

University  
of Applied  
Sciences



# Saxion Strategic Plan

2016-2020

Step up to Saxion

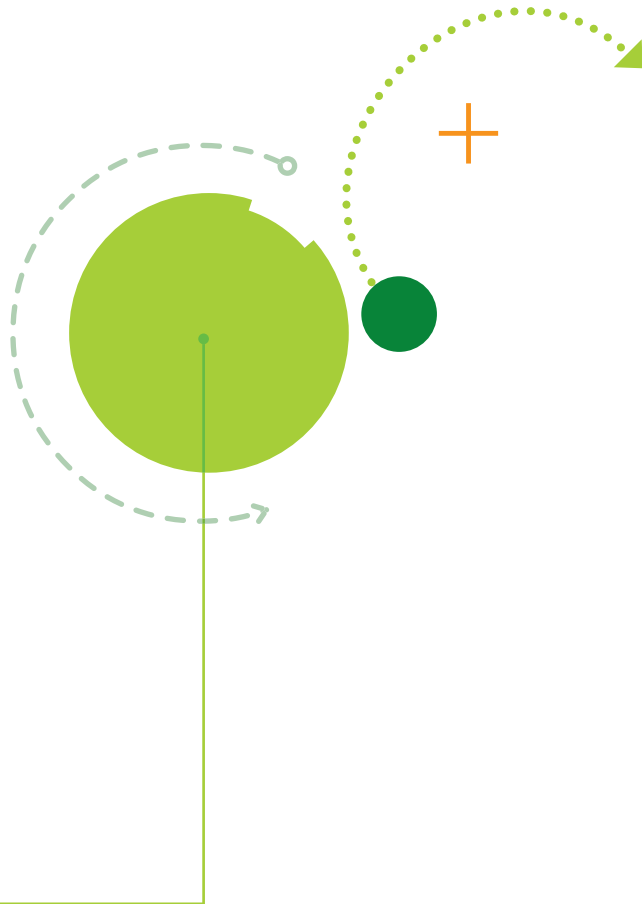
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# Preface



It is a time of great transformation. The impact of digitisation, bottom-up changes in society and increasing social inequality are but a few examples. Poverty, climate change and the consequences of crises such as the current mass influx of refugees have a significant impact on our society. It is against this backdrop that we educate our students to become the professionals of the future. Saxion feels a social responsibility to address these societal challenges by joining the debate, helping to interpret events and form opinions. We also contribute to solutions whenever possible. As a university of applied sciences, Saxion aims to position itself as an institution that offers opportunities to everyone. This is how we wish to distinguish ourselves.

We aim to achieve this objective by offering a wide range of degree programmes and continuously and steadily improving the quality of our teaching. We see this as self-evident. The distinction we offer is through our focus on technology, its use in all lines of business and in the service of society. This is what we call 'Living Technology'. We remain fully convinced that this was the right decision for us and continue to invest in it. Our decision to focus on Living Technology is firmly rooted in the DNA of the Eastern Netherlands. It has led to close ties with the high-tech region Twente and the cleantech region Stedendriehoek (Apeldoorn, Deventer, Zutphen). Living Technology is how we help shape our future. We teach students

how technology contributes to the innovation of their future profession and can offer solutions to societal challenges.

Our students' ability to look across borders plays an essential role in this process. Interdisciplinary teams work together to develop practical solutions for pressing societal challenges. As a university of applied sciences, we always put this into an international perspective. By offering practical knowledge, we meet the demand of businesses and institutions and contribute to the development and future of the business community, local authorities and welfare organisations in the region. After all, Saxion is on the inside of the Eastern Netherlands, looking out – at the heart of society and looking to forge links with the Euregio and the rest of the world.



Together, we form an international community, where students from different cultural backgrounds can feel recognised and at home and where being bilingual is becoming the norm. We offer personal supervision in a pleasant learning environment. Time spent at a higher education institution is also a time of personal development. Through taking part in decision making and being a member of student unions and student associations, Saxion students become more cosmopolitan and more socially engaged. They gain an understanding of themselves, their fellow students and the world around them. We educate professionals who are well prepared to take up their profession and make an authentic contribution to society today and tomorrow. In addition, students are challenged to help develop teaching, research and their own professional field. Professors and lecturers work together with our students for the ongoing improvement of our teaching. We believe that an education lasts for a lifetime.

This Strategic Plan 2016-2020 has been written by students, lecturers, professors, employees and representatives from the professional field. More than 1,000 people were involved in its creation. They have contributed to and supported the choices that we have made. The contents of this plan are not only a continuation of the previous strategic agenda, but also highlight new initiatives and provide updates as a result of new developments. This plan outlines the reasons for our course of action and functions as a guideline for our activities in the next few years. We are aware that the only way to realise our plan is to adopt a versatile, flexible and open outlook. That is why we are investing in revitalising and future-proofing both our students and our staff. This plan sharpens our focus in the areas of teaching and research. Studying at Saxion leads towards a challenging, exciting future. Our students will make the difference!



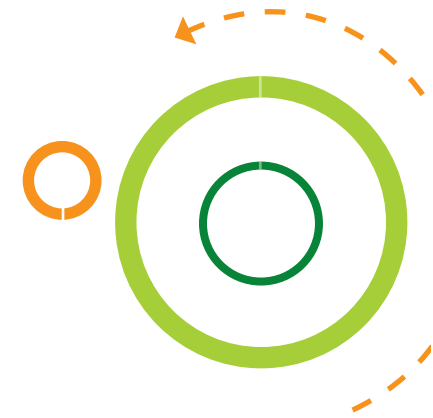
Wim Boomkamp and Ineke van Oldeniel  
Executive Board

More than 1,000 students, staff and business partners  
have contributed to this plan. They are quoted throughout  
this document.



# The road to 2020

We are a university of applied sciences (UAS) with an international outlook and a focus on applied teaching and research that address societal challenges. Through teaching and research, our students learn to bridge the gap between technology and its practical applications. This allows our students to make a significant contribution to the development of their subject area. They are aware of the impact that rapid technological developments can have on their professional field. For this reason, we have strong ties with our surroundings and are able to react proactively to changes in society.



## World in transition

The world around us is changing at a rapid pace. Technological innovations take place in quick succession. Students are more mobile and have an increasingly international mindset. The internet, smartphones and social media have transformed the way in which we communicate with each other. Automation is changing the workplace and requires different skills from employees. Devices which can communicate with each other offer distinct advantages, but at the same time our dependence on such technology grows. And while technology improves the standard of care for the elderly, it also leads to increased social isolation. People may acquire a sense of manipulability, even though this is not always justified. Innovation gives rise to new business models

and methods of production and opens up new markets. Some trades disappear, others are created. Technological innovations also leave a deep imprint on our teaching and research. This changing world requires professionals who are able to respond quickly to new situations and who can see and grasp opportunities. We teach students to embrace innovations and their impact, but at the same time to be critical and dare to rebel, for not all change is welcome. The aim of Living Technology is to make students understand the interaction between technological innovations and our ever evolving society. As they are the professionals of the future, they will need to know how to implement new technology in their professional fields.



### The region's DNA

The Eastern Netherlands is characterised by a strong manufacturing industry with a focus on high-tech products. In Twente, many large and small businesses make use of innovative manufacturing technologies. Within the Stedendriehoek, cleantech businesses contribute to the joint development of a circular economy. Hallmarks of these regions are their high-tech foundations, the large role played by small and medium enterprises (SME), Saxion-initiated start-ups and a common approach to innovation. Together, these elements form an ecosystem that gives birth to more and more knowledge-intensive start-ups. We make a significant contribution by participating in Knowledge Park Twente. Together with University of Twente and the regional training centres, we help to advance these regional innovation agendas. We invest in Smart Industry and Cleantech to ensure a sustainable future for the regions. Saxion's research supports the innovations of 2020 and beyond.

'Regional ties and an international outlook are not mutually exclusive, but complementary. We are inherently international. This is so self-evident that we should be able and willing to recognise it more often.'

### Focus on teaching and research

Through teaching and research, we put the latest scientific advances into practice. Our research is driven by demands from businesses, local authorities, welfare organisations and knowledge institutes. Our main focus is the broad area of Living Technology. This is where we can distinguish and establish ourselves. Over the coming years, we will collaborate with both Centres of Expertise to add an additional impulse to Living Technology research. Our teaching will follow suit. After all, research is an important component of our teaching. We teach students to apply knowledge, assess the results with a critical attitude and analyse them. At Saxion, teaching and research are closely interconnected. An inquisitive attitude is the starting point for both students and teaching staff to ensure high-quality teaching and research.

### Responsive and versatile

Our aim for 2020 is to turn Saxion into an organisation that will be able to respond flexibly and effectively to the ongoing innovation of teaching practice. We maintain our international standing as a UAS by responding to social and technological developments and engaging our students in this process. The road to 2020 begins here.

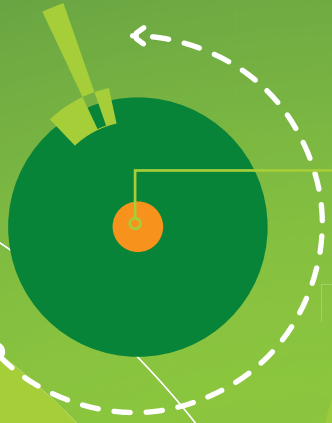
'Our focus on technology is an important part of what we want to be.'

## Five strategic action items

We have identified five strategic action items, which together form the common theme in this strategic plan:

- 01 Excellent teaching
- 02 Inspiring teachers
- 03 Applied research and added value
- 04 Focus on Living Technology
- 05 Vital organisation

# 01 Excellent teaching







# 01 Excellent teaching

Saxion offers high-quality teaching, focusing on the application of the latest scientific advances in the professional field. Teaching that challenges, inspires, educates and moulds students. The students' learning abilities are key. Academic success is important to us. We teach students how they can apply knowledge in their future profession. The teaching that we offer prepares students optimally for their (international) career. We deliberately place high demands on our students. Our challenge is to aid students in attaining the required standards. We evaluate the quality of our teaching regularly. The objective of all our degree programmes – associate degree, Bachelor or Master, part-time or full-time – is to prepare committed, skilled and involved professionals for the labour market. By offering part-time degree programmes that are up to date, flexible and tailor-made, we contribute to lifelong learning.



## Developing talent

Studying requires dedication, determination, enthusiasm and inquisitiveness. Each student who follows a degree programme at Saxion should be able to graduate in principle. We therefore help students to choose the right programme and continue to supervise them actively throughout their entire study. A good command of the Dutch language is a basic requirement. We encourage students to develop their own talents and challenge them to go the extra mile. Our standards are high, yet attainable. Students are assessed on how they manage to put their knowledge into practice. We give them the space to 'learn by trying'. Making mistakes is allowed, since we consider this

an essential part of the learning process. We emphasise each student's individual character. To us, high-quality teaching means offering each student the best route towards meeting our standards.

'Study success is not about performance, but about offering each student the chance to get the most out of their studies!'



### **Collaboration between disciplines**

Teaching is not only about the presentation of knowledge, but also about its practical application. The solution of complex societal challenges often requires skills from a multitude of disciplines. As we combine knowledge from various domains, new solutions may present themselves. To this end, we teach students to think along with and collaborate with other disciplines. Aside from applying expertise, students gain an insight into methods of communication and collaboration and are encouraged to develop their research, enterprise and problem-solving abilities.

*‘We should make use of our most capable teaching staff in the first year to avoid drop-outs.’*

### **Personal development and entrepreneurship**

Studying at Saxion also means growing as a person. ‘Bildung’ is part of our responsibility towards our students. Self-realisation, acquiring a moral compass, getting to know different cultures and good citizenship all contribute to the formation of responsible and attentive students. Entrepreneurial skills play an important role in the curriculum of an increasing number of Bachelor and Master degree programmes. We create and encourage an entrepreneurial spirit among our students to offer an alternative to working life as an employee. The Saxion Centre for Entrepreneurship plays an important role in this process as motivator and facilitator.

*‘Working and studying in culturally mixed groups empowers students to follow education in another language and to study abroad.’*

### **International outlook and mobility**

Our teaching has an international dimension. ‘Internationalization@home’ is an integral part of each degree programme and bilingual education is becoming more and more commonplace within Saxion. We promote the mobility of our students and teaching staff. Our international outlook attracts foreign students and prepares Dutch students thoroughly for the international labour market. We offer both full degree programmes and separate course modules taught in English, allowing students to learn to work together with people with different nationalities and cultural backgrounds. Within our Euregio, we have cultivated ties with the professional field across the border. We pay extra attention to the German language in those degree programmes that are relevant for the German professional field and labour market.

*‘Allow students to launch their own start-ups. Create breeding grounds for initiatives. The combination of experiments and entrepreneurship taps into the professional field.’*

### **Lifelong learning**

The Netherlands’ ambition to become a knowledge economy calls for ongoing investment in the education and knowledge development of the workforce. The Saxion Part-time School meets the demands of workers and those looking for work who want to keep their knowledge and skills up to date and offers them the opportunity to refresh, reassess and retrain. We innovate and expand our part-time and postgraduate degree programme offer continuously to keep up with the preferences and demands of employees, employers and institutions, working in close collaboration with businesses and institutions in the Eastern Netherlands. Our part-time degree programmes are characterised by contemporary teaching methods which enable flexible ways of studying. We offer the opportunity to upgrade Associate degrees (Ad) to Bachelors and Masters. A well-balanced mix of hours of instruction, e-learning and practical assignments (blended learning) makes it possible for us to create tailor-made programmes that fit the lifestyles and learning techniques of part-time students. Any new teaching methods and philosophies that arise can be applied to our full-time courses.



### Degree programme offer

We continuously improve our degree programme offer to enable individual talents to realise their potential and ambitions. Our teaching is tailored to suit the requirements of businesses and institutions associated with the region. Each degree programme and personal study route takes

‘Senior students are paired with junior students to help them “learn to learn”.’

the student’s personal capabilities into account. We pay close attention to the student’s personal development and learning abilities. Through our Top Talent Programme, we encourage talented students and develop more honours and excellence trajectories within our Bachelor degree programmes. Associate degrees are an adequate supplement to Bachelor programmes and offer a broader perspective for intermediate vocational education (mbo) students, also in view of the recent changes in student financing. They also ease the transition from intermediate vocational education to higher education (hbo) studies. Additionally, we are developing new, internationally oriented Master programmes within the Living Technology area of expertise. By constantly updating the content and teaching methods of our degree programmes, we keep them future-proof. Lastly, we invest in the development and expansion of our open university and e-learning programmes.

‘We want to develop more open and online courses in those subject areas in which we have expertise.’

## → Summary:

- Varied degree programme offer: develop a greater number and variety of Ad programmes and professional Living Technology Master programmes and provide the means for lifelong learning.
- Define and implement the collaboration between disciplines into our teaching.
- Develop high-quality transition profiles to facilitate the progression from mbo to hbo.
- Improve the quality and reputation of the Associate degree and professional Master programmes.
- Implement the Saxion Part-time School (SPS).
- Share, publish and apply best practices to promote study success within and outside Saxion.
- Bring Dutch and/or English language skills up to higher education standard.
- Develop a greater number and variety of English-language degree programmes and course modules.
- Let the ‘Bildung’ principle inform our teaching.
- Improve diversity within Saxion, so that students and staff can connect with a world in transition and with other cultures.
- Define and develop open university and e-learning programmes.



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# 02

## Inspiring teachers



# 02 Inspiring teachers

Excellent teaching is the result of the interaction between student and teacher. Our teaching staff are at the heart of our teaching and our organisation. They inspire and motivate our students to realise their full potential. Our teaching staff guide our students on their journey towards becoming responsible, skilled and involved professionals. They invest in the sustainability of their own professional expertise, have an entrepreneurial spirit and actively seek collaboration with other experts in their subject area, colleagues, professors and the professional field. Saxion teaching staff know how to translate Living Technology into modern teaching.

## Knowledge networkers

Our teaching staff are subject matter experts and know how to put their knowledge across to their students. They acquire their expertise through specialist journals, professional practice and research. In order to stay abreast of the increasingly rapid developments in technology and their subject areas, our teaching staff are given the time and means to follow refresher courses and acquire knowledge. They also network proactively with colleagues, other experts in their subject area, the professional field and our partners, both regionally and internationally. They know what is going on in the professional field, what is expected of them and

in which direction the professional field is advancing. Our teaching staff guide and stimulate students to develop their research, entrepreneurial and innovative abilities. Research laboratories and workshops offer the opportunity to experiment with innovative teaching methods. Teaching staff maintain a proactive and inquisitive attitude towards research groups. They play an active part in research and research programmes. As a consequence, research carried out within research groups is immediately translated into teaching practice.

‘We establish closer ties with the professional field and incorporate more technology in our teaching.’





### **Versatile**

Our teaching staff know what goes on in the minds of students. They appeal to their learning ability and inspire them to practice lifelong learning. Study career counselling is aimed at empowering students to take control over their own studies. Saxion's emphasis on skills and personal and social development requires that teaching staff know how to coach their students. Our international outlook necessitates the development of international competences, such as a good command of the English language and a focus on cultural and ethnic diversity in the classroom. Digitisation is changing the way in which students acquire knowledge. Internet and new media allow them to create their own information, regardless of place and time. Blended learning is our way of incorporating this development and allows us to offer tailor-made teaching solutions. This goes hand in hand with updating the ICT skills of our teaching staff.

‘We also have the desire to be more investigative, more entrepreneurial and more innovative ourselves.’



‘Students are often capable of much more than they think! They have to learn to be naturally curious. Each student should be the architect of his or her own career.’

### **Professionalisation**

Our teaching staff also contribute innovations of their own. Changing times demand resourceful, assertive and flexible teachers. We stimulate them to collaborate and get to know each other’s methods. Our teaching staff regularly take up work and research internships. They are open to feedback and self-analysis. We encourage our teaching staff to move forward in the direction that best suits their own talent(s) and skills. Recruiting and retaining skilled and passionate teaching staff is an important objective for us. We provide them with everything they need to offer high-quality teaching to students based on their own professional expertise and to practice applied research. We require all our teaching staff to have obtained a Master degree. Practical experience is essential. We follow the general lead regarding promotions to industrial doctorate at higher education institutions.



### Summary:

- Cultivate a professional teaching body and base further quality improvements on the dialogue between professionals within and outside Saxion.
- Stimulate and support talent-based working.
- Bring English language and ICT skills up to standard.
- Recruit and retain skilled and passionate teaching staff.





# Applied research and added value





# 03 Applied research and added value

Saxion is a knowledge partner. We contribute to the (technological) innovation of professional practice, the economic development of the region and the solution of societal challenges. Applied research is embedded in our teaching, allowing us to develop the research and entrepreneurial abilities of our students. We work together with regional and international partners to acquire new knowledge that might be of national or international significance.

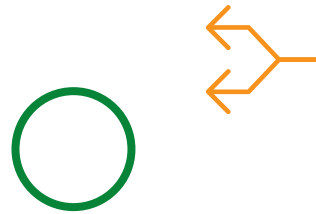
## Research in teaching

An integral approach is required to embed research in the full range of our Bachelor and Master degree programmes. Research plays an important role from the first years of the programme, right through to graduation. Collaboration between students from various subject areas is a matter of course. Research groups make a vital contribution to the quality of our research and applied research forms a prominent part of our teaching. Students learn to develop an inquisitive attitude and know how to interpret research outcomes. Research stimulates the consultative

and entrepreneurial abilities of our students and teaches them to maintain a critical attitude. By acquiring research competences, our students learn to develop new products, services and processes and contribute to innovation in their subject areas.

‘Investigative learning and learning by design are at the heart of our teaching.’





### **Demand-driven research**

Our research groups inform our teaching and carry out research in a broad spectrum of areas. They initiate demand-driven research and complete it in collaboration with the professional field, teaching staff and students. Businesses and institutions are increasingly appreciative of our expertise and often call upon us to find solutions to the challenges that face them. All research groups inform our teaching and are known to students. In this way, research contributes to the quality of our teaching and the professionalisation of our teaching staff.

*'You cannot be a physiotherapist without an inquisitive attitude.'*

Both Centres of Expertise – TechForFuture and TechYourFuture – are important research hubs. In the coming period, we will invest specifically in Living Technology research and in these centres. This allows us to shape our research, put it in an international context wherever possible and distinguish ourselves even more.



### **Adding value to knowledge**

Through our research, we build up a vast research portfolio. The objective of our research is to contribute to the solution of societal challenges. Among other things, we strive to achieve a sustainable living environment, personalised healthcare and the reuse of scarce raw materials. We publish the outcomes of our research in specialist journals, at conferences and through the media. Our outcomes usually have a practical application in a specific economic or social context and potentially other applications besides. After all, our key objective is the practical application of research outcomes. To this end, we invest in collaborations with commercial parties and stimulate students to start their own business, using knowledge acquired through their own research. By adding value to knowledge, we put existing businesses and welfare organisations in a better position. We create new businesses and jobs by actively transferring

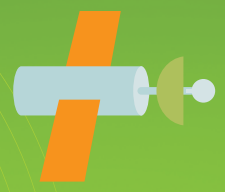
‘Alongside research capabilities, advisory capabilities are also important.’

knowledge to the marketplace. This links Saxion’s research activities to the innovation agendas of Twente and the Stedendriehoek. We enter into clear agreements regarding the use of intellectual property with businesses seeking to utilise our knowledge. By acquiring research competences, our students are able to develop new products, services and processes which contribute to the innovation of professional practice.



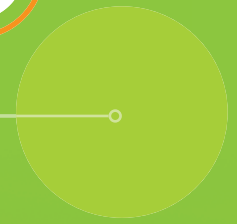
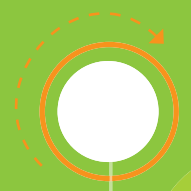
## → Summary:

- Shape applied research in collaboration with (inter)national businesses, institutions and universities.
- Position and highlight applied research to gain more recognition and appreciation regionally, nationally and internationally.
- Let the activities of research groups inform our teaching.
- Put the acquisition of research competences centre stage within each degree programme.
- Implement national quality standards for applied research, teaching and research groups.



# 04

## Focus on Living Technology



# 04 Focus on Living Technology

Saxion aims to distinguish itself by establishing a reputation in the field of Living Technology. Living Technology refers to the interaction between technology and society. The addition of 'Living' to 'Technology' lends colour and distinction. Living Technology is an important factor in our teaching and research. We focus on three research areas: Smart Industry, Health & Wellbeing and Areas & Living. By connecting our teaching and research to these themes, we give shape to Living Technology and provide a boost to our acquisition of knowledge.

## **Innovative and socially relevant**

Technology is deeply embedded in our thinking, our way of life and our work. We recognise that technological innovations play an important role in bringing about social change and that changes in society necessitate technological innovation. This is why we introduce our students to technology. Saxion students know how to use innovations to advance their future profession. Technological innovations affect each subject area. We define 'innovative technology' as both new and existing technologies that are applied in an innovative manner. We have opted to develop new technology in the area of High Tech Systems and Materials (HTSM). HTSM technologies function as enablers for innovative answers to societal challenges. Our strategy interconnects with the Dutch key sector HTSM, which is of vital importance to the Eastern Netherlands.

## **Teaching and research**

Each degree programme defines its own Living Technology competence. In this manner, students learn to appreciate the impact and bearing of technology on their own professional field. Interdisciplinary research and teaching come together in our Living Technology Labs, where third and fourth-year students practice applied research as part of their studies. In order to stimulate learning through research, we encourage students to take up an internship or complete their final year project in one of our research groups. We classify our research activities as a knowledge institute in a Triple Helix framework (Entrepreneurs, Government and Teaching/Research). Students and teaching staff work within this framework to address topical subjects and challenges. Together with partners from the business community, local authorities, knowledge institutes and welfare organisations, we translate knowledge into practical solutions.



‘We should not fear technology, but instead ask ourselves: What is the impact of technology on our line of business?’

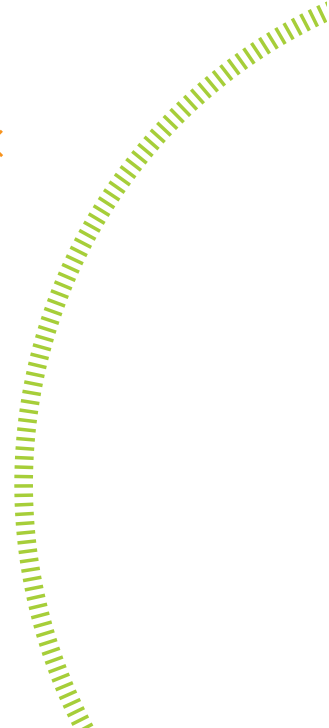
We should allow students to become familiar with the impact of technology on other lines of business.’

### Research Agenda

We continue to develop, boost and expand our reputation for research and teaching. Our basic assumptions are innovative technology, demand-driven social relevance, co-creation and collaboration between disciplines. The Saxion Living Technology research agenda addresses three research areas: Technology for Smart Industry, Technology for Health & Wellbeing and Technology for Areas & Living. Within Technology for Smart Industry, we carry out research in the fields of nanotechnology, mechatronics and smart materials. In addition, we are active in the areas of design, recycling, modern media and manufacturing techniques. Technology for Health & Wellbeing focusses on themes

such as responsibility for own health and wellbeing, living independently for longer and self-sufficiency. Technology for Areas & Living is devoted to residing, working and living in Smart Cities. Our key area of interest is finding intelligent ways of living together, combined with the sustainable use of water, energy and raw materials. All three research programmes cover the themes of Ethics and New Business. Over the coming years, we will add an additional impulse to these research areas. To achieve this, we will make optimal

‘All technology has been designed by humans and it is all around us. We are all “living with technology”.’



use of (inter)national stimulation funds and join academic networks both at home and abroad. By building strategic alliances with international knowledge partners, we gain expertise and access to new research areas.

### **Technology teaching in the educational spectrum**

We pay attention to the teaching of Living Technology. Together with TechYourFuture, we examine how to improve the position and quality of science and technology teaching throughout the educational spectrum. Our objective is to increase the intake and ease the progress of technicians to the labour market. This is how we confront the challenges posed by the Human Capital Agenda. Given the predicted shortage of technicians in the future, this is no small task. Furthermore, we research the possibilities for and impact of new technologies on teaching itself. Any insight we gain is used to improve and innovate teaching practice.



‘Saxion and University of Twente will be co-operating more closely in the field of micro- and nanotechnology. Among other things, this co-operation should put Twente on the map as one of the best regions for the micro- and nanotechnology industries to settle.’



### Summary:

- Implement the Living Technology research agenda.
- Translate Living Technology to all degree programmes.
- Strengthen our international network with strategic partners, both at home and abroad, that fit our Living Technology profile as a UAS.
- Disseminate our Living Technology research agenda internationally.



# 05 Vital organisation





# 05 Vital organisation

With this Strategic Plan, we train our sights on 2020. The task of realising this plan lies with Saxion's workforce. The versatile Saxion professional plays a key part in change and innovation. He or she is in sync with a world in transition and has ties with the professional field. This dynamic environment demands a Saxion organisation that is open to innovation, change and versatility. We embrace a bottom-up approach by utilising the knowledge and experience of our employees, are student-focussed and driven by the passion of our staff.



## Innovative

The quality of our staff is crucial to the realisation of our plan. The demands we place on our students apply equally to our researchers and our teaching and support and management staff: knowledge that is up to date; a curious, enterprising and inquisitive attitude; and an affinity with collaboration. Industrious employees, ongoing training and improved working methods add impetus to our vitality. However, the realisation of our plan requires more than just innovation. It also means collaboration with the professional field, proactive thinking, investment in alliances, horizontal collaboration in terms of content, engaging in dialogue with our students and being open to renewal, experimentation, innovation and change. The ability to adapt to an environment in transition and let employees take their own responsibility is vital if we are to meet our objectives.

‘The versatile Saxion professional plays a key part in the development of closer ties with the professional field.’





'We can become more flexible by taking the core principles of teaching as our starting point.'

### **Taking initiative**

We encourage our employees and teams to initiate change. We provide the essential conditions required for creativity and experimentation and are appreciative of each unique talent. Making mistakes is allowed, as long as we learn from them. We strive to be an organisation in which collaboration between schools, degree programmes, teaching staff and support services is second nature, and to employ people with strong personalities, who are able to inspire and challenge each other. This necessitates commitment, personal leadership, professionalisation and an ability among managers to delegate responsibilities. It also necessitates a commitment from students and alumni to (continue to) contribute to Saxion as a learning community. The importance of the student and the teacher-student relationship are the guiding principles for the ongoing improvement of our teaching and our organisation.



### **A house in order**

Our procedures and systems should help us achieve our objectives. Our processes, systems and management information need to be of a sufficiently high quality to be able to implement change. Stern operational management and a professional and supportive attitude amongst our staff to its implementation are essential conditions for increased versatility. We strive to improve collaboration throughout our organisation, determine who is responsible for each process and nominate persons in charge.

'We want to do away with systems thinking.'



### Justification

We need to be able to justify the choices that we make. We do this by explaining our course of action and how we meet established quality standards and engaging in dialogue about quality improvements. Part of this approach is that we hold each other to account. How we justify our choices is up to each of us individually to decide. Key performance indicators (KPIs) help us analyse our own performance and ask the right questions. High KPI scores are not an end in themselves. We aim for tangible results. Output indicators help us determine whether we are on the right track as regards the study success of our students, accreditation scores, the final standard of our degree programmes and the satisfaction levels of our students, staff and business partners. Our evolving attitude is encapsulated by the phrase 'from check marks to sparks'.



### Summary:

- Develop and implement an improvement plan for both company structure (hard side) and company culture (soft side).
- Apply methodologies that contribute to the ongoing improvement of our quality and processes.
- Invest in the development and education of our staff.
- Develop versatile teaching logistics.
- Improve the structure of our organisation and the management of our operational processes.
- Devise a viable accreditation framework.

'You should be able to explain what you are doing. The way in which we do this together and the environment this creates form the basis for our quality management.'



# Strategic indicators

In this Strategic Plan, we have identified five strategic action items. To ensure that we remain on the right course regarding these, we measure our progress with the aid of a number of strategic indicators. They replace the performance agreements with the Ministry of Education, Culture and Science (OCW) outlined in the Strategic Agenda 2012-2016. We consider academic success to be the most important outcome.



## **We measure the quality of our teaching and research by the outcomes they generate:**

- Excellent teaching: evidenced by a positive verdict from stakeholders regarding our standards, socially responsible study outcomes and high student satisfaction with our teaching.
- Relevant applied research: evidenced by our contributions to the innovation of professional practice and society and to knowledge development in the subject area concerned.

Given our profile and core concept, it is important that we monitor participation levels in part-time degree programmes, as well as our international ambitions. As far as Living Technology and our international positioning as a university of applied sciences is concerned, we will develop relevant indicators during the first stage of the implementation of our strategic plan.

To further develop and realise our objectives, we need to be a professional organisation that learns from its mistakes and is highly effective and efficient. In other words, we need to be versatile. Employee satisfaction levels are a key indicator in this respect.

Alongside its strategic indicators, Saxion has developed guidance indicators, which are more tactical and operational in nature. These are not listed in this plan.



## Indicators

For each strategic indicator, we have indicated to which domain it pertains (teaching, research, organisation). These indicators will be further defined and elaborated in the implementation plan. Some indicators are based on underlying data and/or calculations.

### Teaching:

1. Stakeholder verdict regarding standards
2. A. Drop-out rate  
B. Number of Bachelor graduates
3. A. Student verdict  
B. Student satisfaction
4. International UAS
5. Living Technology
6. Number of part-time students

### Research (including added value):

1. Added value (both to economy and society)
2. Publications and presentations

### Organisation:

1. Employee satisfaction



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