KANSALLINEN KOULUTUKSEN ARVIOINTIKESKUS
NATIONELLA CENTRET FÖR UTBILDNINGSUTVÄRDERING
FINNISH EDUCATION EVALUATION CENTRE

AUDIT OF HAAGA-HELIA UNIVERSITY OF APPLIED SCIENCES

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2.1 Managing societal engagement and impact

- Högskolans självvärdering

Active societal engagement derived from strategy

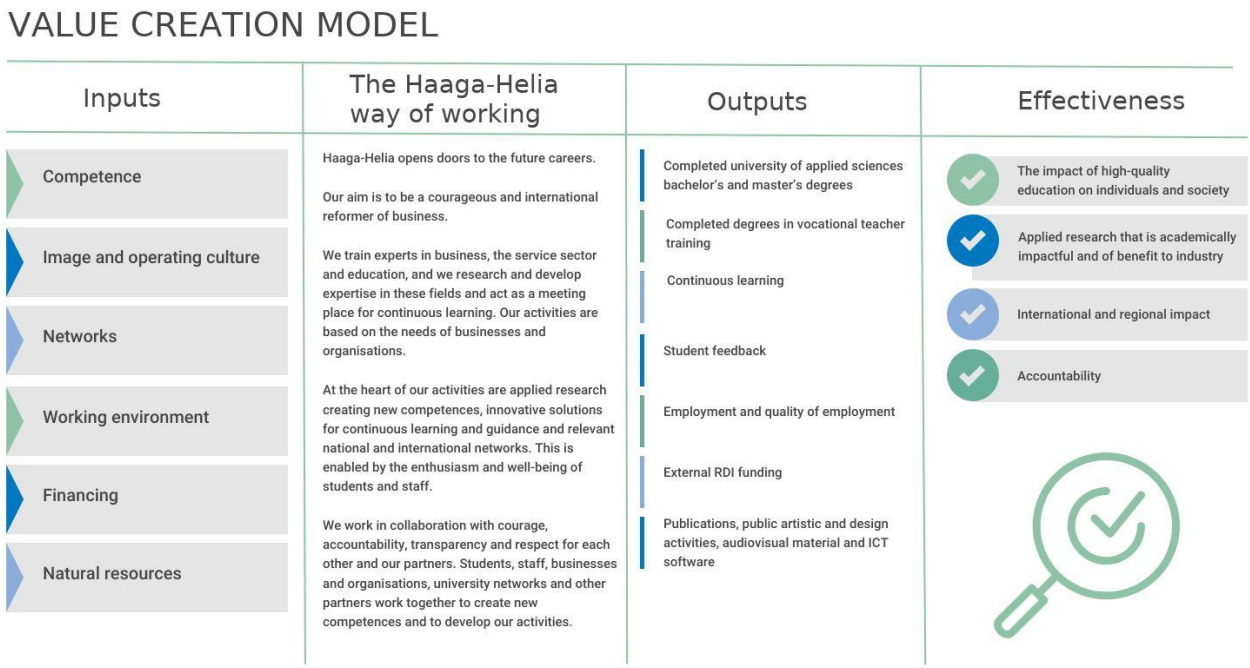
Engagement with society is built into our strategy and guides our operations. The strategy itself is created in a dialogue with society and the business world.

We actively engage with various stakeholders such as regional, national and international networks, students, alumni, the Ministry of Education and Culture, Arene (the Rectors' Conference of Finnish Universities of Applied Sciences), as well as other universities and companies. We organise an annual Future Forum for stakeholders and staff. We have many sectoral advisory boards and are in the process of launching an international advisory board. In September 2022, we established a Foresight Forum to develop our foresight model and gather information systematically from different sources.

The Strategic Preparation Group regularly monitors and evaluates changes in the operational environment, producing material for the Management Group. Operational environment is also analysed bi-annually at the Management Group's strategy meeting. Based on the analysis, we update the strategy chart annually and set next year's objectives. The Board approves the strategy and annual action plan. The objectives of societal impact are integrated into the objectives of our main processes.

Four aspects of societal impact

Societal impact arises as a result of our operations in various areas. The setting and monitoring of our societal impact objectives is based on the value creation model built in 2018 and updated in spring of 2022. In accordance with the model, we monitor and evaluate our social impact from four perspectives.



Picture 17. Value creation model

The first aspect is the impact of a high level of education on individuals and society (I). At the centre are students who complete a high-quality education and are employed in positions corresponding to their education. The development of pedagogy helps achieve learning objectives. Competences meeting the current and future requirements of business promote the competitiveness of companies and the wellbeing of their staff. Productivity increases through new technologies and operating models. Our graduates and staff influence society and its networks in many ways.

The second aspect is applied research that is academically influential and benefits the business (II). The expertise generated in RDI operations increases the know-how of both the partners and our staff and students. Effectiveness is reflected in academic discussion, internationalisation and the strengthening of competitiveness through service and product innovations.

The third aspect is international and regional impact (III). Haaga-Helia is both a strong international player and closely attached to the region's business. International partnerships and networking create the basis for student and staff mobility, as well as for large-scale education, research and development projects involving universities from all over the world. Hundreds of

study projects, theses, and development projects are carried out annually in cooperation with the region's business, creating new services, products, and operating methods in the daily lives of companies and other partner organisations.

Accountability (IV) is part of all our operations. We support sustainable development through our education and RDI activities. Promoting equality, inclusion, and accessibility is important to us. The direct and indirect economic effects on society through our sustainable operations are also significant.

Shared management of societal engagement and impact

In 2020, the management of societal impact was centralised to one director, which proved challenging due to the diverse activities. In the autumn of 2022, management will change and objectives of societal impact will be closely integrated into our main processes.

The following persons are responsible for setting, monitoring, and reporting societal impact by sub-sectors: (I) Pedagogic Vice President, Director Responsible for Competence and Director of the Vocational Teacher Education; (II) Vice President for RDI and Digitalisation and Director for Research Services; (III) Commercial Director and (IV) Responsible Haaga-Helia Team, including experts from different areas of responsibility.

The Management Group coordinates the set of objectives which are turned into action through the main processes. Haaga-Helia's key joint results are reported in the annual report, and the impact of the sub-sectors described in reports published every two years. In 2022, report from sub-sector (II) has been published. We regularly communicate our operations, projects and results to our stakeholders.

Strengths	**Enhancement areas**
Extensive networks	Systematic description and development of networks
Good brand and desired partner	Maintaining our brand
Clear value-creation model for societal impact	Adoption of existing indicators for societal impact
Shared responsibility of societal impact	Enhancing communication between different responsibility areas

2.1 Managing the societal engagement and impact

- Auditeringsgruppens bedömning

Haaga-Helia has established procedures to set the direction of its activities

Haaga-Helia has established a clear strategy and operational guidelines for managing societal engagement and impact. They have also implemented management instruments and procedures to identify RDI developments and to extract the needs of external stakeholders. To ensure the strategy is up to date, Haaga-Helia regularly engages in systematic dialogue with external stakeholders, including an annual Future Forum for stakeholders and staff. Furthermore, advisory boards have been set up for different sections and an international advisory board is said to be established in the near future. The international advisory board should provide guidance in order to focus and prioritize the engagement of Haaga-Helia in their international networks and activities.

Governance has been optimized in order to ensure that societal engagement supports the overall strategy

The management of societal impact at Haaga-Helia was initially the responsibility of one person. However, due to the complexity of coordinating RDI activities across multiple fields, this responsibility has since been distributed among several members of Haaga-Helia's management team. This change is expected to have significant advantages, given the multidisciplinary nature of societal impact. Nonetheless, the management group within Haaga-Helia must ensure regular and efficient cooperation and communication among themselves and with relevant sub-sections. In the interviews, it became clear that internal communication has been identified as a major challenge within all status groups of Haaga-Helia.

The objectives of Haaga-Helia’s societal impact are included in its 5-year strategy plan and evaluated and adopted annually. Haaga-Helia has defined a value creation model that should monitor and evaluate societal impact from four perspectives. The qualitative success criteria (“Outputs”) as defined in Picture 17 in the self-assessment report are reasonable criteria, since these are the typical outputs of universities of applied sciences.

Both qualitative and quantitative success criteria have been defined by Haaga-Helia

Haaga-Helia has defined yearly quantitative criteria and objectives for the follow-up of the societal impact, such as number of graduates, amount of RDI funding or number of refereed articles. These criteria and objectives have been integrated into Haaga Helia’s normal key performance indicators and they are part of the strategy map and yearly action plans, which have been published in the intranet for staff and students. They have been monitored systematically throughout the current year by groups, responsibility areas and management

group. They are updated yearly as a part of the strategy map and action plan. They have also been integrated in the strategy tool and PowerBI for systematic follow-up and openness.

According to the interviews, both principal teachers and senior researchers at Haaga-Helia are highly and intrinsically motivated to carry out RDI projects. The external stakeholders also confirmed and praised Haaga-Helia's business and application-oriented approach in the interviews, both as an institution and regarding its staff members.

Haaga-Helia systematically follows a business and application-oriented approach and enhances societal impact through teaching and RDI activities

In the interview, the board appreciated the way in which its views have been taken into account, for example, in connection with the reorganization of Haaga-Helia’s internal structure. The board members have identified the existence of many silos within Haaga-Helia as a primary challenge and have suggested that the majority of staff members be given the opportunity to participate in RDI projects since currently, only 39% of the teachers and 25% of the support staff are involved in them.

The vast majority of teaching and RDI staff members have a practical background, which is essential for a university of applied sciences such as Haaga-Helia. According to the interviewees, approximately 80% of all students work in parallel to their studies. This already creates substantial societal impact, assuming that most of the students work in the area of their studies. According to Haaga-Helia more than 600 companies are involved in joint RDI activities. This is a very high number creating substantial societal impact in the region. The majority of RDI projects are externally funded, i.e. funded by public funding sources (competitive funding) as well as by the private sector. In addition, a large number of projects were carried out in the framework of Haaga-Helia’s degree programmes, e.g. during the thesis phase.