

STRATEGIC AGENDA 2012 - 2016
VISION · FOCUS · ACTION

2012
2016

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Saxion: Vision, focus, action

'Vision, focus, action' serves as the motto of our Strategic Agenda Saxion 2012-2016. In this document we translate our ambitions from our Vision for the Future 2020 into results that also constitute the basis for performance agreements with the Ministry of Education, Culture and Science (OCW). This agenda builds on the Strategic Vision 2008-2012 and links up with the Strategic Agenda Higher Education, Research and Science (OCW July 2011), the Outline Agreement between OCW and the Council for Higher Professional Education (December 2011) and the letter of the State Secretary of OCW on performance agreements (December 2011).

In the Strategic Agenda we make important, strategic choices in order to enhance our position in education and research. Based on its mission and vision Saxion will clearly and recognisably stress its distinctive features as:

- a University of Applied Sciences with
- Innovative Technology as focus and High Tech Systems and Materials as substantive focal point.

This stressing of distinctive features:

- has excellent education and the best possible academic success as a base, with
- focus and mass in research and valorisation for and by
- persons active in the field, students and employees.

This strategic agenda is our roadmap for the next four years. The first chapter defines in detail the mission and vision based

on our Vision for the Future 2020 in relation to our present positioning. The second chapter describes the choice of profile focused on both a distinctive range of educational programmes and the substantive focal point opted for. Chapter three describes how Saxion translates into practice the stressing of distinctive features. It contains an overview of ambitions and results arising from the positioning chosen and the steps Saxion will take in the next four years.

In order to arrive at this ambitious and realistic agenda, we have made every effort to seek a dialogue (with in total more than 500 stakeholders) with companies, (educational) institutes, and government bodies in our surroundings. Intensive talks took place to create internal support among our students, employees, teachers, directors, Central Participation Council and Supervisory Board.

The quality of education is our highest priority and in this context we are about to make several concrete steps with far-reaching consequences. Naturally, we are aware that Saxion's success depends on the confidence, will and commitment of all the stakeholders. For us this agenda constitutes the result of the dialogue conducted whilst being an invitation to support our motto 'Vision, focus, action'.

1. Mission, vision and positioning

2016

The starting point for this Strategic Agenda is our Vision for the Future 2020, which describes Saxion's mission:

"Saxion is an internationally-oriented knowledge institute that belongs to the top institutes in the Netherlands. Saxion creates innovative practice-oriented knowledge with students and teacher-researchers as co-creators in partnership with companies and institutes. This way Saxion contributes to a strong regional development."

We pursue this mission based on our vision, in which we indicate how we wish to operate as an organisation:

"Saxion is proactive, connects parties on a permanent basis, inspires motivated students and employees to perform optimally, and creates practice-oriented knowledge in concerted action with entrepreneurial companies and institutes."

Saxion's present profile looks as follows. Saxion is a broad, multi-sector university of applied sciences, with more than 26,000 students and employees. Saxion has 52 government-funded bachelor programmes. Several non-government-funded bachelor programmes are offered by Saxion Next. In addition, Saxion has 12 master programmes and 8 associate degree courses. Half of our students attend a programme in the field of economics (including business administration), the other half attend programmes in technology (25%), education (5%), healthcare (10%) and adult education and community work

(10%). Saxion is a true reflection of the economic activity in the region, whereby – in comparison with other universities of applied sciences – technology plays a dominant role. Saxion's student population is quite diverse. More than half of our students come directly from secondary education (45% senior general secondary education, 7% pre-university education), more than a quarter (28%) come from senior secondary vocational education. Among the remaining 20% there is a large number of international students. The majority (85%) attend full-time education. The international nature of Saxion is apparent from the number of international students (EU and non-EU, 3,300), earning Saxion a third place in the Netherlands. Every year almost 2000 students go abroad for study or placement purposes or to graduate. Saxion participates in 80 international (EU and non-EU) projects/networks. Under the name Sirius we offer Honours Programmes in all sectors in which some 150 selected students take part.

Although Saxion does not have a growth target, an increasing number of students opt for one of our programmes. The number of students annually increases on average by 3 to 5%. This is one reason why Saxion's market share increased from 4.8 to 5.4% in the last planning period.

Saxion has schools in Deventer, Apeldoorn, Enschede and (shortly) Hengelo and partly because of this is strongly embedded in large parts of the east of the Netherlands and the EU region. By providing excellent education, research and valorisation, Saxion actively contributes to the economic growth of

the region and the further development of the level of education in the east of the Netherlands. By encouraging the entrepreneurial attitude of our students, we make approximately 500 students enthusiastic about entrepreneurship every year.

In the past few years, Saxion has aimed at the intensification of its educational activities, the strengthening of the relationship with the persons active in the field and internationalisation, excellence and professionalisation. Monitoring the indicators (contact hours, results, student satisfaction, satisfaction in the professional field, incoming and outgoing student mobility, participation in Sirius, employee satisfaction and the activities of the Saxion Academy) shows that Saxion has realised the ambitions from the previous planning period. Now Saxion wishes to further invest and make follow-up steps towards a still higher quality.

Audits by internal and external assessors ensure that we remain sharply focused on our targets. In the past period we have had (external) audits into the internal quality system and its effects on education, research, our positioning and operational management. These audits involve, among other things, the institutional assessment in the accreditation system (Dutch-Flemish Accreditation Organization; NVAO), the Validation of the Quality Care Audit (VKO), Future-proof positioning (Novay) and the Educational Barometer (KPMG). Also the results of audits among stakeholders, such as the National Student Survey (NSE), the Employee Satisfaction Survey (MTO)

and the Persons Active in the Field Survey (WTO), are relevant for obtaining insight into the present positioning and quality.

A critical analysis produces several clear conclusions which show that Saxion is performing well:

- The connection with the professional practice is omnipresent. Saxion is perceived as an open institute, which carefully maintains the many contacts with its surroundings;
- The quality system is well in order and there is unrelenting attention to the effective and rapid implementation of necessary, appropriate improvements;
- Saxion enjoys a generally favourable assessment regarding accreditations. Scores overall show an upward trend. Scores on exams and assessments and the final level realised are adequate;
- The institutional score on student satisfaction shows a positive trend towards a general score of 6.9, whereby the scores range from 6.5 to 7.8. Saxion scores a 7 or higher on content, general skills and practice-oriented nature, preparation for a profession, teachers, student counselling and study environment. Assessment, information, timetables and involvement in quality care deserve more attention;
- The persons active in the field are very satisfied about the level of Saxion students (7.7). The quality of the work placement supervision is, however, an item to be addressed. On average we score a 7.1;
- Employee satisfaction scores highly (7.7), shows a positive trend and has a limited dispersion. This is proof of loyalty

and motivation. There is room for improvement in efficiency, workload perceived and customer focus.

This critical analysis also identifies concrete opportunities for improvement:

- It is desirable to create a university of applied sciences profile based on a focal points policy for research. Current research programmes can be matched with a substantive focal point. The connection with all programmes should be strengthened;
- The research ambition is favourable in view of the research capacity, competences and the promotion policy. Structure, systems and processes and instruments are to grow in line with this ambition;
- An overarching connection between knowledge centres is required in order to further give shape to the positioning opted for and the corresponding relationship management. Lecturers can proactively contribute to 'cross-overs' and assume a more substantive role in this context;
- The ambitions require an explicit HRM strategy;
- Continuous attention for one's own functioning, holding people accountable for their conduct and bringing dilemmas up for discussion keeps the organisation on its toes;
- The current strategic indicators require simplification and reduction. Attention for monitoring performance and results and reflecting on this is of permanent importance.

Based on the present positioning and the present quality level,

we can conclude that Saxion has already achieved much and is well positioned. The strong points provide a firm basis for opting for a solid positioning on content and quality, and for taking up and further developing the points for improvement. It is in order to occupy a place among the top international knowledge institutes in the Netherlands from this excellent position as a regional university of applied sciences that we formulate ambitions and (within these ambitions) priorities that are to lead to concrete results.

2. Stressing the distinctive features

Higher vocational education to an important extent contributes to developing and implementing the Dutch ambition to belong to the top 5 knowledge-based countries. National government focuses on knowledge-intensive sectors with a strong market and export position. Saxion supports this choice and translates it into practice. Companies, institutes and government bodies have an increasing need for skilled professionals, who can function in key positions in society. This demand can be met by investing in knowledge-intensive programmes in combination with the development of research skills. This requires a close interrelation between education and professional practice. Knowledge is a valuable asset when it can be applied in the professional practice.

Saxion remains a broad multi-sector university of applied sciences. Therefore the range of programmes and research offered by Saxion continuously reflects the regional demand for knowledge of companies, institutes and government bodies. The focus applied in provincial (Overijssel and Gelderland), regional (Stedendriehoek, Twente Region) and urban economic policy corresponds seamlessly with the focus of Saxion.

We agree with one another on subjects such as innovation, employment, talent development, favourable conditions for business development and accessibility.

Saxion supports an education and research agenda coordinated with the educational partners in the east of the Netherlands (ROC Aventus, Regional Community College of Twente, Graafschap College, Deltion College, Landstede, Windesheim University of Applied Sciences, HAN University of Applied

Sciences and the University of Twente).

Also as far as content is concerned, we maintain close relations with other educational institutes, such as Zuyd University of Applied Sciences in the field of healthcare. Intensive collaboration in the field of teacher-training courses in the Twente region (within TSE, Twente School of Education) has resulted in an intended merger with the Edith Stein University for Teacher Education. This intended intensification of the interaction between educational and research activities and the mission and vision of Saxion has led to a strategic choice. Saxion presents itself as a University of Applied Sciences that recognises the value of new technologies. In this context High Tech Systems and Materials (HTSM) constitutes a substantive focal point.

2.1 University of Applied Sciences

As a University of Applied Sciences (UAS) Saxion is an educational institute that offers ample scope for practice-oriented research that meets scientific criteria. We make use of science (with its various disciplines) as a knowledge source to contribute ('applied') to relevant economic and social issues. Contrary to theoretical research (knowing for the sake of knowing), practice-oriented research puts the applicability of knowledge first.

As a UAS, Saxion acts as a central hub between education, research, government and the business community (regionally, nationally, in a European context and globally). This way Saxion can create new knowledge and act as a bridge between available knowledge elsewhere in the world and the knowledge required in Saxion's own region.

The choice for UAS, with excellent education as a base, has a direct effect on the development of the university of applied sciences. As a UAS Saxion is a top university of applied sciences with a broad range of excellent and solid bachelor programmes, both full-time and part-time. In case of sufficient demand, we will offer a corresponding range of (professional) master programmes. These master programmes primarily focus on the top levels of the professional practice and are offered, if possible, in line and/or collaboration with other knowledge institutes. Saxion exercises restraint in offering associate degree courses. We will only start such programmes in response to a specific demand from the labour market, taking as starting point our co-responsibility for a properly functioning labour market in the region.

Our ambition is that each single programme will belong to the best in its field. Accreditation scores, excellent study results and student satisfaction are the main objectives at which the programme's quality improvements are aimed. By placing first and foremost the high quality of the programmes, we take a realistic and critical look at their results. Continuously lagging student satisfaction, disappointing study results and/or very small student numbers are crucial criteria in maintaining programmes.

Within the bachelor programmes we are currently developing three-year tracks for pre-university students. The professional profiles of our bachelor graduates provide excellent transfer opportunities to a master programme, a challenging work

environment or entrepreneurship. With the non-government-funded programmes offered by Saxion Next, we respond to today's demand for certain programmes. In the context of LevenLangLeren, skilled workers with a senior secondary vocational education qualification and several years of work experience can receive additional training provided by Saxion Transfer, two-year associate degree courses, four-year bachelor programmes, or relevant master programmes. Relevance for the labour market is an important criterion in this context.

The research agenda of Saxion as a UAS is linked to the lectureships. They are designed in consultation with and based on the commitment of companies, institutes and government bodies, and consist of cross-sector research with a strong, shared focus. Our research programmes will also be inspired by recognised, social challenges on the European stage. Saxion takes the initiative for and takes control of leading research which should make us appealing to talented (international) researchers.

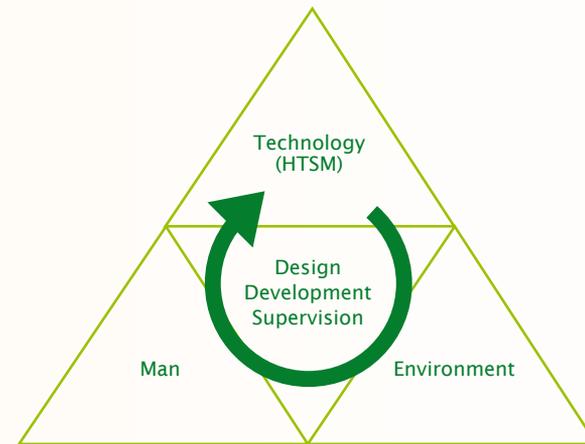
Entrepreneurship is found everywhere across Saxion as a UAS. Our students are co-creators. With their knowledge, skills and inquisitive attitude and open mind they deliver (under the supervision of a teacher and/or lecturer) an essential contribution to innovative, practice-oriented knowledge development. We teach our students to think, feel, and act as entrepreneurs. Together with professionals from the professional practice, students carrying out teaching and research remits at compa-

nies provide a strong innovative impulse. Ultimately, this will produce meaningful knowledge valorisation to society at large.

We realise that our task is to make students, as young professionals, aware of their social, political and administrative responsibility. They acquire competences with which, based on their own discipline and together with others, they can contribute to a sustainable society. Under the flag of Saxion Academia Vitae, 'Liberal arts' and 'Bildung' will be given a place. Saxion stimulates an active involvement of students in teaching and in the university of applied sciences. We also enable students to contribute to a better quality of the environment from a sports, cultural and social perspective.

2.2 Technology: High Tech Systems and Materials

Based on our focus on innovative technology, we opt for a substantive focal point on the knowledge domain of High Tech Systems & Materials (HTSM). By HTSM we refer to innovations aimed at (physical) systems and materials according to the latest technological insights, in combinations of mechatronics, nanotechnology and materials. This involves the interactive, visible application of current, technical knowledge in a physical environment.



The substantive focal point constitutes the top within Saxion's research programming. Technology is the connecting link and reinforces solutions to issues for people and their environment. Research is aimed at the design, development, application, embedding and supervision of technology. Knowledge development and valorisation are the connecting link, whereby technological solutions for social themes are central.

The HTSM specialisation is a logical consequence of the fact that technology and the manufacturing industry are rooted in Twente and in the urban triangle. They stood at the base of Saxion. In particular Twente accommodates scores of small and large high-tech companies and a robust materials industry.

These companies have an urgent need for more higher-educated technology professionals. The HTSM agenda is therefore also a Human Capital Agenda. Saxion fulfils a leading role from the Twente region and sets an example in the national Human Capital Agenda for the Top Sector HTSM. The institutes of secondary education, the ROCs with a major engineering sector and a university of technology, complete the education community and are therefore important players in the Human Capital Agenda. With HTSM as a focal point in research, Saxion contributes to this by giving substance to the HTSM profile of the east of the Netherlands, provincial innovation policy and national corporate policy in the areas of the Top Sectors and Human Capital. Saxion also renders a contribution to the Europe2010 objectives and the Horizon2010 investment themes. This includes the following themes:

- Society (health: demographic change and well-being, including: innovative and secure societies; climate action: resource efficiency and raw materials);
- Growth & competitive industries (micro and nano electronics, photonics nanotechnologies, advanced materials, advanced manufacturing and processing);

We will emphasise key subjects by stimulating new forms, such as:

- Public-private partnerships;
- Thematic (open) innovation clusters;
- Regional smart specialisation.

Within our focal point of HTSM we opt for specialisation thus enabling excellence. We have chosen three enabling technologies: nanotechnology, mechatronics and smart materials. These technologies are linked to an area of application, for example nanotechnology in healthcare or (smart) materials for functionalising textiles. The focus lies on excellence in technology and creating a platform to apply the technology in social themes.

Because HTSM goes beyond technology alone, it also has a social and economic significance. Saxion acknowledges that technology plays an increasing role in areas of activity that traditionally were non-technological. This calls for more frequent and more intensive embedding of technology in programmes aimed at these areas of activity. For example, the teacher who specialises in science and technology, the nurse who, in providing care, is assisted by tele-services, the constructional engineer who uses domotics solutions in buildings, and the psychologist who studies the effects of technology on human beings. Programmes that have aspects in common with HTSM will be supplemented. In short, the contribution of economic and other programmes made to entrepreneurship, business activity, creation of value and (new) technologies and applications. In doing so, we link up with Saxion's valorisation agenda.

HTSM will be a key objective in our research agenda, by which we will create a broad and solid knowledge domain within Saxion. Designating this substantive focal point also provides

an added value for our courses. In the range of programmes we offer, we will try to embed this fittingly into our existing programmes. In case of specific demand, we will supplement our programmes based on our HTSM subject cluster, for example a (professional) master programme, in HTSM, or an associate degree course in mechatronics. Based on this focus, we are able to conclude large-scale innovation contracts with the regional and (inter)national business community. Saxion invests in knowledge in the east of the Netherlands together with the University of Twente, regional knowledge institutes, the business community and government bodies. The Validation of the Quality Care Audit Committee has also endorsed the quality care system for research. The Committee appreciates the way in which Saxion applies focus and mass by linking up with the regional key objectives. The Committee considers the choice for High Tech Systems and Materials (HTSM) as a more clearly defined, central research programme to be likely to succeed and to address the needs in the region.

Based on its national innovation agenda and Human Capital Agendas, Saxion has taken the initiative to build a Centre of HTSM Expertise at the interface of research and education. Thus we will create, in collaboration with Hogeschool Windesheim, an accessible research and education environment for research, in which several open innovation centres in the east of the Netherlands are bundled. In order to have sufficient technicians to fulfil this ambition in the longer term, Saxion, together with Hogeschool Edith Stein Edith Stein and the Uni-

versity of Twente, invests in research into the optimal utilisation of talent in the field of the exact sciences. The collaborating primary education teacher-training colleges, the teacher-training institutes and technology programmes will develop a Centre of Expertise in the area of technology education.

3.1 Based on our mission and vision

In our mission and vision we have formulated the following ambitions.

Saxion is a university of applied sciences that:

- offers a wide range of programmes that belong to the top programmes in the Netherlands;
- considers it self-evident that these programmes are linked to practice-oriented research;
- gives substance to research based on the regional demand for knowledge with a substantive focal point on High Tech Systems and Materials;
- creates this knowledge through co-creation, arising from long-term partnerships;
- makes use of its strong regional roots, to position itself internationally;
- stimulates personal leadership and professionalism, from an awareness that an inspiring learning and working environment and a smoothly-run organisation are a prerequisite.

3.2 Excellent education and the best possible academic success as a base

We will increase the level of education in such a way, that every student admitted will experience that studying requires time and energy. Intensifying education and study counselling ensure that a student follows the most suitable programme and study career. Consequently, he or she will achieve the best possible academic success.

Academic success and success rate

Academic success is about choice of study, student attitude, pace of study and success rate. We promote the correct choice of study through adequate information. In our information, recruitment and admission policy and in our study career counselling we make clear that students have to meet stringent requirements. A compulsory intake for every programme contributes to an effective, timely introduction and a conscious choice of study. Should it become apparent, however, that a student is not in the right place, we will make an effort to have the student continue his or her study career with another programme of Saxion or another educational institute with a minimum loss of (study) time. As a result of study information and assistance with the choice of study the number of switchers (students who transfer from one programme to another programme within Saxion) will not exceed the current level (13%).

With Saxion Entree Saxion invests in the possibilities for transfer from secondary education and senior secondary vocational education. Via Saxion Wisselstroom the transfer to university education is put into practice. During the programme, career counselling is essential and is not without obligation. Intensive counselling aims at choice of study, student attitude and pace of study. We use a nominal length of study as standard. For this reason more programmes will apply the limit of 54 credits for the Negative and Binding Study Advice (BSA). Possibilities to extend the time within which a BSA can be given, will also be explored. At the same time, we will organise the curricula

in such a way that study progress is not hampered. The status of each student's study progress is transparent and up-to-date. By means of alert detection it is possible to identify perpetual students and provide them with intensive counselling. With these additional efforts with regard to intake interviews and study career counselling, we make an effort to limit drop-outs in the first year so that these do not exceed the current level (26%), without making concessions to the quality and intensity of the programmes.

Success rate indicates which part of the students has followed their study successfully. Saxion makes an effort to offer the best possible programmes. Intensification of the courses has a positive effect on the commitment and involvement of students and in that context indirectly on the success rate. Saxion is committed to increase the bachelor success rate from 63% to 68%. Intensive courses are reflected in sufficient contact hours, a good distribution of the scheduled contact hours and an appropriate study load. We schedule at least 15 full hours of contact time in all full-time bachelor programmes in the first and second academic year. We do not condense courses to a few days. Studying takes time; at Saxion we consider a study week to be a full working week. Therefore, the study load will grow to practically a full working week.

Saxion is aware of the trilemma: achieving high educational quality whilst improving the success rate under mounting pressure on the quality of the intake and retaining accessibility to

higher education. The quality of our courses is paramount to all our activities. A consequent focus on quality will produce a graduate who deserves a high-quality degree of a school of Saxion university of applied sciences.

Quality and excellence

Saxion has an effective internal system for quality assurance. In addition, audits of the NVAO (the Accreditation Organisation of the Netherlands and Flanders), inspection and peers contribute meaningfully to the proof of quality that society demands from students. The scores for student satisfaction show a positive trend. Success factors emerge from the analyses of student satisfaction. We strive for an increase of students' appreciation of the programme in general from the current 65% satisfied or very satisfied, to 68%. In addition, Saxion makes an effort to score at least a 7 (at the moment 6.9) for student satisfaction at all programmes.

We value most strongly the quality of the courses, which is also expressed in the final level the student has achieved. Assessment during the programme and evaluation of the final assignments are essential to the quality control of the final level. Therefore, we feel it is important to strengthen the knowledge components of the programme. All programmes determine their own Body of Knowledge and Skills (BoKS) and implement it in the programme. We invest in an effective organisation of the courses and a high level of service to students, employees and relations.

Saxion implements a successful Excellence programme in the context of Sirius. Saxion will encourage this ambition even more across the full width, and reward it with Honours Programmes and three-year tracks for students with pre-university education. As appropriate to our UAS profile, we will start a broad bachelor programme that has the nature of a University College.

Internationalisation

For years internationalisation has been a profile feature of Saxion. A next step on this path excellently suits the development of our profile as University of Applied Sciences. Many of our students will end up working in an international environment. The focus shifts from quantity to quality, also for programmes which do not have a pre-eminent international field. It has essential added value for the quality of education and research, because an international perspective broadens the field of vision and enriches knowledge. In the final phase of their programme we guide as many international students as possible to the labour market environment via Saxion Connect. We enhance the international nature by increasing student mobility as well as by extending the number of international programmes (in the English language) and programmes preparing students for international competences. By this 'internationalisation@home' we mean: activities aimed at promoting an international focus, intercultural skills, linguistic skills, the mobility of students and lecturers, and participation in international projects and research.

Because of its geographical location Saxion attracts a relatively large number of German students (approximately 10-12%). We deliberately do not have an active recruitment policy in Germany. We achieve a balanced distribution by admitting German students to 'mixed classrooms'. During intake conversations we motivate German students for the Dutch or international labour market. We guide international students in the final phase to this labour market environment via Saxion Connect. A special quality mark of the NVAO confirms the balanced positioning of the German intake in the international and EU regional perspective.

In order to qualify for European funds, Saxion will make a concerted effort to be 'Bologna-proof', meaning that Saxion, among other things, applies European interchangeable and communicable standards and offers professional service to international students and employees. Bilingualism is understood in this context, but it also concerns style and attitude. Internationalisation supports the diversity principle with regard to our employee population. In order to be able to expand the international activities in education and research, international partners are necessary. Saxion will build up international knowledge alliances which contribute to our positioning and offer the possibility of being active on an international scale.

Results:

- All students entering a programme are obliged to participate in the intake trajectory;

- In the first year students obtain at least 48-54 ECTS credits (European Credit Transfer System);
- We make an effort to stabilise (26%) or decrease the number of drop-outs in the first year;
- We make an effort to stabilise (13%) or decrease the percentage of students who switch programmes;
- The bachelor success rate (at the moment still 63%) amounts to 68%;
- 0% of the full-time bachelor programmes has less than 12 scheduled contact hours (full hours) per week;
- The student assessment of the courses in general (source NSE) is 68% satisfied or very satisfied;
- Saxion's programmes score a student satisfaction of at least 7 (source: NSE);
- Within the domains of economics, technology, care & welfare and education we offer one or more three-year pre-university education trajectories;
- The master programmes are geared to demand and need of economy and society and are offered in concert and/or collaboration with other knowledge institutes;
- Saxion has set itself the target of being 'Bologna-proof' with respect to bilingualism, diploma supplements and applying European standards;
- We enhance the international competences of students via 'internationalisation@home';
- We achieve a Saxion-wide international network in order to promote mobility and enhance our positioning.

3.3 Focus and mass in research and valorisation

Focus means that we deal with (HTSM) issues from the substantive focal point in order to arrive at workable solutions. We do this in collaboration with entrepreneurs, the government and the educational sector. Mass means that we want to come to a collective investment through coordination of people and means. Saxion claims the HTSM domain and chooses the positioning that is appropriate to this: an inquisitive and entrepreneurial knowledge institute.

We see valorisation as an overarching concept which comprises, among other things, innovation, transfer, co-creation, running a business and spin-off. There is always an economical and/or social added value involved which goes further than the added value for the institute itself, the individual student or researcher. Of course valorisation is directly linked to the economic policy of the regions/province when it comes to the employment agenda/talent development/Human Capital Route and the innovation and start-up support and open innovation clusters. In other words: knowledge valorisation is used to let the HTSM positioning be as profitable as possible for all participating parties.

Research agenda

Practice-oriented research is a condition for current and innovative higher professional education. Lecturers function in this as a figurehead. The choice for HTSM leads to more focus in

research programming, resulting in the research agenda. When innovative technology can contribute to the solution of issues in the field, this is appealing to Saxion. From the full width of our range of programmes and our large potential of researchers (students and lecturers) we are capable of picking up long-term issues which go beyond the disciplines.

The research agenda of Saxion is based on the following basic assumptions:

- Relevance and usefulness for the field and society;
- Good match with the substantive focal point, the HTSM profile, within the context of Innovative Technology;
- Good link-up with the courses in our bachelor and master programmes;
- Enlargement of the available knowledge in the professional practice.

All research projects are assessed against qualitative and quantitative criteria, which provide coherence and mass in research. With this assessment we provide concrete steering to the substantive research agenda and create coherence and mass in research. Saxion is currently looking for more external means for research, from regional, provincial, national as well as European programmes. The application of our own means will be matched as much as possible with external means.

Human capital

'More technicians!' is a clear statement from entrepreneurs in the (east of the) Netherlands which we take seriously. This is also supported in the advice from the Sectoral Exploratory Commission Higher Professional Education-Technology, the Human Capital Agendas of the Top Sectors of the Ministry of Economic Affairs, Agriculture and Innovation and the Master Plan Beta and Technology. A powerful impulse is necessary to train technically-inclined employees. If HTSM is to have an opportunity of growth as a substantive focal point, then we need people with technical training and/or an affinity with technology. Besides a rising substitution demand there are also new technological developments that call for more professionals with current technical understanding. This demand can be fulfilled by means of technical training programmes, but also by means of interface training programmes and components of technical training in other programmes. In order to have sufficient technically-oriented employees in future, Saxion has taken the initiative for a Centre of Expertise Technology programme. Together with other educational institutes, companies and the government, Saxion invests in a learning environment that appeals to young persons' (latent) interest in technology. Starting from this interest, Saxion draws on this talent and develops it into a competence. Their academic success is essential. Achieving the desired link from primary education up to and including 'work in technology', requires an investment in a chain approach to technology. The business sector has a major, steering, implementing and facilitating

task in this context. After all, the demand from the business sector for more employees trained in technology, is leading. The Centre of Expertise Technology Training aims to be a central knowledge hub, where the interests of education and the business sector meet one other. On the one hand there is the wish on behalf of the education sector to give young persons a broad knowledge base, on the other hand there is the demand of the business sector for state-of-the-art knowledge workers. Because the province and the regions are or will be co-financers, Saxion makes an urgent appeal to the ministry to provide the necessary funds. These will then be the prelude to an appeal for European funding.

High Tech Systems and Materials

Technology as “local colour” is the legitimacy for the claim we make on the Top Sector HTSM. We enhance the substantive focal point of High Tech Systems and Materials (HTSM) by combining expertise, capacity and facilities. In many sectors technology takes up a central place and is becoming increasingly complex. This calls for an integrated approach from various disciplines. Saxion acts in concert with entrepreneurs, clients, government bodies and educational institutes in the east of the Netherlands. They support our roadmap, with which we convince provincial and national governments to facilitate a Centre of Expertise HTSM with funds. This Centre of Expertise:

- functions as a gateway for (groups of) companies contributing issues, expertise and technology;
- exchanges knowledge and implementing capacity (in students,

- lecturers and teachers) with companies, as a result of which new products, services, processes and markets are developed;
- provides a link to the expertise and the capacity of ROCs (Regional Training Centres) and universities;
- makes a connection with breeding grounds for new and start-up entrepreneurship (such as Kennispark), in particular start-ups involved in developing and producing new applications of technology or the adoption of such applications.

The Centre has state-of-the-art technological facilities and is a public high-tech innovation workshop where entrepreneurs (large, medium, small), lecturers, teachers, students, start-ups and artists can make their ideas or concepts literally tangible. The Centre is the breeding ground for substantive incentives from the long-term research projects in current bachelor and master programmes. Companies that can offer students the very best, directly associated to the professional practice (challenging, innovative and if possible international) are favourite.

Valorisation

‘From sharing knowledge to marketing knowledge!’, is the motto for valorisation at Saxion. Knowledge is more profitable if it contributes to issues in which stakeholders, users and developers meet one other. Collectively they create new solutions and new knowledge, as a result of which the programmes as well as the professional field will innovate. Co-creation can originate from informal contacts and unintentional combinations of talents, also referred to as encounter valorisation. Entrepre-

neurs and entrepreneurial professionals work together with students, teachers and lecturers to solve issues in a creative, entrepreneurial and innovative way. In all bachelor programmes an orientation towards innovation and entrepreneurship feature in the standard curriculum. Together with the University of Twente and Kennispark Twente we work out the valorisation agenda in the valorisation programme project *Koploper aan de A1* (Frontrunner at the A1), which supports and broadens entrepreneurial initiatives of our (former) students. Just as important for these creative processes is structural collaboration between the programmes, knowledge centres, the business sector and government bodies. Point of departure is that the issues come from the professional field, so that the knowledge developed is applicable and as a result is of value. A critical factor is the durability of the links between the partners and (other) stakeholders. Knowledge valorisation calls for a long-term and committal relationship, in which context the investments are worth the effort. In the region Saxion works via Kennispark on intensifying the collaboration with companies and institutes, so that an active and complete ecosystem can develop.

Another critical factor is the maximum facilitation of start-ups, fast-growing companies and the innovative business sector. The aim is to increase the number of spin-offs, create more new companies, bring about more growth of existing companies and create more employment in the region. This can be done by innovations which are technology-driven as well as

service-driven. Business development is a tool to utilise the value of innovation for Saxion. A necessary condition of the creation of value from knowledge and research is the registration and management of intellectual property.

In addition to the economic valorisation and the valorisation aimed at entrepreneurship, Saxion wishes to be significant in social valorisation. Our students work on social issues together with employees of (public) organisations and government bodies. By doing so, a new generation of professionals develops who have been educated in an innovative and socially involved way.

Results:

- More and more final projects make a contribution to the implementation of the research agenda;
- Research programmes make a good match with the substantive focal point HTSM within the context of Innovative Technology;
- The building stones for a learning environment in which technical talent thrives, are developed from the entire regional education system in the Centre of Expertise Technology Training;
- Technological innovation is effected via the Centre of Expertise HTSM in cooperation with companies, institutes and government bodies;
- Entrepreneurship is part of the curriculum of every programme;

- The number of jobs from Saxion spin-offs and fast-growing companies is increasing;
- Performance indicators in the field of research, in accordance with the advice of the Netherlands Association of Universities of Applied Sciences, will be developed in connection with other (national and international) universities of applied sciences. Because Saxion wishes to be in line with national indicators, for the time being we monitor the scores on the following indicators:
 - the research budget as a percentage of the total budget (where necessary a distinction between 1st, 2nd and 3rd flow of funds);
 - externally raised funding for research;
 - the number of teachers (in FTEs) involved in research as part of the total number of FTEs for research;
 - publications divided by the number of FTEs for research, whereby a distinction is made between peer reviewed (scientific) publications and professional publications;
 - Remaining output (artefacts, if necessary to be expanded later, divided by the number of FTEs for research).
- Students from every programme participate in projects with respect to the implementation of the socioeconomic agenda of municipalities/region.

3.4 Persons active in the field, students and employees

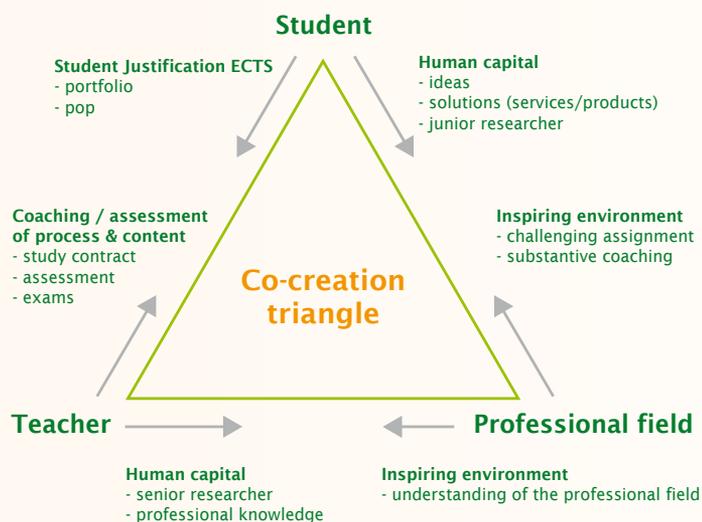
Employees are vital for increasing quality, as we ask them to translate the professional space into professional responsibility. In a professional organisation students and employees feel heard and recognised. Entrepreneurial people who really wish to achieve something, feel at home at Saxion.

Co-creation

Students, teachers, lecturers and persons active in the field cooperate in order to achieve new, unfamiliar solutions to issues in the field. This can involve products, services or procedures. Because issues are often multidisciplinary, an interesting and instructive environment arises, characterised by broadening and deepening. In particular companies, institutes and government bodies that wish to share their issues and learn from them, appeal to our students, teachers. Students who demonstrate their talents and give their opinion, become motivated to put their best foot forward. They are often willing to do something extra and can – provided they are suitable for this – graduate with honours at Saxion.

By appealing to the student's learning ability, the student will not be deterred to tackle complex issues. We develop this learning attitude by offering training in which context students, together with teachers and professionals from companies and (public) institutes, create innovative and applicable knowledge for the professional practice. Persons active in our field have indicated to be very satisfied about the professional level of

our students (students on placements and graduates). The extent of satisfaction in the professional field is an important indicator for Saxion.



The professional field is a vital link in our educational system, because it is the anchorage for the practice-oriented nature of our education and research. By adding co-creation as a method, a development process starts which contains aspects of both sources. The area of activity has the (working) environment in which our students have to fit in smoothly as regards knowledge, creativity, awe and entrepreneurship. The teacher and the professional field shape the student from inspiration

and training. Only by attuning all corners, do we achieve equality in the triangle.

The professional profile of the programmes is leading for developing courses. The intensive interaction with the professional field takes shape also because of the continuous learning track on practice-oriented research.

Sustainability

Saxion organises its operational management for the benefit of education and research in a sustainable way. On this subject we work together with other universities of applied sciences thanks to our participation in the DuurzaamheidsPlatform Hoger Onderwijs (Sustainability Platform Higher Education). Themes in the platform include: reduction of energy consumption, sustained building, sustained procurement, digitalisation, sustained mobility, foot print reduction and cloud computing. In addition, Saxion considers it to be its duty to make students aware of their social responsibility for good citizenship as young professionals. For this reason, all programmes take part in social valorisation by adopting a social theme.

Personal leadership and diversity

A team of teachers is and feels responsible for the content and implementation of education. For excellent education and research with an emphasis on co-creation we need the right people. In 2020 nearly all teachers will have obtained a master's degree and all lecturers will have obtained a doctorate.

Active involvement and/or activity in the area of activity contribute to the substantive professionalism. All employees of Saxion are inquisitive, explorative and entrepreneurial. They are professional, enthusiastic, and proud of Saxion. Because of good employment practices, confirmed by a persistent high score for employee satisfaction, Saxion is appealing to talented teachers and service providers. In addition to commitment to quality, we aim for diversity of employees. Diversity enriches and strengthens Saxion as an organisation. We make an effort for the didactic certification of our teachers. The certification in assessment, research, ICT/media and English language is properly safeguarded in every team of teachers, which is apparent from a team development plan. The new way of working calls for a further investigation of the effects on leadership.

Inspiring learning and working environment and a smoothly run organisation

'Claim, tell and show'. Using this motto we will visualise and share the results of our practice-oriented research. Saxion invests in a visible physical meeting place for the academic field with lectures, debates and seminars for lecturers, teachers, students and external relations. Here connections are made between knowledge centres and research programmes and issues are put on the agenda. Such a meeting place also offers a display window for the masters with synergy in marketing and product development and execution. Also doctoral candidates are facilitated here. The Saxion Academia Vitae provides the stage for this initiative.

For all its students and employees Saxion offers an attractive learning and working environment, both virtually and physically. It is important that the individual's talents are done full justice. Service provision processes are demand-driven and the chains constitute the starting point, which guarantees optimal service levels.

Results:

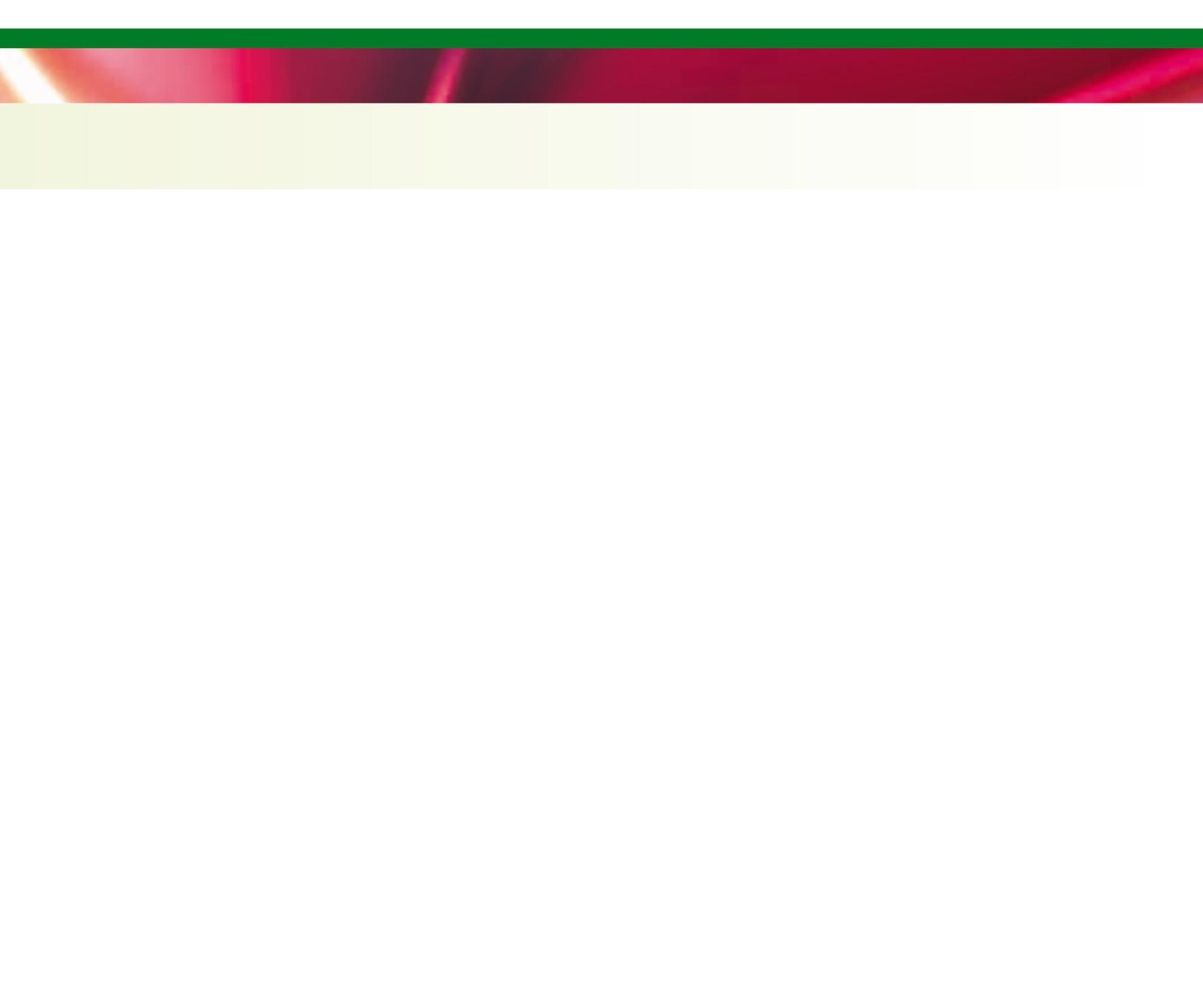
- Saxion has a persistent high score for satisfaction in the professional field of at least 7.5;
- Research skills are integrated into every bachelor programme as continuous learning track;
- Every programme makes a contribution to social valorisation;
- 71% of the teachers have a master's degree;
- 10% of these teachers have obtained a doctorate, among whom all the lecturers;
- All teachers are didactically certified;
- Saxion has a constant high score (at least 7.7) for employee satisfaction (MTO);
- The certification in assessment, research, ICT/media and English language is properly safeguarded in every team of teachers, which is apparent from a team development plan;
- The Saxion Academia Vitae has been set up for academic talent development;
- Saxion will have a ratio OP/OOP (FTE) of 1.50 in 2015 and has a purely generic overhead (FTE) according to the Berenschot method which is approximately equal to the purely generic overhead of comparable large universities of applied sciences.

List of abbreviations

2016

BoKS	Body of Knowledge and Skills
ECTS	European Credit Transfer System
EL&I	Ministry of Economic Affairs, Agriculture and Innovation
HBO	Higher professional education
HTSM	High Tech Systems and Materials
ICT	Information and communication technology
MBO	Senior secondary vocational education
MTO	Employee Satisfaction Survey
NSE	National Student Survey
NVAO	Dutch-Flemish Accreditation Organization
OCW	Ministry of Education, Culture and Science
OP	Teaching staff
OOP	Support staff
RAAK	Regional Attention and Action for Knowledge Circulation
ROC	Regional Training Centre
UAS	University of Applied Sciences
VKO	Validation of the Quality Care Audit Committee
VWO	Pre-university education
WO	University education
WTO	Persons Active in the Field Survey







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