



ANNUAL REPORT 2020

Haaga-Helia University of Applied Sciences



Haaga-Helia

CONTENTS

Haaga-Helia's Strategy	3	HR Services	26
Haaga-Helia – Expertise and Innovativeness	4	ICT Services and Quality	28
From President	6	Societal Impact	30
Business Studies	8	Finance	32
Experience and Wellness Economy	10	Income Statements	34
Digi Business	12	Balance Sheet	35
The School of Vocational Teacher Education	14	Board of Directors of Haaga-Helia	
RDI Activities and Services	16	University of Applied Sciences Ltd.	36
Commercial Services	18	Collegiate Body of Haaga-Helia	
Key Figures 2020	20	University of Applied Sciences	37
Student Union Helga	22	Management Group of Haaga-Helia	
Services	24	University of Applied Sciences	37



MISSION

Haaga-Helia Opens Doors to Future Careers

VISION

Courageous and international reformer of business

PROFILE

Service business, sales, entrepreneurship and higher education pedagogy

SUB STRATEGIES

Applied research creating new competences

Innovative solutions for continuous learning and guidance

Relevant national and international networks

ENABLERS

Enthusiasm and well-being of students and staff

VALUE FOUNDATION

Courage — Accountability —
Collaboration — Transparency —
Respect



HAAGA-HELIA — EXPERTISE AND INNOVATIVENESS

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, business service solutions and languages, 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.

Haaga-Helia is the place to take bachelor's and master's degrees, 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 degree programmes in English have foreign students from nearly 100 countries.

ON THE CUSP OF A NEW STRATEGY PERIOD

The operating year 2020 was the final one in the last strategy period, and once again we took major steps towards the future. We prepared an updated strategy as well as an organisational change for 2021 based on the educational reform that began in 2019.

At the beginning of the year, the Limited Company Board of Directors approved the new strategy to guide our operations from 2021 to 2025. At the end of the spring, we presented the strategy to the Ministry of Education and Culture during the contract negotiations for the 2021–2024 period. As a result of the group effort of the stakeholders and the strategy process that involved our academic community, the strategic base and our mission, Haaga-Helia opens doors to future careers, received broad support and were considered sustainable. In the new strategy, internationality rose to vision level, and services, especially from the point of view of business, are emphasised in our profile. Higher education pedagogy is now also included in our profile, and continuous learning rose as a point of focus to the same level as learning and guidance. The word ‘courage’ comes up twice in our strategy and encourages experimentation and the fostering of an experimental culture in our academic community.

In March, the coronavirus pandemic forced us to move to a hybrid model almost overnight, and the model was used for the rest of the year. We were able to offer the planned education almost fully and ensure our services. Our competent and committed staff deserve many thanks for this. The year meant a digital leap for many, and it also created many new everyday heroes. Students’ studies advanced and graduation goals were reached, even though 10–15% of our students experienced challenges in their studies because of the pandemic, for example with work placement opportunities.

The central theme of our operational year was improvement of academic results, which allowed us to influence the funding basis of the following years.

Big steps forward were taken in our RDI activities. We were able to join the European Universities alliance in the Ulyseus consortium of six universities. New initiatives were projects utilising artificial intelligence, which are based on development work done in the

3UAS cooperation between Haaga-Helia, Laurea and Metropolia universities of applied sciences. Financially, the year was better than budgeted for, which is at least partly a result of so-called coronavirus savings. We are socially and environmentally responsible, since we honour the climate commitment we made and have promised to be carbon neutral by the year 2030.

We considered the societal impact of the pandemic in our operations: we gave up partner billing and the tuition of the open UAS was made free-of-charge for the unemployed and those who had been temporarily laid off.

Very many thanks to all the members, alumni and partners of our academic community – Haaga-Helia opens doors to future careers even during demanding times!

President

Teemu Kokko



BUSINESS STUDIES

Cooperation is at the core of everything we do. In this exceptional year, we aimed to support companies suffering as a result of the COVID-19 pandemic, continue cooperation with other higher education institutions and promote students' distance learning skills.

The COVID-19 pandemic, the educational reform and the organisational reform that came into force at the turn of 2020–2021 characterised the year 2020 in education. In addition to the existing online provision, we created online teaching and guidance. We also quickly created new online pedagogical solutions.

We actively participated in the educational reform workshops. We developed a new Haaga-Helia-level guidance counselling model in the Student's Counseling For the Work of the Future project. The model, which will be completed in the autumn of 2021, especially supports students' graduation within the target time, and career guidance.

We increased the skills of our teachers in the field of sustainable development. Together with our cooperation network, we continued to implement the digital financial management specialisation training. In the field of business, we influenced the further development of the new digital entrance exam and increased the supply of continuous learning.

We created new internship opportunities for students in the chambers of commerce

around the world with the support of the FinnCham Chamber of Commerce chain's internship community. In August, the fourth group of students began our International Business programme in Mondragón, Mexico. We also developed the quality of the International Business programme in workshops with three international universities. We were involved in the circular economy project of the Ministry of Education and Culture, which involved 17 universities of applied sciences. Amidst fierce competition, we received the Erasmus+ Knowledge Alliances project funding.

We offered consultation and support free of charge to small and medium-sized enterprises applying for funding during the COVID-19 pandemic. In October we hosted an alumni event on robotics and artificial intelligence, which received praise. We prepared study coaching for companies, through which the participants can apply to be degree students. We gave training in companies, especially in service design, sales and supervisory work.



HAAGA-HELIA AND HOK-ELANTO COOPERATED IN PRODUCING A STUDY COACHING PROGRAMME

Haaga-Helia and HOK-Elanto started a study coaching programme leading to a degree that is targeted at HOK-Elanto supervisors and experts. The programme, which lasts for about a year, is completed while working and with the support of the employer. The coaching started in August 2020 and consists of demonstrations of competence as well as four study periods, which focus on, for example, the development of a new product or service idea and professional competence development. The trainers of Haaga-Helia have been able to offer the group, consisting of less than 20 participants, varied viewpoints on the finances and funding of a company as well as support for professional competence development of the HOK-Elanto supervisors and experts.

STUDENTS GAIN EXPERIENCE AT INTERNATIONAL CHAMBERS OF COMMERCE

The board of the Helsinki Region Chamber of Commerce granted Haaga-Helia and Helsinki Business School a funding of a maximum of EUR 90,000 this spring. The purpose of the funding is to support international internships in the Chamber of Commerce's FinnCham offices in different countries. Despite the coronavirus pandemic, six students were able to go to internships and gain versatile international experience. The goal of the Chamber of Commerce internships was to offer the students an opportunity to gain experience of an international working environment and at the same time share the experience they have gained at Haaga-Helia with other countries.

HAAGA-HELIA PROVIDES FREE CONSULTATION FOR COMPANIES APPLYING FOR FUNDING DURING CORONAVIRUS CRISIS

The coronavirus crisis affecting Finland and the rest of the world proved to be a critical moment for the viability of business for almost all entrepreneurs. The experts at Haaga-Helia helped by offering consultation and support free of charge to small and medium-sized enterprises applying for funding during pandemic from Business Finland and The Centres for Economic Development, Transport and the Environment. Consultation help was offered as part of the Haaga-Helia Yrittäjyyden vuosi 2020 campaign (Year of Entrepreneurship). The goal of the consultation help was for as many companies as possible to be able to ensure the financial support needed for continuing business operations. At the end of the year, the experiences of the companies that received the funding were analysed with regard to the possible benefits the funding was able to bring.



GRADUATES

485 Business

22 Finance and economy specialist degree programme

71 Sales business

113 International business

THE WORLD'S FIRST SPACE TOURISM SEMINAR GATHERED EXPERTS IN THE FIELD

In November, Haaga-Helia organised the world's first space tourism event. The virtual Space Tourism Forum Porvoo event brought together from around the world a huge number of people and parties interested in space tourism. The event showcased the latest megatrends in space tourism and studies in the field. The keynote speakers at the event were Anette Toivonen, Lecturer at Haaga-Helia, and Mikko Dufva, Sitra's leading foresight specialist. The event's panel discussion participants were Pekka Janhunen, Space Physicist and Research Manager at Finnish Meteorological Institute, Maija Lönnqvist, Chief Specialist on Space Policy at the Ministry of Economic Affairs and Employment, and Anette Toivonen.

LAB8 TO DEVELOP UNIQUE XR TECHNOLOGY SOLUTIONS FOR HOTEL KÄMP

Haaga-Helia and Hotel Kämp started a collaboration with the goal of developing a world-class restaurant experience for Hotel Kämp's restaurants. During the next three years, Haaga-Helia is going to help Kämp Group develop several concepts for its restaurants. The concepts will use XR (Extended Reality) technology to create an experience environment to support the food product in Hotel Kämp's spaces. The concepts, which are based on Finnish food culture and the expertise of top chefs, are meant to create a selection of food products which are supported by various visual landscapes as well as soundscapes and smells. Participating from Haaga-Helia are experts in the restaurant and service business as well as hospitality students.

HAAGA-HELIA BECOMES THE FIRST INSTITUTION IN FINLAND TO RECEIVE THE-ICE ACCREDITATION

At the end of the year THE-ICE Board of Directors granted Committed to Quality (C2Q) membership of THE-ICE to Haaga-Helia. The membership was granted to the Degree programme in Hospitality, Tourism and Experience Management, led by Degree director Risto Karmavuo. Haaga-Helia becomes the first institution in Finland to receive THE-ICE accreditation. In addition to the recognition, C2Q membership carries with it a range of benefits such as participation in the annual THE-ICE International Student Barometer Survey (ISBSB). The International Centre of Excellence in Tourism and Hospitality Education (THE-ICE) develops benchmarks and promotes excellence in tourism, hospitality and events education.



GRADUATES

- 140 Bachelor of Business Administration
- 341 Bachelor of Hospitality Management
- 65 Bachelor of Sports studies
- 33 Master of Sports studies



EXPERIENCE AND WELLNESS ECONOMY

Our training proved to be very attractive in 2020. We exceeded the set degree targets, and the number of applicants increased overall. In particular, the demand for multiform education increased considerably.

The year was full of development for our unit, despite the exceptional circumstances. We updated our course offering by opening up new open university of applied sciences paths to the bachelor degrees in Hospitality Management in Helsinki and to the degree programmes in sports in Tampere and Turku. We further increased our cooperation with upper secondary institutions on all of our campuses and in all of our degree programmes. The new fitness and health specialisation programme of the Master's Degree Programme in Sport was immediately popular.

In global education services, we proceeded mostly in line with our objectives,

even though the restrictions on travel and attendance significantly hindered the organisation of studies. The Sport Management education cooperation in Guangzhou continued, as did the Aviation Business cooperation programme in Chongqing. The education cooperation in Malta, which has been in place for a long time, produced its first Master's degrees, and cooperation with the Paul Bocuse Institute also increased. The year was topped off when, after years of goal-oriented quality work, the Haaga campus English-language Bachelor of Hospitality Management programme received accreditation from the International Centre

of Excellence in Tourism and Hospitality Education (THE-ICE), the first university in Finland to do so.

The number of our RDI projects increased substantially and we also increased the number of commercial research and development projects. The events of the 50th anniversary year of the Bachelor of Hospitality Management programme culminated in March on the Haaga campus with the RESTO 2020 competition, which gathered more than a hundred participants from more than ten universities of applied sciences. The first ever virtual Space Tourism Forum in Porvoo reached hundreds of participants.

DIGI BUSINESS

We remained active as our entire operation moved to the web in the spring of 2020. During the year, we developed future learning and competence, as well as cooperation, on our digital platforms.

In the spring, we developed web-based learning, moved our events online and transferred interaction and mutual support to various virtual channels.

The transition was made easier by our online education, which advanced during the eAMK project, and by the competence of the teachers, which was increased by digipeda training courses. Additionally, the transition was made easier by the online education quality criteria, which were produced during the project, the increase in provision, and cooperation between universities. We have further developed online guidance as part of the AMKoodari project.

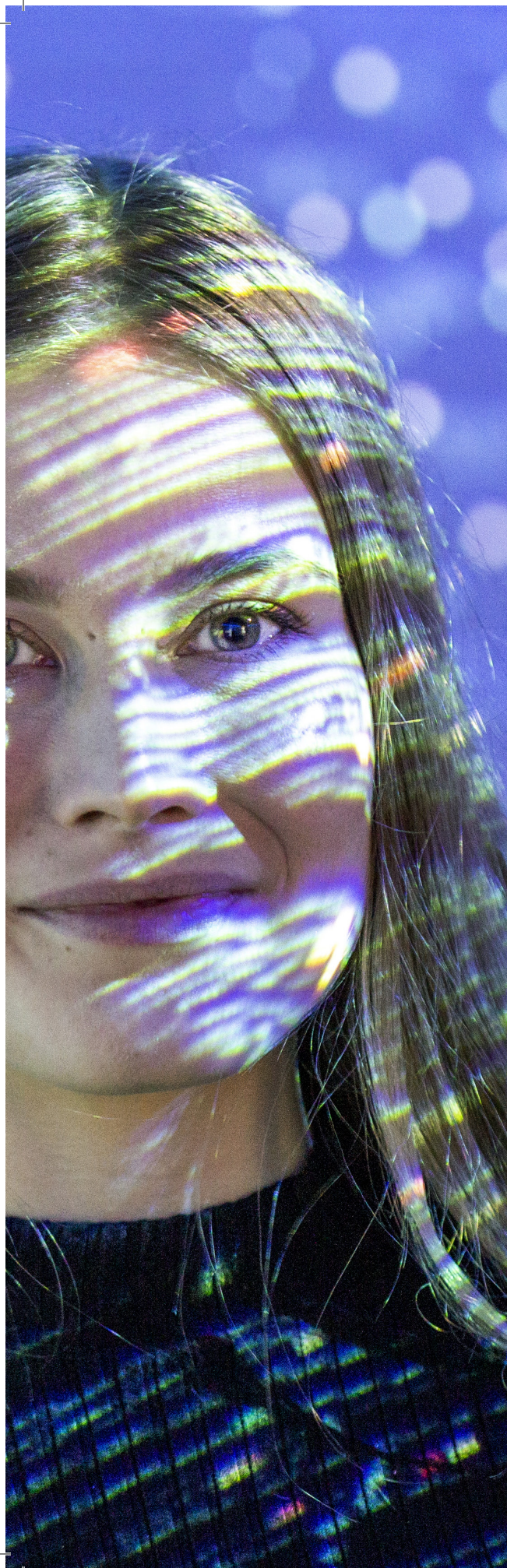
We also reached new target groups: journalists and upper secondary students with immigrant backgrounds. The educational programme for journalists that we created for those with immigrant backgrounds received funding for a new period. For upper secondary students, we produced a student webinar and open university of applied sciences vocational language studies.

We organised the Suomen paras myynti-organisaatio (the Best Finnish Sales Organisation) competition together with the Union of Sales and Marketing Professionals, for the tenth time. Sales competence was also increased by the Mynnin ja markkinoinnin digiosaaja (Digital Expert on Sales and Marketing) programme, which is a joint effort by 3UAS (Haaga-Helia, Metropolia and Laurea). The first graduates of the programme finished in March and the new batch began studies in the autumn.

The Kompetens 3.0 networking events, which have the goal of increasing Swedish language skills, had over 100 participants, who were inspired by 16 professionals from different fields. The topics covered in Swedish included coding, AI, search engine optimisation and many others.

We were also involved in organising the Artificial Intelligence and Natural Language web conference, for which the main themes were AI, machine learning and natural language.





THE BEST FINNISH SALES ORGANISATION COMPETITION WAS HELD FOR THE TENTH TIME

Haaga-Helia organised Suomen paras myyntiorganisaatio (the Best Finnish Sales Organisation) competition together with the Union of Sales and Marketing Professionals for the tenth time. The competition evaluated the sales strategy, sales management, sales work, client expertise, and sales processes and tools of companies. The participants of the 2020 competition also received research-based benchmarking knowledge. The winner was Lämpöykkönen Oy, with its special strengths in sales management, innovation, responsibility and client-centredness. The research results that were gathered from the competition show which qualities successful sales organisations have in common.

THE POPULARITY OF THE EUFACTCHECK.EU PROJECT STARTED BY HAAGA-HELIA EXCEEDED EXPECTATIONS

The hundredth fact check of the EUfactcheck project, which was initiated by Haaga-Helia, was celebrated in May. The project, which was already operating in more than twenty countries, grew to include the Balkans. The main objective of the project is to further fact-based public discussion and support the media reading skills and interest in communal matters of Europeans of all ages. At the same time, the project endeavours to develop European journalist education and thus to ensure high-quality journalism in the future. At Haaga-Helia, EUfactcheck has been integrated as part of the journalism degree programme.

THE EDUCATION DIGITALISATION PROJECT IN DEVELOPING COUNTRIES WAS STARTED

At the beginning of 2020, the Eduix Oy funded Eduditra project was started at Haaga-Helia. The objective of the project is to study ecosystem solutions, the phases required for digital transformation, and the requirements and possibilities related to teaching and learning in developing countries, particularly in Namibia. The project studies the necessary ecosystem solutions, the required phases for digital transformation and the requirements and possibilities related to teaching and learning. The first phase of the Eduditra project concentrates on the study of the changes relating to the school system in Namibia. The project also studies the use of data gathered from digitalised processes in the design and targeting of education. The result is a model which can be used for the broader implementation of education digitalisation projects.



GRADUATES

428 Bachelor of Business Administration

55 Bachelor of Culture and Arts

54 Master of Business Administration

SEVENTY YEARS OF VOCATIONAL TEACHER EDUCATION!

The year 2020 was the 70th anniversary year of the Haaga-Helia School of Vocational Teacher Education. During the anniversary year, the operations of the School of Vocational Teacher Education were made even more visible by highlighting one theme pertaining to the operation of the school every month. The year of celebration culminated in the virtual anniversary seminar held in November. During this main event of the year, important birthdays were celebrated, new graduates were congratulated, history was remembered and the future of vocational teacher education was discussed. At the event, three honorary teacher trainers were named: Master Liisa Tenhunen-Ruotsalainen MA, Pentti Rauhala PhD, and Prof. Stanley Mukhola from the Tshwane University of Technology. Professor Mukhola attended the webinar via remote connection due to the pandemic.

THE VALAA PROJECT DEVELOPED COUNSELLING USING AI AND BIOMETRICS


During the VALAA project, interaction between student and counsellor was observed in a laboratory. The goal was to understand and develop the group guidance and communication skills of both counsellors and students of the School of Vocational Teacher Education. The innovative research was conducted in the first European top-of-the-range laboratory focused on AI and biometrics on the Pasila campus. At the same time, new and unique biometric data was gathered about group interaction dynamics, the participants' emotional reactions and the value of reflection in learning, for example. The results will be used in vocational teacher education as well as in other group interaction development projects.

THE FIRST VOCATIONAL TEACHER TRAINERS TRAINED BY HAAGA-HELIA IN SOUTH-AFRICA

Haaga-Helia's global education services received a new direction when the first vocational teacher trainers got their degrees at Tshwane University of Technology in December. This was the first time the Training the Trainers programme implemented by the School of Vocational Teacher Education was part of global education services. The programme is unique, as there is no systematic training for vocational teacher education available in South-Africa. The new vocational teacher trainers who graduated from the programme will work as pedagogical developers and will, in the future, train teachers at TUT and other universities in South-Africa. Haaga-Helia has been training vocational teachers in the 60 study-point training programme in Pretoria, South-Africa, since 2015.



During this exceptional year, we successfully implemented digital tools and teaching methods. Our expertise was also used in other universities of applied sciences around Finland.



THE SCHOOL OF VOCATIONAL TEACHER EDUCATION

Due to the pandemic, studies in the Vocational Teacher Education programme were mainly done remotely. Nationwide remote studies somewhat impacted the students' ability to find work placements. The graduation rate was, however, good, with a total of 303 graduates.

After all of our studies moved to the web in the spring of 2020, we started, within a short timeframe, the fee-based Matkalla digitaituriksi (Becoming a Digital Expert) online programme, which is now extremely popular. We also started a digihelp service for all universities of applied sciences and offered them pedagogical support through the pedahelp service. We investigated what the views of our degree students were on remote studies, and we were involved in developing the digipedagogical skills of

our teachers. We also produced a variety of publications pertaining to remote studies and continued updating our curriculum. The use of open badges in teacher education was broadened due to positive student feedback. The overall student feedback was, yet again, excellent.

The new themes of further education in the School of Vocational Teacher Education were equality and non-discrimination, school safety and language awareness, for example. Cooperation with Metropolia and Turku University of Applied Sciences continued with new agreements in the field of performing arts.

In our RDI operations, we developed and updated responsible pedagogy on the terms of working life. We also studied and improved the implementation of equality, the

model for future career counselling, responsibility in vocational education, interaction biometrically in our first-rate laboratory, the rights of learners, and counselling for those who are difficult to employ. We produced a total of 156 publications.

Global education services experienced difficulty due to the pandemic, but we continued, remotely in cooperation with the client, the implementations that had already been agreed upon.



GRADUATES

253 teachers

32 special-needs teachers and

18 student counsellors

RESEARCH, DEVELOPMENT AND INNOVATION ACTIVITIES AND SERVICES

During our operational year, we focused on three wider RDI operation development projects in particular, the goal of which was to increase our RDI volume, culture and competence. First, we developed the transparency and participation of our RDI operations; second, we increased the usage of labs that are research and learning environments at Haaga-Helia; and third, we built a base for successful international funding applications.

We furthered transparency and participation by, for example, encouraging our staff to do project work as a form of learning at work, by increasing the share of RDI in work plans and by building the Haaga-Helia Fellows expert network. We strengthened the base for international funding by identifying desired partners and by building RDI-based cooperative relationships towards international partners, among other ways. We also created a set of indicators for the societal impact of our RDI projects, and operating methods for furthering and monitoring it.

At Haaga-Helia StartUp School, we focused our course provision on teaching about, and supporting, the starting up and development of business operations. We widened our course provision to be virtual and open also in the open UAS. We created the Dynamo Entrepreneurship Programme for the highly-educated and we developed the joint Entrepreneurship Society programme in the 3UAS network formed by Haaga-Helia, Metropolia and Laurea universities of applied sciences.

The year's theme was entrepreneurship. This could be seen in, for example, the Haaga-Helia Business Innovation Conference (HHBIC2020), held for the first time in November.

In Master's Degree programmes, we established operations in accordance with the new curriculum, which emphasises the freedom of choice of students. We successfully experimented with a new thesis group guidance model, which is based on a clear schedule. A record number of students graduated from our programmes.



Continuous projects 71
New projects 27
New project applications 109
Total volume of projects 3,8 M€



The year was a theme year for RDI impact development at Haaga-Helia. We strengthened the profiling and focus of our RDI work on our areas of research.



HHBIC 2020 – ENTREPRENEURSHIP FOR A BETTER FUTURE

In November, Haaga-Helia organised the international Business Innovation Conference 2020 (HHBIC) event, which had the theme “Entrepreneurship for a better future”. The keynote speakers were Taru Pilvi, Innovation Director at Tampere University, and Paul Jones, Professor of Entrepreneurship and Innovation at Swansea University. HHBIC, which combined applied research and entrepreneurship, offered its participants a unique opportunity for networking with international researchers. All in all, the conference brought together about 70 entrepreneurship experts and researchers from around the globe. At the same time, the event served as a platform for publishing the latest research on entrepreneurship.

THE DEVELOPMENT WORK OF THE PAN-EUROPEAN ULYSSEUS EUROPEAN UNIVERSITY STARTED

At the end of the year, Haaga-Helia, together with six other universities, started the development of the common Ulysseus European University. The goal of the common university is to create a pan-European campus, where students and university staff as well as businesses and local operators can learn, research and develop new kinds of innovations and increase employment. Ulysseus operates on a digital and regional campus, which includes research centres, business incubators, living labs, open classrooms and a digital platform for the interaction of the entire community. For all this, the project will create six HUBs – one in each of the participating cities. Haaga-Helia will be home to the HUB concentrating on AI.

THE DYNAMO ENTREPRENEURSHIP PROGRAMME OFFERS SUPPORT AND NETWORKS FOR ENTREPRENEURSHIP

During the year, a completely new Dynamo entrepreneurship programme was prepared for highly-educated agents of change. In the programme, the participants will receive guidance, coaching and mentoring from each other and seasoned entrepreneurial experts for furthering their own business idea, business operation or development project. During the free-of-charge programme, which lasts five years, latest entrepreneurial research results are applied to one’s own work or business operations using the internationally acclaimed Haaga-Helia Work and Study model. Thanks to the part-time nature of the programme, participants can directly apply the knowledge gathered from Dynamo in their working life.

HAAGA-HELIA AND AUTOALAN KESKUSLIITTO DEVELOPED A MODEL FOR STUDENT DEVELOPMENT

Haaga-Helia and Autoalan Keskusliitto (the Finnish Central Organisation for Motor Trade and Repairs) collaborated in the Uusi ammatillinen kasvu (New Professional Growth) project to develop a model for long-term student development from primary school level all the way to higher education. Six automotive companies, three primary schools, seven vocational schools, one adult high school and two universities of applied sciences participated in the various stages of the project. During the project, it was noted that a company can be a strong regional influencer and supporter in the professional development of young people, all the way from familiarisation with working life to adulthood. The project outlined the attractions of the automotive industry as well as the reasons why young people choose automotive studies. The project will continue until the summer of 2021.

HAAGA-HELIA OPENS DOORS TO WORKING LIFE WITH THE NEW JOBTASER SERVICE

A new digital recruitment service, JobTeaser, was implemented in Haaga-Helia in October. It replaced the previous LauraTM recruitment portal. Now Haaga-Helia's career and recruiting services can be accessed equally by all students, both in Finnish and in English. With the JobTeaser service, students can easily find in one place all the tools necessary for entering working life. The service compiles information on available Finnish and foreign work and internship opportunities, information about recruiting companies and recruitment events, professional tips for job seeking, and CV and application letter templates, as well as an appointment reservation system for career and recruitment services. Career planning and job seeking tools, such as videos, podcasts, tests and self-evaluations tailored for Haaga-Helia students and alumni, can also be found in the JobTeaser service.

MANY ASPECTS OF CUSTOMER RELATIONSHIP MANAGEMENT WERE DEVELOPED IN CLOSE COLLABORATION

Our goal was to centralise our customer relationship management and build key standards for measuring knowledge-based management in our CRM system by using various processes and integrations. We implemented this during the year by continuing the automatisisation of sales and marketing together with Haaga-Helia's various operators and technical partners. We were able to finish electronic filing, alumni management and sales invoicing integrations as well as processes supporting partner operations in our CRM system. We moved the payment transaction integrations from our event management system and from our Haaga-Helia Online services online store to our financial management system through our CRM system. We also began integrating the new marketing automation system in our CRM system in order to improve communications with and marketing to our stakeholders.



**COMMERCIAL SERVICES
TURNOVER**
EUR 2,5M



RECRUITMENT PORTAL
2 789 job openings
published

Commercial business activities continued with vigour through the pandemic. We developed online study pathways and improved visibility on the commercial online market.



NUMBER OF PARTNERS
98



**TUITION-FEE LIABLE
DEGREE STUDENTS**
on campuses
in Finland +32%



**38 000
ALUMNI**

COMMERCIAL SERVICES

We created a commercial online store for Haaga-Helia's non-degree studies. We constructed a model for new courses on an online platform and finalised four online courses for sale in Finland and on global markets.

We continued close contact with our partners and worked on needs-based cooperation. We transferred effortlessly to virtual communication, cooperation and a new recruitment system. We expanded our partner activities to non-profit organisations, which made sustainable development and responsible business operations an increasingly significant part of our activities and teaching. This year we waived partner fees to support companies in difficult financial circumstances.

We digitalised career and recruiting services. We launched the JobTeaser recruitment service for all Haaga-Helia students at the start of October. The total number of

recruitment advertisements was 2,789 of which 2,126 were in the Laura™ recruitment portal and 663 in JobTeaser.

We developed virtual career guidance services and offered personal career guidance online to 180 students. We organised the Duuniin.net recruitment event at Pasila campus and one virtual recruitment event with 70 participating companies. We organised six webinars for students of which four were implemented as a 3UAS cooperation with Metropolia and Laurea universities of applied sciences.

In our many online events, we brought together alumni, students and interest groups. Alumni acted in many events as mentors and as workplace assessors on competence demonstration days. Our international alumni participated in our activities through the digital mentoring programme we initiated.

We started the third execution of the Pathway Vietnam programme in cooperation with the Jyväskylä University of Applied Sciences. We continued our recruitment measures to attract international students to apply for our programmes and moved our activities online. We concluded new agent agreements with our international training agent partners and implemented online training within Haaga-Helia's range as well as joint marketing campaigns in key markets.

We launched a commissioned education programme on Porvoo campus with 11 commissioned education students and ten pathway studies students participating. We recruited international students by utilising our online-based entrance exams as well as international entrance exams organised in China, Russia and Vietnam. We signed two Executive MBA programme agreements with our Chinese partners.

KEY FIGURES 2020

	2020	2019	2018
BACHELOR'S DEGREES			
Appeal (primary applicants / admission quota)	3.4	3.5	3.4
Primary applicants	10069	8997	7926
Admission quota	2938	2566	2344
Number of students	9697	9084	9033
Degrees completed	1748	1726	1857
MASTER'S DEGREES			
Appeal (primary applicants / admission quota)	3.3	3.6	3.0
Primary applicants	1577	1460	1055
Admission quota	485	407	352
Number of students	1308	1059	958
Degrees completed	314	207	213
THE SCHOOL OF VOCATIONAL TEACHER EDUCATION			
Appeal (primary applicants / admission quota)	4.5	3.6	3.3
Primary applicants	1666	1261	1150
Admission quota	370	350	350
Number of students	560	462	530
Degrees completed	303	358	342
INTERNATIONAL MOBILITY			
Student exchange	212	697	834
Students' work placement abroad	68	146	142
Expert mobility	174	654	718
RESEARCH DEVELOPMENT AND INNOVATION ACTIVITIES (RDI)			
Publications (Finnish and international articles and books)	810	777	427
Share of external funding (%)	53	64	60







STUDENT UNION HELGA

The year 2020 was exceptional.

Due to the coronavirus pandemic, we cancelled all of our events from March onwards. We were able to organise some events using alternative methods and remotely in a safe way. Special thanks go to our tutors, who were able to build a sense of community under these exceptional circumstances.

The time that was freed up was used to develop our organisation, as well as to innovate and renew. We developed our range of services using service design methods. We fine-tuned methods and streamlined processes. We updated our guideline documents.

We served students through a digital service channel and took steps towards a digital student union. We made decisions that enable digital participation in decision-making and a new kind of member democracy in the future.

We implemented the student union questionnaire about remote studies. The

technical side was considered to be working well. The most worrying observation was related to how well the students were coping, which was put to the test. We produced versatile web content together with our partners to further the wellbeing of the students.

We focused on the advocacy and influence of the Haaga-Helia students. We actively participated in the internal development of not only the university but also our national umbrella organisations. We commented on various materials, participated in societal discussions and met remotely with decision-makers. We prepared for the Finnish Student Health Service's inclusion of UAS students. We also prepared for the 2021 municipal elections this spring by renewing our urban policy programme based on the information that was gathered from the Opiskelijan kaupunki (Student's City) research.

SERVICES

Library and information services

During the coronavirus pandemic, we strove to ensure library services and the availability of materials, including through the web. We increased our selection of e-books and updated our chat service. We also added new digital service modules to our web counselling services and implemented the mobile library card in the Tuudo application.

We took part in the education reform of Haaga-Helia, for example by compiling

core competences that were common to all. We renewed the library website as part of the Haaga-Helia.fi website update and also updated our library system to the international community version. In addition, we researched the glossaries of our publications using network analysis.

We investigated the effectiveness of our operations and customer satisfaction using the national UAS user survey. Our customers were satisfied with the services they received

and the services were seen as extremely important.

Also, during the operational year, the Vierumäki campus library moved to new facilities.

International services

We continued with our exchange programmes as far as possible, while considering safety aspects. Due to the pandemic, there were 50% fewer students going abroad and



and 25% fewer incoming students than the previous year.

We developed virtual courses for the students of our partner universities to make up for the restrictions on travel. Our students were also offered the opportunity to take online courses in the partner universities. As we transitioned to remote studies, all of our services were transformed into online services.

At the end of the year, Haaga-Helia was granted the Erasmus Charter for Higher Education, ECHE, which is a prerequisite for us participating in the Erasmus+ programme's new season (2021–2027). We prepared for our new Erasmus+ programme season and the renewal of our European partner universities' agreements by conducting a comprehensive partner analysis.

Student services

Due to the pandemic, we mainly operated online and offered our services remotely. In our remote services we implemented new

chatbot and chat services, for example, as well as electronic student certifications. During the Ohjaus tulevaisuuden työhön (the Student's Counseling for the Work of the Future) project, we created a new Haaga-Helia study counselling and guidance programme. We identified new tasks for student services in credit transfer and personal study plan counselling. We improved all of our services by actively collecting feedback.

We were still actively involved in the national project to develop student selection. Our admission service handled many responsibilities in the national admission service network. Many parts of the admission process were transferred online. Despite the pandemic, we were able to implement the national electronic entrance examinations in the Finnish-language university of applied sciences admissions in the spring and autumn.

Our student wellbeing services supported the students' study conditions, the smooth progress of studies and the graduation process.

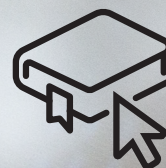
Marketing and communication services

We renewed the Haaga-Helia website, which was implemented in November 2020. When creating the new website, we paid special attention to being able to serve all of our various focus groups as well as possible. The cornerstones of the update were continuous learning, user-friendliness, accessibility and responsiveness.

We also updated the application marketing campaign during 2020. There were a record number of applicants for Haaga-Helia programmes and the number of applicants increased by more than 30%. The most popular application targets were the business, sports instructor and IT programmes.

In addition, Haaga-Helians produced a total of 810 publications. The number of publications was greater than ever. Most of the publications were published on the Haaga-Helia publishing platform eSignals. Haaga-Helians also publish often in various vocational publications.

Due to the pandemic, we communicated extensively with students, staff, stakeholders and the media. Information is communicated to students using e-mails, the COVID-19 info pages of our intranet as well as social media.



**810
PUBLICATIONS**

Haaga-Helia is sec
more than 10.50
business or
Throug

HR SERVICES

The academic results for 2020, the financial result and feedback from staff about the effects of remote studies and remote work on work and wellbeing confirm it: We succeeded together!

The most important common goals for 2020 were the next steps in the strategy process and the educational reform. We continued co-developing and refining the strategy of the educational reform project in our academic community. We defined our strategic choices as goals based on the feedback we received and combined them into a strategy map for the strategic period of 2021–2025. Our central goal was to prepare for the implementation of the strategy and use organisational change to strengthen the future-proof organisation, which supports the goals of the educational reform.

Together with the middle management, we outlined a way of organising matters that supports the strategy, and as the plans became clearer, we opened the dialogue up to the entire staff. We carried out negotiations about organising the work in the organisational reform as stated in the Act on Co-operation within Undertakings. Our negotiation process enabled continuous and genuine dialogue about the organisational plan with our staff. Our current staff and management will also build our future success in their new roles.

We renewed our operations and adapted our plans because of the COVID-19 pandemic. In March, we transitioned to remote teaching and remote work, and in the autumn we adopted a hybrid model based on the remote form. We immediately provided our staff with training to strengthen their remote teaching and working capabilities. In addition, we offered personal support and counselling. We also made our work arrangements more flexible and workdays lighter by increasing flexitime. In addition, we encouraged our community to engage in unofficial, virtual meetings.

The focus points of our competence development were dialogical change management, strengthening strategic core competences, especially research, development and innovation capabilities, and digital pedagogical competence. We also increased coaching for facilitating remote meetings. Due to the pandemic, some of the industry periods of the teaching staff were delayed until a future date.



THE NUMBER OF PERSONNEL
686



DURING THE WORK ROTATION PERIOD SUPPORTED BY HELIA FOUNDATION

9 teachers conducted a research project and developed and shared their knowhow



ON AVERAGE
personnel had 5 training days per person





UNIVERSITY OF WESTMINSTER

11 Haagahelians trained in a collaborative doctoral programme and 4 graduated



PERSONNEL'S DEGREE STRUCTURE

Doctorate degree 85
Licentiate degree 24
Master's degree 369
UAS Master's degree 45
Bachelor's degree (university) 9
UAS Bachelor's degree 61
Other degrees 57



STRATEGIC VALUES WERE BROUGHT INTO EVERYDAY LIFE

In connection with strategic work, we updated our values: courage, accountability, collaboration, transparency and respect. Values become part of everyday life only if they can be seen and felt in all of our activities. We launched the Kiitä kollegaa (thank your colleague) cards, which are meant to encourage the giving of feedback in our higher education community and at the same time make our values visible in our everyday operations. In celebration of our new strategy and organisation, every Haaga-Heliana received a We Rock shirt based on our values, to remind us that the best things can be achieved together!

ENERGY AND WELLNESS FOR REMOTE WORK DURING AN EXCEPTIONAL TIME

We promoted individual work wellness during this exceptional time with the Academy of Brain learning platform. We actively used the Cuckoo break exercise application to create breaks in our remote workdays. We supported a sense of community by sharing our tips for work and leisure time. We also promoted our wellness at work with the sports and culture benefits of Edenred, with the Everyday Energy and Wellbeing lectures and by targeting recreational funds for communal use. We strengthened the working ability management capabilities of supervisors and used surveys to map out wellness at work during remote working.

OCCUPATIONAL HEALTHCARE SUPPORTS OUR WORKING ABILITY DURING THE PANDEMIC YEAR

We offer our staff broad occupational healthcare services to provide support for their working ability and to strengthen wellness at work. This also provided a good basis to support our working ability during the pandemic. At the beginning of 2020, we increased our offering to include remote consultation services, which enabled the use of video consultations and chats. We also made coronavirus testing available to our staff as soon as it became part of occupational healthcare. In addition, we broadened the scope of our statutory accident insurance coverage to include remote work, in order to protect our staff.

ICT SERVICES AND QUALITY

Our operations were developed on the basis of the recommendations and the development plan we received from the quality system audit. We also made a progress report about the implementation of the results of the previous audit. We successfully carried out a THE-ICE accreditation virtual audit visit together with the Hospitality, Tourism and Experience Management degree programme. We implemented a new study feedback system and continued developing the student survey. We piloted and implemented an equality survey for students.

We participated in numerous internal development projects supporting our strategy and organisation, as well as in modelling new operating methods and related support processes. We implemented new management report views and statistics to support operational planning. We renewed the quality portal depicting our quality and management system.

As a result of the COVID-19 pandemic, students and staff began working remotely, which is why we increased the number of virtual workstations and updated our data

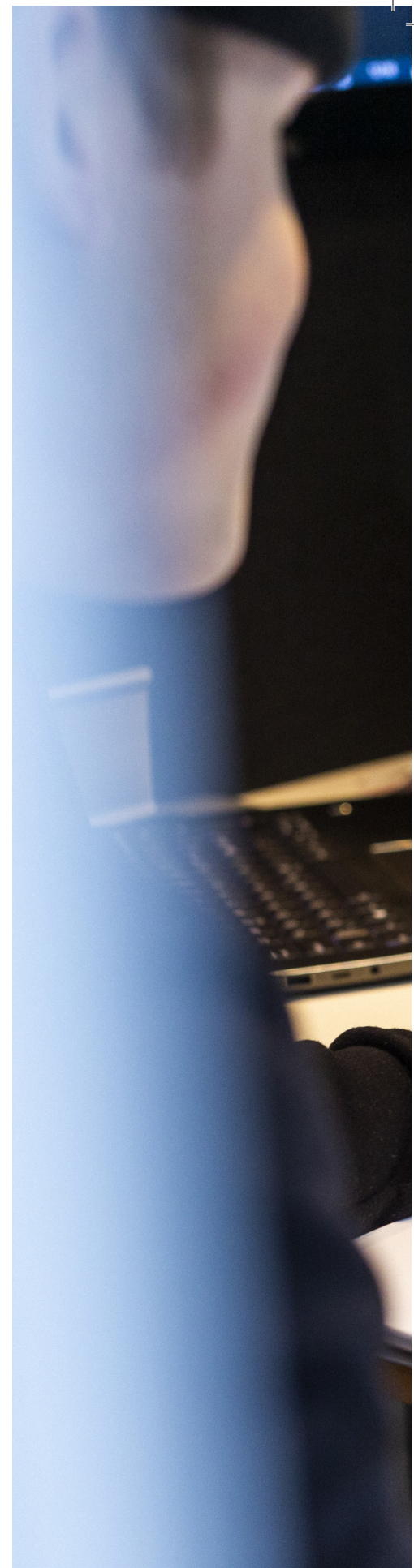
transmission infrastructure and system capacities. In addition, we implemented new identification services, updated guidelines and increased device training. We also created technical means for providing electronic services to stakeholders.

In addition, we updated and renewed our learning platform and the Exam system used for taking exams electronically.

We implemented a new system for managing IT support and service requests, which offers end users an even better service portal.

The system change coordination group (CAB), which operates across units, held regular meetings. It takes care of, for example, proactive communication about system version updates and maintenance breaks. For system development and maintenance, we increased the use of agile methods (Scrum) and their supporting tools.

We upgraded AV technology on all of our campuses. We developed operating models for the AV setups of events and got reinforcements for AV support and event production from our in-house company.





SOCIETAL IMPACT

Throughout the year, we implemented diverse measures to ensure impact, which particularly reflected the impactful RDI operations theme year, our renewed strategy and the exceptional year.

In 2018, we prepared a societal impact model, which incorporates all our higher education institution's key societal impact measures for the next five years. At the heart of the model are close and active cooperation with the business community and partners, high employment rates of our graduates and our ability to respond to changes rapidly. For the years between 2020 and 2025 we chose themes which allow us to further evaluate our societal role. The theme for 2020 was impactful RDI operations.

Responsibility is more clearly visible in our new strategy, in which we promise to advance responsibility and sustainability in all of our operations. On the practical level,

we implemented diverse measures to ensure impact throughout the year of operation. Here are some of the highlights of the year.

Impactful RDI operations theme year

We evaluated our societal role in connection with the impactful RDI operations theme year. We were even more mindful of how we can, with our RDI projects, create sustainable impactfulness. During our operational year, we particularly focused on three wider RDI operation development projects, the goal of which was to increase our RDI volume, culture and competence.

Towards carbon neutrality

We joined the Finland Chamber of Commerce Climate Commitment, in which we commit to being carbon neutral by 2030. We researched our 2019 carbon footprint, and based on these results, we created a strategy to reach our goal. We are also a member of the Climate Partners network of the City of Helsinki.

Sustainable development and responsibility in studies

Our curricula and degree programmes increasingly pay attention to responsible business conduct. Our students have even better opportunities for researching and developing corporate environmental responsibility



Impacts of high-quality education on individuals and society

- Expertise that meet current and future occupational requirements
- Opening doors to future careers:
 - *graduate employment*
 - *high-quality employment in fields that correspond with the field of education*
- Education's impact on the standard of living and well-being of graduates
- Personnel expertise and well-being
- Societal actions of students and personnel in society

Impact of research, development and innovation (RDI) and networking

- The direct utilisation of student skills in the business community and the impacts on the operations of companies and organisations
- Development of vocational education pedagogics
- Improved expertise of customers and partners
- New business activities and business
- Expertise created through RDI activities
- Services and products created through RDI activities and the impacts from adopting them
- Impacts of theses and development works
- Improved competitiveness and internationalisation of companies and operators in the public and third sectors

in both their project work and their theses. In addition, entirely new study modules emphasizing responsible corporate conduct have been included in our course selection.

Responsibility in exceptional times

We noted the Finnish government's decision to support the recommendation given by the Institute for Health and Welfare and offered reusable cloth masks to all our staff members. We also implemented other measures for maintaining safety during the exceptional year. These included, for example, continuous communications, clear hygiene guide-

Environmental impacts

- Personnel's improved sustainable development expertise and actions to reduce emissions
- Reducing emissions by allowing personnel and students to work remotely
- Promoting sustainable development through RDI activities and education

Financial impact

- Revenue streams generated through Haaga-Helia operations

lines, intensified cleaning and an emphasis on remote studies and work.



WALKWAY

FINANCE

Finance

Haaga-Helia's earnings in 2020 were EUR 65.8 (65.9 in 2019 and 63.3 in 2018) million, of which basic funding accounted for EUR 58.0 (55.6; 54.5) million, which is 84 per cent of the total earnings.

Total costs were EUR 62.4 (63.5; 61.7) million. Direct personnel costs were EUR 42.6 (41.6; 39.7) million, or 68.2 per cent of the total costs. Haaga-Helia operates on leased premises, with the exception of Porvoo. Rental costs and maintenance charges amounted to EUR 9.0 million (9.2; 9.6), or 14.4 per cent of the total costs.

Haaga-Helia records current assets in accordance with Bookkeeping Act Section 5.2a and the IFRS 9 standard, so that investment assets are valued at fair value and the change of fair value is recorded in the income statement. The IFRS 9 accounting method was implemented in 2019. The positive effect of the accounting method on Haaga-Helia's 2020 result was EUR 0.7 (2019: 2.0) million. According to the investment policy approved by Haaga-Helia's Board of Directors, the weight of share investments may not exceed 50 per cent of the value of the investments and the portion of alternative investments can be 10 per cent at maximum.

Other stocks and shares are valued at their purchase price or less. In 2020, the fair value of subsidiary stocks was changed by EUR 0.4 million. The total earnings from investment and funding activities were EUR 0.3 (2.5; -0.02) million.

The result for the financial year was EUR 4.0 (5.5; 1.5) million, which was a clear improvement on what was budgeted (EUR 2.0 million). The result was achieved mainly through oper-

ational cost savings, since activities could not be organised as normal due to the Coronavirus epidemic. In addition, the result was increased by the state's programme for improving education and competency, which granted funding for additional study positions in autumn 2020, for example.

The balance sheet total was EUR 66.6 (59.7; 50.3) million. The advances received include EUR 5.2 (2.9; 3.3) million of funding granted by the Ministry of Education and Culture for various projects. This funding continues to be available beyond 2020. The accruals and deferred incomes include, for example, the deferred holiday pay reservation of EUR 2.6 (2.4; 2.4) million.

Group finance

The Group includes Haaga-Helia University of Applied Sciences Ltd, Kiinteistö Oy Porvoo Campus, Haaga-Helia Global Education Services Ltd, Haaga-Helia Balti OÜ, and Hospitality Innovation School. The EduExcellence Ltd associated company was established in 2017.

The total earnings of the Group were EUR 65.9 (65.8; 63.4) million. The costs were EUR 62.5 (63.8; 61.5) million. Direct personnel costs were EUR 42.6 (41.8; 39.7) million. The total earnings from investment and funding activities were EUR 0.7 (2.2; -0.4) million. The earnings of the funding activities were reduced by the associated company's result that showed a loss, among other factors.

The Group's result for the financial year was EUR 4.1 (4.5; 1.6) million. The balance sheet total was EUR 69.4 (66.4; 59.1) million.

FINANCIAL KEY FIGURES

	2020	2019	2018
Operating profit-%	5.2	3.6	2.5
Return on equity	7.8	10.6	4.0
Return on capital employed	6.7	6.2	4.9
Equity ratio	89.0	89.0	90.0
Quick ratio	8.7	8.6	9.5



HAAGA-HELIA UNIVERSITY OF APPLIED SCIENCES LTD.

INCOME STATEMENTS

	Group		Parent	
	1.1.–31.12.2020	1.1.–31.12.2019	1.1.–31.12.2020	1.1.–31.12.2019
TURNOVER	64 461 196.98	64 128 174.37	64 341 114.53	63 706 802.00
State funding of universities	57 973 916.57	55 577 252.24	57 973 916.57	55 577 252.24
Subsidies and financial support	3 685 169.49	4 163 211.35	3 685 169.49	4 163 211.35
Business income	1 674 992.38	2 834 817.59	1 674 992.38	3 034 817.59
Payments and compensations	809 289.49	740 245.07	809 289.49	740 245.07
Other income	317 829.05	812 648.12	197 746.60	191 275.75
Other operating income	1 452 526.91	1 711 710.63	1 452 526.91	2 179 147.28
Materials and services	-1 166 915.07	-1 081 003.31	-1 166 915.07	-1 076 488.81
Raw materials, consumables and goods				
Purchases during the financial year	-527 288.68	-396 405.67	-527 288.68	-391 891.17
External services	-639 626.39	-684 597.64	-639 626.39	-684 597.64
Personnel expenses	-42 598 736.26	-41 769 205.62	-42 582 155.87	-41 613 084.55
Salaries and compensation	-36 520 016.72	-35 116 796.44	-36 505 840.22	-34 995 563.24
Statutory personnel expenses				
Pension expenses	-4 946 981.30	-5 523 191.58	-4 945 056.67	-5 489 257.35
Other statutory personnel expenses	-1 131 738.24	-1 129 217.60	-1 131 258.98	-1 128 263.96
Depreciation and impairments				
Depreciation according to plan	-1 050 050.71	-2 170 769.15	-840 871.92	-1 906 432.43
Other operating expenses, total	-17 722 781.52	-18 555 487.40	-17 835 249.48	-18 915 087.59
PROFIT / LOSS	3 375 240.33	2 263 419.52	3 368 449.10	2 374 855.90
Fund raising income				
Donation profits	330 974.40	104 396.20	330 974.40	104 396.20
Financial income and expenses				
Share of the loss of associated companies	-100 767.50	-109 413.24	0.00	0.00
Other interest and financial income	684 036.41	2 527 282.01	275 036.41	2 527 282.01
Interest expenses and other financial expenses	-240 948.50	-262 967.56	-1 066.24	-1 713.92
Financial income and expenses, total	342 320.41	2 154 901.21	273 970.17	2 525 568.09
PROFIT/LOSS BEFORE APPROPRIATIONS AND TAXES	4 048 535.14	4 522 716.93	3 973 393.67	5 004 820.19
Minority shares	46 753.96	0.00	0.00	0.00
PROFIT/LOSS FOR THE PERIOD	4 095 289.10	4 522 716.93	3 973 393.67	5 004 820.19

BALANCE SHEET

	Group		Parent	
	31.12.2020	31.12.2019	31.12.2020	31.12.2019
Assets				
NON-CURRENT ASSETS				
Tangible assets	13 899 290.05	14 534 469.15	1 298 711.31	1 719 724.18
Land and waters	58 975.00	58 975.00	0.00	0.00
Buildings and structures	12 467 823.76	12 677 385.12	0.00	0.00
Machinery and equipment	1 311 761.33	1 737 379.07	1 298 111.31	1 719 124.18
Other tangible assets	60 729.96	60 729.96	600.00	600.00
Investments	46 677 425.58	46 124 501.66	56 694 859.83	52 716 302.81
Holdings in group companies	0.00	0.00	9 651 268.48	5 955 402.88
Participating interests	9 396.23	110 163.73	500 000.00	500 000.00
Other shares and participations	327 001.00	327 001.00	341 001.00	712 001.00
Other receivables	138 438.00	138 438.00	0.00	0.00
Financial securities	46 202 590.35	45 548 898.93	46 202 590.35	45 548 898.93
NON-CURRENT ASSETS, TOTAL	60 576 715.63	60 658 970.81	57 993 571.14	54 436 026.99
CURRENT ASSETS				
Receivables				
Current receivables	1 968 477.19	2 600 447.58	2 037 234.01	2 492 216.82
Trade receivables	208 036.16	520 302.03	207 671.56	746 580.03
Receivables from group companies	0.00	0.00	92 387.65	0.00
Other receivables	37 860.21	379 702.83	16 102.72	46 247.75
Prepaid expenses and accrued income	1 722 580.82	1 700 442.72	1 721 072.08	1 699 389.04
Cash in hand and at banks	6 845 602.56	3 120 540.97	6 604 422.16	2 747 251.63
CURRENT ASSETS, TOTAL	8 814 079.75	5 720 988.55	8 641 656.17	5 239 468.45
ASSETS, TOTAL	69 390 795.38	66 379 959.36	66 635 227.31	59 675 495.44
Equity and liabilities				
CAPITAL AND RESERVES				
Share capital	6 000 000.00	6 000 000.00	6 000 000.00	6 000 000.00
Other funds				
Invested unrestricted equity fund	3 339 928.95	3 339 928.95	3 339 928.95	3 339 928.95
Scholarship fund	0.00	330 974.40	0.00	330 974.40
Other funds	148 974.67	187 062.29	148 974.67	187 062.29
Loan repayment fund	3 205 409.79	229 000.00	0.00	0.00
Other funds, total	6 694 313.41	4 086 965.64	3 488 903.62	3 857 965.64
Profit/loss from previous periods	36 766 994.16	32 252 885.69	37 569 582.04	32 573 370.31
Profit/loss for the period	4 095 289.11	4 522 716.93	3 973 393.67	5 004 820.19
Minority interests	-44 918.96	1 835.00	0.00	0.00
SHAREHOLDERS' EQUITY, TOTAL	53 511 677.71	46 864 403.26	51 031 879.33	47 436 156.14
MANDATORY PROVISIONS	203 832.00	0.00	0.00	0.00
CURRENT LIABILITIES				
Loans from financial institutions	0.00	7 210 275.39	0.00	0.00
Advances received	9 311 018.58	6 362 684.92	9 311 018.58	6 362 684.92
Trade payables	955 145.23	714 836.01	932 142.82	686 971.17
Other payables	988 096.24	1 054 228.01	939 434.20	990 221.43
Accrued expenses and deferred income	4 421 025.62	4 173 531.77	4 420 752.38	4 172 745.46
Accrued expenses to a company in the same group	0.00	0.00	0.00	26 716.32
CURRENT LIABILITIES, TOTAL	15 675 285.67	19 515 556.10	15 603 347.98	12 239 339.30
LIABILITIES, TOTAL	15 675 285.67	19 515 556.10	15 603 347.98	12 239 339.30
EQUITY AND LIABILITIES, TOTAL	69 390 795.38	66 379 959.36	66 635 227.31	59 675 495.44

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