



HAMK

Häme University  
of Applied Sciences

# Sustainability Report 2025



# Table of contents

Foreword .....	3
Report details .....	4
Governance .....	7
Social responsibility .....	15
Environmental responsibility .....	23
Educational handprint .....	29
RDI handprint .....	36

# Foreword

## Welcome to the new sustainability report of the Häme University of Applied Sciences!

This report is a step towards a more transparent and systematic way of reporting on our activities and developments. Our report is based on the EU's sustainability reporting standards, the ESG breakdown and the joint reporting framework of the Rectors' Conference of Finnish Universities of Applied Sciences, Arene. Above all, it highlights what responsibility and sustainability mean in our daily lives, i.e. education, research and campus activities.

Over the past two years, we have invested in developing the structures and tools of our responsibility work. In 2025, we prepared responsibility principles and a responsibility programme for HAMK, which provide clear goals and direction for our work. We have ESG groups focusing on environmental responsibility, social responsibility and good governance. The groups develop, coordinate and monitor our responsibility work and oversee the implementation of reporting.

What matters to us at HAMK is our handprint, that is, how education, applied research and cooperation build competence, create new solutions and generate impact that stretch far into the future through students, work and society. This is why we want to report not only on our own activities but also on this broader, socially significant impact.

As this is our first report under the new framework, we consider it as a reporting exercise. We will learn as we go and develop the indicators, data collection and analysis. Working on responsibility and sustainability never finishes but requires continuous improvement, insight and joint learning – just like our other work as a higher education institution.



**Mari Kamaja**  
**Director of Development**

**Working on sustainability never finishes but requires continuous improvement, insight and joint learning – just like our other work as a higher education institution.**

# Report details

This report follows a reporting model designed jointly by Finnish universities of applied sciences. It is based on the ESG classification (Environmental, Social, Governance) and EU's sustainability reporting standards. It also includes indicators for the impact of education and RDI activities. The purpose of the uniform reporting model is to produce comparable data between higher education institutions and to support peer learning.

The reporting period for the sustainability report of Häme University of Applied Sciences HAMK is calendar year 2025. Häme Vocational Institute HAMI and Häme Summer University are part of the same business group as HAMK.

The report data is based on HAMK's own data collection, other documentation or surveys and interviews. The numeric data has been collected from the BI information system, where the number of personnel is reported as full-time equivalents (FTEs). Other information has been collected from staff, students, alumni and key partners.

The report is supported by a preliminary double materiality analysis conducted for alumni and partners in 2024. The analysis was carried out as a thesis work and attracted approximately 900

respondents. An online survey on the same themes was conducted for staff and students in 2025, and over 100 responses were received. All the surveys revolve around the same questions and thus provide different perspectives on the same issue.

HAMK Ltd is owned by the cities of Forssa, Hämeenlinna, Riihimäki and Valkeakoski and the municipalities of Hattula and Tammela. HAMK's sustainability report is not related to or part of the sustainability reporting of any of its owners. The report covers HAMK's seven campuses, education, RDI activities, support services and governance.

The sustainability report has involved HAMK's ESG Groups: Sustainable Development Group, Social Responsibility Group, and Quality and Risk Management Group. The findings of the report have been presented to HAMK specialists and the Management Board before their publication. The content of the report has not been verified by an external service provider. Instead, the accuracy of reporting is ensured through internal quality and risk management.

The report data is based on HAMK's own data collection systems. Some of the data has been compiled from HAMK's

other documentation or collected through surveys or interviews, for example. The data has been collected by higher education institution staff, students, alumni and key partners, i.e. "the Bettermaker Partners". Arene's carbon footprint calculator has been used in calculating HAMK's carbon footprint. The calculator also produces data on the Scope 1, Scope 2 and Scope 3 emissions described in this report and supports the reporting of several other environmental and nature indicators.

In 2019–2024, HAMK participated in the international GreenMetric ranking. This monitoring will no longer continue, as data will be collected in Arene's carbon footprint calculator and now also in the sustainability report.

# HAMK's sustainability programme 2026–2028

## We are a responsible and developing organisation

- Everyone applies the principle of continuous improvement in their work and professional development.
- We have a low hierarchy, and we trust people's expertise.
- We encourage continuous learning and experimenting with new ideas, aiming for justified and better solutions and practices.
- Our activities are ethically sustainable and transparent.
- We secure our operating conditions and opportunities for development through sustainable leadership, stable financial management and good governance.
- We communicate openly and actively about our activities and engage in dialogue with our stakeholders.

## We are a good place to study and work

- We value every individual and take pride in the diversity of our community.
- The sense of belonging to a community is important, and everyone can participate as their authentic selves. We expect everyone to respect other people.
- We promote equality and non-discrimination. We do not tolerate any form of harassment or discrimination.
- We develop safe, healthy, and accessible work and study environments.
- Face-to-face interaction and working together are central to how we operate within our own community and with our partners

## Our work is guided by environmental responsibility

- We are committed to reducing our environmental impact. We measure our carbon footprint.
- We take the environmental impacts of our activities into account in our decision-making.
- We renew our operations and use solutions that mitigate climate change.
- We promote biodiversity.
- We foster nature as a unique operating environment and source of well-being, also for future generations.

## Our impact is generated through education

- We are committed to sustainability and communality. Our goal is that HAMK is a pioneer of promoting sustainable development, business renewal and internationalisation in the region.
- We increase our handprint in dialogue and cooperation with our partners and networks regionally, nationally and internationally.
- We are continuously developing our education towards the UN Sustainable Development Goals. Our students gain competence and capabilities to influence the future.
- Our experts gear applied research and high-quality projects to promoting sustainability and solving wicked problems.
- Our education and research are constantly evolving to meet the needs for renewal of society and the world of work.

# HAMK's handprint

HAMK's handprint is based on the transformation of competence, research and cooperation into concrete improvements in society. The impact of our work will continue for decades through students' careers, future-oriented innovations, the competitiveness of companies and the vitality of the region.

Our degree programmes educate professionals who engineer and implement solutions for sustainability, well-being, technology and business renewal. As a university of applied sciences, we contribute by building competence that improves society's ability to respond to disruptions, such as climate change, biodiversity loss, demographic change and technological transformation.

Our research and development produces new practices, innovations and data that companies, the public sector and communities can utilise in their own activities. Applied research turns competence into solutions that improve productivity, resource efficiency, safety and well-being.

Each HAMK graduate takes with them sustainability expertise in their field. Many pursue careers in sectors that have a positive impact on climate change mitigation, the sustainable use of natural resources, increasing well-being or strengthening social

sustainability. Companies and the public sector benefit from experts who can combine sustainability, technology and business.

HAMK's handprint is more than just individual projects, degree programmes or actions. It is the overall impact of education, research and cooperation that help build a competent, forward-looking and sustainable society.



# Governance

We are a responsible and developing organisation



- Everyone applies the principle of continuous improvement in their work and professional development.
- We have a low hierarchy, and we trust people's expertise.
- We encourage continuous learning and experimenting with new ideas, aiming for justified and better solutions and practices.
- Our activities are ethically sustainable and transparent.
- We secure our operating conditions and opportunities for development through sustainable leadership, stable financial management and good governance.
- We communicate openly and actively about our activities and engage in dialogue with our stakeholders.

# We are a responsible and developing organisation

## HAMK's governance targets are as follows:

- Our activities are ethically sustainable and transparent.
- We secure our operating conditions and opportunities for development through sustainable leadership, stable financial management and good governance.
- We have a low hierarchy, and we trust people's expertise.
- Everyone applies the principle of continuous improvement in their work and professional development.
- We encourage continuous learning and experimenting with new ideas, aiming for justified and better solutions and practices.
- We communicate openly and actively about our activities and engage in dialogue with our stakeholders.

**2025:** In 2025, we updated our data classification guidelines by introducing a common model for higher education institutions, which was piloted in selected teams. The model will be extended to entire HAMK in 2026. We also prepared University Rules, Safer Space Principles and Code of Conduct, which complement the updated "Good Governance" policies as practical guidelines. We updated the reporting channels and guidelines for security incidents, harassment and discrimination.

In 2025, we launched a communication development project aimed at students with a survey and planning, and practical changes will begin in 2026. We mapped the wishes and goals for organisational communications already in 2024–2025, but the development of the channels and content of employee communication will only begin after the student communication project.



# Our strategy is to be a bettermaker

HAMK is a university of applied sciences profiling in high-quality education based on applied research. We cooperate actively with companies and the public and third sectors. Our graduates use their competence to make the world a better place. Our applied research generates sustainability, vitality and well-being. We are an internationally and nationally networked European University and a member of the RUN-EU alliance.

HAMK employs more than 800 people in education, research, support services and administration. We have approximately 10,000 students. Each year, around 1,500 of them graduate from seven fields of study, from seven campuses. In 2025, HAMK's turnover was EUR 78 million. The operations are funded through the state, externally funded RDI initiatives and commissioned educational or RDI services. The university of applied sciences is a non-profit company.

**2025:** In 2025, we drew up sustainability principles for HAMK, which are divided into four categories. The first one concerns the handprint of education and research, which means HAMK's impact on the surrounding society.

The second concerns environmental responsibility (E), the third social responsibility (S) and the fourth governance (G).

The sustainability principles and the sustainability programme were prepared by HAMK's sustainable development groups and commented on by HAMK specialists, the HAMK Board, the Management Board and the student union HAMKO.

We have begun to set themed target states and concrete objectives supporting them for each principle. We are also identifying tasks, results, actors and schedules for the targets, and an annual action plan will be drawn up for them. Progress is monitored at a general level in the target management system and the Planner tool for daily tasks linked to it. In the future, the real-time progress of tasks will be visible on the intranet.

The principles and the related objectives are presented in this report as HAMK's sustainability programme. Similarly, the concrete measures and results for 2025 are presented in the appropriate section of this report.

**HAMK has over 10,000 students. It employs more than 800 staff in education, research and administration.**

# Organisation

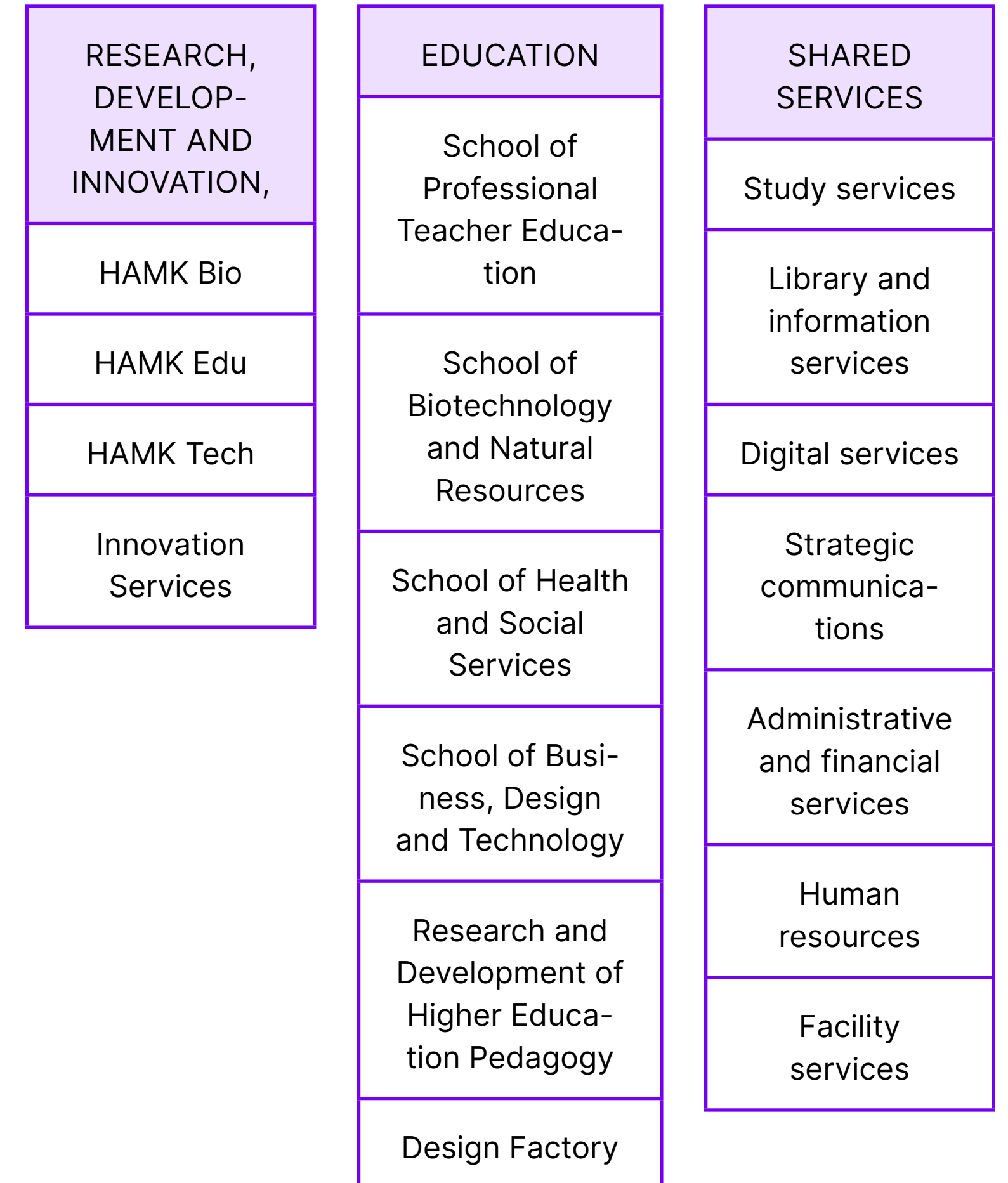
Häme University of Applied Sciences Ltd is owned by the cities of Forssa, Hämeenlinna, Riihimäki and Valkeakoski and the municipalities of Hattula and Tammela. We have three research units and four schools. We conduct applied research and provide education and related services. We operate in both state-regulated and fully open and competitive markets. We are a non-profit company whose potential profit is spent on university operations.

The highest decision-making power at HAMK is exercised by the Annual General Meeting, which appoints Häme University of Applied Sciences Ltd's Board. HAMK is managed by the President and CEO, who reports to the Board. In addition to the President, senior management includes the Vice President, the Director of Development, the Director of Finance and Administration, the Director of Real Estate Development and the Leading Head of Digital Services. In addition to them, HAMK's Management Board includes the deans and directors of research units as well as staff and student representatives. The Management Board is overall responsible for setting responsibility and sustainability targets and for monitoring their implementation.

Häme Vocational Institute HAMI and Häme Summer University are part of the same business group as Häme University of Applied Sciences.

**2025:** From 2024, environmental responsibility (E), social responsibility (S) and governance (G) activities have been coordinated by three ESG teams: the Sustainable Development Group (E), the Social Responsibility Group (S) and the Quality and Risk Management Group (G). The chair of each group is also a member of the Management Board. Responsibility for operative activities lies with the line organisation also in matters of corporate responsibility and sustainability.

## HAMK's operational organisation

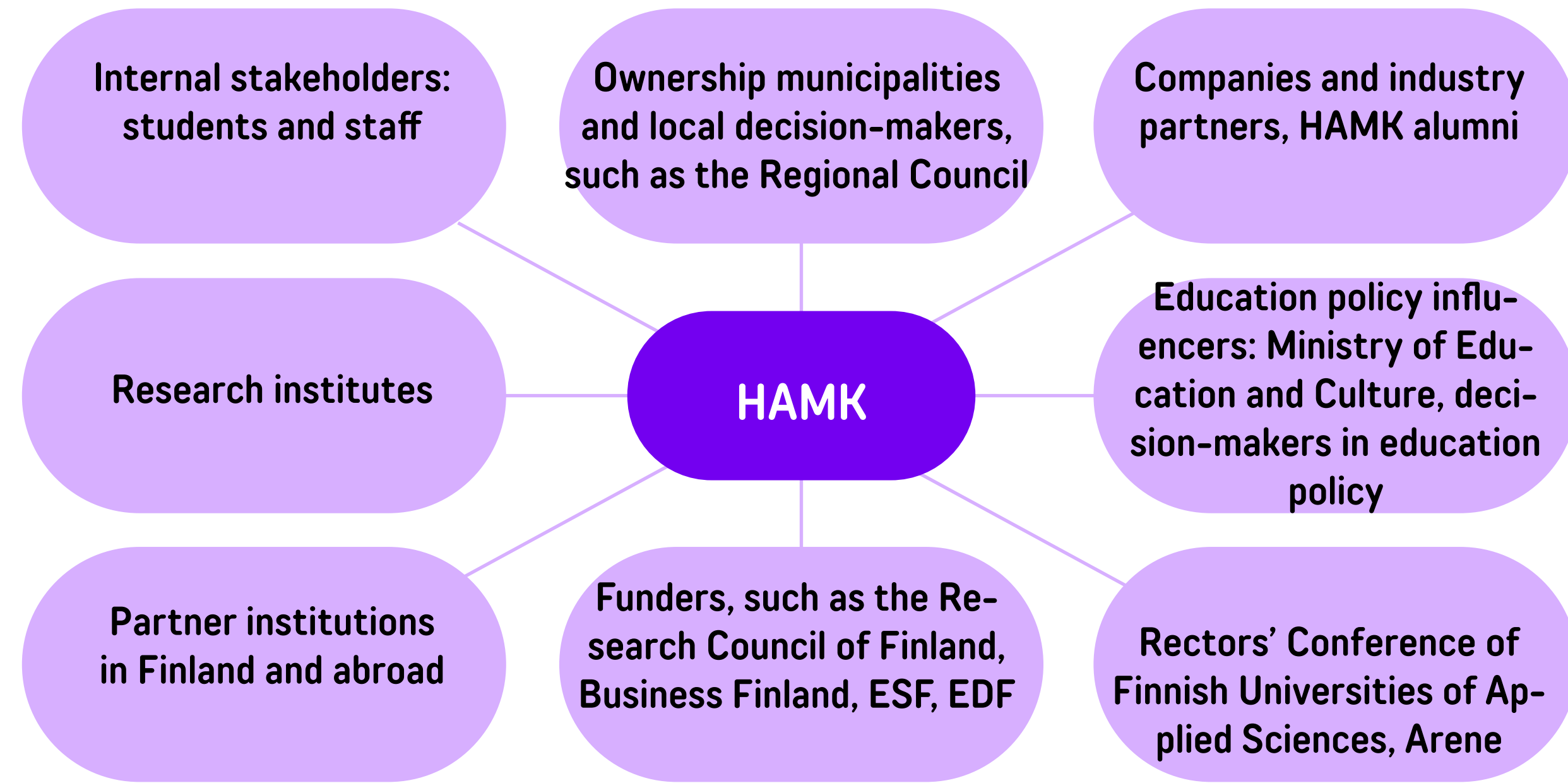


# Sustainability is required by stakeholders

Cooperation and interaction with our stakeholders are central to our education, research and both operational and regional development. We have a statutory duty to provide work-oriented higher education and to engage in applied RDI activities that promote regional development and renew the economic structure of the region.

For example, we engage in continuous dialogue with decision-makers on HAMK's role as a regional developer. Our degree programmes have strong networks of business and industry partners. They guide the development of degree programmes to strengthen their work-orientation. Our applied research serves stakeholders in developing their competence, innovating new products and services and increasing competitiveness.

## Our key stakeholders



**2025:** We regularly conduct surveys to monitor stakeholder satisfaction with cooperation. According to a survey conducted in spring 2025, our reputation has grown and we have succeeded well in different areas of operation. 84% of the respondents felt that HAMK produced added value in its operating area.

Impact has been a key point in developing our stakeholder collaboration in 2025, both internally and in interaction with our stakeholders. Through impact, we have been preparing a strategy update for 2026.

Our stakeholders, especially funders and owners, increasingly require responsibility and responding to sustainability goals. In 2025, we prepared sustainability

principles and the sustainability programme for HAMK. They have laid the foundation for this sustainability report together with Arene's reporting framework. This responsibility work and sustainability reporting are in line with the wishes of stakeholders.

The purpose of stakeholder cooperation is to ensure that the operations and decisions support the strategic objectives and promote societal impact. Our key stakeholder groups consist of education policy influencers, owners, higher education partners, national/international industry partners, education and research networks as well as alumni.

We are an active member of several cooperation clusters and are building an ever-closer regional cooperation network. We have reformed our regional operating models, and the Presidents meet with municipal decision-makers regularly. We have commissioned a report on the potential of the Kanta-Häme region and HAMK's role in it.

**2025:** According to a stakeholder survey conducted in spring 2025, HAMK has succeeded in its work: 84% of the respondents felt that HAMK produced added value in its operating area. According to the respondents, HAMK has succeeded very or fairly well in increasing the internationality of the region (72%), raising the level of expertise (74%), promoting attractiveness (68%), producing the required workforce (65%) and useful research data (61%) and promoting growth and development (68%).

The study also shows that the “Bettermakers” slogan reflects the respondents’ image of HAMK very or fairly well (47%). Of the respondents, 77% felt that “promoting sustainable development” is a characteristic that suits HAMK very or fairly well. 57% of them fully or somewhat agreed with the statement “HAMK is taking action to solve current problems in the world”.

Alumni have different roles in evaluating and renewing education, intensifying cooperation with employers and increasing awareness of the activities. In 2025, a part-time team of three people was appointed at HAMK for coordinating and implementing alumni cooperation. The team has drawn up a development plan focusing on developing alumni events and training, increasing the number of alumni in the register, launching an alumni mentoring programme and active participation in Finnish and international alumni networks. In 2025, alumni letters and the Alumni of the Year award continued, and new activities included well-being events, the alumni mentoring programme and the “season ticket” for continuous learning aimed at alumni.

**84% of the respondents to the stakeholder survey felt that HAMK produced added value in its operating area.**

# Risk management is part of all activities

The senior management maintains procedures for managing risks and detecting deviations in all operations. The same process covers sustainability issues. HAMK's Head of Quality and Risk Management assists in the risk assessment of operations and prepares an annual internal risk report. The deans, directors of units and those responsible for joint activities identify and assess the risks and opportunities of their own activities. All supervisors carry out risk management for their own activities and team. Every staff member is responsible for identifying development opportunities and risks associated with them.

## Risks and opportunities

SUBJECT AREA	OPPORTUNITY	RISK
ENVIRONMENTAL RESPONSIBILITY	An ecologically sustainable organisation that mitigates climate change and biodiversity loss.	HAMK is unable to manage energy consumption, act in a resource-efficient manner and commit to a circular economy.
SOCIAL RESPONSIBILITY	A diverse, equal, healthy and skilled organisation that works seamlessly together and develops attitudes with its stakeholders.	Students become more unequal and do not feel well. Equality of staff is not realised, and there is a lack of competence and resources. Cooperation in the impact area does not work.
GOVERNANCE	A strategically guided, transparent and developing organisation that anticipates changes in the operational environment and seizes new opportunities.	HAMK's internal mechanisms do not work and abuses occur. HAMK is not future-oriented and unable to make the necessary changes.
EDUCATION	A regionally recognised and trusted higher education institution that provides employment-oriented education and produces experts for the needs of the labour market and the future.	Graduates are dissatisfied with their degree, they are not valued as experts and they do not find employment.
RDI ACTIVITIES	A higher education institution of applied research that solves problems and generates new knowledge, inventions and companies.	Being excluded from significant financial instruments. Funding received does not strengthen the strategic whole and key ecosystems. Competence is not accumulated.

# Key impacts, risks and opportunities

HAMK commissioned the first, preliminary double materiality analysis in 2024 as a thesis project from a Sustainable Development student. The target groups were HAMK’s strategic industry partners and alumni as well as HAMK’s senior management and sustainability experts. In autumn 2025, a similar survey was conducted for staff and students. While the results of the latter cannot be generalised due to the low number of respondents (n = 126), the opinions were aligned with the alumni and partner survey..

## Results of the materiality analysis

Common themes among the responses included the effects of the economic downturn on sustainability promotion activities, the lack of material and human resources as well as exhaustion and growing inequality among people.

In terms of environmental responsibility, the key themes were energy management, resource wisdom and circular economy. The greatest risks are associated with campuses, travel and transportation, biodiversity loss and climate change.

On the other hand, the green transition, which requires continuous research and development and actors that can

bring new information into practice and create new operating models, was seen as an opportunity. HAMK could profile itself as a university of applied sciences that educates future sustainability experts for each sector.

As for social responsibility, the most important aspects were the labour market relevance and employment outcomes of studies, well-being at work, equality and non-discrimination. Risks related to social responsibility included the well-being and employment of students and, on the other hand, the adequacy of human resources and the up-to-date competence of teachers. HAMK’s opportunity lies in its role as a creator of the responsibility handprint and a cultivator of attitudes.

Transparency of operations, the fight against corruption and bribery as well as the practical relevance of education were highlighted among the responsibility themes of governance. The use of artificial intelligence to anticipate changes in the operational environment and to direct and plan one’s activities was seen as an opportunity – although technologies always involve uncertainties and risks.



# Social responsibility

**We are a good place to study and work**



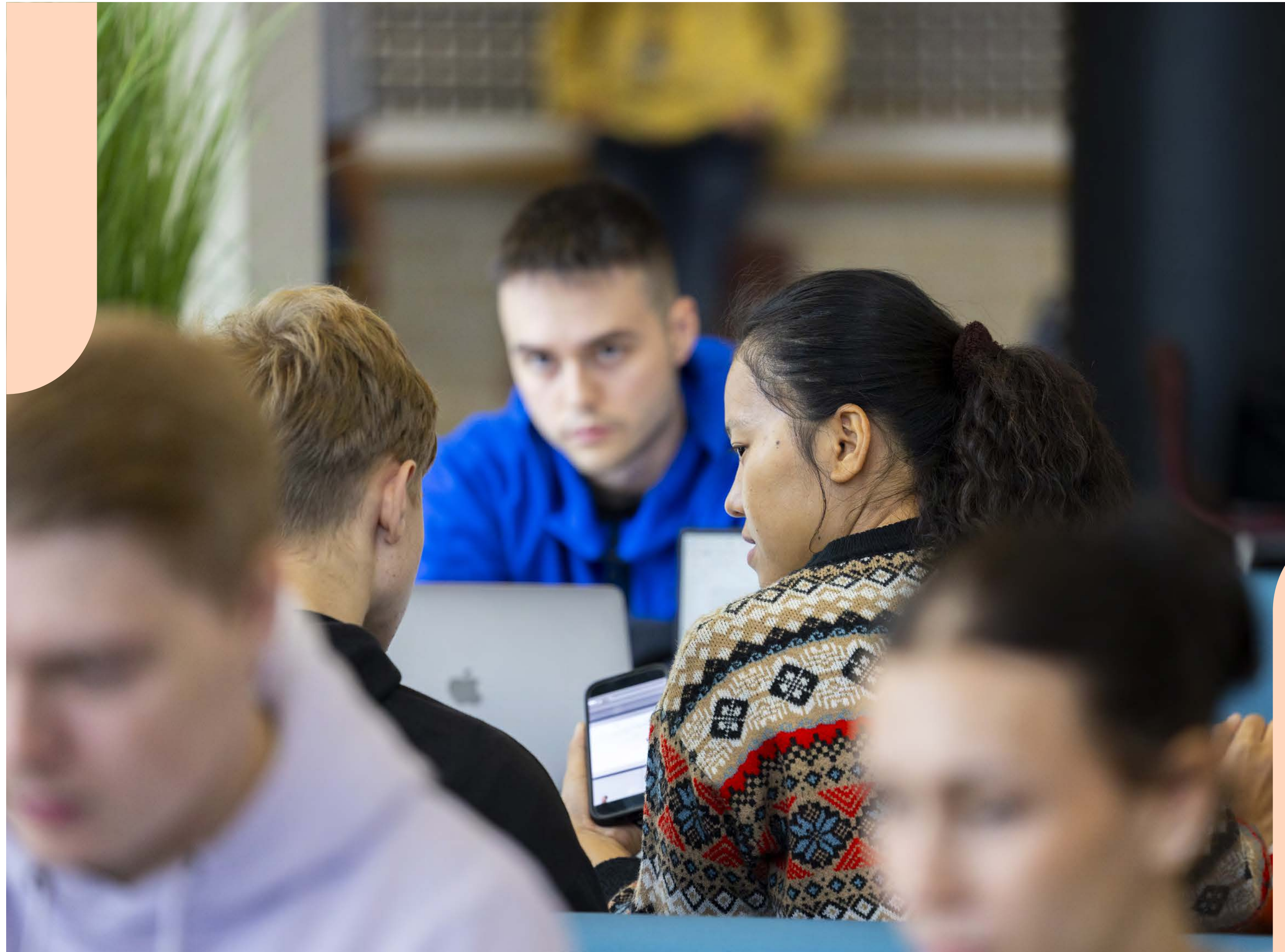
- We value every individual and take pride in the diversity of our community.
- The sense of belonging to a community is important, and everyone can participate as their authentic selves. We expect everyone to respect other people.
- We promote equality and non-discrimination. We do not tolerate any form of harassment or discrimination.
- We develop safe, healthy, and accessible work and study environments.
- Face-to-face interaction and working together are central to how we operate within our own community and with our partners

## Social responsibility is managed systematically

The social responsibility of universities of applied sciences covers staff and students. Universities of applied sciences have the statutory duty as organisers of education and employers to promote the equality and non-discrimination of students and staff and to prevent harassment and discrimination. As a rule, a factor related to the applicant's health or functional capacity may not prevent admission. The student has the right to a safe learning environment. In addition, digital services must be accessible.

HAMK's senior management is responsible for fulfilling the statutory obligations and for the strategic steering of the organisation, also in terms of responsibility. The management of each unit or service is responsible for implementing HAMK's responsibility programme objectives as well as equality, non-discrimination and accessibility plans. HAMK's ESG Groups support the management in the follow-up and reporting of responsibility efforts.

In addition, HAMK has elected officials, specialists and teams that promote the overall safety and security and well-being of the higher education community (including the occupational safety and health committee, the wellbeing team, the well-being mentors) as well as accessibility (the accessibility expert group) and community spirit (the community counsellors), for example.



# Objectives and measures of social responsibility

HAMK's objectives and measures for promoting equality, non-discrimination and accessibility are part of the equality and non-discrimination plans and accessibility plans required by law. In addition, HAMK's cooperation group draws up statutory action plans for occupational safety and health and well-being. HAMK's responsibility programme sets goals for the organisation's social responsibility efforts. The annual action plan selects themes for each year. The measures are implemented in a decentralised manner in different operating units and on seven campuses.

**2025:** The principles and objectives for social responsibility in the responsibility programme were prepared in 2025 in consultation with specialists by HAMK's Social Responsibility Group (DEIA Group), which includes representatives of HAMK's various functions and student union (HAMKO). The HAMK Board, the Management Board, staff and students were given an opportunity to comment on the responsibility principles.

In 2024, a double materiality survey was carried out for HAMK's

stakeholders. Based on the survey, the most important themes of social responsibility were the labour market relevance and employment outcomes of studies, well-being at work as well as equality and non-discrimination. The staff and student survey in 2025 highlighted well-being at work, equality and non-discrimination as the key themes. For the next reporting period, the Social Responsibility Group has proposed measures to promote equality, non-discrimination, and communality in particular.

**2025:** We organised workshops on the themes of diversity, equality, inclusion and accessibility (DEIA) for both students and staff. The workshops reached around 330 students and 80 staff members.

Three community counsellors started their work. Their task is to promote the well-being of students and the formation of a safe campus community as well as the attachment of international students to the campus municipalities.

Staff and student representative were elected to the new HAMK Board in the spring. At the end of the year, HAMK's new occupational safety and health representatives were elected.

We introduced a new indicator for employee job satisfaction and recruited well-being mentors from among the staff. We acquired the Cuckoo break exercise

application for students and staff.

HAMK's international friendship programme attracted 100 students, 68 local friends and one company. The activities took place in all HAMK campus municipalities and reached almost all international students.

We piloted language friend activities to help international staff learn Finnish. The activities reached 24 employees, half of whom were Finnish speakers.

We highlighted social responsibility themes in several events: the multicultural Mosaic event organised by students, the Week Against Racism campaign, the collaboration in implementation of the Celebrating Diversity course of RUN-EU, the Pride event in Hämeenlinna and the social responsibility activity point at the Fun Day event for new international students.

In spring 2025, over 1,500 first- and second-year students at HAMK responded to the LearnWell learning experience survey. The survey produces data on students' learning processes, experiences of the learning environment, work-life readiness and well-being related to studying.

During the staff days in August, social responsibility themes were strongly present in the keynote speech, which discussed emotions at work. The event also included plenty of activities related to well-being and sports.

# Higher education community

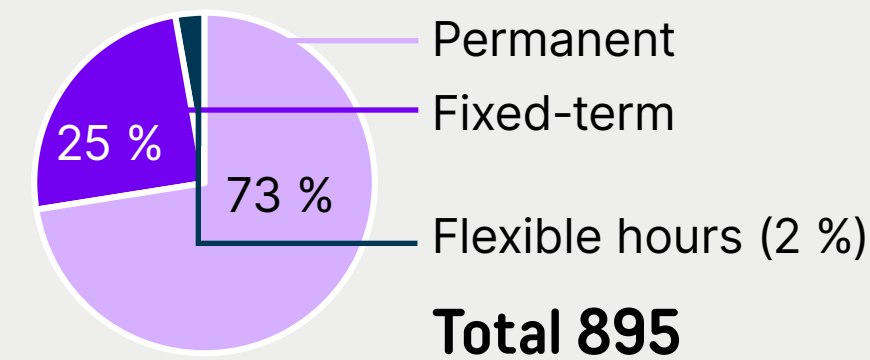
HAMK's goal is to be a higher education community that promotes wellbeing. We monitor the satisfaction of both students and staff through various surveys.

**2025:** Students give feedback regularly after each module. In spring 2025, the average total score was 3.95 (on a scale of 1–5). As an example, the average score to the statement “I do my part to foster a positive learning environment” was 4.48.

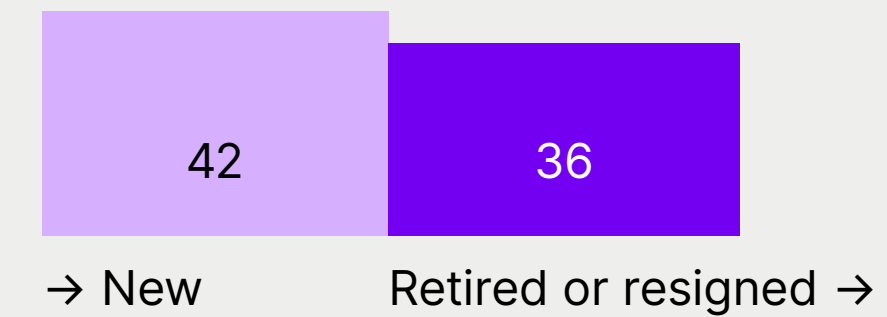
The LearnWell survey for students measures student well-being and experiences of teaching and the learning environment. Students respond to the survey twice during their studies and receive personal feedback on the survey. In 2025, the LearnWell survey received responses from 1,507 students. In the area of student well-being, the average score of the responses was 63 %, which marks a slight decrease from the previous year (64.36 %).

## Staff

### Employment

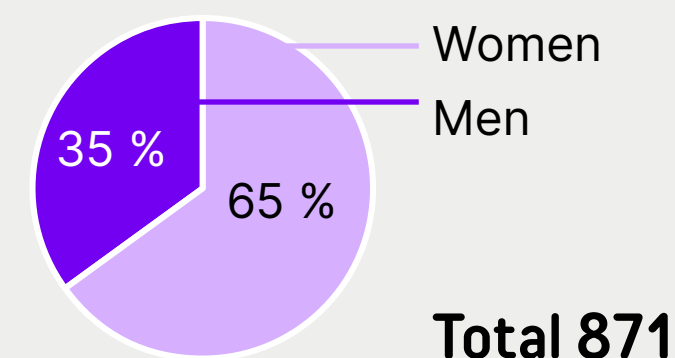


### Employee turnover

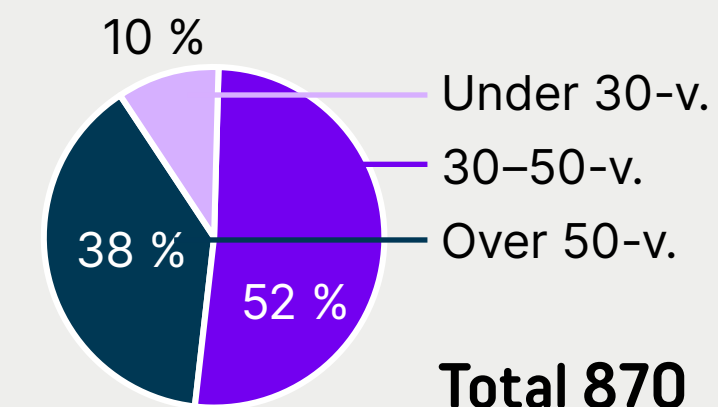


## Permanent and temporary employees:

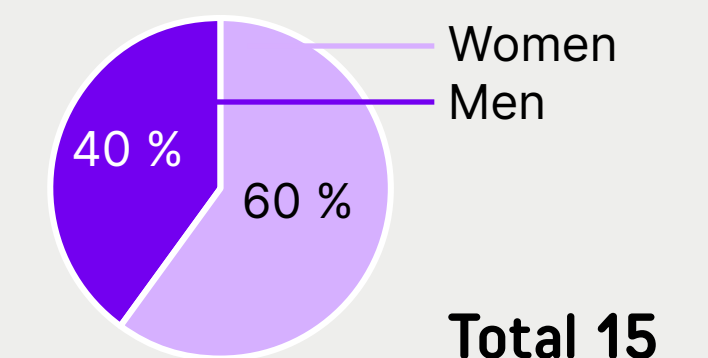
### Gender distribution



### Age distribution

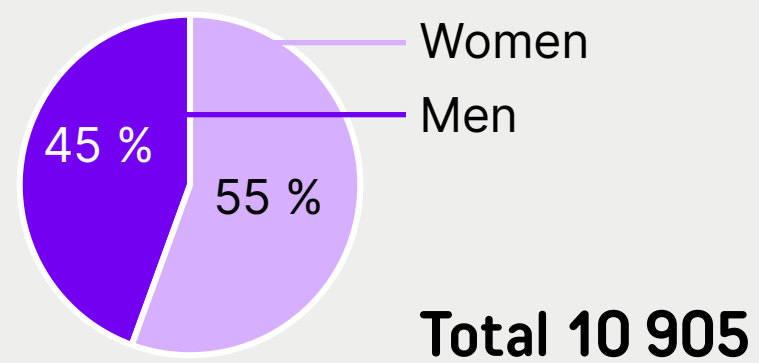


### Senior management and Management Board

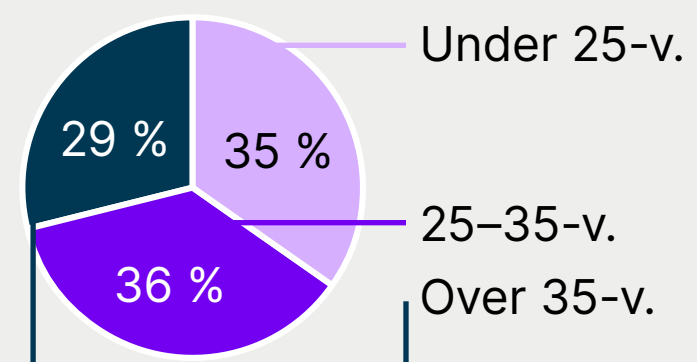


## Students

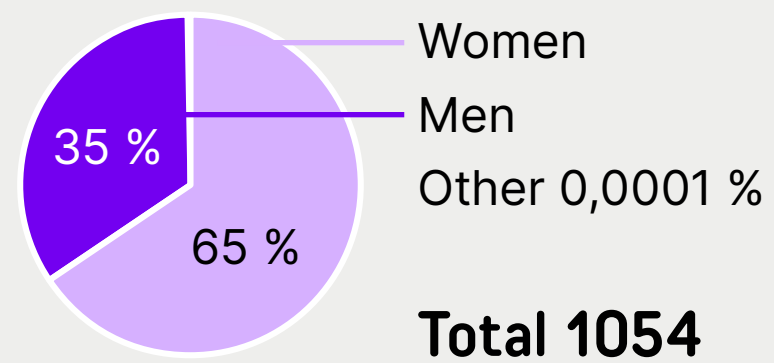
### Total number of students



### Age distribution

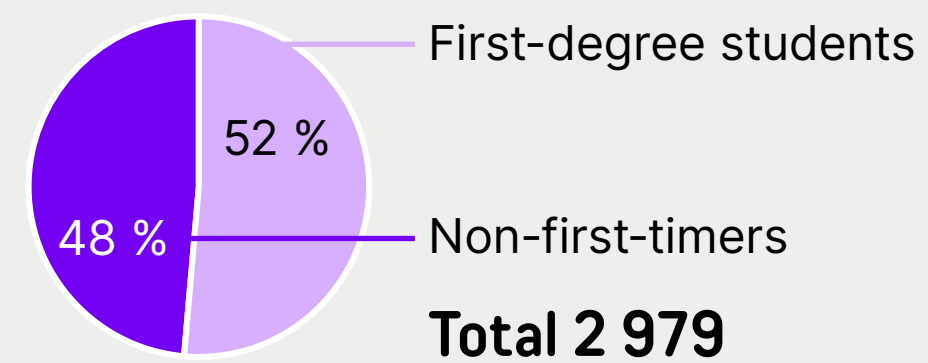


### On-time graduates

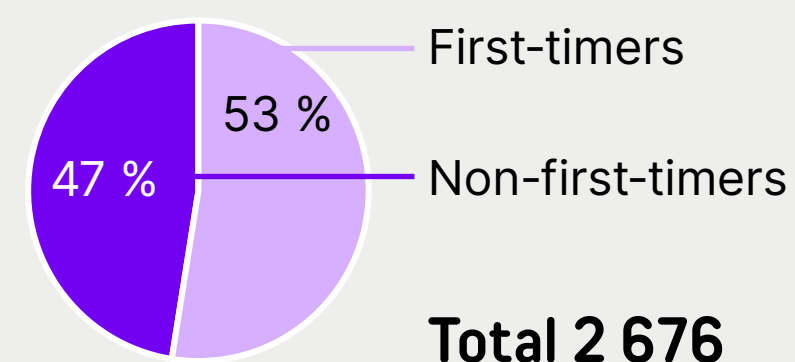


**Student union members**  
**3 984**

### New admits



### Registered as attending



## Staying in the region

SINCE GRADUATION	1 year	3 years	5 years
KANTA-HÄME	27 %	30 %	29 %
PIRKANMAA	46 %	47 %	53 %

## Dropouts

RESIGNED STUDENTS	376
NOT REGISTERED FOR ACADEMIC YEAR	682
MOVED TO ANOTHER HEI	56
EXPIRED STUDY RIGHT	315

## Students and staff participate in decision-making

At HAMK, the quality system and operations follow the development or PDCA cycle: Plan, Do, Check and Act. Students and staff are involved in planning, implementation, evaluation and development.

- HAMK's Board includes student and staff representatives with a four-year term. Meetings are held once a month.
- The cooperation group has four staff representatives with a two-year term.
- The occupational safety and health committee has two staff representatives and two deputy representatives.
- HAMK's ESG Groups include staff from a wide range of functions and campuses as well as from the student union.
- HAMK's student council for the RUN European University includes 15 student members, and the staff council includes 12 staff members.

In addition to official management teams, the staff and students are involved in developing the activities in many ways. We regularly carry out feedback, learning experience and well-being surveys

for students, and related research is conducted in their respective research units. HAMK has development teams for developing degree programmes and campuses, and idea competitions are also organised occasionally.

HAMK staff can take part in informal but organised meetings centred around different themes (e.g. accessibility, artificial intelligence, responsibility) as well as regular development days for units and degree programmes. A staff day open for all is held once a year.

For development teams, the objective is to ensure representation from a wide range of backgrounds, language and minority groups and different campuses. This can be promoted, for example, by inviting underrepresented groups to apply.

We have invested in equal opportunities for participation for international students and staff. Official communications and documentation are carried out in Finnish and English, and various methods and assistive technologies are tested at joint events to enable the participation of people with different language skills.



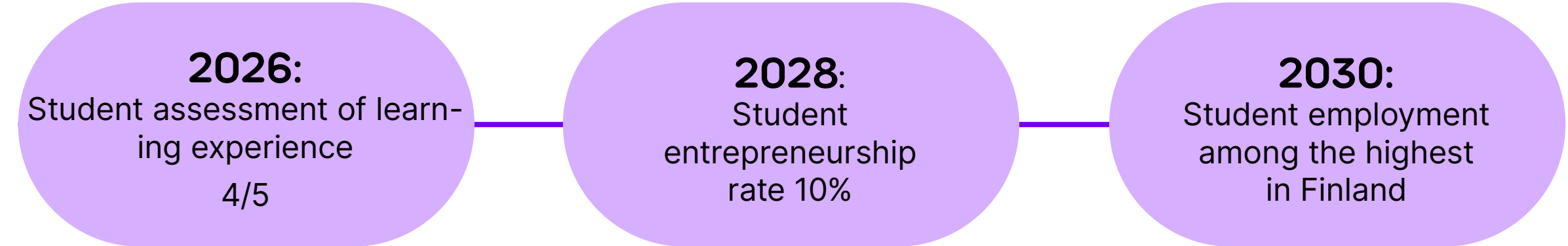
# Towards a healthy community

HAMK's strategy outlines the goal of providing a high-quality learning experience and promoting employment and entrepreneurship.

**2025:** In the double materiality survey conducted for HAMK alumni (2024), the social responsibility risks identified by the respondents included the well-being and employment of students and, on the other hand, the adequacy of human resources and up-to-date teacher competence. As internal challenges, the open-ended responses to the staff and student survey highlighted the maintenance and development of the staff's competence capital as well as the separation of student groups by language and the integration of international students. The promotion of well-being in a work culture that emphasizes efficiency was also mentioned.

In the alumni survey, expertise in sustainability transition, innovations related to sustainability and the use of artificial intelligence were identified as opportunities provided by social responsibility. The staff and student survey also highlighted sustainability competence and

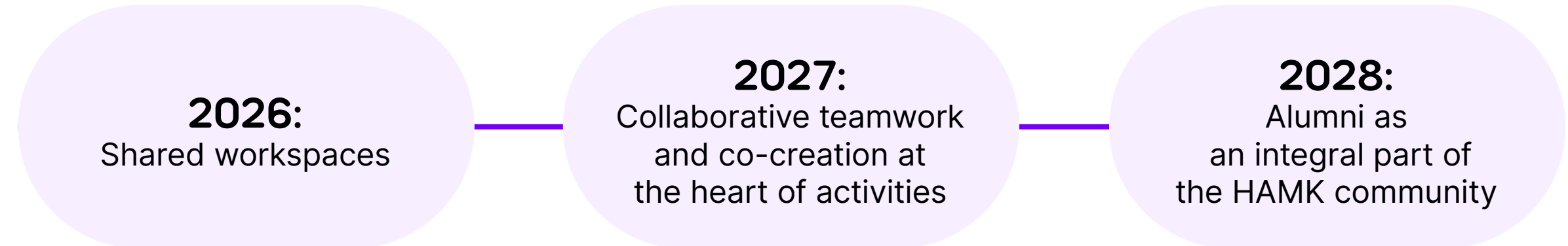
## Satisfied students



## Most competent international community



## Culture of collaboration



innovations in promoting a fair sustainability transition. In addition, perspectives on social and cultural sustainability were emphasised, including social sustainability in teaching content, Finnish cultural heritage, orientation of international students and the special features of the campus municipalities.

# Channels for raising concerns

Students and staff can report safety observations as well as harassment and other inappropriate behaviour anonymously using a secure online form. HAMK's safety officer handles the reports confidentially together with the campus security teams, facilities management or student welfare services.

Students who experience or observe harassment or other inappropriate behaviour are supported by the head of the degree programme in question, student welfare officer, safety officer and student union. Staff members can, in turn, contact their supervisors, occupational safety and health representatives, shop stewards or HAMK's safety officer with their concerns.

HAMK also has a whistleblowing channel for misconduct covered by the Whistleblower Act.

**2025:** We decided to include guidelines for harassment and discrimination in the induction of new employees, the training of supervisors and the orientation of new students.



# Environmental responsibility

Our work is guided by environmental responsibility



- We are committed to reducing our environmental impact. We measure our carbon footprint.
- We take the environmental impacts of our activities into account in our decision-making.
- We renew our operations and use solutions that mitigate climate change.
- We promote biodiversity.
- We foster nature as a unique operating environment and source of well-being, also for future generations.

## Environmental responsibility extends to all activities

HAMK is committed to climate change mitigation and environmentally responsible operations. On one hand, we aim to reduce the negative impacts on the environment and, on the other, to increase the positive ones. Negative impacts include our carbon footprint and other environmental burdens. We strive to reduce our carbon footprint by improving our energy efficiency, increasing the share of renewable energy, managing waste and emissions and making responsible procurements, for example. We also strive to support biodiversity.

Positive impacts are called a handprint. We increase them by committing to the Sustainable Development Goals, improving students' competence in environmental responsibility, increasing research activities linked to sustainable development and promoting the environmental awareness of our community and stakeholders.

These operating principles cover all our operations. They apply to all locations and stakeholders of the university of applied sciences, including students, staff, partners and clients.



# Long history of sustainable development actions

HAMK operates in seven locations and owns all its properties. Of Finnish universities of applied sciences, we have the most space (nearly 130,000 m<sup>2</sup>) that must be maintained, heated, cooled or ventilated. In addition to the large building stock, the natural resources campuses have living facilities for staff and students, whose heating, waste management and water costs are included in the carbon footprint.

The majority of HAMK's building stock is heated by district heating. We produce renewable thermal energy on three natural resources campuses in Evo, Lepaa and Mustiala, where most of the heat is produced with renewable wood chips in our own heating stations. In addition to the heating energy produced by three of our own wood chip plants, we have acquired emission-free electricity for several years. Depending on the district heating company, the share of renewable district heating is 0.5–80%, meaning that about 61% of the total energy consumption is renewable energy.

Energy-efficient solutions have been implemented in buildings built for research, such as the Sheet Metal Centre in 2015 and Smart & Bio in 2024. For example, the design and construction of the Sheet Metal Centre's research hall included several zero-energy building solutions in wall, roof and window materials, insulation and the utilisation of daylight. An innovative thermal management system was piloted in the sheet metal hall, where thermal energy

from solar collectors was transferred by energy piles into the soil, which served as a seasonal heat storage. The Smart & Bio building is heated with ground heat. HAMK's first large solar collector is located on the roof of the Forssa Spinning Mill.

Other energy-saving solutions have also been implemented systematically. The most significant consumer of thermal energy is ventilation. By improving the level of automation and flexibility in buildings, the energy consumption can be reduced. In summer, the aim is to reduce cooling especially during the holiday season. The energy efficiency of the greenhouses in Lepaa has been improved with LED lighting. HAMK campuses have replaced lighting fixtures with LED lamps since 2021 once the lamps have reached the end of their life cycle. The transition has decreased the power consumption of lighting fixtures by approximately 30%. Lighting is controlled by occupancy sensors.

For IT procurement, HAMK uses a company that recycles leased laptops to new users.

We also implement the circular economy in our furniture. All office and classroom furniture is procured from Finnish partners, who also manufacture a large proportion of the furniture in Finland. The service life of the furniture is often up to 30 years, which reflects their high quality. HAMK staff includes a professional furniture

installer who can extend the service life of furniture for several years with spare parts and repairs. Furniture is also recycled from one campus to another. When procuring new furniture, the possibility of purchasing outlet products is always examined, and nowadays most of chair upholstery fabrics, for example, contain recycled materials.

HAMK participated in the GreenMetric World University Rankings for six consecutive years and ranked among the top 20 out of more than 1,000 higher education institutions in 2021–2024. The GreenMetric ranking examined measures promoting sustainable development in six areas: campus infrastructure, energy use and climate change response, waste management, water use, transportation, as well as education and research.

## Viimeisimmät ympäristövastuun toimet

In **2025** we converted private charging stations for electric cars into shared ones. This helped us increase the utilization rate of the stations. We also piloted the Procurement Pulse (Hankintapulssi) tool for managing the environmental impacts of procurements. Alongside the launch of the tool in 2026, we will develop procurement guidelines and practices.

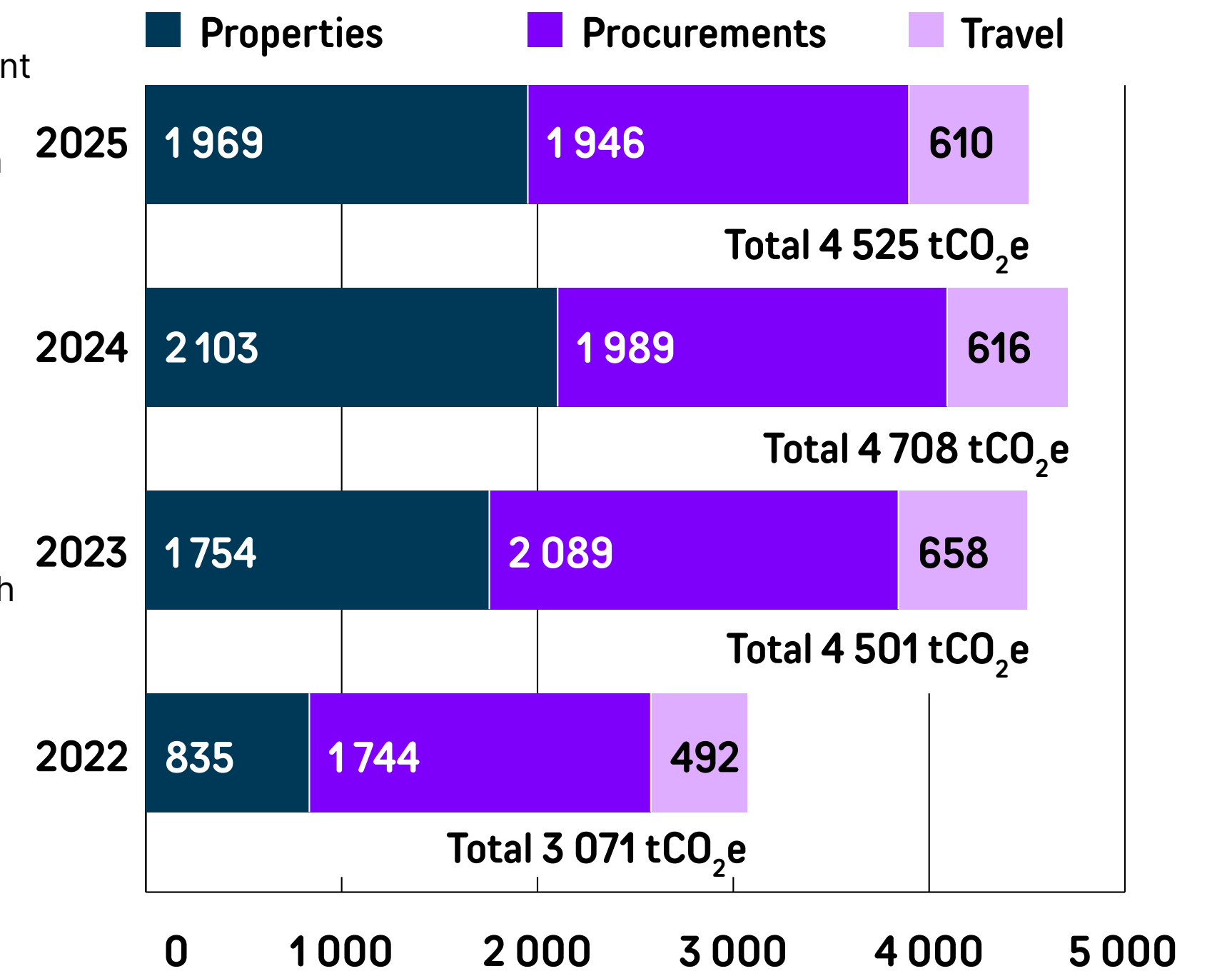
In **2026**, we will focus in particular on facilities management and travel. We will develop an appropriate approach for monitoring and reporting the environmental impacts of travel, and we will explore opportunities and guidance for green travel. In the coming years, we will also assess our impacts on nature in cooperation with other universities of applied sciences.

# HAMK's carbon footprint 2022–2025

HAMK has been calculating preliminary Scope 1, Scope 2 and Scope 3 emissions for the past five years. Arene's carbon footprint calculator has been used in the calculations, which are based on the calculator's scopes and coefficients. The calculator has been developed over the years, and new emission sources have been added to the Scope 3 section in particular. The biggest emission sources are travel, procurements and the energy use.

We are examining the real estate maintenance and travel in particular. We will develop a suitable method for monitoring and reporting the environmental impacts of travel and examine the possibilities and guidelines for green travel. In the coming years, we will also examine our biodiversity footprint in cooperation with other universities of applied sciences.

## Greenhouse gas emissions (tCO<sub>2</sub>e) 2022–2025



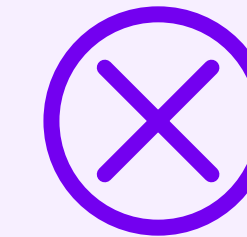
# Energy, resource wisdom and circular economy as key themes

When selecting the focus areas for sustainability work, the results of the 2024 alumni and partner survey will be used alongside those of the staff and student survey in 2025. The survey responses highlighted energy consumption management, resource wisdom and the circular economy as the most important themes of environmental responsibility.



## The identified opportunities and measures related to environmental responsibility include:

- restaurant services: increasing vegetarian meals, preventing food waste
- travelling and transport: promoting hybrid and electric motoring (HAMK's own cars), favouring public transport, promoting electric cycling, green travel
- combating climate change: renewable energy sources (solar, wind), reducing carbon emissions, multi-benefit climate actions, climate events, circular economy, recycling, consideration in equipment procurement and designing new campuses
- promoting biodiversity and preventing nature loss



## Risks related to environmental responsibility include:

- number of and distance between properties, occasionally empty spaces, impact of global warming on the building stock
- ignoring sustainability in design phases (procurements, materials)
- conflict between the requirement for internationalisation and travel emissions

## Energy consumption and energy mix

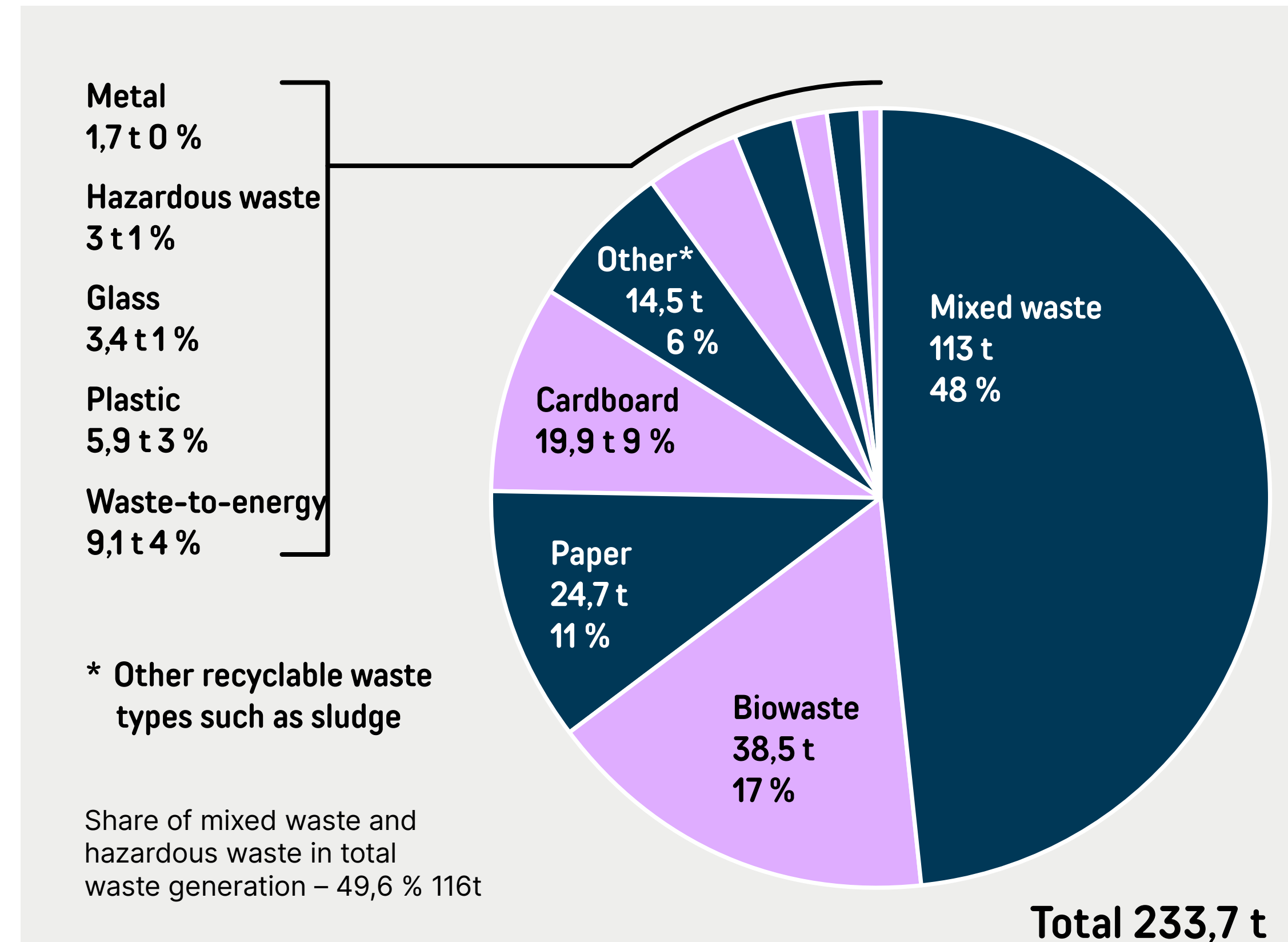
In 2025, the total energy consumption related to HAMK's operations amounted to 25,779 megawatt-hours (MWh). 14,389 MWh or 56% of the total energy consumption came from fossil fuel sources.

Nuclear sources accounted for 7,403 MWh or 29% of the total consumption. All electricity procured was emission-free. HAMK's campuses used 11,390 MWh of renewable wood chip energy, and if the share of renewable energy in district heating is included, renewable energy accounted for 15,659 MWh or 61% of the total energy consumption.

## Use of natural resources, recycling and waste management

Agricultural-based activities have a large carbon footprint. Our natural resources campuses feature organically farmed land, greenhouses for tomatoes and experimental plants as well as forests and livestock, which is reflected in energy and water consumption, as is the heat, electricity and water consumption associated with the housing facilities on campus. In teaching, we strive to promote regenerative agriculture and sustainable forest management, and our research aims to improve the circular economy, nutrient cycle and utilisation of side streams, among other things. In 2025, our total water consumption was 35,400 m<sup>3</sup>.

Waste streams generated in 2025



# Educational handprint

**Our impact is generated through education**



1. We are committed to sustainability and communality. Our goal is that HAMK is a pioneer of promoting sustainable development, business renewal and internationalisation in the region.
2. We increase our handprint in dialogue and cooperation with our partners and networks regionally, nationally and internationally.
3. We are continuously developing our education towards the UN Sustainable Development Goals. Our students gain competence and capabilities to influence the future.
4. Our experts gear applied research and high-quality projects to promoting sustainability and solving wicked problems.
5. Our education and research are constantly evolving to meet the needs for renewal of society and the world of work.

# Sustainability handprint through education and partnerships

Sustainability handprint in education means verifying the impacts of education, i.e. how the competence and motivation produced by the degree programmes promote sustainability. HAMK educates specialists in seven different fields: Natural Resources and Biotechnology; Design; Teacher Education; Health and Social Services; Technology and Traffic; IT and ICT; and Entrepreneurship and Business. At HAMK, students can complete a bachelor's or a master's degree or qualify as teachers. We also offer continuous learning opportunities. As a university of applied sciences, we can have a positive impact on society and the environment especially by increasing the students' competence, motivation and attitudes to promote sustainability and responsibility in their work.

Students play a key role in strengthening our sustainability handprint. Sustainability competence acquired in education is transferred to the world of work already during the studies, for example in customer-oriented projects, work placements and theses. Students bring expertise to companies and communities

that helps them plan, implement and manage solutions that promote sustainability while strengthening their own employment. Through the skills of students, companies, communities and society as a whole receive experts who plan, implement and lead solutions that increase sustainability.

At HAMK, student participation in sustainability work is based on representative participation and continuous dialogue in different working groups. Students can also give feedback on sustainability competence through a feedback process included in the studies. The student union HAMKO actively promotes sustainability as part of its activities. It organises various campaigns and events and actively communicates about sustainability themes.

**2025:** In 2025, HAMKO selected a Sustainable HAMKO officer for the second time. A web page to promote sustainability in the student community was added to the HAMKO website. The website presents sustainability principles and provides practical tips for students to promote sustainable development in their daily lives.

There is also continuous dialogue with companies and communities on competence development and needs. In addition to personal meetings and working groups, we conduct degree programme-specific career surveys using a variety of methods.

# We develop our degree programmes and their contents

We develop our degree programmes through curriculum work. It is a process that defines the objectives, contents, assessment methods and teaching methods of the degree programme. Through curriculum work, we have promoted sustainability in a cross-cutting manner in all our degree programmes.

Students learn the basics of sustainability in all fields of study. A description of the importance of sustainable development in becoming an expert in the field has been added to the curriculum of each degree programme. The degree programmes include a common course on sustainable development, providing both basic knowledge of sustainability and sector-specific perspectives.

**2025:** In the academic year 2025–2026, 91% of the curricula of degree programmes leading to a bachelor's degree have the common Sustainable Development NOW course. The aim is to include the course in all bachelor's degree programmes so that all students complete it. In professional teacher education, the course has been optional.

We have monitored the number of studies related to sustainable development using various sources of information, including the SDG Scorecard tool for analysing curricula and surveys aimed at those responsible for the degree programmes. In addition, we have monitored the implementation of the Sustainable Development Now course in degree programmes and taken into account the sustainable development competence included in the shared competences of universities of applied sciences. This has been part of HAMK's assessment practices since 2023. Based on the monitoring, the number of studies related to sustainable development has increased steadily at HAMK. Around 50% of HAMK's degree programme modules include sustainable development themes.

In **2025**, three extensive degree programme development projects were launched: the curriculum reform, the development of the pedagogical programme and the further development of the design-based learning model. These development efforts also involve a sustainable development perspective and promoting its objectives in a cross-cutting manner in our degree programmes. During 2026, the aim is to specify the role of sustainable development in these processes guiding education and to update the related objectives and indicators.

Shared competences in the degree programmes are sustainable development, proactive development and ethics in accordance with the Rectors' Conference of Finnish Universities of Applied Sciences, Arene.

Alongside the shared sustainability competence, each degree programme includes sustainability content and courses related to the field of study. In practice, this means various customer-oriented projects that examine sustainability from the perspective of one's own field and in practical work, for example.

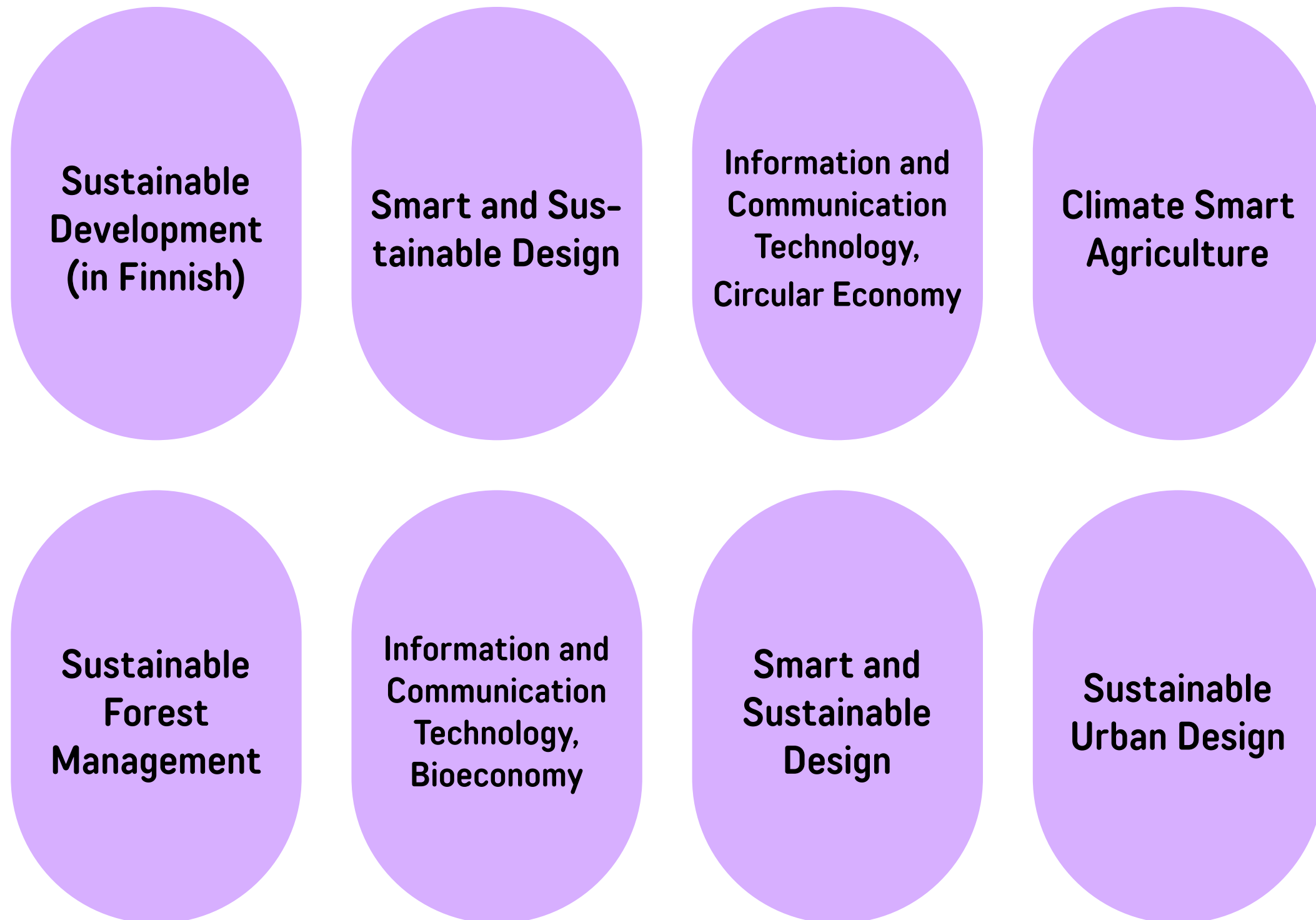
Sustainability and responsibility are also considered in all theses. The evaluation of theses includes assessment criteria for ethics, sustainability and responsibility. This guides students to assess their thesis topic and the produced solutions also from the perspective of how they promote and influence sustainable development.

In addition to degree programmes, we systematically develop HAMK's continuing education offerings and teacher education so that sustainability competence is reflected in the number of courses and their content. Courses open to all for continuous learning discuss sustainability from different perspectives.

# Sustainability competence is at the core of the programmes

HAMK is Finland's largest educator in bioeconomy and natural resources. We offer 11 bachelor's (UAS) and master's (UAS) degree programmes that specifically develop sustainability competence. Our continuous learning provision also includes a growing range of sustainability-related studies.

## Bachelor's degree programmes 2025



## Master's degree programmes 2025



## Continuous learning

- Sustainability competence module 2026 (in Finnish)
- Management and Responsible Procurement project
- Sustainable Development. NOW!
- Develop your eco-sustainable management skills (in Finnish) (MOOC)
- Care about nature? Basic information on biodiversity (in Finnish) (MOOC)
- Internal monitoring and sustainability reporting (in Finnish)
- Responsible management (in Finnish)
- Promoting biodiversity and human well-being (in Finnish)
- KIRI – Accelerate with circular economy. Bringing new value to the textile and clothing industry (in Finnish)
- Sustainable Consultation for Companies and Sustainable, Innovative Business Models
- Functional traffic environment as a driver of the clean transition (in Finnish)
- VASTE – Responsible product development, product and brand in the textile and clothing industry (in Finnish)
- Sustainable food production (in Finnish)

## Design-based, modern learning motivates students

HAMK models its teaching and learning around Design-Based Education (DBE). It is a learning approach where multidisciplinary student teams tackle real-life work issues together with companies and other actors. DBE learning projects have eight perspectives, one of which is sustainable development. In practice, student teams take ecological, social, economic and cultural sustainability into account when developing solutions. The aim is for students to learn how the solutions affect sustainability in society and the environment.

**2025:** The number of studies based on the DBE model was systematically increased in the degree programmes. According to a survey commissioned for HAMK's heads of degree programme in autumn 2025, around 20% of bachelor's degree studies are planned around HAMK's DBE model, for example in the form of various projects. In addition, learning and teaching methods in line with the DBE model are implemented in other courses where possible. The number of studies structured around the DBE model varies by degree programme. For individual students, study choices also play a role.

HAMK has three study modes: daytime, multiform and online. We have systematically and sustainably developed flexibility, opportunities for online learning and pedagogy related to digital learning. Online studies and degrees provide students, especially those studying alongside work, with a flexible opportunity to develop their competence. HAMK offers blended degree programmes, conversion programmes, master's degree programmes and continuous learning studies that can be completed fully online. E-learning saves natural resources (e.g. by reducing daily commutes) and allows an increasing number of people to increase and update their expertise.

As part of HAMK's digital strategy, we promote understanding of artificial intelligence (AI) and the use of AI in a pedagogically appropriate manner. We manage development work with the help of our AI programme. Its aim is to seamlessly integrate AI competence into all activities and to secure at least the basic understanding of AI for both students and staff. We are committed to the ethical and sustainable use of AI, which emphasises data protection, privacy and continuous learning through AI and considers the environmental impacts of AI. All staff are offered access to the M365 Copilot AI service once they have demonstrated their AI competence and, in particular, its ethical use.

**2025:** In 2025, AI competence was promoted through staff coaching and AI coffees, and support and guidance packages were developed for staff and students. The Basic User of AI open badge was completed 319 times, increasing the total number to 433. At the end of 2025, we introduced the Pedagogical User of AI open badge.

All degree programmes developed sector-specific recommendations on the use of artificial intelligence. We introduced a traffic light model for AI use, which was created for universities of applied sciences, in all implementations. Through the model, students learn about the possibility and methods of using AI on a course-specific basis.

# We develop the sustainability competence of our staff

One of our strategic goals is for HAMK's competence capital to keep growing and focus on the future. Our operating methods and environments ensure that our expertise is up-to-date and competitive. The strategic core competences are described in HAMK's Competence Tree, which was introduced in 2018. Sustainable development competence applies to all staff. The description of the competence targets for sustainable development is updated regularly.

The staff's sustainability competence is involved in the induction process. During the induction, new employees receive information on HAMK's responsibility principles, practical approaches and the significance of sustainability.

Staff can increase their sustainability competence through continuous training, which is organised by HAMK and its partners (e.g. Climate University, Arene). All staff have the opportunity to complete the Open Badge for Sustainable Development.

The progress of sustainable development competence is monitored by means of a competence survey, which is carried out as a self-assessment around every two years. Based on the competence survey, each employee has a performance appraisal with their supervisor.

**2025:** In 2025, the description of sustainable development competence in the Competence Tree was updated. The update followed the European Sustainability Competence Framework (Green Comp). Based on the framework, recognising the importance of nature was added to the competence description. In addition, the description now has a stronger emphasis on individual initiative, cooperation and system-based thinking. The updated competence description will be introduced in the 2026 competence survey.

Based on the self-assessment, the staff's sustainability competence seems to have decreased. This is inaccurate, however, as the competence objectives have continuously increased and expanded, which means that the goal moves further away.

COMPETENCE AREA	Share of respondents who rated their competence at level 3 (professional) or higher		
YEAR	2018	2020	2023
SUSTAINABLE DEVELOPMENT COMPETENCE	94 %	83 %	77 %

**The description of the competence targets for sustainable development is updated regularly.**

## We use targets and indicators to monitor our impact

HAMK has systematically monitored its work to promote sustainable development since 2018. We are committed to the joint principles and programme of sustainable development of universities of applied sciences. We have been involved in creating the regional Häme Climate Watch service. It can be used to follow the big picture, measures and progress of the participating organisations in combating climate change. In 2018–2024, we also participated in the global Green Metric ranking.

Students' experience of the sustainability competence acquired in studies is measured and monitored using the joint national indicators of universities of applied sciences. Students nearing graduation respond to the national Graduand Feedback Questionnaire (AVOP), which contains questions about increasing competence in sustainable development during studies and motivation for promoting sustainability in the future. HAMK alumni also take part in a career survey five years after graduation to assess how the sustainable development competence acquired during their studies matches the requirements of working life and practical work.

**2025:** In the national AVOP survey at the graduation stage, HAMK introduced a group of questions related to sustainable development. For the statement "My competence in sustainable development in my field has increased during my studies" (on a scale of 1–7 where 1 = completely disagree and 7 = completely agree), the average score was 5.6 for students with a bachelor's degree and 5.5 for students with a master's degree from HAMK. The national average was 5.4 for bachelor's degree graduates and 5.3 for master's degree graduates. For the statement "My studies have increased my motivation to promote sustainable development in working life", the average score was 5.5 for students with a bachelor's degree and 5.7 for students with a master's degree from HAMK. The national average was 5.4 for bachelor's degree graduates and 5.7 for master's degree graduates. In other words, the responses of HAMK graduates were slightly better than the national average.

Based on the national career survey conducted in 2025, the employment situation of HAMK graduates is good:

### Students' experience of the sustainability competence acquired in studies is measured and monitored.

five years after graduation, more than 90% are employed or self-employed. 77% feel that they are in a role that matches their education and 84% believe that employers value their degree. The results are similar to those of previous years.

For the first time, the survey asked how well UAS studies developed sustainability and responsibility competence. The average score of HAMK graduates was 3.7 on a scale of 1–6 (3 = somewhat, 4 = fairly well). HAMK's average score (3.7) was slightly higher than the national average (3.6).

# RDI handprint

**Our impact is generated through research**



1. We are committed to sustainability and communality. Our goal is that HAMK is a pioneer of promoting sustainable development, business renewal and internationalisation in the region.
2. We increase our handprint in dialogue and cooperation with our partners and networks regionally, nationally and internationally.
3. Our experts gear applied research and high-quality projects to promoting sustainability and solving wicked problems.
4. Our education and research are constantly evolving to meet the needs for renewal of society and the world of work.

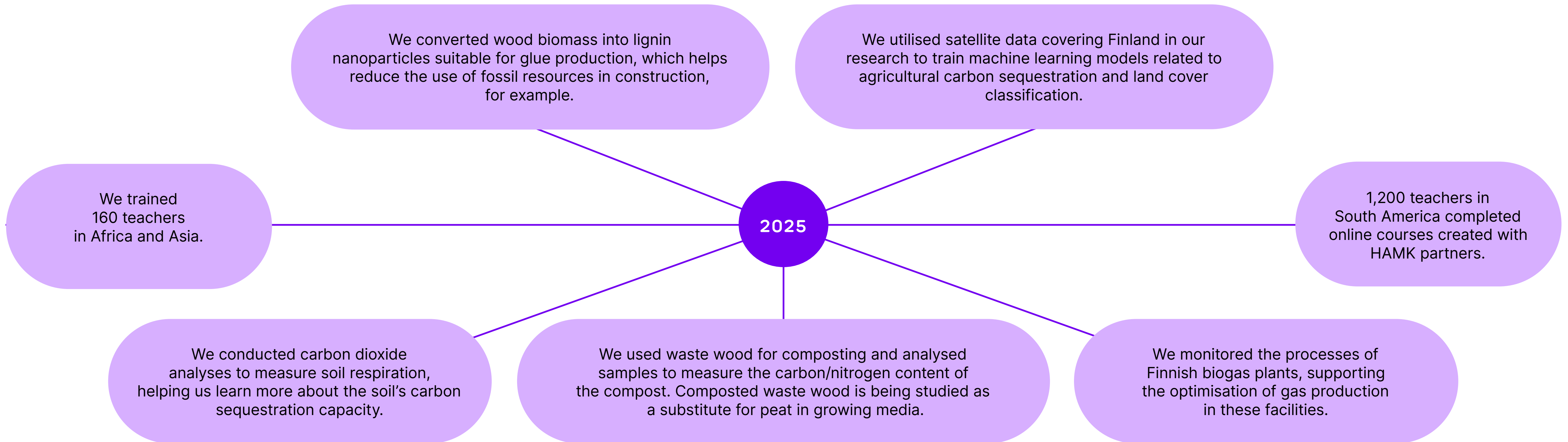
## RDI activities are based on cooperation

In addition to providing education, HAMK's basic tasks includes RDI (research, development and innovation) activities. Impactful and successful solutions are born when experts from many disciplines, different backgrounds and organisations are involved, both nationally and internationally. By combining diverse expertise, we can develop sustainable solutions that respond to the complex challenges of society. HAMK's RDI activities combine our applied research expertise, the business goals of companies and the needs of the changing world. We produce solutions for raw material production, circular economy, sustainable construction and built environment as well as future expertise and education.

**2025:** More than 200 employees worked on applied research, and the total number of ongoing research projects increased to 146. Of these, 33 were carried out with international partners, 3 with RUN-EU higher education institutions. We carried out nearly 600 research and development projects with companies through various initiatives and by offering research services. The cooperation provided companies with access to the latest research data and expertise.

Our RDI funding rose to over EUR 16 million. We succeeded particularly well in international and competitive funding applications: [A consortium we led](#), which included five African universities in addition to HAMK, received funding to develop teacher education in Africa. We received funding from the European Space Agency for [a research project](#) in which we are responsible for implementing a digital interface for monitoring greenhouse gases. We are leading [the Bescaled project](#), funded by the Interreg Central Baltic programme, which will increase the number of growth companies in the defence and security sector in the Baltic Sea region. We received [funding for strengthening regional R&D activities](#), and in 2025, we had the highest number of Research Council of Finland-funded projects underway among Finnish universities of applied sciences.





# Systematic consideration of stakeholder needs and views

Companies and businesses benefit from research and development projects, transfer of expertise and innovations. Funders require that sustainability is taken into account in projects. Direct or indirect beneficiaries include students, staff, local communities and international partners. The public sector and organisations participate in co-creation and utilise research results. HAMK's research management ensures strategic interaction, while project managers are responsible for project-specific communications.

In project planning, the expectations of companies and funders are included in the project objectives and sustainability management. During the implementation phase, stakeholders and target groups are met regularly, and the activities are developed based on feedback. The Sustainable HAMK Group ensures that the sustainability management measures meet the requirements of stakeholders (e.g. carbon footprint follow-up or DEIA principles). Feedback and assessments guide the development.

All projects create a public website and publish news on their progress and events. Projects also communicate on social media, and some of them produce newsletters for the stakeholders. Experts in RDI projects produce hundreds of publications for professional and scientific journals each year. In addition to project communications, the activities and outcomes are discussed in HAMK's other communication channels.

Companies and other actors are invited to participate in cooperation and dialogue throughout the year. We organise various events, such as Forssa Frush, European Researchers' Night and BeFine in Hämeenlinna and Riihimäki Define cooperation. Every year, we arrange school visits where primary and secondary school pupils and upper secondary students learn about applied research and our current RDI projects.

**2025:** Our stakeholders are relatively familiar with HAMK's RDI activities. According to the stakeholder survey commissioned in 2025, 66% of the respondents already knew about our research and development work. We succeeded well in producing useful information for business and society through research; 61% of the respondents felt that HAMK had succeeded very or fairly well in this area.



# RDI projects comply with the principles of responsible science

HAMK's RDI activities are based on the principles of responsible science: reliability, ethics, repeatability and transparency. We are committed to international ethical practices and the UN Sustainable Development Goals. Responsible RDI activities promote ecological, economic and social sustainability through research and projects.

All our RDI projects follow good scientific practice and research ethics. This covers our entire RDI activities, including cooperation with companies. Ethical review extends from data protection to accessibility and ensures that cooperation is transparent, fair and socially sustainable.

We recommend publishing research results on open publication channels. Our RDI materials are as open as possible while being as closed as necessary. However, the openness of research data must be restricted for both ethical and legal reasons.

**2025:** In Finland, the implementation of open science and research has been assessed in four areas: culture for open scholarship, data and infrastructures, publications and education. The assessment is used to define the organisation's profile of openness and the level of open science and research. HAMK has reached the maximum level of 5 in the assessment.

We are committed to the National Recommendation for the responsible evaluation of a researcher and to the international Agreement on Reforming Research Assessment. This means that we adhere to the fundamental principles of transparency, integrity, equity, competence and diversity in the recruitment and career development of researchers. We are also part of the international CoARA community, which aims to reform research assessment practices.

**2025:** In 2025, we prepared our CoARA action plan. Accordingly, we developed qualitative researcher assessment criteria for recruiting principal research scientists and for monitoring their career development. We piloted these criteria in two external and one internal recruitment processes for a principal research scientist.

# RDI activities promoting sustainability account for over 60% of the total project budget

We monitored the sustainability of RDI activities as part of the GreenMetric ranking of higher education institutions until 2024. The ranking measures the sustainability of RDI activities by comparing the budgets of RDI projects promoting sustainability with the total budget of RDI projects. As of 2026, we are no longer part of the GreenMetric comparison. We will further develop the sustainability assessment of RDI activities by ourselves and introduce Arene's sustainability criteria for RDI projects.

**2025: Total budget for HAMK's RDI projects and the share of RDI activities promoting sustainability in Euro and percent.**

	Total budget for RDI projects	Share of RDI activities promoting sustainability	Percentage of RDI activities promoting sustainability
2022	6 828 697 €	4 377 302 €	64 %
2023	8 970 979 €	5 673 176 €	63 %
2024	9 546 516 €	6 236 100 €	65 %

# Education and research environments make way for experiments, development and learning

HAMK's SmartBio laboratories study the use of side streams, prepare food innovations, conduct experiments in modern biotechnology and develop responsible bio-raw materials. The Lepaa garden and the Mustiala organic farm offer authentic environments for primary production experiments and more extensive research.

The SmartBuilt laboratory conducts tests on raw and other materials and technologies to promote a more sustainable construction industry. The AI laboratory offers a safe environment for testing new artificial intelligence solutions. At the same time, virtual learning environments and various modelling tools ensure the creation of sustainable digital solutions.

We acquire the necessary research tools and services in compliance with environmental and ethical criteria: for example, we choose Finnish or sustainable alternatives. Transparency of procurements and competitive tendering ensure financial sustainability.

In innovation activities with companies, we observe confidentiality, fair commercialisation and responsible evaluation. We support companies in open innovation activities. Openness refers to the open sharing of research processes, materials and results whenever possible and ethically justified. Business cooperation

often involves confidential information. When preparing a project, we agree on data protection and information security, ownership and management of research data and openness of research results while considering the needs of the company, the conditions of potential third-party funders and HAMK's internal research objectives.

Our RDI activities are closely linked to education. RDI projects and research units allow students to complete work placements and theses, which strengthens their competence and brings fresh perspectives to the projects. This cooperation ensures that research is practical and that the education meets the changing needs of business life.

**2025:** In 2025, 50 theses were conducted in HAMK's RDI projects, and 90 trainees worked in our research units. We established the Innovation Unit, which helps transfer research solutions into practice and produce concrete added value for both the region and society as a whole. Going forward, it will strengthen the impact of research and development activities, speed up the commercialisation of research results and support students' start-up and innovation activities and entrepreneurship.



# Quality assurance and risk management are part of everyday work

Quality assurance and risk management are based on the principles of responsible RDI activities and research safety, open science practices, HAMK's quality system and good governance. HAMK's guidelines and work instructions create clear operating models and uniform practices. These ensure a safe operating environment, personal safety and the protection of critical data in RDI activities.

Internal groups ensure the transfer of information and develop common solutions to ensure smooth cooperation and impactful results. Groups are formed based on needs and their compositions are kept appropriate. The groups focus on research management, RDI support, research safety and project coordination, for example.

In RDI activities, key general risks include possible violations of research ethics, data protection and information security issues, ensuring research security, managing environmental impacts as well as conflicts between openness and trade secrets.

**2025:** In a risk assessment carried out at the end of 2025, the greatest single risk related to HAMK's RDI activities was that the funding received does not strengthen the strategic whole or that the funding cannot be effectively localised. All research is still directed towards selected areas, and the activities are profiled across the board. Efforts are made to promote corporate funding. Internal resources have been increased.

Smaller themes to be monitored in the survey included the promotion of innovations and the competence of research staff. The former has been tackled by establishing the Innovation Unit and the latter through the Post Doc programme, doctoral education organised through RUN-EU and recruitments.





For more information on the report,  
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