

OUR **WORK PLAN**

**ROTTERDAM UNIVERSITY
OF APPLIED SCIENCES**



PREFACE

In September 2016 we presented the Rotterdam University of Applied Sciences' Strategic Agenda and Vision on Education, "Our Agenda, education in Rotterdam for the world of tomorrow". An agenda with the ambition of shaping high-quality, inclusive, future-proof professional higher education. Inclusive, meaning an improved connection to the diversity of our students. Future-proof, by developing our education in a continual professional dialogue with the professional practice and researchers. A task for the lecturers of the Rotterdam University of Applied Sciences who shall make the difference, with the support of an organisation making sure that the lecturers CAN make that difference.

We have taken one year to develop Our Agenda. In that time we have held discussions with the lecturer teams about the meaning of the educational tasks and the road toward realisation of those tasks in the study programmes. And to think deeply about the complexity of those tasks for our organisation. Because in order to remain relevant and successful, we have to adjust our education and our organisation of it. In the coming years, our attention is on shaping and developing this transition. A transition that includes placing the responsibility of education back where it belongs: with the study programmes.

In order to contribute to the approach, more than one hundred lecturers, managers, professors, and staff members have come forward. Their expertise and energy was combined in seven groups. Four groups have given us advise about subjects such as professionalism, leadership, organisation and rules. Three groups concentrated on the meaning of globalisation and internationalisation; the inspiring and innovative role for ICT; and the manner in which education can better link to new forms of entrepreneurship and new business activity. External advisors Winnie Sorgdrager and Farid Tabarki have enriched us with additional ideas and concepts about the management and organisation of our school in light of our development tasks.

We are impressed with the level of quality of the eight advisory documents. Not only do they show the urgency and necessity of change, they also confirm that lecturers, researchers and staff members also want to take on more responsibility. We are adopting the advice in its entirety. The advice is part of the approach that is expressed in this plan.¹

It is our job to direct any change. The school's challenges are great, also for us. In a decentralised school our responsibility is not less, but different: more focus on guiding and giving direction, and making sure of the best possible enabling conditions for education. We want to work on an inclusive school offering high-quality education that is rich in context. We invite our partners, in the region, to join us and aspire to do the same. We need them in this. Rotterdam needs our students.

¹ Both the advisory document 'Een adaptieve Hogeschool' by Winnie Sorgdrager and Farid Tabarki, as the eight advisory documents from the Groups who have participated in developing 'OnsWERKplan' are available in Dutch only.

In this document we present the implementation of Our Agenda for the coming years, our WORK Plan. It is the approach to implementing Our Agenda and Vision on Education, it is the direction for the Rotterdam University of Applied Sciences for the coming years; ourWORK. Many thanks to the contributions and effort of all those involved, inside and outside our school, who have thought about the future of the Rotterdam University of Applied Sciences.

Let's get to work.
We will do so together.
And with pleasure.

Ron Bormans
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Rotterdam, August 2017

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This translation is meant as a service to non-Dutch speaking employees of the school. In the event a difference of interpretation should arise, this translation cannot be relied upon for legal purposes. In said event the Dutch text of Onswerkplan will be binding.

1. THE GOALS

Goal 1: Strengthening and further developing basic quality

These past years the school has invested in the basic quality of the Bachelor study programmes with the FOCUS programme. Much has been achieved, but we are not there yet. Students expect a higher quality content and organisation of our education. Education that connects better to their needs and expectations. Our attention for the quality of content and organisation of our education still remains unchanged: attention for the quality of full-time and part-time bachelor education AND for the Associate Degrees AND Master study programmes. The school is accessible for both youth and those employed, who want to experience higher education, but opt for a two-year Associate degree study programme (Ad²). We will continue with the further development of the Ad study programmes that directly respond to the wishes of the students and needs of the field. We will also continue developing part-time study programmes that are both tailor-made for employed students, and that give students the opportunity of increasing their career perspective. And we will also strive for Master study programmes of a high level that are nationally acclaimed.

Goal 2: Shaping inclusive education

Too many students do not graduate with their diploma. The drop-out percentage is high. We are starting to get a better grip on factors that contribute to study success, but it has not yet translated to better results. Study success continues to be a priority. The students in the classroom are very diverse in these aspects: prior education, learning styles, background, home situation, life experience, and their ambitions. Handling or managing diversity is tricky based on the current education model with the 'standard student profile'. The result is dropping out or studying longer. We need to learn that diversity can enrich our education, and within our education make connections to every student, their backgrounds, preferences, and challenges. In other words: offer inclusive education. We realise that added value through creativity, service and custom work. We develop fitting learning routes with good pedagogics and didactics. In this way we will prevent longer studies and promote study success.

Goal 3: Developing education rich-in-context

Study programmes are increasingly confronted by quickly changing professions and fields. Our world will be one where machines and software will be able to analyse, optimise, predict, produce custom work for the individual, digitalise and automatise. This applies to the entire industry and all existing sectors. Study programmes and lecturers must anticipate for uncertainty. What are the professions of tomorrow? Which basis of knowledge is long-lasting and can we teach so that our students can continue using them in the long-term? How can we integrate current affairs in our education in

2 The abbreviations used in this document are explained in the abbreviations attachment.

the right manner? How can we link technique and ICT to other domains? And how can we make sure our students are flexible and resilient, so that they do not only count in society, but can be ahead of others in this new reality? If we really want to educate students for the future, we will have to find ways to further introduce the students to the outside world, while they are still studying at school. Rotterdam is a city of the world AND our 'laboratory', in which students themselves are increasingly co-directing the content of education, and are learning to critically reflect and research the practice. The research of the lecturers and professors provides vital impulses for this.

2. BASIC PRINCIPLES

We will continue in the FOCUS direction, and further shape Our Agenda. We are formulating an approach for the next five years.

The approach consists of five principles, our common denominators, and eight hubs.

Principle 1: The learning process is central

“Rotterdam University of Applied Sciences has a constant focus on the learning process of each student. This learning process is geared toward the learning need of the student, the requirements of the profession and the social responsibility of the Rotterdam University of Applied Sciences.”

Advice from Group Organisation

A modern school reflects modern society. The study programme offers students a real home, and lecturers create a safe practice ground for the future role in the actual, professional practice and in society. They offer students education including long-term knowledge and skills for their careers. Education that reflect the common values of the school such as: professionalism, a critical attitude, democracy and respect for one another. During their education students learn that academic knowledge is different from views or opinions; they can practice holding debates and dealing with differences.

Rotterdam University of Applied Sciences wants to be a school that invites participation. An inclusive community of higher education, where students and lecturers can be who they are. Where students are acknowledged and where attention is paid to the learning process and the specific context of all students. Where the surroundings are comfortable and small-scale, and the available facilities are well taken care of.

Principle 2: Responsibility lies with the study programme teams

“A study programme team ≠ the lecturers of the study programme. The team is made up of all employees contributing to the learning process of the student: lecturers, researchers, management, supporting and facilitating personnel..... contact with the students, our co-producers, is aimed at the learning process and talent development of the modern, future professional.for between dream and deed are less laws that bar the way, and problems stark and plain...”

Advice from Group Organisation.

Lecturers – the ones closest to our students, who have much knowledge about the students’ learning process, and who have a well-developed command of pedagogical and didactic qualities. They will have a maximum influence on the content and managing of education. It is a necessity that they are given the space and responsibility to be able to use their professional mental power to create the best possible education.

In Our Agenda we have used the term lecturer teams, making the difference. With the appealing perspective sketched by the working group Organisation, we are introducing the concept of the Study Programme Team. Lecturers can only give the learning process a central place once they have been assured of suitable support, so that the supporting colleagues can participate actively and completely within the team. Only then can a smooth education organisation be realised. We are therefore placing the direction of organising, developing and implementing our education with the lecturers, and staff members who contribute to the learning process of the student, the so-called study programme teams.

A study programme team:

- ▶ Is responsible for building a work-study environment with 'the practice', 'research' and with students.
- ▶ Is overall responsible for the education of the study programme and puts the priorities of education into practice.
- ▶ Ensures that the common values of the school become apparent in the education.
- ▶ Determines the criteria of responsibility toward the students, the organisation and environment, based in the team's development phase.
- ▶ Determines the necessary rules for improvement of quality, and continuous development of education.
- ▶ Has advisory powers for replacing or abolishing outdated or superfluous rules of the school.
- ▶ Puts the student's learning process, and of all those who contribute to this, at the centre.

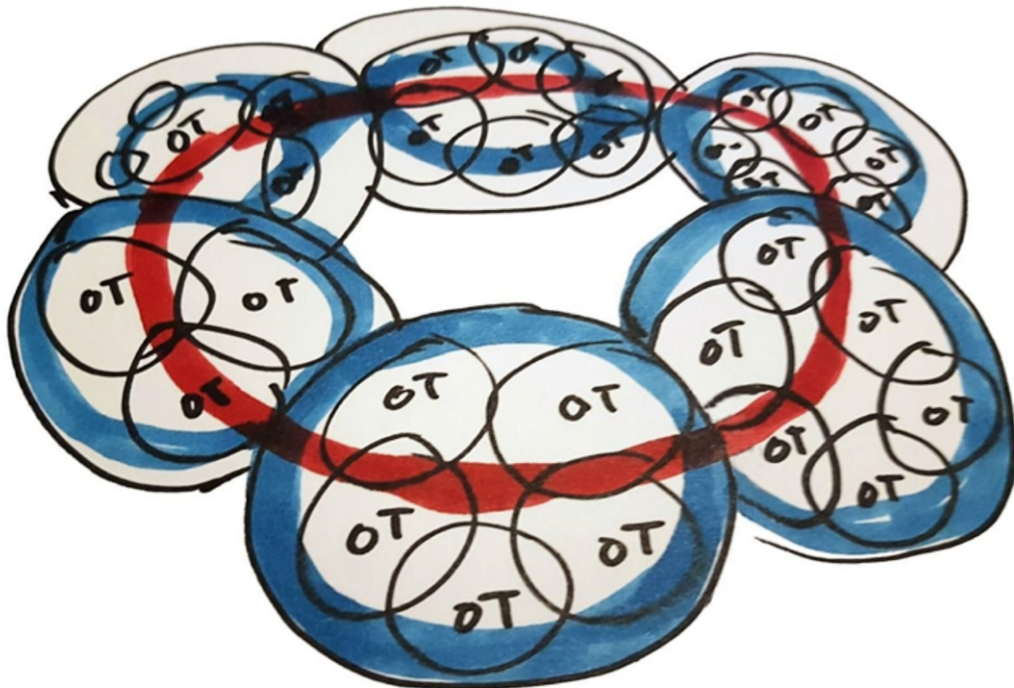
Not just the learning process of the student has a central place. The learning process of all those who contribute to this as well. Because if we want to commit to the necessary development of the school, long-term professionalisation will subsequently be necessary as well (for more details, please see further information about the hubs).

Principle 3: Study programme teams receive the best possible support

The direct support of education will be as close as possible to education. Supporting staff members will be available to one or more study programme teams, depending on the specific question for development or facilitation of the team. This means a change in provision of services. The service providers of the administration offices and central departments will be working directly for the study programme teams, under the (functional) leadership of the course director (education manager). In this way they can carry the responsibility of the study programme together with the lecturers. The department or the administration office is the evident source for profession-specific knowledge about, for example, ICT, education, personnel, organisation and communication.

Principle 4: We have a shared framework

We are a large school with a diverse selection of study programmes and we are inviting them to further develop education within their own context. If lecturers, researchers and supporting staff of the study programme teams are fully responsible for the work-study environment, then it becomes necessary for the school to define our common denominators and how that is apparent. The group Organisation has illustrated our common denominator by means of a red ring in the illustration below.



The red ring mirrors:

- ▶ The mission that we stand for: it is our assignment to educate each student to become a professional who can contribute substantially to society.
- ▶ The educational goals that we are going for: high-quality, inclusive education, rich in texture.
- ▶ The indicators of quality that we use to assess the quality of our education: student satisfaction, Study Success, employee satisfaction, connecting to the job market and appreciation by experts (accreditation).
- ▶ Professional values reflecting how we do things: transparent and collaborative; with integrity and equality.
- ▶ Norms and agreements about the manner of working together on education, for example, on electives and minors.
- ▶ The administrative framework of Rotterdam University of Applied Sciences as far as finances, ICT, personnel and processes are concerned.
- ▶ Law and legislation that we need to adhere to, such as the Higher Education and Research Act (*WHW*), and the Accreditation Organisation of the Netherlands (*NVAO*) etcetera.

“We cannot lose the strength of the collective: it can be found foremost in sharing knowledge; it can be much improved upon. The collective can eventually help lead to acceptance in the red ring of shared values. Values of which the origin lies in the professional practice.”

Advice from Group Organisation

We explore and develop our own professionalism within the common framework. The red ring is flexible and inflexible at the same time, because on the one hand we adhere to it, on the other hand, there is room for adjustment. After all, in our ever-changing world there may be good reason to change our framework or agreements.

Principle 5: Developing, working, learning together in hubs

We are heading toward placing responsibility with the study programme teams. Professionalisation of ALL directly and indirectly involved thus becomes a necessity. All staff members contribute to the student’s learning process in order to reach the goals. Gaining some experience in this new situation takes time and effort. In order to realise the transition, an approach is needed that allows us to learn and change gradually and collectively.

“‘Let’s start already’ with a few experiments putting into practice the changes in the organisation and the matching leadership. The following are conditions for educational experiments: (complete) freedom, being able to work with out-of-the-box thinking and finding solutions, safety, being allowed to make mistakes. An open mind is a requirement for those who are experimenting and willing to experience inquisitive discussions.”

Advice from Group Leadership Development

We are introducing the notion of the ‘HUB’ (*WERKPlaats*) for this transitional process. In the hub we develop and work with new forms and conditions in order to pursue our vision. The hubs will give us the opportunity to actually experience the transition that we have in mind, and provides us with insights that will help us further implement changes in the rest of the organisation. The goal is to realise high-quality, inclusive education that is rich in texture. The dimensions reach further than a study programme or institute. Lecturers and researchers are ‘in the lead’ and are working evidence-based on new methods, organisational design and professionalisation, together with the practice and with the students. The staff facilitates, offers expertise and supports. In this way a hub becomes an open network where quality improvement, innovation and professional development go hand in hand. The Executive Board guards the frameworks, clarity of goals; motivates, facilitates, and invests. Experiences and knowledge are shared and developed.

We are setting up eight hubs to be discussed in chapter 3.

3. THE HUBS (*DE WERKPLAATSEN*)

HUB 1: SCHOOL

The hub 'School' is the hub that will involve everyone, and that will shape a transition affecting all employees of the school. In the coming years the themes below will be central to this hub.

Adapting the provision of services

We are adapting our services, in order for study programme teams to be able to take the lead and be well-facilitated for that role. This will result in a shift from generic service provision to providing services for the study programme teams:

- ▶ The service geared toward education will remain 15%.
- ▶ The size of generic services will decrease from 22,7% to 20%.
- ▶ The Governance Board of directors and course directors will expand to include lecturers and students.
- ▶ The means that will become available from decreasing generic services, will be invested in education.

Who is involved?:³ Governance Board, central departments, administration offices.

In the lead: The Executive Board.

Leadership and professionalism

To have study programme teams optimally developing and functioning, investment is needed in leadership skills and professionalism for everyone. Leadership and professionalism are inextricably bound. Collective leadership means having leaders on all levels. We are asking the lecturer to take on direct responsibility for development and implementation of high-quality education.

All advisory groups emphasise the importance of professionalisation and leadership. Giving and taking responsibility, and having collective leadership calls for a sizeable investment in the leadership and professionalisation programmes of the school.

“Displaying leadership is not about (job) positions, but about showing certain behaviour, and speaking a collective language. We are switching from giving instructions and exercising control, to instilling confidence and organising unison: from extrinsic motivation to being directed by values. This means changes for everyone working at Rotterdam University of Applied Sciences, and in addition, it presents us with an extensive leadership and leadership development assignment.”

Advice from group Leadership Development

³ It applies to each hub that everyone is welcome to participate

Actual steps:

- ▶ Mandatory and recurrent supplementary learning applies to all lecturers with a focus on improvement of pedagogical and didactic skills.
- ▶ All lecturers have 10% professionalisation hours at their disposal with the aim of increasing knowledge and skills for the purpose of quality of education and study success.
- ▶ All management and Board members participate in a Leadership Development programme, in which complex issues are tackled in teams.
- ▶ The current common activities for management and directors, such as Focus days, Management Development programme, and other management days will be transformed into a programme geared toward learning collectively including a prominent role for lecturers, researchers, students and alumni.
- ▶ We are developing the HR-Academy and strengthening the academy to become the 'opleidingshuis' for the Rotterdam University of Applied Sciences.

Who is involved?: Managers and Directors, lecturers, students and Board members.

In the lead: Education & Development (O&O).

Appropriate and Visible Game Rules

The school as well as the study programmes need to adhere to a large number of (game) rules. Many are mandatory, many unwritten. Some are clear, others are not. Superfluous and unclear rules hinder us in our development. In order to take charge, it is necessary that we define a set of clear and limited number of rules.

"...rules should not be leading, but should fit the choices that we make."

Advice from the Group on game rules

We will take the following steps to come to a set of appropriate and visible rules:

- ▶ All study programmes will have the opportunity to take the initiative and question rules and discuss them with the members of the Executive Board. Each proposition will be responded to with an assessment.
- ▶ The departments will supply input about rules and regulations to the *opleidingshuis*; the input will be applied to the study programme tracks for the (new) managers and directors.
- ▶ Study programme teams will get assistance in translating the rules to good work processes. The departments will offer help with the so-called Continuous Improvement (*Continu Verbeteren*).

Who is involved?: Lecturers, Course Directors, Team Continuous Improvement.

In the lead: Concern Staff.

Future-proof participatory decision-making

We will do the following to ensure that our participatory decision-making is up-to-date:

- ▶ Central participatory decision-making related to far-reaching decentralisation will be researched.
- ▶ We will pursue participatory decision-making that corresponds to a decentralised organisation, including good cooperation with the Central Representative Board, the decentralised boards (the Institutes' Representative Boards, the Services Participation Council) and study programme boards.
- ▶ We are developing creative ways of working together, where we can better make use of our participation boards and councils for improving the quality of our education.
- ▶ We support active participation of lecturers, staff and students in these participation bodies
- ▶ We offer good support, and safeguard the continuity in councils and boards by means of training facilities, and setting up a peer network.

Who is involved?: CMR, IOD, IMR boards, and study programme boards.

In the lead: Concern Staff.

Staying on the message

Measures in order to stay '*on the message*':

- ▶ The Executive Board will set up a small academic advisory body (*Academische Raad*), with an internal core team organising a second team of external professionals who can help with the transition: from having a discussion to giving advice. When necessary the advisory body will take the lead in projects or initiatives, which may be undertaken for the improvement of quality and for '*staying on the message*'. This academic advisory body has advisory authority about quality, risk, and compliance issues in the school and can be consulted by the hubs and management, including the Executive Board. Goal is to stimulate expertise, knowledge- sharing and holding the critical dialogue. Their role is independent and free. Colleagues and students participate upon invitation and we will facilitate hours spent by lecturers via the planning and task assignment. External participants will have the role of advisor or sparring partner.

Who is involved?: Students, Lecturers, Course Directors, Directors, Board members.

In the lead: Concern Staff.

HUB 2: MASTER STUDY PROGRAMMES

In many fields being specialised at the highest level is the order of the day. Higher education Master study programmes, in particular, can fill this need. There is an increasing demand for highly-trained professionals at Master level who are capable of delivering added-value in complex fields.

Added value due to a thorough knowledge of research and the professional practice. With this knowledge, Master graduates can be frontrunners in the development of their profession, be entrepreneurial, and contribute to innovation. For example, in the (health) care sector this development is taking place at the present time. Rotterdam University of Applied Sciences considers offering high-quality Master study programmes, funded and non-funded, a part of the school's public duty. In the hub Master study programmes, developments in the field are explored and opportunities identified for starting new Master study programmes.

The hub Master study programmes will ensure further strengthening of the quality of the current Master study programmes. Master students will become familiar with research methods and skills, and will use the outcome of the research explicitly in their study programme. Education, research and practice are inextricably linked.

In concrete terms, this involves:

- ▶ In the hub it will be researched in which manner the quality of the Master study programmes can be further strengthened and in which way the relation between the field, research and education can more expressly play a role within the study programmes.
- ▶ In addition, research will also be done on what the consequences will be for the organisational design and imbedding of the Master study programmes.
- ▶ Institutes will be supported when exploring start-up possibilities of new Master programmes and will be supported with the developments thereof.
- ▶ An active network of Master study programmes will be promoted and supported that is geared toward sharing and developing of knowledge having to do with organisational and content-related development of Master study programmes.
- ▶ Institute IvG will be in the lead of the development of the hub, in view of their experience with the IvG Master study programmes and the intensive collaboration with Research Centre Innovations in Care.

Who is involved? Network Master study programmes

In the lead: Institute IvG.

HUB 3: TECHNOLOGY

The study programmes of the institutes operating within the technology domain (EAS, IGO, RMU, CMI and RAC) have requested, together with the Research Centres Sustainable Port Cities and RDM Centre of Expertise, room to increase professionalism by learning and working together in an integrated context. They want to place the responsibility explicitly with the study programme teams and want to start implementing the advice from the group Organisation. This domain is leading the way in our school.

In concrete terms, this involves:

- ▶ Each course director in this technical domain is anticipating a changing field and is taking the initiative to connect his/her study programme with other disciplines, a research group or research centre.
- ▶ The course directors are realising autonomous study programme teams who are each formulating ambitions in the following areas: quality, connecting to our surroundings, Study Success and long-term students.
- ▶ Advisors and supporting staff will participate in the teams so that organisational changes will involve education and the support thereof.
- ▶ The ambitions will take shape in a work-study environment that is rich in context (curricula and research programmes).
- ▶ The course directors will safeguard the mutual cohesion of the study programme and will naturally promote students being able to learn at other study programmes and domains. Directors of the institutes involved, the Research Centres Sustainable Port Cities and the RDM Centre of Expertise will collectively be in charge of the hub; they will coach, monitor, safeguard cohesion and progress of development, quality and efficiency.
- ▶ The directors will also ensure the necessary external expertise on the subject of implementation of change. They will be requesting advice from the academic advisory body (*Academische Raad; please see Hub 1*), and this body can also give unsolicited recommendations.

The hub will be responsible for sharing insights that are gained, and lessons that are learned with the organisation, so that the transition that we have in mind can be implemented in a responsible manner in other places of the organisation.

Who is involved?: Institutes EAS, RMU, IGO, CMI, Centre of Expertise RDM, Research Centre Sustainable Port Cities, and Rotterdam Academy.

In the lead: a collective of Directors of the institutes, RCBI and RDM CoE.

HUB 4: ECONOMICS

In the past few years, the four institutes of the economic study programmes have taken concrete steps toward creating one collaborative Business School. The study programmes have developed a collective vision, and from September 2017 they will provide education at one location.

In this economic domain, the study programme teams will be held responsible for their education. Taking into consideration the size of the study programmes - which includes 12,000 students receiving their education - and considering the developments that have already taken place, the following will be developed at the hub:

- ▶ All study programme teams will commit to clear goals with regard to quality, Study Success and long-term students.
- ▶ The study programme teams are the core of the organisation. It is conceivable that several small, or closely related study programmes will be under the responsibility of one team.
- ▶ All study programme teams will formulate their vision on their role in society for their economic study programme(s). The Research Centre will act as advisor.
- ▶ The current four institutes will merge and be the Rotterdam University of Applied Sciences Business School, and it will be managed by three directors: two directors who respectively will focus on the content of education and the operational management of the education, and the director of the Research Centre Business Innovation, who will guarantee the link to research.
- ▶ The current economic institutes will be discontinued.
- ▶ The course directors have a steering role, both for development and professionalisation of their own study programmes, as for the mutual cohesion, and also for offering students options in order to be challenged in their studies. They will coordinate and guide the transition.

Who is involved?: study programme teams of institutes RBS, IFM, IBK, COM, Research Centre Business Innovation, Rotterdam Academy.

In the lead: three Directors.

HUB 5: INCLUSIVE PEDAGOGICS AND DIDACTICS

Influencing Study Success is a long-term process. Inclusive pedagogics and didactics are 'a key' to Study Success. In the hub 'Inclusive pedagogics and didactics' the knowledge on inclusiveness, pedagogics and didactics, student achievement & engagement, and mastery of language is collected, developed and shared. Done in such a way that each study programme will be able to strengthen the pedagogical and didactic base.

Knowledge and experience obtained by research results, doctoral studies, from development of pedagogics and didactics, the Master study programmes Pedagogics, Learning and Innovating, Organisational Behaviour, the pedagogical pact, practical learning community 'Inclusive intercultural classroom', policy research by Concern Staff, the programme Student Achievement & Engagement (*'Binding'*), and from Education and Development are all collected in this hub.

In concrete terms, this involves:

- ▶ A comprehensive dialogue will be held about education quality and Study Success, and about the desirability of a (variable) BSA, led by independent experts.
- ▶ Study programmes will have space to develop an evidence-based approach to Study Success and long-term students.
- ▶ Annually five study programmes will be offered the opportunity to thoroughly renew the pedagogical and didactic basis of the study programme. The learning experiences of these study programmes will be shared.
- ▶ There will be opportunities for research lecturers who want to obtain their doctoral degree on themes related to Study Success, in order to promote development of new knowledge, specific to the school.
- ▶ The hub will organise the 'show-yourself-challenge', in which study programme teams can have their say about their vision on professionalism and share this with the rest of the organisation.

Who is involved?: Professors of the Research Centre Urban Talent, HR Academy, Master study programmes of IvL and ISO, economic domain, and partners having to do with the programme Student Achievement & Engagement (*'Binding'*): Concern Staff, EAS, IVG, Education and Development.

In the lead: Steering Group Study Success and the programme on Student Achievement & Engagement (*'Binding'*), with added lecturers, Professors and students.

HUB 6: TECHNOLOGY OF EDUCATIONAL THEORY

“New technologies are developing exponentially and this calls for new skills. Innovative education is needed as far as the following is concerned: course content, didactics, educational environment and the use of technology. That development is important for both students as lecturers. For this reason we will be working on Next Skills, Next Methods and Next Teacher.”

Advice from Group Technology of Educational Theory

The advice from the Group Technology of Educational Theory will be further developed in the hub Technology of Educational Theory. The hub is a laboratory for development and implementation of new ways of education in which ICT applications offer much added value for the quality of education.

In concrete terms, this involves:

- ▶ The institutes IvL and CMI, together with experts of two departments: ICT of Facilities and Information Technology (FIT), Education and Development (O&O), Research Centres Urban Talent and Creating 010, will take the initiative to strengthen the knowledge and use of the technology of educational theory.
- ▶ They will have an actual physical place, the Edulab, for experimentation with technologies, for integrating and sharing process and content-related knowledge.
- ▶ Per year fifty lecturers will receive a time voucher. On the condition that they share the developed knowledge within the hub, they can decide themselves how to implement the voucher.

Who is involved?: IvL, CMI, Group Technology of Educational Theory, ICT of Facilities and Information Technology (FIT), Education and Development (O&O).

In the lead: Institute IvL.

HUB 7: INTERNATIONALISATION

“Great diversity is a defining characteristic of the Rotterdam University of Applied Sciences. It is our job to apply this diversity as a strength, use it, and challenge everyone to surpass themselves. Exceed Expectations! Rotterdam University of Applied Sciences is educating this super diverse student population to become professionals. Wherever they end up working (nationally or internationally) they need to be prepared to work in a super diverse environment. Moreover the context of this field is inextricably linked to international developments. Rotterdam University of Applied Sciences therefore offers high-quality education in which the world around us is interwoven with our education and with applied research of the Rotterdam University of Applied Sciences.”

Advice from Group Internationalisation.

From now on we consider internationalisation to be an unmistakable part of our strategy.

In concrete terms, this involves:

- ▶ Annually, ten study programmes will have the opportunity to collectively work on form and content of the triangle framework that is internationalisation, and apply that to their own study programme.
- ▶ We will add to the recruitment and selection policy, based on the Charter Diversity. The goal is to increase the diversity of our lecturer and employee population.

Who is involved?: Study programme teams, CoIA (Centre of International Affairs), Education and Development.

In the lead: Centre of International Affairs.

HUB 8: NEW BUSINESS

Quick changes in the field result in shrinking or disappearing of well-known sectors and the emergence of new forms of business and entrepreneurship. In the hub New Business we will explore these new organisational forms, connect to programmes such as Rotterdam Next Economy, and develop new concepts of education that respond to new business and promote the students' entrepreneurial attitude.

"Practice is calling!New Business is a symbol for education that teaches students to become professionals with a challenging attitude and innovative capability, who can work in a transdisciplinary manner.....It is a symbol for a school placing her students in the middle of a turbulent environment, and the school also actively taking part that environment, more than at the present time....."

Advice from Group New Business

In addition to the harbour (CoE RDM) and Zuid (CoE EMI) the Rotterdam University of Applied Sciences acts as a third anchor, geared toward development of New Business and new types of entrepreneurship.

In concrete terms, this involves:

- ▶ According to the advice of the group, a steering group (*regieorgaan*) will be implemented to develop the research programme New Business. A link will be made to Rotterdam Next Economy, the programme of this metropolitan region that is focused on innovation and sustainability.
- ▶ Part of this programme is the development of (a segment in) the curricula of the economic study programmes, in which students from all types of disciplines work together on multidisciplinary assignments from the practice. The programme is also available for other study programmes who acknowledge the necessity of bringing the content of the study programme up-to-date and enrich it with entrepreneurship
- ▶ The steering group promotes development and sharing of knowledge. Possibilities will be explored in order to facilitate students in setting up their own business.

Who is involved?: Research Centres Business Innovation, and Sustainable Port Cities, the economic study programmes.

In the lead: Steering group for New Business (*regieorgaan*).

4. IN CLOSING

This approach explicitly mentions new manners of working, other principles of responsibility, better ways of working together, and working toward a learning attitude. Implicitly this means having to make choices about what we will no longer do. In order to not suddenly turn the organisation inside out and upside down, we shall get to work in the hubs; developments will also continue to take place elsewhere, so the changes will be gradual, and the choices to no longer do certain things, will also be made gradually. In this way we will learn from each step that we take and we will eventually work toward being an organisation that is capable of responding to the challenges that are upon us, including a structure that will help us do so.

Farid Tabarki and Winnie Sorgdrager rightly remind us that changes cost time, energy and money. But when successful, will also yield time, money and energy. The next four years we will make well-directed investments in change. The Executive Board will support the hubs. We expect the institutes to also invest extra in the themes of the hubs. For exact amounts we refer to our budget.

It is the task of the Executive Board to continue to give direction and guidance during changes. In effect, this means that the Board will keep in mind not only the shared framework (the red ring), but also the accountability for the professional space that has been made available to the study programme teams.

The Executive Board also has a strong facilitating role in realising inclusive education that is rich in context. In order to pursue this facilitating role well, the Board will use or be involved in the following three matters. The Board members will formally maintain a professional dialogue with course directors about matters related to education so that each other's brainpower can be strengthened. In addition, the members will take part in the Leadership programmes for directors and management to collectively learn in a position of equality. Finally the Executive Board will make clear agreements, with the external stakeholders and/or strategic partners, that are supportive of the learning and professional culture of the Rotterdam University of Applied Sciences.

The Executive Board

EXPLANATORY ABBREVIATIONS

Education Institutes

CMI	School of Communication, Media and Information Technology
CoM	School of Commercial Management Studies
EAS	School of Engineering and Applied Science
IBK	School of Management
IFM	School of Financial Management
IGO	School of Built Environment
ISO	School of Social Work
IvG	School of Health Care Studies
IvL	School of Education
RAC	Rotterdam Academy
RBS	Rotterdam Business School
RMU	Rotterdam Mainport University of Applied Sciences
WdKA	Willem de Kooning Academy

Centres of expertise

RDM CoE	RDM Centre of Expertise ('Haven')
EMI	Centre of Expertise Social Innovation ('Zuid')

Kenniscentra

KC BI	Research Centre Business Innovation
KC Creating 010	Research Centre Creating 010
KC DH	Research Centre Sustainable Port Cities
KC Talentontwikkeling	Research Centre Urban Talent
KC Zorginnovatie	Research Centre Innovations in Care

Stafdiensten

AIC	Department Administration, Information and Control
CcS	Department Concern Staff
FIT	Department Facilities and Information Technology
OeO	Department Education and Development

Overige afkortingen

Ad	Associate degree study programme
BA	Bachelor study programme
CoIA	Centre of International Affairs
CvB	Executive Board
CMR	Central Representative Board
EduLab	Testing Ground Digitalisation (Proeftuin)
IMR	Institute Representative Board
IOD	Services Participation Council
LD-programma	Leadership development programme
MD-programma	Management development programme
MA	Master study programme
NB	New Business
NVAO	Accreditation Organisation of the Netherlands and Flanders
PTD	Planning and task assignment lecturers
WHW	Higher Education and Research Act

