



*Our strength is based on high-level expertise and
recognised, innovative know-how*



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Kemi-Tornio University of Applied Sciences

STRATEGY 2012 and Action Plan



Changing environment guides strategic decisions

Local change in the economic life and public sectors, such as the growth of the service sector as well as changes in the industrial sector, require a revision of the strategy of the University of Applied Sciences. The formation of a new educational federation of municipalities has expanded the ownership base of the University of Applied Sciences.

In spring 2008 Kemi-Tornio University of Applied Sciences (KTUAS), the University of Lapland and Rovaniemi University of Applied Sciences reached an agreement on the establishment of Lapland Higher Education Consortium, and on a division of its tasks. Based on this division of tasks Kemi-Tornio University of Applied Sciences' new provincial educational responsibilities will be providing education in social work, international business, mechanical engineering and data processing, in addition the earlier electrical engineering and cultural studies. Changes in Finland's policy regarding institutions of higher education and new policies for the structural development have led to the Finnish Ministry of Education requiring all universities and every UAS to renew their strategies in 2009.

The vision recorded in the strategy of the consortium states that the Lapland Higher Education Consortium is a nationally and internationally attractive entity whose strength is based on high-level expertise and the recognised innovative know-how of its member institutions. The value basis of the consortium accentuates the vision by emphasising creativity and open-mindedness as well as mutual trust.

The need to revise the strategy of KTUAS comes as a result of factors inside and outside of the school. The current strategy period ends in 2009.

Kemi-Tornio University of Applied Sciences vision 2012

We are an expert that is nationally and internationally respected in our strategic fields of expertise as part of the Lapland Higher Education Consortium. Our strength is based on high-level expertise and recognised, innovative know-how.

Kemi-Tornio University of Applied Sciences

STRATEGY 2012 and Action Plan



Mission

Kemi-Tornio University of Applied Sciences is a competent educator and developer.

- We actively build Lapland's future in a customer-oriented fashion, participating in the development of the province.
- We educate experts in welfare, business, technology and culture, utilizing the latest technology.
- We conduct research and development that promotes the economic life and welfare of the region.

Values

Expertise and Wisdom

- We have the desire and ability to transmit and share our know-how
- We recognise our customers and their needs
- We understand that we can achieve more through collaboration
- We value professional skill and also appreciate the work and expertise of others
- We recognise that the uniqueness of individuals is a resource
- We bear responsibility for the realisation of common goals

Creativity and courage

- We boldly take on challenges involving the development of the know-how of society and the regional population, as well as the development of society and business.
- We actively seek innovations for boosting the growth of the level of know-how in Lapland and the vitality of businesses.
- We continuously support learning and development on the individual as well as organisational level.

Credibility and trust

- We comply with the agreed division of tasks
- We comply with agreements and mutually agreed rules
- We are consistent in all operations and decision-making
- We treat people equally regardless of age, sex, status, nationality, education etc.



EXPERTISE

Strategic fields of expertise

In Industrial Lapland we develop know-how in

- maintenance,
- product development and
- enterprise resource management (ERP).

In Lapland of Wellbeing we develop multidiscipline know-how in preventive and rehabilitative work.

- elderly care
- welfare of children, young people and families
- occupational health
- regional research and development of welfare services.

In Lapland of Experiments and Culture we invest in

- social media know-how and
- founding Northern Culture Institute

In Lapland of Business and Entrepreneurship we develop know-how in

- international business and new business operations models and
- software design and software business.

Internationalisation

is involved in all of our operations. The focus of our development is on English language programmes.



Core activity

Teaching and learning

In addition to the skills needed for working life, the basis for planning and implementing teaching are students' individual and common learning needs and processes, integration of teaching and research and development activities, as well as continual contact with working life, changes in the operational environment, and anticipation of these changes. Flexible and individualised learning is possible thanks to a variety of teaching and learning methods as well as open learning environments.

The goal of the teaching and learning processes is to increase know-how in the strategic fields of expertise of Kemi-Tornio University of Applied Sciences.

Central development challenges are

- 1) Make the teaching and learning process more effective
- 2) Assume educational responsibilities on a provincial level
- 3) Meet the internationalisation challenge and
- 4) Increase the interaction between learning and working life.

Actions

- 1) By 2012 we will have switched to a knowledge-based curriculum that supports the strategic fields of expertise and internationalisation, and enables flexible studying in open learning environments.
- 2) We are developing the know-how of our staff in the strategic fields of expertise.
- 3) We are developing a guidance system that will help students advance their studies.
- 4) We are increasing the number of graduates from international study programmes and have English language study programmes in all fields.
- 5) We define international partners essential to the strategic fields of expertise

Follow-up

Evaluation and reporting semiannually in accordance with a quality assurance programme



Research, development and innovation activity

In Lapland Higher Education Consortium the research and development collaboration is guided by customer needs and the joint innovation programme of the consortium, which aims to improve the region's vitality and competitiveness.

The R&D know-how of KTUAS offers a permanent development strength and competitive advantage to the province and its actors. The content of the activity comes from interacting with other actors in the province and is guided by our strategic fields of expertise.

Central development challenges are

- 1) Strengthen the link between R&D activity, teaching and working life
- 2) Share results derived from R&D activity,
- 3) Boost innovation activity and
- 4) Ensure concern-like collaboration in the direction, preparation and implementation of its operations.

Actions

- 1) We are further developing the integrated operations model for R&D activity and teaching.
- 2) We communicate results in the form of publications and articles.
- 3) We are increasing R&D with international partners activity and funding.

Follow-up

Evaluation and reporting semiannually in accordance with a quality assurance system or as projects progress.

Regional development and cooperation with working life

We are boosting the region's vitality and ability to renew itself by developing know-how through education and R&D activity in cooperation with local working life. R&D activity also allows us to introduce the latest working life know-how into our teaching.

We are doing our part in Lapin korkeakoulukonserni to create and maintain collaboration networks of the actors in the province, and participate in the development of the province and the Kemi-Torni region by bringing our know-how into the public discussion and for use by the region in other ways as well.

**Central development challenges are**

- 1) Long-span research and development activity that supports the region and is able to meet the educational needs of the province,
- 2) Increase business activity and entrepreneurship and
- 3) Direct activity toward the province's focal and development areas in an influential manner

Actions

- 1) We are moving from project-oriented operations toward broader development programmes.
- 2) We participate in provincial and regional programmes and the planning and implementation of strategies.

Follow-up

- 3) Evaluation and reporting semiannually in accordance with a quality assurance system or as projects progress.
- 4) Monitoring how the region uses or purchases educational and R&D services

Support services

The key components in the implementation of support services during the planning period are the collaboration of Lapland Higher Education Consortium and the preparation of a purchaser-provider model.

Library and information services

The joint library of Lapland's institutes of higher learning is a key component of studying, teaching and research and development activity. Library and information services that work well aid in raising the level of teaching and research and development.

Central development challenges are

- 1) Launch Lapland's university library unit's operations by January 1st, 2010,
- 2) Maintain quality of service activity and
- 3) Be able to utilize new forms of activity and environments.



Actions

- 1) We are concentrating our resources in the launching of Lapland's university library.

Follow-up

Annual customer satisfaction surveys.

Administrative services

The purpose of administrative services is to provide the school's financial, human resources and general administrative services.

Central development challenge is

- 1) Integrate services in Lapland Higher Education Consortium to be provided commonly i.e. centrally.

Actions

- 1) We will adapt the operations into part of the consortium's service center.
- 2) We produce up-to-date information on operations and costs for the purpose of directing the operations.

Follow-up

Follow-up is in accordance with the action plan of the consortium and according to a quality assurance plan annually.

Property services

Property services provide the facility services of the university in a long-term and cost-effective manner.

Central development challenges are

- 1) Increase satisfaction of internal customers (students and staff) and
- 2) Anticipate needs of core processes.

Actions



- 1) We write service agreements.

Follow-up

In accordance with quality assurance system annually

IT-services

IT-services provide Kemi-Tornio University of Applied Sciences with the support services of the information and communication operating environment required for modern day learning and working in a flexible manner, interactively and in accordance with and agreed level of service.

Central development challenge is

- 1) Integrate services in Lapland Higher Education Consortium to be provided commonly or centrally.

Actions

- 1) We will adapt the operations into part of the consortium's service center.

Follow-up

- 1) Follow-up is in accordance with the action plan of the consortium
- 2) According to a quality assurance plan annually



RESOURCE MANAGEMENT

Quality

The purpose of the quality assurance system is to support the realisation of the vision and strategy of the UAS. It produces real-time monitoring and evaluation data to support planning, managing and developing operations, as well as to make operations transparent.

Students and staff participate in the development of KTUAS and are also satisfied with our operations and its results.

Central development challenges are

- 1) Continually develop the quality assurance system
- 2) Utilize monitoring results
- 3) Create quality documentation in accordance with the principles of the CAF model that encompasses the whole organisation

Actions

- 1) We support the quality work performed by the staff with recommendations for action and quality criteria.
- 2) We prepare for quality audits.
- 3) We make ourselves familiar with the quality assurance system for staff and students.
- 4) We publish user-friendly electronic documentation.

Follow-up

CAF self evaluation and quality reviews

Management

We are an expert organisation; the special management emphasis during the strategy period is on management of staff and change. A manager or leader is a role model whose behavior and example are reflected throughout the operation of the whole organisation or unit.

A manager must know how to motivate and encourage his or her subordinates to achieve the best results in his or her particular field. A good working atmosphere and a healthy



and happy staff make it possible for the school to succeed in implementing changes and its strategy.

The monitoring of objectives and key ratios that are to be approved in contract talks between the UAS and the Ministry of Education will be an important tool for guiding and managing operations.

Central development challenges are

- 1) Realise values and visions in management's actions and
- 2) Develop a management system.

Actions

- 1) We manage strategic objectives and operational activity based on the vision and mission.
- 2) We develop the structures and quality assurance system of the organisation in accordance with objectives and customer needs.
- 3) We take into account constructive feedback and suggestions and demonstrate the ability to change in our own activity.

Follow-up

- 1) Annual staff surveys and
- 2) Organisational self evaluation in accordance with CAF evaluation model

Staff

We develop the know-how and work skills of the staff to allow them to function in a continually changing operating environment and meet operational objectives and customer needs.

A supportive and safe working atmosphere, where justice and equality prevail, is the foundation for work satisfaction and well-being.

It is easier to generate a good working atmosphere when the staff can participate in decision-making and preparation, their tasks are clearly defined, and employees are treated equally.

**Central development challenges are**

- 1) Help staff cope and manage with work and life,
- 2) Adapt the operations into the human resources arrangements introduced by Lapland Higher Education Consortium and
- 3) Work community realises its values.

Actions

- 1) We shall draw up a staff development plan, which will be further expanded by personal development plans written together by each employee and his manager.
- 2) We shall arrange activity that maintains employees' ability to work, and support efforts toward healthy habits and exercise.
- 3) We support our staff in embracing new know-how and a new job description, as well as in professional and personal development.

Follow-up

- 1) In connection with annual development discussions
- 2) In connection with annual staff surveys

Students

Constructive interaction with students is a requirement for developing our operations. Students participate in and influence the development of their own education and the operations of the entire UAS.

Our goal is to provide students with the skills to develop themselves into experts in their fields. Expertise is built both via content and methods as well as by boosting students' mental growth and readiness for working life. The focus in supporting the development of students is increasingly on guiding the student and supporting their learning. In addition to quality teaching and guidance work, expertise is supported modern open learning environments and tools. Working as an active part of the university community contributes to the development of these skills.

Central development challenges are

- 1) Motivate students to participate in the decision-making and development of KTUAS and
- 2) Utilize students' power of renewal in the development of the UAS and region.



Actions

- 1) We support activities of student organisations.
- 2) We offer students opportunities to participate in the planning, evaluation, development and implementation of teaching and research and development and innovation activity.

Follow-up

In accordance with a quality assurance system annually.

Material resources

Finances

The funding system of universities of applied sciences is changing in 2010. Funding for the strategy period will be based on basic funding, project funding and results-based funding. Due to the effect of the funding reform, operating results, research and development activity and development projects will clearly become more significant as components of finances.

The monitoring of objectives and key ratios that are to be approved in contract talks between KTUAS and the Ministry of Education will be an important tool for guiding and managing operations.

Facilities

In the past few years KTUAS has been able to reduce the number of locations from the six it had when it was founded to the current four. The long-term goal is to locate all functions into two campuses. Replacing the existing building stock is so great an investment that it will not likely be possible to carry out the move to two campuses yet during this strategy period.

The property costs from cooperation related to using facilities of the University of Applied Sciences together with a technical college are considered reasonable.

**Support services**

The majority of support services related to financial administration are provided by the administrator of the UAS. It is probably not possible to significantly reduce the costs of services with the existing office location structure. During the strategy period cost savings must be looked for from support service cooperation implemented in the Lapland Higher Education Consortium, thus ensuring there are enough financial resources available for teaching.

Central development challenges are

- 1) Use resources productively
- 2) Increase the relative share of resources for core activity

Actions

- 1) We will begin using strategic budgeting.
- 2) We will increase the share of external funding.

Follow-up

Monthly in the management group

Quarterly in the board

Annually in connection with budgetary estimates and discussion of financial statement.