schemes focused on new ways of thinking, as well as looking for and finding quick development solutions. New pilot needs were identified during the autumn, while the training of 20 lean coaches was begun during the year. Late in the year, the University introduced lean forums targeted at all members of the University community and lean cafés targeted at lean developers.

In the spring, the University’s previous quality coordinator network was replaced by a quality management network open to the entire staff. Its goal is to share the University’s best practices, familiarise staff with best practices used in different organisations, as well as obtain new tools for promoting quality management in personal professional duties and work communities. Quality training at the University continued after a short break.

At the beginning of 2017, a new quality management steering group begun its term, which expires at the end of 2020.

50th UNISPORT ANNIVERSARY

UNISPORT

In 2017 UniSport celebrated its 50th year of operations, culminating with the September opening of UniSport Kluuvi in the Think Corner facilities. Thanks to the high utilisation rate of the sports facilities in the city centre, Kluuvi is an important addition to UniSport’s portfolio. Facility renovations have had a direct impact on visitor numbers and sales. UniSport Kluuvi has been well received, and visitor numbers have broken earlier records in just a few months.

UniSport is an independent institute jointly operated by the University of Helsinki and Aalto University. In late 2017, the Hanken School of Economics contributed a funding share which guarantees sports services to its students and staff with the same terms as those of the other two universities. This contract expands UniSport’s clientele and increases meeting opportunities for members of the academic community. Another significant change during the year was a decision made by the Supreme Administrative Court of Finland to end the value added tax exemption enjoyed by sports services subsidised by universities. The financial impact of the decision will be seen during 2018.

UniSport’s customer satisfaction was at a very high level, as the NPS (net promoter score) index of the services was 61.
High-quality and appropriate facilities support the implementation of the University’s Strategic Plan and long-term operational development. The central objectives of the facilities programme approved by the Board of the University are concerned with the management, use, maintenance and development of facilities, as well as the implementation of the investment plan. It is essential to preserve University-controlled buildings in good shape and with consideration of safety through a systematic renovation and decommissioning policy, as well as appropriate and sufficient maintenance. Facilities, infrastructures and related services must effectively support University operations. Energy efficiency and other environmental aspects are important premises for facility planning.

In accordance with the University’s Change Programme, a central goal is to relinquish 60,000 to 80,000 m² in net floor area during 2016–2020 compared to 2015. During 2016 and 2017, the area used for the University’s core duties has decreased by approximately 15,000 m². When drafting a vision for the University’s facilities and campuses in 2040, a long-term target for the number and location of campuses and facilities will be determined.

The Centre for Properties and Facilities, long responsible for the University’s facility management, prepared for a significant organisational change at the beginning of 2018. The Centre was to be divided into the Facilities and Properties sector and a new company, University of Helsinki Property Services. This includes the transfer of Housing and Accommodation Services into another new company (Unihome) and the transfer of call connecting services to the IT Centre.

In the future, the Facilities and Properties sector will operate as part of University Services, coordinating duties related to property and facility management, as well as providing facility management services, including planning related to facility changes and removals. The duties of the new University of Helsinki Property Services company include facility cleaning, repairs and maintenance, property development, porter and security services, as well as furnishing and transport services.

FACILITY OWNERSHIP STRUCTURE

Of all University of Helsinki facilities, 60% have been leased from Helsinki University Properties Ltd and 26% from the University of Helsinki Funds. Additionally, the University has some facilities leased from outside the University of Helsinki Group.

The leases concluded with the Group are based on the net rent principle, which means that the rent includes the triple net rent, real estate taxes, insurances and, for the company, overhead costs. The maintenance and operating costs of facilities have been covered by the University.

Figure 32. Facility ownership structure (m², floor space)¹

¹ These figures cover all facilities, including apartments and guest rooms, car parks, sublet facilities, as well as facilities under renovation and unused facilities.
FACILITIES AND FACILITY USE

In 2017 the share of facility use by unit was as follows:

- Faculties 52%
- Central national units 13% (the National Library of Finland and the Finnish Museum of Natural History)
- Other independent institutes 21%
- Other operations 14% (University Services, cafeterias and cafés, as well as the teacher training schools)

In 2017 the University of Helsinki leased altogether 550,495 m² of net floor area from various property owners, 457,299 m² of which were used for University operations. Most facilities were located in Helsinki, the City Centre Campus being the largest campus, while less than 10% of the facilities were located elsewhere in Finland. Actual facilities were found in 19 localities, in addition to which there are small unmanned seismographic stations and other similar facilities in 18 localities.

Figure 33. Floor space (m²) by campus in 2017

CHANGES IN FACILITY USE, FACILITY DEVELOPMENT

Relinquishing facilities by 60,000 to 80,000 m² in net floor area, as stipulated in the University’s Change Programme, requires new kinds of facility use, such as open and flexible offices, shared workstations, as well as the increased sharing of teaching and laboratory facilities. In 2017 the total net floor area used by the University decreased by approximately 5,000 m². A total decrease of 15,172 m² was achieved during 2016 and 2017. In practice, this has been implemented through several facility rearrangements and removals. Increasingly efficient work facilities that support the sense of community have been built on all campuses. This has been piloted by University Services, which has set as its goal to have all staff working at flexible workstations in open offices. For those working on digital projects, DigiHub provides team facilities at Porthania. New office space types have been introduced also for researchers of several faculties, libraries or even entire campus communities, such as the Terkko Health Hub in Meilahti. As digital datasets increase in number, libraries have reduced their physical collections, while the scope of teaching facilities has also decreased due to the phasing out of individual teaching facilities. The vast majority of reductions have been planned and scheduled, while continued attempts to find further reduction targets at the City Centre Campus in particular have been made. On the University level, savings will only be realised after freed-up facilities have been leased or after the sale of properties by the University of Helsinki Group. To enable facility arrangements, some facilities must be kept as temporary substitute premises. At the end of 2017, the total area of unused net floor area in all facilities available to the University was 26,000 m² (4.8%).

1 Includes facilities used for the University’s basic operations as well as sublet facilities and facilities used for housing and accommodation.
2 Net floor area is the indoor net floor area of a space, including lightweight partition walls. Net floor area is used for comparing entities and is a common term in lease agreements.
FACILITY REDUCTIONS BY CAMPUS

Table 15. Reductions in facilities used by the University1 by campus (net floor area, m²)

<table>
<thead>
<tr>
<th>Campus</th>
<th>2015</th>
<th>2017</th>
<th>Change</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Centre</td>
<td>182,880</td>
<td>180,590</td>
<td>-2,290</td>
<td>-1</td>
</tr>
<tr>
<td>Meilahti-Ruskeasuo</td>
<td>57,418</td>
<td>52,927</td>
<td>-4,491</td>
<td>-8</td>
</tr>
<tr>
<td>Viikki</td>
<td>135,483</td>
<td>124,601</td>
<td>-10,882</td>
<td>-8</td>
</tr>
<tr>
<td>Kumpula</td>
<td>54,189</td>
<td>52,481</td>
<td>-1,708</td>
<td>-3</td>
</tr>
<tr>
<td>Rest of Helsinki</td>
<td>42,341</td>
<td>46,540</td>
<td>4,199</td>
<td>10</td>
</tr>
<tr>
<td>Rest of Finland</td>
<td>160</td>
<td>160</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>472,471</td>
<td>457,299</td>
<td>-15,172</td>
<td>-3</td>
</tr>
</tbody>
</table>

Among the facilities decommissioned during 2017 were Snellmaninkatu 10, Pitkänsillanranta (the Institute of Criminology and Legal Policy), a storage facility at Vallila, the Dynamicum facilities at Kumpula, as well as Building D and the Agricultural Museum at Viikki, and part of the Cultivator II facilities. At Meilahti, HUSLAB started leasing its facilities directly from the property owner (Helsinki University Properties Ltd), which decreased the total area in use. Storage space primarily for the collections transferred from the Viikki Agricultural Museum was leased in Vantaa. In conjunction with the reduction programme, additional space has also been developed: such planned additions include Think Corner at the City Centre Campus, introduced in autumn 2017, and the Terkko Health Hub.

The Centre for Properties and Facilities participated in the University’s digital leap project, with the objective of modernising teaching facilities to better support learning. On every campus, there were plans to redesign facilities into open, adaptable and interactive learning environments. At Viikki, the Impact Factory teaching facilities at Biocenter 1 were completed, and part of the teaching facilities were made available to students outside the periods reserved for independent study.

Audio-visual equipment in joint teaching facilities was updated, UniTube facilities2 were increased, analogue image transmission was replaced by digital techniques, and remote connections in teaching facilities were improved on all campuses. The Centre for Properties and Facilities, the IT Centre and the Educational Centre for ICT collaboratively developed and implemented an application that enables interactive distance teaching at teaching facilities.

The digitalisation of lobby help and the implementation of info screens commenced at the Kumpula Campus.

In the University’s facilities, internationalisation has featured as an increased need for multilingual signposts and guidance. Open interaction has been promoted by developing campus-specific meeting points where events targeted at both all members of the University community and the public, when appropriate, have been organised. When using facilities open to all, the security perspective must also be taken into consideration.

For laboratory facilities, the focus areas have been the centralisation of the research infrastructure and support for joint use, as regards instrument maintenance, cold storage and other laboratory services. The centralisation of instrument maintenance into joint facilities commenced at Viikki’s Biocenter 1.

The modernisation of building engineering systems, as well as centralised instrument maintenance, laboratory and cold storage services enable the development of a strategically important research infrastructure for the University. Indeed, experts at the Centre for Properties and Facilities have closely participated in planning the acquisition of research infrastructures and preparing the necessary facility changes.

TEACHING FACILITIES

In 2017 there were 298 individual teaching facilities available through the centralised booking system. Their mean usage rate was 75%. Despite a reduction of 8% in teaching facilities from 2016, the rate has

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1 University use: these figures only include facilities used for the University’s basic operations.
2 The UniTube facilities can be used for creating lecture and other recordings.
remained unchanged due to a decrease in the number of reserved teaching hours. The City Centre Campus had the highest usage rate, 82%, while the corresponding rates were 68% for Kumpula, 79% for Meilahti-Ruskeasuo and 60% for Viikki. The highest building-specific usage rates were achieved by Biomedicum, Fabianinkatu 26 (the Language Centre) and the Main Building rooms. The move of the discipline of psychology from Siltavuorenpenger was reflected in increased use at Meilahti and a decrease at City Centre.

Usage rates are based on the teaching facilities available in the centralised booking system. A facility’s rate will reach 100% when it is in use 1,000 hours per year (approximately 7 h/d, 5 ds/w and 28 w/y).

**FACILITY COSTS**

In 2017 the total facility costs for the University’s basic operations were €109 million. Two-thirds of the costs consisted of triple net rent and maintenance charges for property owners, in addition to which the costs include facility maintenance costs, operating costs and user services.

![Figure 35. Facility costs for the University’s basic operations in 2017 (€1,000, percentage)](image)

Facility costs are internally charged from the University’s units by dividing actual costs equally between different buildings by locality. Facility-specific costs are calculated by facility type, while the internal leases are charged as net rent, including the value of shared corridors, lobbies and other similar spaces. In the open market, a lease is generally charged by net floor area. For example, the rent for office space paid by the University’s units in Helsinki was approximately €19.2/m². These prices are not, however, directly comparable with those of external facilities, since the University’s internal rent also includes the operating costs and user services of the facilities in a broader manner.

The largest individual item in maintenance costs was €5.0 million for heating, while repair costs were €2.5 million. The largest operating cost items were €5.9 million for cleaning services and €4.5 million for electricity, while the largest item for user services was the porter service with €2.3 million. The costs for user services also included a depreciation of acquisitions, €2.8 million.

The turnover for Housing and Accommodation Services was €5.5 million, which covered 89% of costs. This resulted in a deficit of €0.6 million.

**DEVELOPMENTS BY CAMPUS – LARGE PROJECTS**

**City Centre Campus**

The renovation of Yliopistonkatu 4 was completed. In autumn 2017, Think Corner, a meeting place for students, researchers, businesses and all city dwellers, was opened in the ground floor facilities. Three of the basement floors are dedicated to UniSport’s sports activities, while the upper floors of the building have been leased to Reaktor. At the City Centre Campus, office facilities were redesigned in other locations as well. At Porthania, facilities were completed for University Services and the Faculty of Law. New occupants include the Helsinki Institute of Sustainability Science HELSUS and its Helsinki Institute of Urban and Regional Studies, coordinating a joint degree programme in cooperation with Aalto University. After the completion of the renovation of the building designed by Carl Ludvig Engel in the National Library block, facility reorganisation was continued in Fabiania, the new home of Research Library Services. Another unit moving to Fabiania in 2018 is Library Network Services, currently operating in the Sörnäinen district of Helsinki. A separate project for the façade renovation of Fabiania was planned for summer 2018. Plans for renovating Snellmaninkatu 10, no longer in University use, were prepared with the goal of finding an external tenant. In June 2017, the redesigned outdoor garden of the Kaisaniemi
Botanic Garden was opened to the public. The plants have been grouped into an evolutionary tree, with the addition of lichen and moss gardens.

**Kumpula Campus**

In connection with the Chemicum renovation, the Department of Chemistry improved the efficiency of its facility use. After the renovation, one floor in the building’s A wing was left unused. Through the Kumpula Business Labs concept developed by the Department, most of these empty facilities were leased to businesses. An old tenant, ASM Microchemistry, expanded its operations, for which additional space was leased on the first floor of the C wing. At Kumpula, plans for the future were made during the year. The library’s collections will diminish in scope, to be replaced by a work and supervision environment for students, as well as an open and flexible office environment for units of the Faculty of Science. In 2015 Helsinki University Properties Ltd sold a plot of land from the Chemicum property where apartment buildings developed by the Foundation for Student Housing in the Helsinki Region and the SATO Corporation finished their primary phase of construction during the year.

**Meilahti Campus**

At the beginning of the autumn term, teaching activities in psychology and logopedics transferred from Siltavuorenpenger to new office and teaching facilities completed at the Haartmaninkatu 3 property in Meilahti. Simultaneously, five multipurpose teaching spaces for laboratory courses in medicine as well as seminar teaching in psychology and logopedics were built at Haartmaninkatu 3. During the summer and autumn, plans were made for renovating the F wing of Haartmaninkatu 3 for dissection activities and research activities in psychology and logopedics. The work commenced at the beginning of 2018.

During summer 2017, facility reorganisation carried out at Biomedicum 1 freed up more than 1,000 m² for the Neuroscience Centre of HiLIFE and two new research groups. During the autumn, new facilities for the Neuroscience Centre were completed in Biomedicum and Haartmaninkatu 3, with the unit moving from Viikki to Meilahti in late 2017.

In the summer, a renovation carried out at Terkko freed up the first floor of the building from the Helsinki University Library to be jointly used by the University, the Hospital District of Helsinki and Uusimaa, Think Company, start-ups and others. The library’s services are available on Terkko’s second floor and basement.

**Viikki Campus**

Facilities for the Marine Research Centre of the Finnish Environment Institute SYKE and the laboratories moving from Building D of the Faculty of Agriculture and Forestry were completed in Building EE (Agnes Sjöbergin katu 2). This was enabled by the building’s flexibility, as well as facilities freed up by the Faculty of Agriculture and Forestry, and the Faculty of Veterinary Medicine.

Building D (Latokartanonkaari 11) was cleared for the Finnish Environment Institute’s facilities, with construction work beginning in summer 2017. University operations were moved to Building EE and Biocenter 1 by condensing activities and increasing shared use. The phased renovation of Biocenter 1’s building engineering systems progressed, with work currently ongoing.

Parts of a meeting centre planned for shared use by the University, the Natural Resources Institute Finland and the Finnish Environment Institute were completed and opened for use in the multipurpose wing of Building A (Latokartanonkaari 9).
The objective of the University of Helsinki Group is to support the strategy, operations and stability of the University of Helsinki, while creating conditions for operations not enabled by the University’s core and external funding. The Group strengthens the University’s ability and freedom to conduct science, to experiment and to have an impact.

The University of Helsinki Group (Figure 36) is comprised of:

- University of Helsinki (parent entity)
- Helsinki University Properties Ltd and its subsidiaries
- University of Helsinki Funds and its Group
- University of Helsinki Research Foundation
- Kumpula Sports Hall Foundation

In addition to the University of Helsinki’s securities portfolio, University assets are managed by the University of Helsinki Funds and its Group and Helsinki University Properties Ltd, including its subsidiaries. The assets are mostly comprised of real property, securities and limited companies.

The Group has a total staff of approximately 9,200 employees and an overall income of €1.1 billion, while its balance sheet amounts to €1.7 billion. In 2017 the Group’s returns were €33 million, with an equity ratio of 68%.

Further information on the University's website:

- University of Helsinki Group¹
- Financial statements for the University of Helsinki and the University of Helsinki Funds²

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