



Haaga-Helia

University of Applied Sciences Ltd.

HAAGA-HELIA

UNIVERSITY OF APPLIED SCIENCES

ANNUAL REPORT 2015

A young woman with blonde hair is looking down at a book. The background is a blurred library or study area.

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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, making multiculturalism.

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.

PRESIDENT'S REVIEW

A YEAR OF CHANGES AND RENEWAL

The operating environments were challenging for Finnish institutes of higher education in 2015. The challenges were associated with the state of the Finnish economy and Finland's international competitiveness, in particular. The weak economic outlook and the pressure to improve the fiscal sustainability of public-sector finance created uncertainty and resulted in additional cuts in funding for institutes of higher education.

At the international level, the structures of the Finnish welfare society were tested by the refugee crisis and the unprecedented humanitarian emergency faced by Europe. Haaga-Helia demonstrated its responsibility in the face of social challenges by means of its education initiatives supporting social integration.

In the year of operation, Haaga-Helia continued its long-term, influential and responsible development work for profitability, as well as co-operation with Finnish and international partners. We renewed our strategy and created a roadmap for the years to come in the spring. The process was inclusive, and it was very gratifying to see students, alumni and partner companies actively participate in the work. The end result was a solid strategy, which will guide genuinely responsible operations and finance. The goal of our vision and mission is for us to be the most attractive Finnish institute of higher education, which opens doors to future careers.

While preparing the new strategy, we were getting ready for a change of the President and CEO on 1 June 2015. I would like to extend my warmest thanks to Ritva Laakso-Manninen on behalf of the entire community for her unrelenting work to ensure the success of our university.

The strategy work was followed by an organisational update. We divided the RDI project operations and commercial services into two units and reduced the number of education units to four: Business Programmes; Experience and Wellness Economy; Digi Business; and Vocational Teacher Education. The Business Programmes unit provides a link between the hospitality and tourism sector, sports, and the business education in Porvoo. The Digi Business unit combines ICT, management assistant education and journalism education in a way that supports the digital revolution.

We started working in accordance with the new organisational structure, reviewing and renewing

our practices. At the end of the year, we made a decision to move the study programmes leading to a Master's degree under the RDI services. This was a logical decision, since project co-operation has an increasingly important role in the Master's degrees. In our commercial services, we promoted measures supporting education export. In addition, we started preparing for the collection of tuition fees from students from outside the EU and EEA.

We solidified our co-operation with the Laurea and Metropolia Universities of Applied Sciences by preparing a report required by the development obligation included in our licence. We also investigated opportunities to deepen co-operation with upper secondary vocational institutions. In Helsinki, we centralised our operations by vacating one campus; from now on, our operations continue on four campuses.

Financially, 2015 was a challenging year. The government has cut our core funding over several consecutive years. This resulted in the budget of the year of operation being negative for the first time in Haaga-Helia's history. By implementing responsible HR policy and strict cost management as well as including the non-recurring income from investment activities, the result of the year of operation showed a deficit of EUR 0.3 million.

We are especially proud of the academic results produced by our community. A record number of Bachelor's degree students and vocational teachers graduated from our programmes. An increasing number of students progressed faster than before. Studies at the open UAS also attract a large number of young people and professionals, which demonstrates the appeal of the Haaga-Helia brand. The external RDI funding also increased.

We can be proud of our shared accomplishments. I would like to express my gratitude to the competent and committed staff of Haaga-Helia, our students and stakeholders for their hard work in the past year.

Teemu Kokko



KEY FIGURES

SCHOOL OF VOCATIONAL TEACHER EDUCATION

	2015	2014	2013	2012	2011
Appeal (applicants / admission quota)	5,1	3,6	4,1	5,9	3,8
Admission quota	360	360	330	330	310
Number of students	587	625	609	629	608
Degrees completed	373	395	329	335	297

BACHELOR'S DEGREES

	2015	2014	2013	2012	2011
PROGRAMMES FOR YOUTH					
Appeal (applicants / admission quota)	5,1	6,5	6,5	5,7	5,6
Admission quota	1716	1608	1673	1709	1739
Number of students	7135	7164	7146	7196	7124
PROGRAMMES FOR ADULTS					
Appeal (applicants / admission quota)	4,4	4,5	4,3	3,7	3,4
Admission quota	537	537	492	510	512
Number of students	2281	2244	2238	2223	2197
Degree completed (youth and adults)	1729	1665	1542	1537	1518
Share of foreign degree students	10 %	10 %	10 %	10 %	11 %

MASTER'S PROGRAMMES

	2015	2014	2013	2012	2011
Appeal (applicants / admission quota)	6,1	2,4	2,1	3,1	2,0
Admission quota	236	203	190	190	145
Number of students	795	742	674	596	507
Degrees completed	164	139	103	107	88

INTERNATIONAL MOBILITY

	2015	2014	2013	2012	2011
Student exchange (over 3 months)	730	727	689	671	699
Workplacement abroad (over 3 months)	159	151	167	148	125
Expert exchange (less than 1 month)	341	550	654	460	552

JOB PLACEMENT

	2013	2012	2011	2010	2009
Employment rate of graduates *	94 %	96 %	96 %	84 %	87 %

RESEARCH, DEVELOPMENT AND INNOVATION ACTIVITIES

	2015	2014	2013	2012	2011
Commissioned theses	73 %	76 %	78 %	78 %	78 %
Publications	252	221	201	114	95
Share of external funding	60 %	50 %	43 %	55 %	56 %

*Official Statistics of Finland, Transition from school to further education and work.



BUSINESS PROGRAMMES

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



GOOD RESULTS AND REFORMS

In education, 2015 was a successful year. A total of 705 students graduated with a Bachelor's or Master's degree from the business education unit. We were successful in meeting our degree targets. We also focused heavily on the course offering and teaching in the open university. The total of open university of applied sciences credits earned in our unit exceeded 15,000, which is more than double the target. In commercial education services, we continued to develop study modules for professional hockey players and athletes with success. In addition, we also produced several study modules for Finnair, among others.

The year was characterised by the development of education. During the year, we focused primarily on renewing the curricula. Central factors in the renewal included switching to competence-based curricula, cooperation with companies and team teaching. The new curriculum for the International Business study programme was completed and approved. In the development of the business education study programme, our progress was systematic and aimed to implement a new curriculum in the autumn of 2016. In all, the curricula of four study programmes will be renewed in our unit, and the renewal work continues.

The policy definition included in our strategy concerning high-quality education with a human touch challenged us to focus on the instruction process from the perspective of students, in particular. Central aspects from the point of view of making study progress smoother included the educational practices and recognition of prior learning (RPL).

The approaching quality system audit motivated us to further develop many processes related to education. We carried out a self-assessment of the campus as well as documented development areas and measures. We selected our International Business programme as one of our main targets in the quality audit.

Our summer semester offering was extensive and increased considerably from last year, which offered more opportunities for studying year-round and improved the prerequisites of graduating and earning a degree.

DIVERSE RDI ACTIVITIES AND WORKING LIFE CO-OPERATION

We continued the RDI activities in two Tekes-funded projects: DIVA and Leading Passion. Both consist of an extensive network of both national and international partners.

We also prepared two large new project applications during the year: The On-line Open-design Innovation Lab for ICT Learning is part of the Horizon2020 programme, and the Skilled Employees – Successful Labour Market project received funding through the Strategic research programmes call.

Co-operation with working life was visible in our degree education in a multitude of ways. For example, marketing and communication students sold their services and learned working life skills through the creative Krea advertising agency they established.

NEW CO-OPERATION AGREEMENTS

In the International Business programme, we signed a new double degree programme agreement with the Hanze University of Applied Sciences (the Netherlands) and a direct entry programme agreement with Lincoln University (UK). We also started negotiations on importing the degree programme to Mexico.

We organised several joint projects with foreign partner institutes of higher education with themes such as responsible entrepreneurship. International mobility remained at the same level as in the previous year of operation.



EXPERIENCE AND WELLNESS ECONOMY

Experience and Wellness Economy unit organises education leading to Bachelor's degrees and Master's degrees in hospitality management, business and sports.

EDUCATION AND DEVELOPMENT

The Haaga-Helia reorganisation combined the Haaga, Porvoo and Vierumäki campuses into a new Hospitality, Business-Porvoo and Sports unit as of the beginning of August. We provide daytime and multimodal programmes in hospitality management, business and sports.

The graduation rate increased and the progress of studies improved at all campuses during the year of operation. We continued education co-operation with the Laurea, Lahti and Jyväskylä Universities of Applied Sciences, the Faculty of Agriculture and Forestry of Helsinki University, as well as the Sports Institute of Finland and several foreign institutes of higher education.

The focus of our development work at all campuses was on the renewal of curricula and working methods. In the autumn, we implemented a competence-based curriculum in all study programmes at the Haaga campus and launched curriculum development at Porvoo. At Vierumäki, we strengthened the competence-based approach in operations coordination and organisational structures. The specialists of the School of Vocational Teacher Education have supported us in the pedagogy change and work guidance of teachers.

We expanded the course offering in the open university of applied sciences and in the summer semester. We made monitoring of studies more effective and implemented increasingly flexible procedures for recognising prior learning and assessing on-the-job learning. In Porvoo, we launched bilingual sales and visual marketing education, which proved appealing right from the start. In addition, we started planning the Aviation Business education.

At Haaga, we centralised the student services to the service centre operating in the library and renovated classrooms. After the SKY-Opisto relocated to the same facilities, we also reorganised staff offices at Haaga.

NEW RDI AND WORKING LIFE COOPERATION PROJECTS

We improved the connections between instruction and the working life through co-operation between Vierumäki and area companies, the Haaga Place to Be competence lab, facility renovations and instructors' work life periods. We invested in expanding

the RDI activities by identifying new partners and funding. We also succeeded in growing the share of commercial research and development services at the Haaga campus, in particular.

In Porvoo, we organised the Encounters15 international service design conference in co-operation with Laurea, the Future of Sport Marketing seminar, a Business Travel seminar as well as a Chef seminar by Institut Paul Bocuse Worldwide Alliance. In addition, we participated in the Lahti Science Day.

CLOSER INTERNATIONAL CO-OPERATION

We deepened and developed our co-operation with the strategic partners – the Stenden and Amsterdam universities – of the Porvoo campus by means of benchmarking and shared study periods, among others. At the Vierumäki campus, we solidified co-operation with the Fontys University from the perspective of competence-based curricula, in particular. In addition, at Vierumäki we launched Erasmus and Global mobility cooperation with Australia. At Haaga, our most important partners were NHTV Breda, Hotelschool the Hague, Bad Honnef, Institute Paul Bocuse as well as Fachhochschule Krems, with which we continued education co-operation and launched new, shared digital courses.

In education export, we launched education co-operation in Sports Management with the Chinese Guangzhou Polytechnic of Sports institute in the autumn. The agreement includes organising a three-year degree programme for three starting student groups in 2015–2020. In the autumn, we also signed an important agreement on education export in the restaurant sector to Malaysia and expanded our education co-operation in Estonia.

Our active international student and trainee exchange programme continued. In the spring, we organised the fifth international EUDAPA programme for applied sports at Vierumäki. Our students participated in several international seminars and took study trips to various destinations, and representatives of our unit gave presentations at international conferences. We also participated in the activities of international organisations in our sectors.



DIGI BUSINESS

Digi Business unit organises education leading to both Bachelor's and Master's Degrees in information technology, management assistance, and journalism.



FOCUS ON CURRICULUM WORK

During the year of operation, we carried out curriculum work on ICT education and the Master's degree programmes. The planning work in ICT education produced a shared DIGI curriculum. The core of the new curriculum is a high-quality and diverse education offering, which will improve the progress of studies in a goal-oriented manner, reduce drop-out rates and provide savings in instruction costs. In the Master's degree programmes, we implemented a full new curriculum, which renewed the shared instruction in all Master's programmes.

As part of the curriculum development, we increased our online course offering and created the first non-stop implementations of technology utilisation and managing software development. The goal is to support the smooth progress of studies for students and make it easier for mobility students to advance their studies in Finland.

NEW HORIZONS IN EDUCATION

New winds were blowing in the ICT education when we launched the conversion training for holders of a vocational qualification in ICT technology. Thirty students aspire to complete the Bachelor of Business Administration degree in Business Information Technology in two years. A true success story in a specific niche was Europe's first paid study module in food journalism, which we organised in cooperation with Sanoma Media Finland.

During the year, we organised several events for students to learn new skills and present their competence. The journalism seminar organised for the fifth time focused on fact-checking. In cooperation with Aito HSO and Magnum Live, we produced the "KLIK!" communications seminar.

The year of events ended with the evening of fears event on freedom of the press, which focused on hate speech. We organised the event in co-operation with the Union of Journalists in Finland and the Helsingin Sanomat newspaper. Outside the campus, we participated actively in the SuperAda event organised by the Nice Tuesday network. The event promotes the ICT sector among young women, in particular.

RDI AND WORKING LIFE CO-OPERATION

During the year, we worked on the extensive DD-Scale project, which produces information on the international project operations of ICT sector companies as well as on the benefits of and challenges in decentralising the operations. The members

of the co-operation project are the University of Tampere, University of Helsinki, as well as Nokia, ABB, Comptel and Napa as corporate partners. In cooperation with the Business Programmes unit, we provided digital services for financial administration programme on the backbone network for financial administration. The other participants in the project are Tieto, Administer and Aalto University. We also continued as active participants in the DIVA project coordinated by Business Programmes.

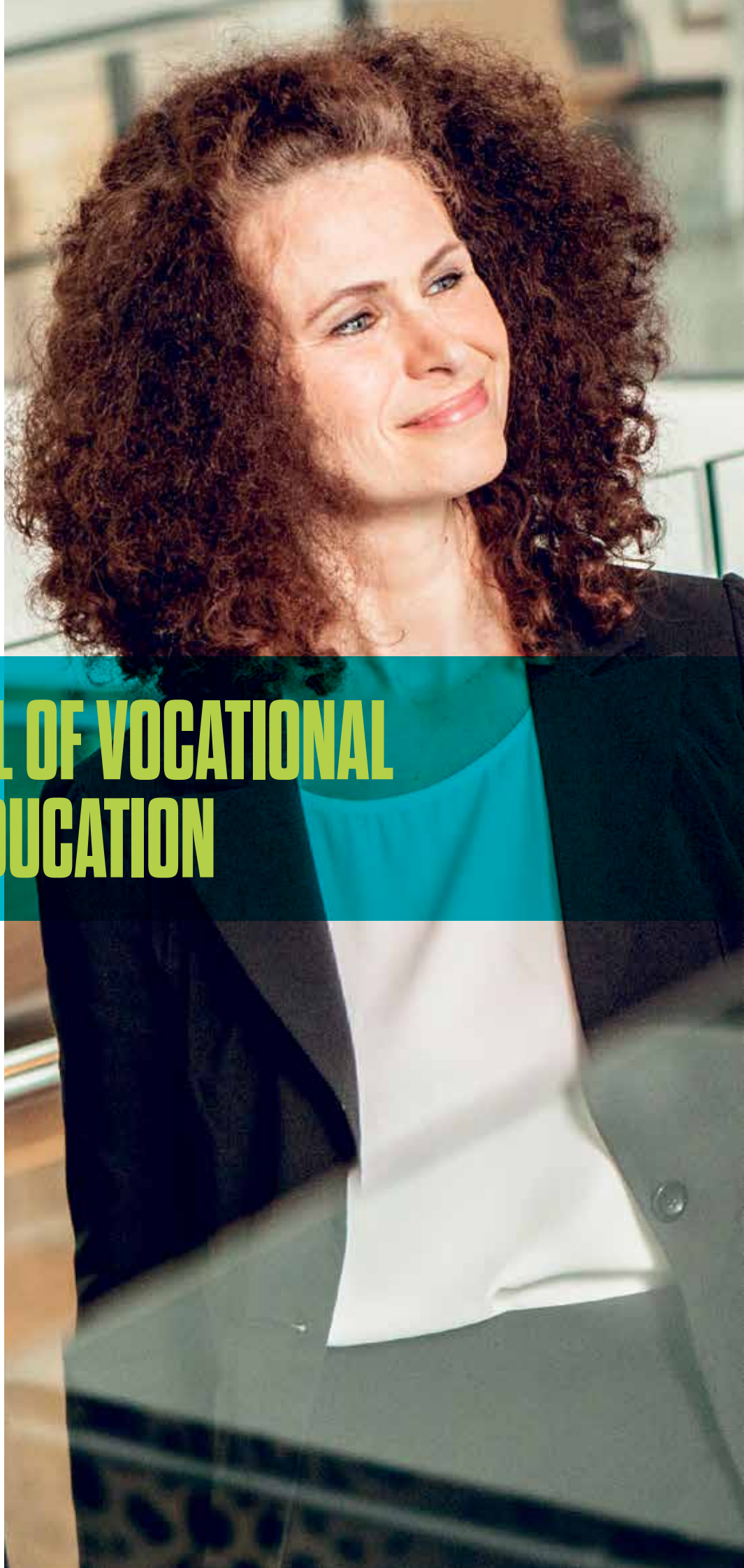
Other collaboration activities picked up and new forms of working together were developed. Our students had the opportunity to learn from the world's largest gymnastics event, Gymnaestrada, which was the topic of a thesis in video format, for example: "WG2015 dance – Happened one day at the LOC office". Other forums for competence included the Arctic 15, Nordic Business Forum and Slush events, the "8 myths about Finnish work" programme by YLE as well as the Freedom of Speech village at the World Village Festival.

Our latest activity was the co-operation with the Faktabaari fact check service: during the Parliamentary election period, our students, under supervision, checked the accuracy of the majority of the claims presented to Faktabaari. Co-operation with Eurosport resulted in the first more extensive sports commentator training in Finland, and the Cyber security course provided by the National Defence Training Association of Finland enabled students to assume the role of free press.

FIRST GRADUATES FROM THE DOUBLE DEGREE PROGRAMME

During the year of operation, the first students graduated from the double degree programme of the Swiss Hes-So University of Applied Sciences Sierre and Business Information Technology programmes. This co-operation also included developing the thesis process.

Haaga-Helia also had a significant role in Unesco's World Press Freedom Day event in Riga, Latvia, with the support of a grant by the HS Foundation. A group of journalism students participated in the event as part of the young journalist editorial office. The group will also manage the editorial office at a corresponding event organised in Helsinki in May 2016 as well as design journalistic products. Another group of students produced a photojournalism exhibition in the autumn for the upcoming event.



THE SCHOOL OF VOCATIONAL TEACHER EDUCATION

The School of Vocational Teacher

Education provides pedagogical education
for teachers of different subjects in
vocational institutions and universities.

In addition, it provides good prerequisites
for various expert positions as well as
research and development projects.

RESULTS AND POSITIVE FEEDBACK

In 2015, a total of 374 teachers, special-needs teachers and student counsellors graduated from the School of Vocational Teacher Education. The graduation rate was 90%, and the average of the qualitative feedback was over 4 on a five-step scale. Both quantitative and qualitative results were excellent.

In the teacher education, we developed a new operating model for entrepreneurship training together with Dr. Sakari Alhopuro and the Federation of Finnish Enterprises. In the spring, six teacher students participated in the first Nordic Master joint project with the support of Nordplus funding in Oslo. Similarly, we continued co-operation with Metropolia and the Turku University of Applied Sciences in training music and dance instructors. We also continued English-language teacher education. Annually, 20 students from different parts of the world are accepted to this group.

During the year, we developed the curricula of School of Vocational Teacher Education and special needs teacher education. The competence-based curricula highlight personalisation, individualised guidance and a developmental-minded approach to work, as well as entrepreneurship, internationalisation and education. The new curricula will become effective in 2016.

PROJECT COOPERATION AND NETWORKS

Demand for developing pedagogic competence has been increasing both in Finland and abroad. During the year of operation, we launched several nationwide supplementary training projects in the education funded by the National Board of Education. Central themes in these projects included the reform of the upper secondary qualifications and the related focus on competence, guidance, assessment and change management. In addition, the themes included managing on-the-job learning and identification and recognition of the competence of immigrants. The stakeholders of the School of Vocational Teacher Education also have extensive representation in the project networks.

We organised specialist in competence-based qualifications training as well as pedagogics events for vocational education. In all, the supplementary training organised by the School of Vocational Teacher Education was attended by nearly 1,000 students, who will be earning a total of approximately 8,500 credits.

During the year of operation, our research and development activities focused on new solutions and development of the working life. In the summer, we organised a Nordyrk conference in Finland, which

gathered together a total of 100 delegates from around the Nordic countries. Likewise in June, we provided a report on the Nordplus-funded LeWiCo, or Learning With Companies, project, which had a total of 60 student participants.

The Loimoco project produced informal models for the development of the competence of vocational teachers in co-operation with Norwegian and Estonian partners. In BOSS, or From Borders to Shared Space, a project funded by the Ministry of Education and Culture, we are networking with new partners across the nearby borders.

The ESF-funded Verkkovirta project coordinated by us started in June. The goals of the project include developing new models for the accreditation of work-based learning undertaken during the course of studies and creating new kinds of formats that combine studies and work. We also coordinated a project on guidance in on-the-job learning, which we implemented in co-operation with the vocational education units and businesses. In the spring and early autumn, we participated in a project related to entrepreneur pedagogy funded by the African Development Bank. The project took place in part in Tunisia and in part as a remote project online.

The staff of the School of Vocational Teacher Education produced approximately 20 publications, including two article collections published in the Haaga-Helia publication series which focused on new efficient methods of studying and learning and innovative future solutions in vocational education.

EDUCATION EXPORT AT THE TOP OF THE INTERNATIONAL ACTIVITIES

The active education export included several development programmes abroad and in Finland. A group of Bolivian teachers in Bogotá completed their studies worth 60 credits in November. Education projects in Shanghai continued in co-operation with Educluster, Omnia and Jyväskylä College.

In summer 2015, we trained Chinese teachers in Beijing in cooperation with the Porvoo Vocational College Amisto. In August, we hosted a group from Saudi Arabia at Haaga-Helia. The group learned about the pedagogy of online learning. In addition, we participated in training a group of teachers from Brazil together with Häme University of Applied Sciences and the Tampere University of Applied Sciences.

In March, we organised a second international partner seminar with themes of "out of the classroom" and the pedagogy of games. The seminar had participants from Finland, Estonia, Austria, Spain and Germany.



RESEARCH, DEVELOPMENT AND INNOVATION SERVICES

The RDI Services carry out Haaga-Helia's research, development and innovation activities in close cooperation with businesses on both national and international level. The RDI activities provide solutions for the competence areas of service and sales, digital business as well as entrepreneurship and learning.

A YEAR OF RENEWAL

The year 2015 was characterised by change in Haaga-Helia's RDI operations. Inspired by our new strategy, we focused on building networks, increasing the effectiveness of co-operation, finding external funding as well as developing support services. An active role of the staff of the education units in planning and implementing research projects is key in our matrix-type operating model.

During the year, we sought ways to increase cross-discipline RDI co-operation in education and prepared for launching new, multi-sector projects. We strengthened our competence on various financing instruments and surveyed funding applications for new projects. An important organisational change was the reorganisation of the RDI unit into RDI Services under the management of the new innovation director.

During the year, we implemented a total of 33 projects in our strategic competence areas. The number of the new project applications prepared was 57, of which 32% were approved. The total volume of the applications was EUR 20 million. One of our accomplishments was the increase in publishing activities. The total number of our publications was 252, and we added eight new titles to the Haaga-Helia publication series.

The RDI Advisory Board convened in a workshop once during the year. The activities of the Advisory Board focused on the development of co-operation with companies. We promoted student participation in the RDI activities through thesis assignments

completed in projects. The number of credits granted for RDI activities continued to increase.

NEW HORIZONS IN PROJECT ACTIVITIES

We participated in five national projects, funded by the Ministry of Education and Culture, which promoted the RDI activities. We were the coordinator in two of them: The RDI Expert Coaching Programme strengthened RDI competence in universities of applied sciences, and KV-Metro renewed RDI staff exchange models in universities of applied sciences as well as enhanced partnerships in Finland and abroad.

Among the Tekes-funded projects, we neared completion in the MANIA research project on sales interaction. The DIVA project continued research on digital sales, whereas the Leading Passion project focused on the attitudes of young generations towards work and on leading employees' passion at work. At the end of the year, Haaga-Helia received favourable funding decisions from Tekes for the DICIA, CITYZER and The Box projects.

We also launched ESF-funded projects during the year. The goal of the 3SPACES project is to enhance productivity and profitability by contributing to employees' well-being, and the Verkkovirta project develops new models for integrating work and studies. We also partnered in the ERDF-funded Colnno project, which seeks to boost the leisure time sector by means of service development. In addition, we continued the EU's Erasmus+-funded INTGEN project and completed the E-DECO project focusing on coaching provided in virtual environments.

RECORD NUMBER OF CREDITS IN THE STARTUP SCHOOL

Our central development objective in the StartUp School was to strengthen our operating capacity. By the end of the summer, our concept was finalised, and the responsibility for the key operations had been divided within our five-member team.

The 2,245 credits earned during the year constituted a new record. The number of new companies established was 25. Our customer satisfaction was high: more than 90 % of our students would recommend us to their fellow students.

We participated in the UBI Index Benchmark study for the first time during the year. According to the results, our operations are at the

average international level. Towards the end of the year, our operations focused on quality, and we participate in Haaga-Helia's auditing process, which began in the autumn.

In addition, we launched preparatory measures during the year to promote internationalisation, with a new visual appearance, a franchising manual and established connections with potential international partners as the most important ones.

As our operations expand and become more established, we have come to realise that a well-functioning community is key to our success. We welcome students, staff, alumni and partners alike to join our community.



COMMERCIAL SERVICES

The basic mission of the Commercial Services unit is to coordinate profitable and growing paid service operations and education exports that ensure international growth.



NEW PROFIT CENTRE EXCEEDED THE TARGETED NET SALES

The commercial services became a separate profit centre on 1 August 2015. The profit centre offers services related to education and other development operations to companies and institutions. During the year of operation, our customers included the Finnish Central Organisation for Motor Trades and Repairs (AKL) as well as the Tax Administration. Our facility and event services provided customers with facilities and a package of services, for which we received excellent feedback.

In terms of customer acquisition, the most important events we participated in were the Nordic Business Forum and the Renew and Regenerate fair. At the end of the year, we implemented the Vainu service and continued developing the CRM system in order to support customer acquisition and sales.

DIVERSE PARTNERSHIPS

At the end of the year of operation, Haaga-Helia had contracts with 77 partner companies. We developed our partnership operations by offering co-operation opportunities more actively and in a more diverse manner. Partners were invited to a variety of Haaga-Helia events, and the traditional partner evening organised with students provided companies with networking opportunities. Twenty-eight individuals from Haaga-Helia worked as Partner Managers, who met on four occasions in order to receive training from us and to network.

ALUMNI ACTIVITIES FOR STRONGER WORKING LIFE CONNECTIONS

We coordinate the alumni, career and recruiting services across Haaga-Helia. The most important stakeholders were students, recruiting organisations and alumni. We shifted the focus of the alumni activities towards strengthening working life connections and identifying active alumni. In addition, our alumni communications became fully electronic during the year of operation. We participated in alumni events organised by units and also organised, among other

things, workshop training on time management, a CV workshop and several networking events. Our fourth alumni gala, on 22 May, had 120 attendees. At the end of the year, our registry included 25,345 alumni of Haaga-Helia or its predecessors.

RENEWALS IN THE CAREER AND RECRUITMENT SERVICES

The career and recruitment services organised the Duuniin.net fair for the second time in Haaga-Helia's own facilities on 11 February 2015. Fifty-three companies and hundreds of students participated in the event on the Haaga and Pasila campuses. At the beginning of the year, we implemented the Uranus LAURA™ recruitment site. During the year, a total of 2,700 jobs, thesis assignments and trainee positions were offered to students through the site. An Urapiste office was also opened on the second floor of the Pasila campus, where a career counsellor provided advice on job searching and preparing the documents needed in it. In addition, we worked at different campuses to provide career counselling to students.

POSITIVE FEEDBACK ON EMBA TRAINING

We modified our eMBA training during the year of operation to better take working life needs into consideration by reducing the coaching days of each module from three to two and by highlighting the importance of pre- and post-assignments. A considerable share of students started their eMBA studies in the Graduate Certificate or Diploma programme, after which we offered them an opportunity to continue their eMBA studies. We provided the international study period, themed Change Management, in cooperation with ViaGroup in London. The majority of the eMBA instructors are instructors from Haaga-Helia. We received excellent feedback (4.2/5) on the training. We continued to utilise electronic channels in a diverse manner in the selling of the eMBA training.

EDUCATION EXPORT

DEVELOPING EDUCATION EXPORT

In 2015, Haaga-Helia Global Education Services continued developing education exports in the targeted strategic markets. In China, our cooperation with the Shanghai Municipal Education Commission (SMEC) continued in accordance with the agreement signed in 2013. In 2015, we organised the last modules for the teacher training programmes for vocational teachers, administrative staff and directors.

The China–Finland Center of Excellence in Vocational Education established in 2014 was an important local development hub for our business operations. In the autumn, we signed an agreement with the Disted College in Malaysia. The purpose of the co-operation is to design and implement a training programme for the hospitality and tourism sector. In the summer, we trained 26 instructors in Saudi Arabia. The theme of the training was “Modern e-learning with a Finnish touch.” In order to develop business operations in the Middle East, we participated in the visit of the Team Finland delegation in the Arab Emirates and Saudi Arabia, led by Lenita Toivakka, Minister for Foreign Trade and Development.

NEW COOPERATIONS AREAS

In Colombia, we continued cooperation with SENA, a local provider of vocational education. We travelled to Chile, Argentina and Uruguay in October to participate in the delegation visit of the Parliament’s Committee for the Future. Tshwane University of Technology in Pretoria, South Africa, ordered a 60-credit teacher training programme. We also made our co-operation with the Estonian Business School official during the year, designed a modular training package for the teachers at the Institute of Tourism Studies in Malta, and solidified our commercial co-operation in Botswana, France and the Netherlands.

We also continued co-operation in education export with our partners. Examples of this include the EduExcellence consortium with Metropolia and Laurea in the greater Helsinki region, the Jyväskylä University of Applied Sciences cooperation in the Middle East and the Future Learning Finland network. The EduExport project funded by the Ministry of Education and Culture also provided considerable support for education exports during the year.





STUDENT UNION HELGA

A YEAR OF STRATEGY RENEWAL AND QUALITY

The new Act of universities of applied sciences changed the student union's role within Haaga-Helia, and this provided us with an incentive to review the direction and content of our operations. In addition to renewing our rules, we also focused on strategy and quality, in particular.

We addressed the challenges posed by the new operating environment by drawing up a new strategy for 2016–2018. The strategy was created in connection with Haaga-Helia's strategy renewal process. The highlighted focus areas in the new strategy were the development of advocacy activities and growing the community. The strategy allows us to position ourselves clearly as a developer and promoter of the academic community. In the future, there will be two strategy cycles during each academic cycle.

During the year, we paid special attention to the content of our operation and the operating culture. A quality system was created for HELGA in a quality project that spanned nearly the entire autumn semester. At the same time, we implemented a more process-based way of working to replace the old sector-based method of task allocation. Imprinting the quality principle in the operations also perfectly coincided with Haaga-Helia's upcoming audit, and we participated in the preparations for the audit actively during the year.

STUDENT CULTURE AND ADVOCACY

In the spring, we were active participants in the nationwide Promise for Education campaign during the parliamentary election. Thanks to the campaign, education was one of the core topics in the political discussion. National politics was a focus area of our operations in other ways as well: together with other student unions in the greater Helsinki area, we participated in organising a demonstration to overturn legislation limiting the right to earn a second university degree. The demonstration was attended by more than 5,000 students. In addition, we succeeded in reviving the World Student Capital network that focuses on municipal and city level influencing. The network consists of the student unions in the greater Helsinki area.

In the autumn, the focus of our activities was on communality and development of the student culture, in particular. Numerous successful student events – for example, the HELGA Freshmen Party that attracted nearly 1,500 students – as well as mentoring provided for all new students created an excellent foundation for their academic success.

The number of our members continued to grow. Membership records were broken in both the spring and the autumn: the number of members was more than 4,500 in the spring and over 4,200 in the autumn.



HIGHER EDUCATION SERVICES

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



STUDENT SERVICES

The student services include admission services, student affairs services provided by five Student Affairs Offices as well as student well-being services. We serve students in the different stages of studies, from the admission process all the way until graduation at each campus.

We migrated to the new electronic service processes in study management and extensively implemented electronic forms in the services. We will expand the electronic services further in the coming years. We implemented a new service centre concept at the Pasila and Haaga campuses. In the student services, we paid special attention to supporting students in the progress of their studies and in graduation. This had a considerable positive impact on the number of graduates and the progress of studies during the year of operation. The Student Financial Aid Board convened nine times and issued statements on matters related to student financial aid.

LIBRARY AND INFORMATION SERVICES

During the year of operation, we renewed the service areas in Pasila and Haaga to meet the needs of the service centre. Based on student feedback, we also renovated other facilities and provided additional work spaces for customers and areas for group work. In order to ensure extensive office hours, we opened self-service libraries and focused on the smoothness and convenience of self-service. At Pasila, we opened a new room with ten workstations for independent exam-taking.

We developed and implemented an online course for information acquisition and produced online self-study materials on information acquisition, such as online tutorials and videos. Our online presence was active, and we provided network guidance and chat services for our customers.

We organised training on electronic materials for the staff as well as held database search training sessions in staff rooms. For students, we organised information acquisition training sessions open to all and participated in information acquisition teaching during different study periods.

INFORMATION MANAGEMENT SERVICES

The information management and IT services supported Haaga-Helia's profitable and secure operations. We were responsible for the IT customer service and the IT resources as well as for maintaining and developing them in accordance with the policy definitions concerning the data architecture.

The focus of our development work was on digital services and electronic processes in accordance with our new strategy. We offered all Haaga-Helia's

services to our students through the electronic desktop (VDI), independently of time and location. We continued the virtualisation of applications and supported units in their own digital projects.

In addition, we made a decision during the year to join the PEPPi consortium in order to develop system services for instruction and study support. We also created new report views to support operations coordination and management, partly due to the change in the UAS funding model and the need to make monitoring the progress of studies more effective.

INTERNATIONAL SERVICES

We exceeded the targets set for student mobility: during the year of operation, we sent 665 student abroad to study and for work placement and hosted 320 exchange students. We organised the International Staff Week event with the theme Service Excellence in Customer Encounters for the staff of our partner institutes of higher education. The week received excellent feedback.

During the year, we also increased the amount of external funding for student and personnel mobility. We launched a new Erasmus+ Global Mobility programme, in which we have partners in Australia, Israel, Thailand, Peru and Chile. We joined two Erasmus+ projects: the Connect 2.0 and LifeOnLine projects develop methods to strengthen students' intercultural learning in mobility.

MARKETING AND COMMUNICATION SERVICES

Powerful digitisation of marketing and communication was visible in all our activities. The principles, objectives and channels of online communication and marketing are outlined in the online communication plan, which we updated during the year of operation.

We developed work community communications in order to make them more interactive. We implemented an Intranet with social media-style properties, where all members of the Haaga-Helia community can participate in discussions and content production. We also renewed our webshop, which offers publications and training packages for purchase, among others. The first online versions were published of the personnel and customer magazines.

We revamped the concept and appearance of the admission marketing campaign. In admission marketing, the focus has increasingly shifted to digital channels and social media. Surveys carried out during the year of operation showed that Haaga-Helia was the best known and the third most interesting university of applied sciences in Finland (Taloustutkimus 2015, Kun koulu loppuu TAT 2015).

HR SERVICES

HAAGA-HELIA COMMUNITY'S SKILLS DEVELOPMENT

Haaga-Helia had 647 staff members at the end of 2015. This included 397 full-time and 12 part-time instructors and 238 staff members engaged in other duties.

In accordance with our competence strategy, the Haaga-Helia staff developed their skills in a goal-oriented manner. Staff participated in both internal and external training sessions and also studied in degree programmes. Two staff members gained a doctorate degree, three completed a master's degree and three staff members completed pedagogical teacher studies.

The breakdown of the education level of our full-time staff was as follows at the end of the year of operation:

Doctorate degree	65
Licenciate degree	27
Master's degree	376
Other degrees	159

Nine sponsored employees of Haaga-Helia studied in the doctorate programme which we launched together with our partner, the University of Westminster. The preliminary application period for the 2016 group opened at the end of 2015. The support received from the Helia Foundation enabled two-month temporary work placements for 16 teachers. During the period, each teacher compiles a development project for the company and has the opportunity to deepen their skills and the competence of the entire Haaga-Helia faculty.

UPDATED STRATEGY

We updated the Haaga-Helia strategy in the spring. The entire Haaga-Helia was involved in the process. In addition to the staff, we also invited students, alumni and other key stakeholders to participate in the joint discussion online. The discussion provided us with valuable feedback, which is reflected in the strategy's focus areas. We also renewed our organisation, and the new organisational structure became effective in August.





NEW PERSPECTIVES TO MANAGEMENT AND SUPERVISORY WORK

The KOMPASSI programme for the development of management and supervisory work, launched in 2013, was completed during the year of operation. We gathered the line managers together to celebrate the project completion at the end of the year. We also performed a management survey. It assessed how well each line manager has succeeded in the Haaga-Helia line managers' target roles defined in the programme: a result-maker, builder of cooperation, renewer and a coach. The survey was taken by both line managers themselves and their teams. Compared to the 2013 survey, we had improved in all targeted roles slightly during the programme.

The workshops and the team coaching process of the development programme in 2013–2015 accumulated approximately 2,200 hours of coaching for our line managers. The programme strengthened management practices and a coaching approach as well as created a strong peer network to support line managers' work.

Motivated by what we learned in KOMPASSI and the good results it provided, we launched the second development programme, HH-PEDAALI, which will span 2–3 years. The purpose is to support and promote the pedagogic competence of our teachers, their success in their basic task, as well as the achievement of goals when the operating environment and the teachers' role become increasingly diverse

and change. Teacheriks and representatives of the education management from all units were invited to participate in designing the programme. Our internal experts from four training units are responsible for designing the programme content and coaching. All our full-time instructors were invited to the programme.

INTERACTION AT THE CORE OF THE OPERATIONS

Based on the results of the attitude survey carried out in 2014, we outlined internal communication and interaction as the development areas for the year. This objective was reflected in a number of measures: First of all, we strengthened working together by means of renewed communal solutions in the facilities as well as discussions related to them. Secondly, we promoted the flow of information between units by means of forums for information sharing and interaction as well as the new Intranet with improved interactive properties. Thirdly, we increased the staff's opportunities to influence: we renewed our strategy and designed the facility renovations and HH-PEDAALI in an inclusive process. The entire staff also had influence on the nominations for the recipients of the performance bonus granted on the basis of the 2014 result.

During the year of operation, the Haaga-Helia community took significant, shared steps in accordance with our commitment: by committing to objectives, working together and celebrating shared successes.

QUALITY

A central objective during the year of operation was to launch extensive preparations for Haaga-Helia's quality system audit. Based on the preparatory measures taken in the spring, we carried out a self-assessment in the autumn, in which each degree programme as well as the administration and support services evaluated their quality management. We described our operations, identified our strengths and development areas, and compiled plans for development on the basis of the assessments. We carried out the self-assessment in accordance with the new organisational structure.

During the year of operation, we also monitored the functioning of the process architecture and the feedback systems and outlined future development needs as part of the self-assessment carried out in the quality system services. We also evaluated the quality portal and quality-related communication. Moreover, we participated in developing a nationwide survey system for student feedback (AVOP), which will be used as a core funding indicator.

FINANCE



In 2015, the earnings of Haaga-Helia University of Applied Sciences Ltd were €58.9 million (in 2014 €64.9 million, and in 2013 €67.1 million), of which appropriations (before unit price earnings) were €51.8 (€58.3; €60.3) million, or 88% of the total. Haaga-Helia's unit price was €6,567.23 (€7,410.10; €7,628.54), and the calculated number of students was 7,828 (€7,868; €7,908).

Total costs were €60.6 (€63.4; €65.1) million. Direct personnel costs were €40.5 (€40.7; €41.8) million, or 67% of the total costs. Haaga-Helia operates on leased premises, with the exception of Porvoo. Rental costs and maintenance charges amounted to €9.3 (€10.1; €10.5) million, or 15% of the total costs.

Total earnings from investment and funding activities were €1.3 (€0.4; €0.5) million. The market value of financial asset securities was €2.8 million 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 -€0.3 (€1.8; €2.5) million, which was a slight improvement on what had been budgeted (-€0.9). However, the result was improved by earnings from investment activity.

The balance sheet total was €43.3 (€41.7; €38.7) million. Received advances include €1.3 (€2.1; €0.9) million of project funds from the Ministry of Education and Culture, which may continue to be allocated after the end of 2015. Accrued expenses include the calculated holiday pay debt of €1.9 (€2.0; €2.0) million.

The company's operating profit percentage was -2.7 (2.2; 3.0)%, return on equity -0.8 (5.5; 8.0)%, return on capital invested -0.7 (5.5; 8.0)%, equity ratio 90.9 (88.6; 87.7)% and quick ratio 9.2 (8.2; 6.9)%.

GROUP FINANCES

The group consists of Haaga-Helia University of Applied Sciences Ltd, Real Estate Ltd Porvoo Campus and Haaga-Helia Global Education Services Ltd. Its earnings were €59.0 (€65.0; €67.2) million. Total costs were €60.9 (€63.0; €65.4) million. Direct personnel costs amounted to €40.5 (€40.7; €41.8) million, and rental costs and maintenance charges stood at €9.3 (€10.1; €10.5) million. Total earnings from investment and funding activities were €1.2 (€0.4; €0.3) million. The result for the financial year was -€0.6 (€1.8; €2.5) million.

The balance sheet total was €55.1 (€53.7; €50.8) million.

The value added tax procedure changed in 2015. In accordance with the new Polytechnics Act, the University of Applied Sciences is refunded the value added taxes included in purchases related to operations and in rental costs. The university is liable for value added tax on its business operations.

INCOME STATEMENT, HAAGA-HELIA UNIVERSITY OF APPLIED SCIENCES LTD.

	Group		Parent Company	
	1.1.-31.12.2015	1.1.-31.12.2014	1.1.-31.12.2015	1.1.-31.12.2014
NET SALES	57 436 246,93	63 392 169,23	57 313 743,28	63 307 546,24
Other income from business operations	1 632 475,59	1 565 979,74	1 632 475,59	1 565 979,74
Materials and services	-909 792,54	-1 396 030,46	-909 792,54	-1 396 030,46
Substances, necessities and goods				
Purchases during the financial year	-477 230,80	-687 607,80	-477 230,80	-687 607,80
External services	-432 561,74	-708 422,66	-432 561,74	-708 422,66
Staff expenses	-40 545 922,13	-40 687 536,77	-40 535 449,42	-40 675 439,66
Salaries and compensations	-33 186 651,89	-33 406 383,63	-33 177 911,89	-33 396 328,63
Statutory staff expenses				
Pension allotments	-5 673 482,69	-5 710 915,68	-5 671 967,34	-5 709 204,23
Other statutory staff expenses	-1 685 787,55	-1 570 237,46	-1 685 570,19	-1 569 906,80
Depreciation				
Planned depreciation	-1 504 883,26	-1 677 749,70	-1 504 883,26	-1 677 749,70
Other expenses from business operations	-17 894 655,82	-19 764 305,83	-17 601 826,20	-19 687 759,10
PROFIT / LOSS	-1 786 531,23	1 432 526,21	-1 605 732,55	1 436 547,06
Financial income and expenses				
Other interest and financial income	1 567 684,90	711 840,69	1 361 049,37	395 432,77
Interest expenses and other financial expenses	-338 389,92	-313 261,86	-45 837,28	-272,77
Financial income and expenses total	1 229 294,98	398 578,83	1 315 212,09	395 160,00
PROFIT / LOSS BEFORE EXTRAORDINARY ITEMS	-557 236,25	1 831 105,04	-290 520,46	1 831 707,06
PROFIT / LOSS FOR YEAR	-557 236,25	1 831 105,04	-290 520,46	1 831 707,06

BALANCE SHEET, HAAGA-HELIA UNIVERSITY OF APPLIED SCIENCES LTD.

	Group		Parent Company	
	31.12.2015	31.12.2014	31.12.2015	31.12.2014
Assets				
NON-CURRENT ASSETS				
Immaterial goods	3 624 463,55	0,00	3 624 463,55	0,00
Other longterm expenses	3 624 463,55	0,00	3 624 463,55	0,00
Tangible assets	18 421 083,05	18 316 047,92	3 028 350,68	2 632 494,34
Estates	58 975,00	58 975,00	0,00	0,00
Buildings and structures	15 195 198,44	15 482 820,61	0,00	0,00
Buildings machines and equipments				
Machinery and equipment	3 030 813,65	2 713 522,35	2 952 384,68	2 631 894,34
Other tangible assets	60 729,96	60 729,96	600,00	600,00
Payments in advance and unfinished purchases	75 366,00	0,00	75 366,00	0,00
Securities	485 961,20	485 961,20	4 678 688,20	4 678 688,20
Shares in subsidiaries	0,00	0,00	4 331 165,00	4 331 165,00
Other securities and shares	347 523,20	347 523,20	347 523,20	347 523,20
Other receivables	138 438,00	138 438,00	0,00	0,00
NON-CURRENT ASSETS TOTAL	22 531 507,80	18 802 009,12	11 331 502,43	7 311 182,54
CURRENT ASSETS				
Receivables				
Long-term receivables	449 609,64	179 835,08	449 609,64	179 835,08
Other receivables	449 609,64	179 835,08	449 609,64	179 835,08
Short-term receivables	2 069 045,72	1 961 841,89	1 813 578,23	1 691 885,16
Sales receivables	552 848,15	394 879,49	551 364,22	392 599,95
Receivables from subsidiaries	0,00	0,00	45 495,28	0,00
Other receivables	415 269,96	480 554,27	120 191,34	214 291,57
Prepaid expenses and accrued income	1 100 927,61	1 086 408,13	1 096 527,39	1 084 993,64
Financial securities	21 597 259,99	29 119 220,32	21 597 259,99	29 119 220,32
Cash and bank deposits	8 405 340,54	3 676 065,05	8 074 452,16	3 397 181,73
CURRENT ASSETS TOTAL	32 521 255,89	34 936 962,34	31 934 900,02	34 388 122,29
ASSETS TOTAL	55 052 763,69	53 738 971,46	43 266 402,45	41 699 304,83
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	500 000,00	0,00	0,00
Other funds				
Investment for the unrestricted own financial capital fund	2 973 000,00		2 973 000,00	0,00
Scholarship fund	112 793,00	116 048,00	112 793,00	116 048,00
HH chargeable education, scholarship fund	85 000,00	85 000,00	85 000,00	85 000,00
Loan shortening fund	1 000 000,00	0,00	0,00	0,00
Other funds total	4 170 793,00	201 048,00	3 170 793,00	201 048,00
Profit (loss) from previous years	28 129 170,14	26 298 065,10	28 132 790,27	26 301 083,21
Profit (loss) for the period	-557 236,25	1 831 105,04	-290 520,46	1 831 707,06
Minority shares	1 835,00	1 835,00	0,00	0,00
SHAREHOLDERS' EQUITY AND FUNDS TOTAL	37 744 561,89	34 832 053,14	37 013 062,81	34 333 838,27
PROVISIONS	251 105,47	251 105,47	251 105,47	251 105,47
LONG-TERM LIABILITIES				
Loans from financial institutions	10 513 513,27	11 013 513,27	0,00	0,00
LONG-TERM LIABILITIES TOTAL	10 513 513,27	11 013 513,27	0,00	0,00
SHORT-TERM LIABILITIES				
Loans from financial institutions	500 000,00	500 000,00	0,00	0,00
Advances received	2 566 657,79	2 944 660,69	2 566 657,79	2 944 660,69
Accounts payable	442 436,17	550 969,40	422 673,93	529 641,38
Other payables	1 058 631,03	951 011,77	1 041 678,94	942 445,88
Accrued expenses and deferred income	1 975 858,07	2 695 657,72	1 971 223,51	2 695 157,60
Payables to subsidiaries	0,00	0,00	0,00	2 455,54
SHORT-TERM LIABILITIES TOTAL	6 543 583,06	7 642 299,58	6 002 234,17	7 114 361,09
LIABILITIES TOTAL	17 057 096,33	18 655 812,85	6 002 234,17	7 114 361,09
EQUITY AND LIABILITIES TOTAL	55 052 763,69	53 738 971,46	43 266 402,45	41 699 304,83

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