

# Working together towards a vital metropolis

Strategic Plan 2022-2027

Making an impact on societal challenges through practice-based learning.

Providing more freedom of choice through flexibility.

Creating a sustainable living environment and a resilient society.

# Working together towards a vital metropolis

## Paving the way to 2027 together!

We are proud of what our university of applied sciences has achieved over the past few years. In cooperation with our students and partners from the professional field, we have laid a solid foundation of high-quality education and research.

Inholland University of Applied Sciences has a multitude of disciplines, with unique crossovers. We are the only university of applied sciences in the Netherlands that combines education and research in the sustainable green faculty with other domains. But our dream goes further: we want to arrange our education and research so that we can make an even greater contribution to the vitality of the metropolitan area where we live, work and play, and to society as a whole.

This Strategic Plan provides both inspiration and direction. Read this summary to learn more about the dreams we wish to achieve.



# Our dream

Our students, staff and working professionals learn and work in a safe environment where they can be themselves and feel recognised and appreciated for who they are. We know each other and learn from each other. Everyone is welcome here.

With excellent education and research, we prepare professionals for the current and future job market. We produce self-aware professionals who are capable of actively, creatively, purposefully, and self-consciously shaping the future society.

We offer interdisciplinary, future-oriented education, encourage lifelong learning and inspire entrepreneurship. Knowledge, methodologies and innovations from our applied research contribute to a sustainable living environment and a resilient society. As a broad university of applied sciences, we are ideally suited to connect different disciplines and perspectives, and come up with new, integrated solutions. Everyone at Inholland does their part to create a sustainable living environment and a resilient society. Together, we are working towards a vital metropolis.

To make our dream a reality, we work hard every day to fulfil our mission.



# Our mission

**We educate independent, critical professionals and develop applied knowledge to make a meaningful contribution to the inclusive world of tomorrow.**

Our dream and mission are closely intertwined with our core values. Whichever path we take, we stay true to these basic principles; they are what makes us who we are as an institution.



# Our core values

## Personal & accessible: We know each other

Inholland is a large university of applied sciences, but our degree programmes and campuses are small-scale. This allows us to offer students a more personal environment. To us, 'personal and accessible' means investing in long-term relationships. We respond quickly to questions from students, colleagues and external partners, and we take responsibility by tackling challenges together and being there for each other.

## We have the courage to learn from each other

We are inquisitive and curiosity-driven partners. We welcome questions from each other and are not afraid to ask for help if we need it. We investigate and explore, bravely forging new paths and thinking outside the box.

## Inclusive: everyone belongs here

Inholland is an accessible university of applied sciences committed to the principle of equal opportunities for all students and staff. We use diversity to develop better and more versatile solutions for societal challenges. Diversity is our strength, and we utilise everyone's talents, qualities and perspectives to achieve better results.

# Our movement

A central component of our dream is working together towards a vital metropolis within our education and research. Through this, we make a meaningful impact on solving societal challenges and learn from real-world experiences.

These challenges are complex and open-ended and cannot be solved within a single discipline or social sector. As a knowledge institution, we firmly believe in our ability to make a significant contribution to addressing these challenges.

To achieve these ambitions, we have started a movement that will continue to gain momentum in the years ahead. Our movement is based on three pillars:

1. **We focus on societal challenges.**
2. **We are committed to flexibility.**
3. **Our priority themes are a sustainable living environment and a resilient society.**



## Pillar 1

# We focus on societal challenges in our education and research

We educate professionals who know how to navigate in a constantly changing world: students who help shape the future both during their studies and after they graduate. The societal challenges associated with this are the fundamental building blocks of our education and research. By tackling urgent questions from the world around us, we keep our education and research relevant and topical.

As a result, our students receive education directly linked to real-world professional challenges, where we combine insights from various disciplines.

In the period ahead, we will therefore be investing in external cooperation with partners from the professional field, government authorities and knowledge institutions, while enhancing the vitality of the metropolitan area in which we live, work and learn.

## Pillar 2

# We are committed to flexibility

Students want more freedom of choice in their degree programmes. In addition, the job market has expressed a need for flexible forms of education. We are arranging a more flexible education, so that students can make their own choices and learn from their own authentic context (real-world projects). This gives them more ownership over their individual learning process.

We work with learning outcomes to create space for students to explore different learning contexts and pathways. We offer these learning pathways across degree programmes and allow students to complete their learning journey at their own pace, whether that means speeding up or slowing down.

We are creating flexibility within existing pathways and curricula so that our education meets students' individual needs and reflects developments in the job market and society. Examples include modular teaching methods like Microcredentials, EduBadges and Lifelong Learning.





## Pillar 3

# We are working on creating a sustainable living environment and a resilient society

While many of the transitions we are working on (such as those relating to energy, raw materials, health care and digitisation) are unfolding at a global level, they can clearly be seen in our immediate surroundings as well.

Students' own living environment is familiar, relevant and manageable, so neighbourhoods and cities are the perfect testing ground to learn, work and innovate.

Based on the needs we see around us and what we have to offer in terms of crossovers in knowledge, expertise and networks, we have decided to lead the way in focusing on two urgent, complex interrelated themes: the transition to a sustainable living environment and a resilient society.



## Sustainable living environment

Our students, researchers and staff work on sustainable and innovative solutions to societal challenges that contribute to a high quality of life, both now and in the future. Examples include an adequate, safe and healthy food supply, energy transition, circular economy and climate adaptation.

## Resilient society

Resilient societies can bounce back from shocks and ideally use them as opportunities for further development. At Inholland, we focus on the power to adapt in order to function in a complex and rapidly changing society.

This is less about resilience and more about people's ability to adapt and be self-sufficient. Examples include prevention, versatility, autonomy, coexistence, involvement and behaviour of residents, justice and safety.



# Students as partners

We believe that students play a crucial role in creating solutions, together with lecturers, researchers, professionals and other stakeholders. We see students as partners, which is why we involve them in all aspects of the movement. Involving students in education and research promotes student well-being and improves the quality of education and research.

We see our students as partners in education and we want them to be able to reach their full potential. Here at Inholland, our focus is the individual. 'Personal and accessible' is one of our core values. This not only sets standards for the content of our degree programs but also for their implementation. We set the bar high. In the coming period, we will therefore be making additional investments in services that prioritise students, such as one-to-one support, communication and student well-being.

We are also in constant dialogue with our students about possible improvements. At our Student Success Centres, students help each other find their way, answer each other's questions and give each other support.



# Our guiding principles

Big ambitions require a decisive approach. We can only innovate and learn from each other if we work closely together. To further strengthen internal and external cooperation between education, research and the professional field, we have defined five guiding principles:

1. **We are building a unified Inholland together**
2. **We are a learning organisation and focus on continuous development**
3. **We work with each other and with the outside world**
4. **We organise ourselves in networks**
5. **We create space for talent and talent development**



# Where we will be in...

## 2025

- Students will have the opportunity to gain interdisciplinary experience within all our degree programmes.
- We will have strong networks for creating a sustainable living environment and a resilient society.
- We will provide clear and effective communication regarding expectations, admission requirements, timetables and marks.

## 2028

- All our degree programmes will have begun redesigning their curriculum based on real-world challenges from the professional field.
- All students of all programmes will contribute to solving societal challenges through participation in an interdisciplinary experience.
- We will be acknowledged and recognised for our expertise in creating a sustainable living environment and a resilient society through our education and research.
- Diversity will be considered a self-evident principle at Inholland, and inclusion will be standard practice in studying and working together.

# Our people make Inholland a success

The Strategic Plan is our compass to make our dream come true in upcoming years. The movement we outline in this plan has already begun in numerous places. What does it look like for our students and colleagues in daily practice? And how are they teaming up with the professional field to make a meaningful contribution to the inclusive world of tomorrow?

Keep reading for personal stories from our colleagues and students.



## Education is the ideal place to seek connections between people

### Machteld de Jong - Professor of Diversity Issues

Minister of Education Robbert Dijkgraaf signed the manifesto against work placement discrimination last July, one year after Inholland presented the results of a study on this topic. The study was carried out by our students and research groups in 'Diversity issues' and 'Inclusion and the Creative Industries'. The relevant report was also featured in the poignant documentary *Liever Fleur dan Fatima (Fleur over Fatima)*. All this attention put the theme on the national agenda. And rightly so, as work placement discrimination is extremely unfair and has a major impact on our students.

This example shows what diversity and inclusion means at Inholland: we are serious about involving students in research and education and making sure their voices are heard. This variety of perspectives is precisely what makes Inholland a great place to work.

To truly connect with each other, it is important to create a safe context, be aware of our own perceptions and respond attentively to others' stories. When we do that, we enjoy a wealth of experiences that are enriched by those of the people around you.

**The professionals who work at Inholland understand the power of diversity. They know how to make the most of differences between people, colleagues and students. Together, they are helping to create a more inclusive society.**

## The real world as an inspiring laboratory

**Karel Koch - founder of Sluislab Amsterdam and associate professor at our Faculty of Creative Business**

This part of Zeeburgereiland is still an empty expanse of sand for now, but it will soon be home to the Sluisbuurt: a neighbourhood with new, sustainable green buildings and a prominent place for Inholland University of Applied Sciences. Our Amsterdam campus will be housed in a new building amid the 15,000 planned residences.

This is a wonderful opportunity we are taking full advantage of, even before construction begins! Together with the municipality and other art institutes, we have already set up the Sluislab - one of our living labs - where students put their theoretical knowledge into practice and simultaneously learn through hands-on experiences. At the Sluislab, we encourage students to use their creativity to develop plans for a green and safe neighbourhood in cooperation with future residents, businesses and researchers. Sluislab ties in seamlessly with our motto: Working together towards a vital metropolis.

Our students take stock of the dreams, visions and experiences of Amsterdam residents. Within the boundaries of the curriculum, they are given the freedom to experiment. Step by step, their research takes shape. This type of design thinking really appeals to them. The freedom is challenging for them at first, but once they get the hang of it, the creative ideas start flowing. They really give something back to the community. That is the great thing about a living lab.

**'Within the boundaries of the curriculum, our students are given the freedom to experiment. This type of design thinking really appeals to them.'**







**'Not everything can be planned out in advance. This project taught me that you can always go in a new direction.'**

## The 'Queertet' as a result of design thinking

**Toska van der Heiden (23) - Leisure & Event Management student**

Design thinking sounds more complicated than it actually is. You are basically designing and implementing a project in four steps: discover, design, develop and deliver. The idea is that you find a solution to a relevant problem along the way. You adjust your approach throughout your research. This was a totally new way of learning for me.

Our project group was very diverse, with different cultural backgrounds, education levels and sexual orientation. We were all interested in social themes like inclusion, mental health, internationality and loneliness. We combined this into the target group 'queer inclusion'. We decided to investigate how we could make a positive impact on queer people's mental health.

For the closing event, we also designed a 'Queertet' card game to spark discussion on queer issues. The game has sixty cards, each with a different description of a gender and/or sexual orientation, ranging from pansexual to androgynous. Making the game was really stressful, and finding the right images took a lot of work. But we received a lot of positive comments.

## Flexibility in education: showing what you can do and what you still need to learn

### Mirjam van Meningen - project leader of the flexible part-time Nursing programme

Pursuing further education and training and incorporating work and life experience is fully in line with the government's motto of 'lifelong learning'. The idea is that it is never too late to learn and grow as a professional. Inholland's flexible learning pathway for health care professionals is a perfect example of this.

My colleagues and I designed the flexible learning pathway in Nursing. This part-time degree programme responds to the healthcare sector's desperate need for nurses with research and analytical skills at higher professional education levels.

The great thing about our flexible learning pathway is that we provide multiple assessment opportunities and offer our full range of courses every ten weeks. This allows students to really take control of their studies. It gives them the option to put a certain course on hold if they have other things to focus on or finish it early if needed. Structuring the degree programme this way prevents students from feeling like they are falling behind. Quite the opposite: we make them feel like they are never too late.

This flexible degree programme is a fantastic eye-opener for educational institutions, students and the healthcare sector. Everyone knows by now that there are multiple pathways to a degree certificate. The healthcare sector is just as pleased with this development as we are. Inholland is producing highly skilled new healthcare professionals.

**'The great thing about our flexible learning pathway is that students can really take control of their studies.'**

## Students as partners

### Rutger Kappe - Professor of Study Success

When preparing for the Students as Partners conference at Inholland, we involved students in the preparatory sessions. That was a logical approach for this topic, of course. We asked them to provide input, share ideas and work with us. Once we got to talking (online), there was a wonderful exchange of interesting ideas. I think it is great to have this kind of setting where students, staff, lecturers and professionals from the field are completely equal. I have noticed that we are organising more and more of these cooperative efforts at Inholland, and I am really happy about that.

Being seen, doing activities together, creating an academic bond with lecturers and understanding why the courses you are taking are important: these are all conditions for a stimulating educational environment. This keeps students interested and involved. In this context I often use the word 'engagement', by which I mean active involvement. Young people naturally have this quality and want to help others. We continue to foster that engagement. Future employers also want to see this active, engaged attitude.

**'Young people have an amazing capacity for creativity and innovation. They often share ideas that we could not have come up with ourselves.'**



Would you like to learn more about Inholland University of Applied Sciences and join us in working together towards a vital metropolis?  
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