



HAAGA-HELIA UNIVERSITY OF APPLIED SCIENCES
ANNUAL REPORT 2016



Haaga-Helia – Education, Research and Business Development	3
Haaga-Helia’s strategy	3
Key figures	4
President’s review	5
Business	6
Experience and Wellness Economy	8
Digi Business	10
The School of Vocational Teacher Education	12
Research, Development and Innovation Services	14
Commercial Services	16
Education Export	18
Student Union Helga	19
Higher Education Services	20
HR Services	22
Quality Work	23
<hr/>	
Finance	25
Income statement	26
Balance sheet	27
Board of Haaga-Helia University of Applied Sciences	28
Collegiate Body of Haaga-Helia University of Applied Sciences	29
Management Group	30

Haaga-Helia – Education, Research and Business Development

Haaga-Helia University of Applied Sciences provides education for professionals in business and services, and it researches and develops expertise and activities related to these domains. Our fields of education are business, information technology, hotel, restaurant and tourism management, management assistant training, journalism, sports management and vocational teacher education.

The starting point for our activity lies in the needs of businesses, whose demands we meet with our working life-related higher education. We provide our students with the knowledge and skills for lifelong learning and development in the workplace. Haaga-Helia is the place to take bachelor's and master's degrees, to complete MBA programmes and specialisation studies, to obtain teacher education, and to participate in research and development. We also provide staff training for businesses and other organisations.

As an international university of applied sciences, Haaga-Helia has over 200 partner universities throughout the world. Our students have versatile possibilities for internationalisation by participating in student exchange programmes and international projects, for example. Our degree programmes in English have foreign students from nearly 100 countries.

Haaga-Helia's strategy

MISSION

Haaga-Helia Opens Doors to Future Careers.

VISION

We are the most attractive and professionally-oriented
finnish institution of higher education.

SUB-STRATEGIES

Quality
education
with a human
touch

Sales, service and
entrepreneurs
hip at the core

Innovations
in networks

ENABLERS Enthusiasm and know-how of the students and the staff.
International growth together with partners.
Digital solutions in services and operations.

VALUE FOUNDATION

We serve and revitalize the business community,
working together responsibly and sustainably.

KEY FIGURES

2016 2015 2014

BACHELOR'S DEGREES

Appeal (applicants / admission quota)	3.6	4.6	5.4
Primary applicants	8,005	9,034	12,858
Admission quota	2,226	2,253	2,145
Number of students	9,173	9,416	9,408
Degrees completed	1,799	1,729	1,665

MASTER'S PROGRAMMES

Appeal (applicants / admission quota)	4.5	4.1	2.4
Primary applicants	1,060	970	481
Admission quota	238	236	203
Number of students	798	795	742
Degrees completed	202	164	139

SCHOOL OF VOCATIONAL TEACHER EDUCATION

Appeal (applicants / admission quota)	4.1	5.1	3.6
Primary applicants	1,463	1,837	1,289
Admission quota	360	360	360
Number of students	562	587	625
Degrees completed	405	373	395

INTERNATIONAL MOBILITY

Student exchange	1,086	730	727
Students' work placement abroad	206	159	151
Expert exchange	602	341	550

RESEARCH, DEVELOPMENT AND INNOVATION ACTIVITIES

Publications (Finnish and foreign articles and books)	255	252	221
Share of external funding	79%	60%	50%



A BUSY AND REWARDING YEAR

WE SET OFF FROM A CHALLENGING STARTING POINT

In the operating year 2016, Finland was in recession, education funds had been cut and the whole of society was wallowing in uncertainty. We also knew that, from a financial perspective, 2016 would be the most challenging year Haaga-Helia has and possibly ever will face. In 2015, the Board approved a four-year adjustment programme, allowing the use of previously accumulated balance sheet assets to balance the financial situation in 2015–2018. The significance of the programme was highlighted during the operating year.

The year was also interesting in terms of higher education institution policy. Haaga-Helia and the Laurea and Metropolia universities of applied sciences had a joint development duty, imposed by the Ministry of Education and Culture, to engage in cooperation, perform profiling and eliminate any overlapping. Starting from the beginning of the preliminary work, the universities of applied sciences and their owners emphasised the importance of transparent cooperation and the systematic management of development and experimentation work in generating effectiveness, action and results. During the operating year, the three universities of applied sciences created a strategic alliance known as *The Helsinki Metropolitan Universities of Applied Sciences*.

We identified seven areas of operation based on our own starting point. Two of the areas, education exports and RDI project activities, were connected with increasing competitive funding. The other five were associated with enabling students to complete cross-institutional studies in different forms. Our primary objective is the entirely free mobility of students within the scope of the alliance comprising the three universities of applied sciences by 2020.

We can consider the results and accomplishments of the operating year to be excellent. Our financial result was within budget. According to most indicators, our education and RDI performance reached an all-time high. We achieved all this with fewer staff members than we have had in the previous years. For a period of five years, Haaga-Helia has been reducing its staff through natural wastage. During the operating year, we agreed on a slight simultaneous increase in working hours together with our administrative and support service staff.

We increased dialogue with students throughout the operating year. Student representatives attended the strategic and target negotiations we conducted with the Ministry of Education and Culture. Student Union Helga was very active in its traditional fields of operations, advocacy and political influence. Helga reformed its strategy in 2016, and the work showed throughout the year.

We continued the active supplementary training of our staff. We completed the Kompassi training programme for supervisors and began the Pedaali programme for teachers. We continued the Palke programme together with our administrative and support service staff and were able to expand job descriptions somewhat using our service centre approach. The atmosphere survey we completed in the autumn indicated that our atmosphere is at a satisfactory level.

We also saw progress in the field of research, development and innovation. We clarified our innovation process and kept up a good level of accepted project applications. We transferred the administration of Master's degree education into our RDI unit, allowing for a stronger connection between projects and programmes.

Our commercial performance exceeded the set objectives. Our education export projects advanced, particularly in South Africa, China, Colombia and Malta. I would like to extend a warm thanks to all who boldly joined the projects. Many members of the Haaga-Helia community stepped out of their comfort zones to embark on new personal challenges and increase their motivation.

The operating year 2016 was an acid test for our new strategy and organisation. Our joint operative accomplishments based on, for example, self-assessments and related development plans, created an excellent foundation for shared efforts in the future. Our guiding star was our mission: *Haaga-Helia opens doors to working life*. We managed to create interesting output and were able to maintain a focus on professional competence.

I wish to express my heartfelt thanks to our competent and committed personnel and students as well as to our vital cooperation partners; cooperation is easy when you are working with professionals.

Teemu Kokko
president



BUSINESS

Business education unit prepares students for expert and management-level positions in business and administration. Specialisation options include marketing, sales, financial administration, financing, staff administration, logistics, business communications and international business.

Good results and education development

2016 was a successful year in education. We exceeded our degree objective with a total of 715 Bachelor in Business Administration and 68 Master's degrees completed. We also invested intensely in open university of applied sciences educational offerings and year-round study. Regarding teaching, we might say we now have a third semester, as we offered 87 summer courses, including 48 courses in business. Students earned over 6,500 credits in business over the summer. The increase from last year was a significant 2,000 points. Summer offerings significantly increased the opportunities for year-round study and improved the prerequisites for completing a degree.

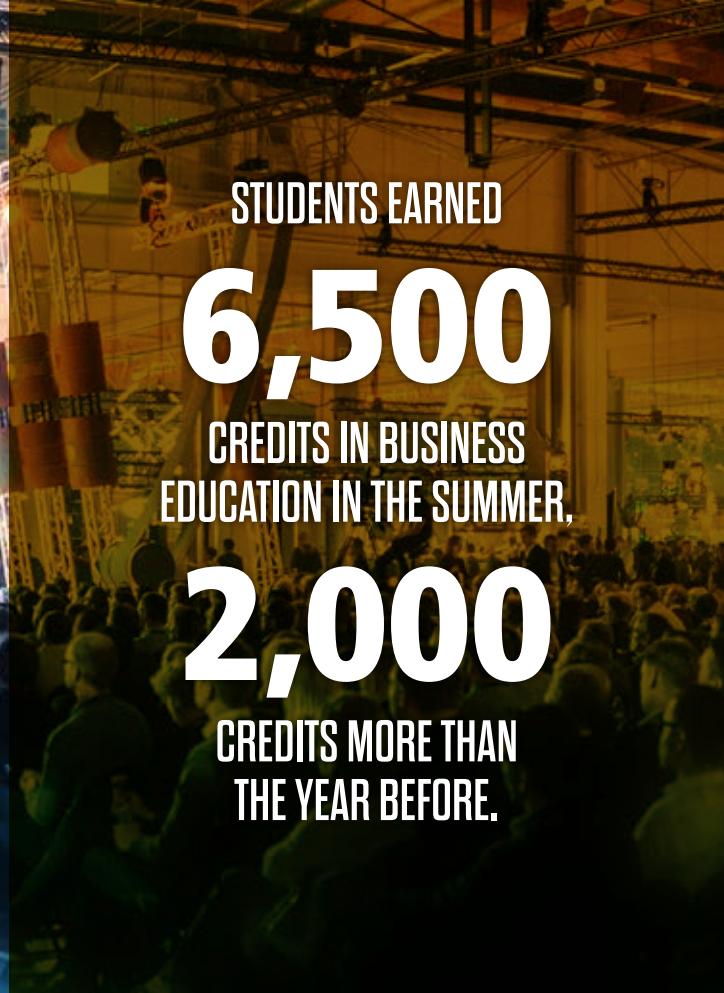
In commercial education services, we successfully continued the development of our study modules targeted at professional ice hockey players and athletes. We also organised training for, for example, the Financial Management of the City of Helsinki and IKEA. We cooperated with approximately 20 customer businesses within the framework of the students' creative office Krea.

2016 featured strong educational development. We particularly invested in curriculum reform. Key elements of the reform included transition to competence-based curricula, enhanced corporate cooperation and team-based teaching. In autumn 2016, we introduced the new International Business degree curriculum and the new business degree programme curriculum HELI16. We also continued the development of our sales and financial and business management degree programme curricula. The new curricula are due to be launched in autumn 2017. The unit is in the process of reforming the curricula of four degree programmes.

We organised many demonstration days, where students earned 1,500 credits by demonstrating previously acquired skills. We trained 30 alumni to assess demonstrations. Demonstration days have gained a foothold among our students.

We prepared for the audit of the FINEEC quality system by executing some of the development measures that we have specified in our self-assessment report. We developed, for example, many of our education-related processes. The preparations for the audit continued intensely in conjunction with our International Business programme, which we chose as the target of the 2017 audit.

In 2017, the Business Education Unit is responsible for organising the national entrance examination for business education. We actively engaged in the development of admission criteria together with other universities of applied science offering business education. We also concluded an agreement with Helsinki Business College and Perho Culinary, Tourism and Business College (formerly Helmi Culinary, Tourism and Business College) on smoother transition to Haaga-Helia for upper secondary school students.



STUDENTS EARNED

6,500

CREDITS IN BUSINESS
EDUCATION IN THE SUMMER,

2,000

CREDITS MORE THAN
THE YEAR BEFORE.

Diverse RDI and working life cooperation

In April 2016, we launched the four-year Skills, Education and the Future of Work project together with the Strategic Research Council of the Academy of Finland for the purpose of identifying future competence needs. The project is an alliance that includes Haaga-Helia. Another new project is the ERDF-funded Wellbeing Businesses in New Hands project, targeted at, for example, changes of generation in wellbeing businesses.

Our major on-going Tekes projects, Leading Passion and DIVA, will continue until 2017. Leading Passion involves multidisciplinary, high-quality, comparative research on the attitudes of young people towards work and on organisation's good practices regarding the management of passion. DIVA generates scientific information on how a business can create value for b-to-b customers in an era of radical changes in consumer behaviour.

International cooperation and teaching

In the field of education exports, we continued cooperation with, for example, the Mondragon University in order to sell our International Business programme to Mexico. Together with St Petersburg State University, we continued the development of the business operations and marketing of Finnish companies that conduct operations in Russia. A high percentage of our students still complete international exchange studies.

We also enhanced the internationality of our teaching. For example, our students completed a considerable number of reviews on business opportunities in foreign markets for companies based on assignments.

HAAGA-HELIA STUDENTS AT SLUSH AND SMASH

Haaga-Helia students were actively involved in the startup business event Slush and its side event Smash. A total of 130 of Haaga-Helia's students were involved in different organisational and assistant duties. At Smash, the students took part in presenting and learning about, for example, the latest phenomena in the field of sports technology. Students from the Vierumäki campus of Haaga-Helia joined the event by launching the Happy Healthy People application they have developed to encourage people to move and to thereby improve, for example, occupational wellbeing.



EXPERIENCE AND WELLNESS ECONOMY

The unit for experience and wellness economy organises Bachelor's and Master's programmes in restaurant and tourism management, business and sports. The Haaga-Helia unit for experience and wellness economy operates on the Haaga, Porvoo and Vierumäki campuses.

Reforms and development

In the operating year 2016, we organised Bachelor's and Master's programmes in restaurant and tourism management, business and sports through daytime programmes and a multi-disciplinary programme. The graduation ratio and study progress of students remained at an excellent level on all campuses in 2016; we exceeded our degree objectives by 15%. We also expanded Open University of Applied Sciences and summer semester teaching on all campuses. We continued our collaboration with Laurea University of Applied Sciences, Lahti University of Applied Sciences, Jyväskylä University of Applied Sciences, the Faculty of Agriculture and Forestry of the University of Helsinki, the Sports Institute of Finland and many foreign higher education institutions.

The focus of our development work on all campuses was in the reform of our curricula and work methods. We successfully reformed the curricula used at the Haaga campus in cooperation with businesses in the relevant fields. In multiform teaching at Haaga, we particularly focused on the educationalisation of work assignments, which considerably improved study progress. We also enhanced team-based teaching and enhanced our teachers' resources through education.

At the Porvoo campus, we determined the future competencies of Bachelors in Business Administration and of Hospitality, Tourism and Experience Management

students, including their changing metaskills. Based on the results, we generated a new curriculum for 2017, including optional cross-disciplinary studies. In language teaching, we also created the concept of area studies, a combination of studies in language, culture and business. We reviewed the organisation of the Porvoo campus to support the implementation of the new curriculum. The joint application process for the English-language Aviation Business programme, launched in January 2017, was organised in the autumn and was targeted at the first students to pay tuition fees.

The year saw the first graduates of the Master's Degree Programme in Sports Coaching students at Vierumäki campus. We successfully experimented with applying a target- and outcome-oriented model to the planning and guidance of teaching work. The teachers at Vierumäki actively shared their experience of the new operating methods on other campuses and through Pedaali, the pedagogical teacher training programme for teachers at Haaga-Helia.

RDI and new working life cooperation projects

We improved connections between working life and teaching as well as related operating conditions by expanding the Haaga Place to Be competence framework in cooperation with partner businesses. We took over the production of student and staff restaurant services at the Haaga campus at the beginning of the autumn term.

We invested in expanding RDI using new project openings. We were involved in numerous projects funded by the Ministry of Education and Culture, ESF, ERDF, Interreg and Tekes. The most significant project was the development platform project known as The Box, which received €1,000,000 in funding from Tekes and involved the participation of many companies and international higher education institution partners. We succeeded in generating a record quantity of commercial RDI services,



THE UNIT FOR EXPERIENCE
AND WELLNESS ECONOMY
EXCEEDED ITS DEGREE
OBJECTIVES BY

15%

with excellent contribution by the Haaga campus in particular. As previously, we also organised many seminar events, most of which were international, for students and business sector representatives on all campuses.

Enhanced international operations

We continued active international operations. We expanded our cooperation with the Porvoo campus and Stenden University of Applied Sciences in the Netherlands through joint teaching and research projects as well as the institutional benchmarking of tourism. The Haaga campus actively engaged in the operations of the Hotel Schools of Distinction organisation and sought out new RDI projects together with the organisation's hotel schools. Our key partners in 2016 were NHTV Breda, Hotelschool the Hague, Bad Honnef, Institut Paul Bocuse and the IMC University of Applied Sciences Krems, with which we continued education cooperation and launched new digital study modules.

In the field of education export, we continued the export of Haaga hotel and restaurant education to Malta, education cooperation in Estonia and prepared for the progress of the Malaysia project. In Porvoo campus, we explored opportunities for Aviation Business education export in Russia and China as well as the export of sales and visual marketing education in Sweden. At the Vierumäki campus, we continued the second year of Sports Management education cooperation with the Guangzhou Polytechnic of Sports and launched an ice hockey coaching development programme in Austria.

We also continued active international study and practical training exchange. Our students participated in numerous international seminars and made study trips to many destinations. Representatives of our unit made several presentations at international conferences in our field, and we also participated in the activity of several international organisations.

HAAGA-HELIA EXPORTING SPORTS EDUCATION TO CHINA

Haaga-Helia has concluded an agreement for exporting Sports Management education to the Guangzhou Polytechnic of Sports in China. The Vierumäki campus is in charge of organising the three-year training. The students will study the first two years in China and their final third year at Vierumäki. The teachers of the Vierumäki campus are jointly responsible for the English-language modules comprising 90 credits. The programme has already proven successful and plans are underway to continue it.

DIGI BUSINESS



The Digi Business Education unit provides business-oriented ICT education, assistant studies, an English-language Master's programme in communications and journalism studies. Our educational offerings have a strong profile in service, sales, communications and entrepreneurship.

Focus on competence-based curricula

We continued the development of competence-based curricula in the operating year 2016. Our efforts included increasing the flexibility of our curricula and enabling cross-disciplinary student mobility and projects. Integrating working life projects into the study process was another key area of focus.

We have implemented a competence requirement survey together with Aito HSO ry as part of our curricula development work. We updated our assistant studies curriculum based on the survey results. In journalism studies, we shifted towards more multi-channelled training in our student editorial office, with a focus on professional projects. In ICT education, we particularly focused on the further development of profile studies (business and ICT, digital services, software development, ICT infra) and more careful planning of upcoming semesters.

Curricula design is also connected with creating multidisciplinary development models in line with Haaga-Helia's strategy. In this context, we generated excellent results through the integration of pilot studies in tourism, business, journalism and data processing.

Education innovations

We enhanced our study paths by creating a vocational Master's degree programme in journalism, the first of its kind in Finland. The application period was organised in September 2016. We also designed an "open pathway" for the students of Helsinki Business College. The pathway is intended to ensure the flexible transition of Business Information Technology studies into a second year at the university of applied sciences.

During the operating year, we created new, innovative opportunities for students to accumulate competence: we launched a mentoring programme and integrated it into journalism studies together with the Association of Finnish Foreign Affairs Journalists. The six-month programme involves eight experienced and prestigious foreign affairs journalists each mentoring two students at a time.

Our other opening, the Work & Study concept, brings together businesses and students in an unprecedented manner. This is intended to provide companies with the competence they need and ensure that students have work opportunities in their own field. The joint goal is for the students to systematically acquire competence while working and to ensure graduation. The first new partner to take up cooperation was Tieto Oyj in November 2016.

Haaga-Helia's success is built on the success of its students and on improving their study possibilities. Sponsored by the foundation of the Institute for ICT, we launched a two-year ER project intended to reduce the number of data processing students who discontinue their studies. Students were actively involved in project implementation and the results have been encouraging: the number of students who drop out clearly declined in 2016.



#1

THE FIRST FINNISH VOCATIONAL MASTER'S PROGRAMME IN JOURNALISM WAS LAUNCHED IN AUTUMN 2016.

New RDI and working life cooperation projects

Working life cooperation in digital business education has two levels: working life projects directly connected with the everyday lives and developing the competence of students and duties related to RDI projects. Both involve diverse development and project themes, including digital communication solutions for children and young people (the Finnish Rheumatism Association), social media and primary school-aged children (an exhibition at the Päivälehti Museum), virtual natural tourism (Virtual Outdoors project), sales and marketing digitisation (DIVA), the National Police Board's YouTube channel and a mobile version of the work capacity certificate (the Finnish Institute of Occupational Health).

We also launched a two-year Erasmus+ project in cooperation with five different educational institutions in four countries, intended to develop interaction during training periods at higher and vocational education level.

Diverse international cooperation

In 2016, we worked hard to organise the two-day European Commission Thematic University Business Forum event in cooperation with Arene (Rectors of Finnish Universities of Applied Science), Universities Finland UNIFI, the Department of Economic Development of the City of Helsinki and the Enterprise Europe Network. The event attracted 200 participants from different parts of the world to Haaga-Helia. The production was an unprecedented success, including nearly 60 speakers in up to four parallel sessions on different themes.

Haaga-Helia served as the anchor institution for Unesco's international World Press Freedom Day event, Youth Newsroom, organised by our journalism studies and funded by the Helsingin Sanomat Foundation in May 2016.

WORK & STUDY MODEL ENABLES WORKING STUDENTS TO GRADUATE WITHIN THE TARGET TIME

Haaga-Helia has introduced the Work & Study model with the dual goal of enabling students to graduate within the target time and perform a controlled transition into working life. For the students, the model offers the opportunity to find a job in their own field, earn money and gain credits at the same time. The model features several partners, including Tieto Oyj, which recruits students to work for them and join the Work & Study programme. The companies specify the kind of employees they need each time, and the teachers can then guide the right students to each partner. The goal for both Haaga-Helia and the corporate partners is to get the students to graduate.

THE SCHOOL OF VOCATIONAL TEACHER EDUCATION

The School of Vocational Teacher Education is a national and international developer of vocational education and training, polytechnic education and the professional sector. These operations are implemented through teacher education, special-needs teacher education, student counsellor education, supplementary training as well as research and development.

Recognition and new focus areas

From a financial perspective, 2016 was very good at the Haaga-Helia School of Vocational Teacher Education. Aikuiskasvatuksen Kiltary (adult education society) ranked the unit as the 'adult education provider' of 2016. A record number of 405 teachers, special-needs teachers and student counsellors graduated from the School of Vocational Teacher Education in 2016. Moreover, 17 teachers graduated from the English-language degree programme.

We also introduced new curricula, i.e. our student development programmes. The programmes have an enhanced emphasis on professional pedagogy and a student-specific approach. We also received excellent student feedback.

The Democracy and Human Rights project also supported the content development of our teacher education. The project helped us examine the social responsibility and educational mission of vocational education in a more con-

scious manner. We have also been active in Pedaali, the pedagogical teacher training programme of Haaga-Helia.

Vanguard education exports

Our education export projects in China and Colombia continued. In South Africa, we launched two teacher education degree projects comprising 90 credits. We also executed a vocational degree development project in Colombia in cooperation with the other units of Haaga-Helia. In 2016, different supplementary courses were attended by nearly 1,600 students, who in total completed approximately 9,300 credits.

We were actively involved in education personnel training projects supported by the Finnish National Board of Education. The stakeholders of the School of Vocational Teacher Education are diversely represented in our project networks. The key themes of the projects include reforming upper secondary degrees – with an emphasis on skills-orientation, guidance, assessment and change management – cultural diversity, the identification and recognition of the skills of students with an immigrant background, equality and human rights issues, and digital pedagogy.

In 2016, we continued our operations in the Verme project of the national Osaava programme. Other key supplementary training programmes included the specialist in competence-based qualifications targeted at teaching staff and representatives of working life, pedagogical studies for music, dance and performing arts pedagogues students, and the pedagogical events Mopedi and Talpedi for the vocational education teaching staff.



A RECORD NUMBER OF

405

**TEACHERS, SPECIAL-NEEDS
TEACHERS AND STUDENT
COUNSELLORS GRADUATED
FROM THE SCHOOL OF
VOCATIONAL TEACHER
EDUCATION IN 2016.**

New operating models and diverse cooperation

A total of 20 teachers from the School of Vocational Teacher Education participated in the unit's RDI operations in 2016. We identified and developed new operating models for the educationalisation of work during studies. Moreover, we have launched an RDI project related to mobile pedagogy in cooperation with businesses and our Brazilian partners. We have studied the effects of the vocational education reform on vocational education and developed models for the prevention of student segregation. We have constructed student counselling models and promoted cooperation between comprehensive education, vocational education and the professional sector. Moreover, we have created informal models for the construction of teacher competence in cooperation with our Nordic partners.

Our impressive projects have allowed us to cooperate with institutes of higher education, vocational education organisers, businesses and international partners. Our projects have received funding from ESF (European Social Fund), the Ministry of Education and Culture, the Trade Union of Education in Finland OAJ, the Helia Foundation, Tekes and the Ministry for Foreign Affairs of Finland. We released 25 publications in 2016.

We concluded a new partner agreement with a Finnish education organiser. The Advisory Board of the School of Vocational Teacher Education has been active, meeting four times under the direction of the Rector of Mercuria Business College Tiina Immonen.

HAAGA-HELIA'S SCHOOL OF VOCATIONAL TEACHER EDUCATION ELECTED ADULT EDUCATION PROVIDER OF THE YEAR

Aikuiskasvatuksen Kilta, which operates in conjunction with the University of Helsinki, has elected the School of Vocational Teacher Education at Haaga-Helia as the adult education provider of the year 2016. The award was presented to Jari Laukia, Director of the School of Vocational Teacher Education, at the 30th anniversary gala of Aikuiskasvatuksen Kilta. The award was granted based on the school's excellent reflection on its own operations as well the support it provides for individual teaching.

RESEARCH, DEVELOPMENT AND INNOVATION SERVICES

The RDI services develop and implement research, development and innovation activities at Haaga-Helia in close cooperation with the business sectors both nationally and internationally. The RDI operations create new solutions for the competence areas of sales and service, ICT and business operations and learning. Our Start Up School supports the commercialisation of our students' business activities.

A year of development

2016 was a year of development for the RDI services of Haaga-Helia. Inspired by the new strategy, we focused on building networks, enhancing cooperation, applying for external funding and developing support services. Our matrix-based operating model focuses on the active role of the personnel of the education units in designing and implementing RDI operations.

In order to promote cross-sectional and cooperative development, we formulated new strategic core competence areas for Haaga-Helia: business development, ICT, sales, service, pedagogy and entrepreneurship. The new core competence areas are based on the need to create an operating model that improves the visibility of Haaga-Helia's competence and helps us to systematically develop our expertise together.

During 2016, we sought new ways to conduct cross-disciplinary RDI cooperation not only within Haaga-Helia but also jointly with the Laurea and Metropolia universities of applied sciences in connection with our strategic alliance. We also enhanced our competence regarding


different financial instruments, particularly EU funding, and mapped out interesting opportunities to apply project funding. A significant organisational change was implemented by establishing a coordination and development for Master's programmes in the RDI services unit. The change was specifically intended to further improve the integration of our master's degree education with RDI activities and thereby to improve the quality of our Master's degrees.

We implemented a total of 53 projects oriented towards our strategic core competence areas in 2016. We prepared a total of 81 new project applications, 60% of which were accepted. The total volume of applications was MEUR 49.8, of which Haaga-Helia's share is MEUR 11.1. Our application activities were increased by 42% from last year based on the number of prepared projects; the application acceptance rate also improved considerably.

The RDI Advisory Board convened three times during the year. The Board convened to provide feedback and ideas on the strategic development of Haaga-Helia's RDI and startup operations. We encouraged students to participate in RDI activities by, for example, providing Master's-level students specifically with thesis topics related to projects and by introducing project-related case assignments on courses. We also produced a record number of Master's degrees with 202 graduates.

Much anticipated growth in project activities

A significant new opening related to project activities was the *Skills, Education and Future of Work* project funded by the Strategic Research Council. The project is a multidisciplinary joint effort in professional and special education, psychology, management and economy, intended to study the demand and supply for competence and skills. Within the project framework, Haaga-Helia is in charge of sub-project 5, entitled "*Mid-career intervention for updating*



A RECORD NUMBER OF
MASTER'S DEGREES:

202
GRADUATES.

career management and skills", including project communications and interaction.

In conjunction with one of our new Tekes-funded projects, CITYZER, we studied customer needs related to weather and air quality monitoring in the Chinese and Brazilian markets so as to create new business operations for the Finnish enterprise ecosystem. The Box project involved studying and developing the utilisation of new sensory-impacting technology in the form of services, enterprise marketing and product development. During the year, Tekes also decided to grant us funding for two major new projects. One of the projects entitled 'Big Data, Big Business' involved generating new knowledge concerning the utilisation of big data in creating new business operations. The other project, entitled SCALA – Scalable Mobile Learning Services for Global Markets and implemented as part of the BEAM programme, is jointly funded by Tekes and the Ministry for Foreign Affairs and involves the development of mobile learning content and solutions for the Brazilian market.

One of our new European Regional Development Fund projects, entitled Premium and Luxury – Values and Earnings in the Lifestyle Industry, is intended to create new business operations through identifying reform needs and growth potential in startup lifestyle businesses and established SMEs. The project helps the chosen SMEs to develop competitive ability. The 3SPACES project is intended to improve the profitability of work by promoting employee well-being. We also continued our involvement in the ERDF-funded Colnno project, intended to boost the leisure industry through service development.

In addition to our ESF and ERDF projects, we received affirmative funding decisions on several new international EU/Erasmus+ funded projects. The GRIT – Growth in the Work Based Learning Triangle project, which is coordinated

by Haaga-Helia, involves developing practices related to on-the-job learning and students' practical training at workplaces. We are also involved in partnership projects in order to, for example, develop accessible tourism in the context of the Growmat project, and the entrepreneurship skills of Master's-level students in connection with the Smartup project.

StartUp School going strong and regularised

The decision was made to regularise the operations of the Start Up School project starting at the beginning of 2017. The development of the pedagogical model and piloting of new innovations continue. During 2016, we introduced a new competence-based curriculum for the StartUp School, including competence cards for the students. We launched the first stage of commissioning the data system development intended to ensure quality management and the scalability of operations. Within a year, we will have taken the first steps towards integrating StartUp School offerings in our degree programme education.

The StartUp School has also played an active role in the strategic cooperation of the three universities of applied sciences in the Helsinki metropolitan area, including in the planning and practical arrangements of three Startup Cup events. We held a social media course targeted at fresh startup entrepreneurs in cooperation with NewCo Yrityshelsinki upon two occasions. We also continued our cooperation with other co-working facilities and actively piloted new forms of cooperation.

We implemented peer meetings with our students and students from foreign universities through visits and video connections. We established new contacts with university incubators at the University Business Incubator conference, which brought together the global top operators of the field in Stockholm in the summer 2016.

COMMERCIAL SERVICES

The mission of the Commercial Services unit is to coordinate profitable and increasing paid services as well as to organise education exports to ensure international growth. We coordinate corporate partnerships, enhance Haaga-Helia's customer relationships and implement Service Excellence spearhead programmes. We are also responsible for alumni and corporate cooperation and promoting student employment.

Good results and reform through partnerships

In 2016, Haaga-Helia's commercial functions generated a record turnover of EUR 3.1 million. The Haaga-Helia unit for experience and wellness economy, the School of Vocational Teacher Education and the Haaga-Helia for Business operation in particular yielded great results. During the year, we elaborated on the concepts of customer, partner and higher education institution and developed our comprehensive customer management and service process. We gained new customers for facility and event services, including Valmennuskeskus Oy, the Finnish Patent and Registration Office, Soprano Oyj and the University of Tampere. We also participated in the Matka Nordic Travel Fair and the Nordic Business Forum.

At the end of 2016, Haaga-Helia had 80 partners. We improved partner operations internally by providing our Partner Managers with customer management training and externally by providing our partners with increased opportunities for student cooperation. We organised our annual partner evening event at the Haaga campus, learning about the Place to Be and The Box concepts.

Career and Recruitment Services and alumni activities offer support to students

We coordinate career and recruitment services and alumni activities at all levels of Haaga-Helia. Students, recruiting organisations, partner businesses and our alumni increasingly form our core stakeholders. We supported the development of our alumni's professional competence by organising assessment literacy training, where the alumni participate in the process of identifying students' previously acquired skills. Alumni communications were primarily transferred to social media. We organised numerous alumni events and engaged the alumni in teaching development. The Pasila campus was designated an alumni classroom. Our alumni records were transferred to our new customer relationship management system. We had records of slightly over 27,000 alumni at the end of 2016.

We organised the Duuniin.net fair for the third time in Haaga-Helia's own facilities. A total of 65 business participated to recruit students. Approximately 3,700 job,



COMMERCIAL FUNCTIONS
GENERATED A RECORD
TURNOVER OF EUR

3.1
MILLION.

practical training and thesis work vacancies were submitted through the Uranus LAURA™ recruitment system. The career centre at Pasila campus served approximately 400 students and alumni. We also organised many career and recruitment events on different campuses.

Service Excellence programme maintaining high standards

Student feedback once again indicated that our Graduate, Diploma and eMBA programmes are of very high quality; the feedback for the modules exceeds the Service Excellence level (4.25/5). In 2016, the theme of the eMBA course held abroad was 'operations in a multicultural environment'. The destination of the course trip was Dubai. The participants found the trip rewarding and gave excellent feedback on the education content coordinated by the Emirates Academy of Hospitality Management (tertiary institution). In conjunction with eMBA programme sales, we continued the diverse utilisation of electronic channels.

LAURA™ HELPS STUDENTS TO FIND PRACTICAL TRAINING PLACES AND JOBS

Haaga-Helia Career and Recruitment Services help students at the beginning of their working life and careers. The services include the LAURA™ recruitment site through which employers can recruit Haaga-Helia students for practical training or summer, thesis and project work. The users feel the service is easy to use, which shows in the rapid increase of the recruitment rate of Haaga-Helia students: in 2016, more than 3,700 job, practical training and thesis work vacancies were submitted through the site.



EDUCATION EXPORTS

New partnerships

Among the most significant commercial functions of 2016 were the consulting and auditing services performed for the Ministry of National Education of Colombia concerning the transition to a university of applied sciences system. A significant group of current and former key members of Haaga-Helia took part in the process. In the spring, we signed a partnership agreement with the Mondragon University in the Basque Provinces in Spain concerning the launch of a Bachelor in International Business programme in Querétaro, Mexico, in autumn 2017.

The African market is opening up to Haaga-Helia education export in a powerful way. In the spring, we launched a vocational teacher education project at the Tshwane University of Technology in South Africa. In the autumn, we agreed on a new group due to begin in spring 2017. We have also made overtures concerning service offerings to Kenya, Guinea and Botswana. The Asian market has shown particular demand for the new Aviation Business degree programme as well as winter sports coaching. In the Malaysian, Nepalese, Indian and Indonesian markets, we prepared to launch educational cooperation in the form of degree programme export. We participated on many parliamentary and ministerial trips to the Middle East and South Africa in 2016.

Development of education subject to tuition fees

The amended legislation concerning tuition fees allowed Haaga-Helia to begin selling degree education. In 2016, we mapped out the student recruitment market and identified partners in the key strategic markets in India, Russia,

NEW OPENINGS FOR EDUCATION EXPORTS IN AFRICA, ASIA AND SOUTH AMERICA.

China and Vietnam. We increased the visibility of Haaga-Helia degrees through online portals and with the help of partners operating in the local markets. The first new students to pay such fees accepted their study places in late 2016 in accordance with the amended legislation. The Aviation Business programme

launched in Porvoo campus is the first fee-paying foreign-language degree programme in Finland.

In cooperation with the Haaga-Helia teaching and administrative staff, we created a student process specifically for students who pay tuition fees. At the same time, the Haaga-Helia scholarship committee constructed a scholarship programme to encourage students to earn 55 credits and to graduate quickly.

International thought exchange

At the beginning of November, we organised the Co-Creation Workshop for our international partners for the second time. This time, 30 international experts from 12 countries took part in the event. The workshop allowed for international thought exchange on problems and opportunities related to education exports.

In connection with the workshop, we organised the Global Education Export seminar aimed at international guests, Finnish operators in the field and other parties interested in the topic. The seminar attracted over 140 people. The seminar also ended the Haaga-Helia EduExport projects, funded by the Ministry of Education and Culture in 2014–2016. The seminar involved sharing with other Finnish operators the experiences of education export gained during the project.



STUDENT UNION HELGA

A year of strategic reform and festivities

Student Union Helga launched the implementation of a new strategy and the celebrations of its 10th anniversary by organising the first ever MegaEvakko training camp for the students activists of Haaga-Helia at the beginning of the year.

As a part of the implementation of the strategy, a full-time expert was recruited to supervise the interests of the Student Union. Moreover, the number of board members was increased from seven to eight. Traditional sector-based work distribution was replaced by a process organisation-based team model and three key teams: the Events and Services team, Advocacy team and Support team.

Helga celebrated its 10th anniversary in the autumn at a party featuring a speech by the Vice Chair of the Parliament's Education and Culture Committee of, Sanna Lauslahti MP. The festivities also included presenting awards to many representatives of Haaga-Helia and Helga for promoting student interests over the years.

Increased influence and more members

Helga's objective over the strategic period is to become the leading student union in Finland based on political

STUDENT UNION HELGA CELEBRATED ITS 10TH ANNIVERSARY.

influence and the proportional number of its member. Here, influence specifically refers to political influence. Proportional membership is used to measure communality and the union's appeal among students.

At the higher education institution level, a brand plan was prepared for the supervision of the union's interests; #OpiskelijanTurvana publication operations and Eetvartti advocacy operations were launched based on the plan. The focus of cooperation with Haaga-Helia was on preparing for the impending audit and on committing students to the continuous quality efforts at the University of Applied Sciences.

At the municipal level, in 2016 the Student Union served as the chair organisation for the World Student Capital network, which advocates the interests of the 100,000 student in the Helsinki Metropolitan area. Nationally, the union increased its influence when two of HELGA's representatives were elected as board members of SAMOK, the Union of Students in Finnish Universities of Applied Sciences.

The number of the Student Union's members reached 4,700 in 2016.



HIGHER EDUCATION SERVICES

Higher Education Services provide student, library, information management, international, communication and marketing services for the applicants, students, and staff.

Student services

Student services include applicant services, study services offered by five study offices, and services related to students' well-being. Student services were available throughout all studies, starting from the application process all the way to graduation in all Haaga-Helia campuses. We actively improved our services based on collected feedback. We further enhanced electronic services as well as the service centre concept on the Pasila and Haaga campuses. Our applicant services were in charge of student admissions in three national fields of education.

In student services, we paid special attention to the progress of studies and to supporting graduation. Graduate numbers and study progress as well as the quantity of studies completed through the Open University of Applied Sciences increased considerably during the operating year. The Student Financial Aid Board convened nine times and issued statements on the financial aid of students.

Library and information services

During 2016, we prepared the principles of open publication at Haaga-Helia as part of the Open Science and Research project and began the parallel recording of publications in the Theseus online library. We also produced an online manual for open publication.

We increased the number of study and work places in the library on Porvoo campus based on student feedback. We increased the accessibility of library services by introducing a self-service library service at the Porvoo and Haaga campuses. We introduced the RFID system on Vierumäki campus. We also introduced the HH Finna online library, which offers effortless and convenient access to international and Finnish e-publications, books, journals, theses and databases. Finna also serves as a user interface for digital library services.

We developed our collections with our customers in mind and piloted the Osva metadata explorer tool. We supplemented our digital collection with numerous e-book services and invested in increasing awareness of digital material by organising e-material campaigns.

Information management services

Information management and IT services supported the profitable operations and information security of Haaga-Helia. We are in charge of IT services and resources, including their maintenance and development in accordance with architectural alignments. The focus of development was on digital and electronic services in accordance with the new strategy. We also introduced a new system to support electronic examinations (Exam). Through the virtual



desktop, we were able to offer our students all Haaga-Helia's services independently of time and location. We continued application virtualisation and supported the digital projects of the units.

We launched the development of teaching and study support system services in the Peppi project. We also aligned the BYOD policy of Haaga-Helia as a part of optimising our ICT equipment base. We anticipated changes in the funding model of Haaga-Helia and implemented new options for monitoring study progress in an enhanced manner and for supporting resource planning and management.

International services

Student and staff exchange was active in 2016. A record number of 434 Haaga-Helia students left for exchange abroad. The most popular destinations included Germany, the Netherlands, Spain, France and the United Kingdom, as well as Korea and China outside Europe. Haaga-Helia also received the most exchange students from the above countries, with the exception of the United Kingdom. Students ranked our exchange services as excellent in the International Student Satisfaction survey.

We launched the EU-funded Connect Intercultural Learning Network for Europe studies, intended to help students develop their international competence. The centre for international mobility reviewed its Erasmus+ mobility projects, providing Haaga-Helia with excellent feedback: mobility is target-oriented, exchange counselling is of high quality and services are excellent. Haaga-Helia has many

STUDENTS RANKED OUR EXCHANGE SERVICES AS EXCELLENT IN THE INTERNATIONAL STUDENT SATISFACTION SURVEY.

good practices to share with other higher education institutions, including the International Staff Week intended for the staff of our partner institutions of higher education.

Marketing and communications services

Haaga-Helia's publishing operations continued to grow. We released 14 publications in the Haaga-Helia series and produced 255 publications overall. In order to improve the visibility of our publishing operations, we designed the new publishing platform e-Signals, which is intended to include all publications by Haaga-Helia staff and students from blog entries to peer-reviewed scientific articles.

In applicant marketing, we completed new international marketing openings within the framework of the impending tuition fee reform. We participated in, for example, a number of fairs abroad and expanded other targeted applicant marketing in areas close to Finland. We actively performed marketing in schools, visiting over 100 upper secondary schools. We also participated in 10 different fairs in different parts of Finland. Based on studies, Haaga-Helia continues to be the best known and third most interesting university for applied sciences in Finland (Taloustutkimus 2016, Kun koulu loppuu TAT Economic Information Office 2016).

During the operating year, we revamped the students' MyNet extranet site. The Mynet revamp was intended to enhance study progress and help students find the required study support services information quickly.



HR SERVICES

Competent, enthusiastic staff enable success

Haaga-Helia employed 643 people at the end of 2016. We had 389 full-time and 11 part-time teachers, and 243 people performed other teaching duties at Haaga-Helia.

In accordance with our strategy, the Haaga-Helia staff developed their own skills by participating in both internal and external training sessions. Each member of the staff took part in approximately 7 days of training during the year. Staff members also studied in degree programmes. A total of three staff members gained a doctorate, one staff member gained a licentiate, four gained a Master's degree, five gained a Bachelor's degree and two another level of degree.

A total of 13 staff members of Haaga-Helia are in the process of completing a doctoral programme launched in 2014 in cooperation with our partner the University of Westminster from London. They are sponsored by Haaga-Helia. The support received from the Helia Foundation enabled two-month temporary work

The education level of full-time staff was distributed as follows:

doctorate	69
licentiate	26
master's degree	351
bachelor's degree	76
other degrees	78

placements for 11 teachers. During the period, the teachers work on a development projects suited to the commissioner's needs. The placement allows teachers to update and enhance their professional competence and that of the entire community at Haaga-Helia.

Focus on continuous development

The Pedaali programme for the development of teaching at Haaga-Helia, launched in 2015, was continued in spring 2016 under the theme of pedagogical competence. 'Communal operating culture' was the theme of development in the academic year 2016–2017. Haaga-Helia's staff are responsible for planning the programme content and also serve as programme coaches. All full-time teachers are



QUALITY WORK

We prepared for the quality system audit as an academic community. We organised the collection and finishing of auditing materials in a centralised manner. We updated the Haaga-Helia quality portal, which is intended to support management, and prepared an electronically maintained version of the Haaga-Helia operating manual. The new portal service unites the University of Applied Sciences and is an element of the Intranet and Mynet services. Together with Student Union Helga, we engaged students in quality work and thinking in many ways.

We promoted the systematic implementation of the development measures prepared based on self-assessment in order to support the new strategy and organisation. We included the monitoring of the measures in the preparation of our annual operating and financial plan. We introduced new practices and modelled processes to support them.

We assessed the performance of our feedback systems and aligned related development requirements together with students and staff. We also participated in the further development of a national AVOP student feedback survey system, which is an indicator of the appropriations.

involved in the Pedaali programme and it is intended to reform and enhance the teachers' pedagogical competence, the successful performance of their basic duty and the achievement of objectives within the scope of their diverse and changing role as teachers.

We remodelled Haaga-Helia's strategic core competence areas, and the joint development of operations based on the new core competence structure will begin in early 2017. In accordance with our quality policy, we contributed to continuous development by participating in the quality audit completed by FINEEC (the Finnish Education Evaluation Centre).

Motivated staff are our strong point

We updated our atmosphere survey to comply with the new strategy. The survey was completed in autumn 2016 and the results were compared with those of other expert organisations. FINEEC ranked our atmosphere survey results as satisfactory+, which slightly exceeds the standard for expert comparison.

The response rate hit a record high at 80.8% and we received positive feedback on the content and implementation of the survey. We processed the results together at unit meetings and in groups under the direction of our

supervisors. The process will continue in 2017 in accordance with development measures based on the atmosphere survey results.

Based on the results, the staff feel that Haaga-Helia's strength lies in our committed and motivated staff, who find their work meaningful and feel that their input is important to Haaga-Helia. We develop our competence and perform work in a target-oriented manner.

Our tried-and-tested change management protocol continues to serve as an important engine of success. According to the management, our development targets are the development of cooperation between groups and the improved flexibility of operations. These focus areas of development are intended to enhance the distribution of competence and continuous reform. In the future, we also wish to promote communality, responsibility and transparency as well as the fair and respectful treatment of other people in accordance with ethical principles. These focus areas are taken into account in the action plan and mirrored in our commitment to take the required steps of development – challenging ourselves, performing cooperation and taking responsibility for our output – to create a more profitable and communal operating culture.





Finance

Haaga-Helia's earnings in 2016 were 57.9 million euros (in 2015 58.9, and in 2014: 64.9 million euros), of which appropriations were 50.6 (51.8; 58.3) million euros, or 87% of the total.

Total costs were 60.0 (60.6; 63.4) million euros. Direct personnel costs were 40.2 (40.5; 40.7) million euros, or 67% of the total costs. Haaga-Helia operates on leased premises, with the exception of Porvoo. Rental costs and maintenance charges amounted to 8.9 (9.3; 10.1) million euros, or 15% of the total costs.

Total earnings from investment and funding activities were 0.3 (1.3; 0.4) million euros. The market value of financial asset securities was 3.6 million euros higher than the book value. In accordance with the prudence principle, it has not been recorded in the return or the result.

The result for the financial year was -1.9 (-0.3; 1.8) million euros, which was an improvement on what was budgeted (-3.0 million euros).

The balance sheet total was 43.0 (43.3; 41.7) million euros. Received advances include 0.8 (1.3; 2.1) million euros from the Ministry of Education and Culture comprising money allocated to projects, which will continue to be used after 2016. Accrued expenses include the calculated holiday pay debt of 1.5 (1.9; 2.0) million euros.

The company's operating profit percentage was -3.6% (-2.7; 2.2), return on equity -5.1% (-0.8; 5.5), return on capital invested -5.1% (-0.7; 5.5), equity ratio 90.4% (90.9; 88.6) and quick ratio 8.8 (9.2; 8.2).

Group finances

The Group consists of Haaga-Helia University of Applied Sciences Ltd, Kiinteistö Oy Porvoon Campus and Haaga-Helia Global Education Services Ltd. Its earnings were 58.0 (59.0; 65.0) million euros. Total costs were 60.5 (60.9; 63.0) million euros. Direct personnel costs were 40.2 (40.5; 40.7) million euros. Total earnings from investment and funding activities were 0.7 (1.2; 0.4) million euros. The result for the financial year was -1.9 (-0.6; 1.8) million euros. The balance sheet total was 53.4 (55.1; 53.7) million euros.

The procedure for value added tax was changed in 2015. According to the new Polytechnics Act, a university of applied sciences can recoup the value-added tax paid on operations-related purchases and the leasing of premises. A university of applied sciences is liable to pay value added tax on its business operations.

Income statement

	Group		Parent company	
	1.1.–31.12.2016	1.1.–31.12.2015	1.1.–31.12.2016	1.1.–31.12.2015
NET SALES	56,409,292.48	57,436,246.93	56,280,057.52	57,313,743.28
Other income from business operations	1,602,522.82	1,632,475.59	1,602,522.82	1,632,475.59
Materials and services	-866,076.30	-909,792.54	-866,076.30	-909,792.54
Substances, necessities and goods				
Purchases during the financial year	-442,390.74	-477,230.80	-442,390.74	-477,230.80
External services	-423,685.56	-432,561.74	-423,685.56	-432,561.74
Staff expenses	-40,221,815.96	-40,545,922.13	-40,211,801.05	-40,535,449.42
Salaries and compensations	-32,607,125.55	-33,186,651.89	-32,598,673.05	-33,177,911.89
Statutory staff expenses				
Pension allotment	-5,722,097.19	-5,673,482.69	-5,720,747.68	-5,671,967.34
Other statutory staff expense	-1,892,593.22	-1,685,787.55	-1,892,380.32	-1,685,570.19
Depreciation				
Planned depreciation	-1,845,862.06	-1,504,883.26	-1,636,683.27	-1,504,883.26
Other expenses from business operation	-17,615,210.86	-17,894,655.82	-17,279,374.70	-17,601,826.20
PROFIT / LOSS	-2,537,149.88	-1,786,531.23	-2,111,354.98	-1,605,732.55
Financial income and expenses				
Other interest and financial income	491,061.54	1,567,684.90	245,967.35	1,361,049.37
Interest expenses and other financial expense	184,873.47	-338,389.92	4,986.35	-45,837.28
Financial income and expenses total	675,935.01	1,229,294.98	250,953.70	1,315,212.09
PROFIT / LOSS BEFORE EXTRAORDINARY ITEMS	-1,861,214.87	-557,236.25	-1,860,401.28	-290,520.46
PROFIT / LOSS FOR YEAR	-1,861,214.87	-557,236.25	-1,860,401.28	-290,520.46

Balance sheet

	Group		Parent company	
	31.12.2016	31.12.2015	31.12.2016	31.12.2015
ASSETS				
NON-CURRENT ASSETS				
Immaterial goods	2,802,743.35	3,624,463.55	2,802,743.35	3,624,463.55
Other longterm expenses	2,802,743.35	3,624,463.55	2,802,743.35	3,624,463.55
Tangible assets	17,544,154.13	18,421,083.05	2,646,811.82	3,028,350.68
Estates	58,975.00	58,975.00	0.00	0.00
Buildings and structures	14,721,814.90	15,195,198.44	0.00	0.00
Buildings machines and equipments				
Machinery and equipment	2,702,634.27	3,030,813.65	2,646,211.82	2,952,384.68
Other tangible assets	60,729.96	60,729.96	600.00	600.00
Payments in advance and unfinished purchases		75,366.00		75,366.00
Securities	465,439.00	485,961.20	5,429,166.00	4,678,688.20
Shares in subsidiaries	0.00	0.00	5,102,165.00	4,331,165.00
Other securities and shares	327,001.00	347,523.20	327,001.00	347,523.20
Other receivables	138,438.00	138,438.00	0.00	0.00
NON-CURRENT ASSETS TOTAL	20,812,336.48	22,531,507.80	10,878,721.17	11,331,502.43
CURRENT ASSET				
Long-term receivables				
Receivables				
Long-term receivables	0.00	449,609.64	0.00	449,609.64
Other receivables	0.00	449,609.64		449,609.64
Short-term receivables	1,441,039.96	2,069,045.72	1,202,304.81	1,813,578.23
Sales receivables	237,104.39	552,848.15	235,579.06	551,364.22
Receivables from subsidiaries	0.00	0.00	60,509.45	45,495.28
Other receivables	304,170.13	415,269.96	13,348.92	120,191.34
Prepaid expenses and accrued income	899,765.44	1,100,927.61	892,867.38	1,096,527.39
Financial securities	21,414,113.32	21,597,259.99	21,414,113.32	21,597,259.99
Cash and bank deposits	9,762,059.75	8,405,340.54	9,455,175.14	8,074,452.16
CURRENT ASSETS TOTAL	32,617,213.03	32,521,255.89	32,071,593.27	31,934,900.02
ASSETS TOTAL	53,429,549.51	55,052,763.69	42,950,314.44	43,266,402.45
Equity and Liabilities				
SHAREHOLDERS' EQUITY				
Share capital	6,000,000.00	6,000,000.00	6,000,000.00	6,000,000.00
Building funds	0.00	0.00	0.00	0.00
Other funds				
Investment for the unrestricted own financial capital fund	2,973,000.00	2,973,000.00	2,973,000.00	2,973,000.00
Scholarship fund	75,293.00	112,793.00	75,293.00	112,793.00
HH chargeable education, scholarship fund	85,000.00	85,000.00	85,000.00	85,000.00
Loan shortening fund	229,000.00	1,000,000.00	0.00	0.00
Other funds total	3,362,293.00	4,170,793.00	3,133,293.00	3,170,793.00
Profit (loss) from previous years	28,342,933.89	28,129,170.14	28,613,269.81	28,132,790.27
Profit (loss) for the period	-1,861,214.87	-557,236.25	-1,860,401.28	-290,520.46
Minority shares	1,835.00	1,835.00	0.00	0.00
SHAREHOLDERS' EQUITY AND FUNDS TOTAL	35,845,847.02	37,744,561.89	35,886,161.53	37,013,062.81
PROVISIONS	151,105.47	251,105.47	151,105.47	251,105.47
LONG-TERM LIABILITIES				
Loans from financial institutions	10,013,513.27	10,513,513.27	0.00	0.00
LONG-TERM LIABILITIES TOTAL	10,013,513.27	10,513,513.27	0.00	0.00
SHORT-TERM LIABILITIES				
Loans from financial institutions	500,000.00	500,000.00	0.00	0.00
Advances received	3,249,142.82	2,566,657.79	3,249,142.82	2,566,657.79
Accounts payable	718,965.94	442,436.17	697,099.78	422,673.93
Other payables	991,425.81	1,058,631.03	1,008,679.04	1,041,678.94
Accrued expenses and deferred income	1,959,549.18	1,975,858.07	1,958,125.80	1,971,223.51
Payables to subsidiaries	0.00	0.00	0.00	0.00
SHORT-TERM LIABILITIES TOTAL	7,419,083.75	6,543,583.06	6,913,047.44	6,002,234.17
LIABILITIES TOTAL	17,432,597.02	17,057,096.33	6,913,047.44	6,002,234.17
EQUITY AND LIABILITIES TOTAL	53,429,549.51	55,052,763.69	42,950,314.44	43,266,402.45

Board of Haaga-Helia University of Applied Sciences



Chairman of the Board

CEO, Matti Niemi

1st Vice Chairman of the Board

Development Manager, Kai Laikio

2nd Vice Chairman of the Board

CEO, Timo Lappi

Membership

Student, Toni Asikainen

CEO, Tauno Jalonen

Development Director, Björn Keto

Principal Lecturer, Teemu Moilanen

Manager Administration and Information,

Marina Paulaharju

CEO, Heikki J. Perälä

Expert Members of the Board

CEO, Heikki Hietanen

CEO, Sari Gustafsson

CEO of Haaga-Helia University of Applied Sciences Ltd.

Teemu Kokko

Secretary of the Board

CFO, Jorma Alkula

1. row from left:

Matti Niemi

Kai Laikio

Timo Lappi

Toni Asikainen

Tauno Jalonen

2. row from left:

Björn Keto

Teemu Moilanen

Marina Paulaharju

Heikki J. Perälä

3. row from left:

Heikki Hietanen

Sari Gustafsson

Teemu Kokko

Jorma Alkula

Collegiate Body of Haaga-Helia University of Applied Sciences



Chairman

President Teemu Kokko

Members

Management Representative: Vice President Minna Hiillos (Deputy member, Director Salla Huttunen)

Staff representatives: Lecturer Päivi Käri-Zein (Lecturer Meri Vehkaperä),

Planner Marja Michelsson (Planning Manager Tiina Junkkari)

Student Representative: Anssi Nissinen (Henri Kärkinen)

Working Life Representative: CEO Olli Syvänen, Helsinki Sales Academy (Specialist Eija Hamina-Mäki),

Advisor Hannu Hakala, Matkailu- ja Ravintolapalvelut MaRa ry (Owner Antti Perttilä)

Secretary of the Collegiate Body: Service Director Kari Salmi

1. row from left:

Teemu Kokko

Minna Hiillos

Päivi Käri-Zein

Marja Michelsson

Anssi Nissinen

2. row from left:

Olli Syvänen

Hannu Takala

Kari Salmi

Management Group of Haaga-Helia University of Applied Sciences



Chairman of the Board

President, CEO
Teemu Kokko

Vice President, Commercial Director Jouni Ahonen
Commercial Services

Vice President, Director Minna Hiillos
Business Programmes

CFO Jorma Alkula
Financial Services

Director Salla Huttunen
Digi Business

Human Resources Director Hanna Ilmonen
Personnel Services

Innovations Director Jatta Jussila-Suokas
Research, Development and Innovation Services

Director Matti Kauppinen
Experience and Wellness Economy

Director Jari Laukia
School Of Vocational Teacher Education

Service Director Kari Salmi
Higher Education Services

Secretary of the Board

Administrative Director Ari Hälikkä
IT Services and Corporate Planning

1. row from left:

Teemu Kokko
Jouni Ahonen
Minna Hiillos
Jorma Alkula
Salla Huttunen

2. row from left:

Hanna Ilmonen
Jatta Jussila-Suokas
Matti Kauppinen
Jari Laukia
Kari Salmi

3. row from left:

Ari Hälikkä

PUBLISHER
Haaga-Helia University of Applied Sciences

EDITORS
Ari Nevalainen
Nina Finell

LAYOUT
Recommended Finland
Tommi Lalu, Haaga-Helia

PHOTOS
Sami Heiskanen
Marek Sabogal
Jarmo Teinilä
Heikki Yli-Ketola
Unsplash and Shutterstock

PRINTING
Next Print Oy

HELSINKI PASILA
Ratapihantie 13
FI-00520 Helsinki
Finland

HELSINKI HAAGA
Pajuniityntie 11
FI-00320 Helsinki
Finland

HELSINKI MALMI
Hietakummuntie 1A
FI-00700 Helsinki
Finland

PORVOO
Taidetehtaankatu 1
FI-06100 Porvoo
Finland

VIERUMÄKI
Kaskelantie 10
FI-19120 Vierumäki
Finland