

Inquiry-based learning with impact

Strategic plan 2023 – 2028





FOREWORD

Our new strategy gives The Hague University of Applied Sciences direction for the next six years. To develop this strategy, we went on a journey. We talked to students, staff, and our external partners. Above all, we listened carefully to each and every one of them. We went looking for our strengths and weaknesses, opportunities and threats, and most importantly, the visions of our desired future. The insights and ideas that we gained were then tested and improved further. This way of working, which you could call “open and together”, will be continued when we implement the strategy. At The Hague University of Applied Sciences, you learn, and so do we.

The difficult period of the Covid-19 crisis has taught us that we must be able to deal with unexpected developments and the uncertainties they bring. To do this requires a healthy degree of agility. We have seen and experienced how a crisis such as a pandemic can lead to innovation and accelerate change. We will take these valuable lessons with us into the future.

The new strategic plan combines a high ambition for the quality of education and research with a way of organising that will enable us to deal with changing circumstances faster and more efficiently. We must organise our education and research in such a way that the high-quality and desired customisation are easier to achieve. It may sound contradictory, but we must standardise so that we can personalise. Within frameworks that we will define together, there is room for innovation.

Besides quality, relevance is key. Our commitment to our students is that when they graduate from The Hague University of Applied Sciences:

- They have developed their potential, both in depth and in breadth.
- They have increased their chances on the labour market by what and how they have learned - in practice-oriented research and education and in co-creation with the professional field.
- Their relevance to society is enhanced by the impact they can make, both as professionals and as human beings.

This means that the great challenges of our time, such as sustainability and justice, are woven into our curriculum and research agenda. We do more than educating and researching. We build a community that is diverse, inclusive, and very international. A community that is befitting of the city of peace and justice.

We are inspired by the way in which Joseph Fishkin explained the concept of opportunity during the opening of our academic year 2021 - 2022. It is not about a single moment of equality of opportunity before starting a study, but about breaking down bottlenecks time and again, and offering a range of opportunities throughout their studies so that all students can realise their potential. Fishkin calls this “pluralism of opportunities”. We want to be such a community for our students. That is our contribution to an inclusive society.

We would like to thank everyone for their enormous willingness to think and work with us - their openness, creativity, support, and also pride in The Hague University of Applied Sciences. A good plan is more than a good analysis and a strong vision: it is a promise. Together, we will fulfil it.

The Executive Board

Elisabeth Minnemann
Hans Camps
Arend Hardorff

ABOUT THE MAKING OF THIS STRATEGIC PLAN

Inquiry-based learning with impact is the new Strategic Plan for The Hague University of Applied Sciences. It guides our institution towards our vision for 2028 and builds on the solid foundation that was laid in recent years.

The plan was developed in a participatory process with students, employees, and external partners using the principles of 'Design Thinking'. Together, we created a vision of the desired future based on our personal experiences, wishes, and dreams. We then explored the expected, possible future through an analysis of the trends and developments in the Greater The Hague region, society as a whole, and the educational sector.

The various visions of the future were brought together in 'prototypes', which formed the basis of this strategic plan. The prototypes were tested and refined several times in an iterative process, resulting in four strategic themes:

1. Quality of education and research
2. Co-creation with the professional field
3. Contribution to a sustainable and just world
4. An inclusive community

Each strategic theme has been translated into ambitions for 2028, and subsequently linked to the first concrete actions for the implementation. These actions will be added to in the coming years. This approach gives us a good and workable balance between planning ahead and being agile.

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“ Part of the work of any university, but I think especially one like The Hague University of Applied Sciences, is to give students opportunities that they otherwise would not have. ”

JOSEPH FISHKIN

DURING THE OPENING OF THE ACADEMIC YEAR 2021

WHERE WILL WE BE IN 2028?

Our education and research focus on the impact of social and technological change

Consider the increasing polarisation in our society, the growing gap between the rich and poor, the opportunities and threats of digitalisation for the labour market, and the transition to a circular economy. Many of these changes have consequences that we cannot yet fully foresee. At THUAS, students develop the flexibility and adaptability needed to navigate this future. That same flexibility and agility also characterises our own organisation.

Our education and research are future-proof and high-quality

As an internationally oriented knowledge institution, we offer a wide range of flexible and interdisciplinary degree programmes, for young adults and experienced professionals. The flexible structure of our education gives students freedom of choice in the composition of their personal learning pathway. They can easily choose modules from outside their main study programme and gain experience in practice-oriented research. This encourages our students to become both specialized and broadly educated. In our inquiry-based learning culture, they are stimulated to look beyond the borders of disciplines and countries, and learn to respond creatively to changes.

Through co-creation, we respond to the changing needs of society

Our education and research are shaped by our students and staff in close consultation with the professional field. This ensures that our graduates have the right knowledge and skills when they enter the workforce. THUAS also offers a fitting and high-quality range of courses for every stage of professional development. In our leading research centres, we develop new techniques, methods, and practices that contribute to solving social challenges.

Our diversity is our strength

Our institution is an inspiring and intercultural community. We offer a diverse, inclusive, and participatory environment that invites everyone to be open to the perspectives and opinions of others. We are proud that our students and staff come from more than a hundred countries.

With us, students and staff are given opportunities that they otherwise would not have

We open learning pathways that lead to future professions and lives that would otherwise have been out of reach, or in some cases may not even be considered. Together with students and staff, we do everything we can to develop our students' potential. This also means that we solve or remove bottlenecks to their individual development. By doing so, we increase our students' opportunities to succeed during their studies. We do this guided by our core values of curious, connecting, and caring.

Strategy The Hague University of Applied Sciences 2023 - 2028



Our mission

The Hague University of Applied Sciences contributes to a sustainable and just society through high-quality and practice-oriented education and research. In our internationally oriented knowledge institution, we educate students to become critical thinking and learning global citizens. In close cooperation with regional and international partners, we develop practical answers to social challenges.



Core values

Curious

We are open to others and curious about the world around us. We invest in our professional growth by seeking out knowledge that transcends our own expertise and experience.

Connecting

We embrace diversity and stand for inclusive participation in our community. We connect with society and seek collaboration with external partners.

Caring

We help each other - as individuals and as a community. We live, learn, and work for a sustainable and just future.



Strategic themes and ambitions

I. Quality of education and research

1. Continuous improvement of the quality of education
2. Inquiry-based learning culture
3. Flexible and interdisciplinary education
4. Strong international profile
5. Open educational resources and open science

II. Co-creation with the professional field

6. Education and research with external partners
7. Greater impact of research
8. Current education portfolio and Lifelong Learning

III. Contribution to a sustainable and just world

9. Integrate sustainability and justice in education and research
10. Sustainable and just organisation

IV. An inclusive community

11. Well-being of students and staff comes first
12. Inclusive culture



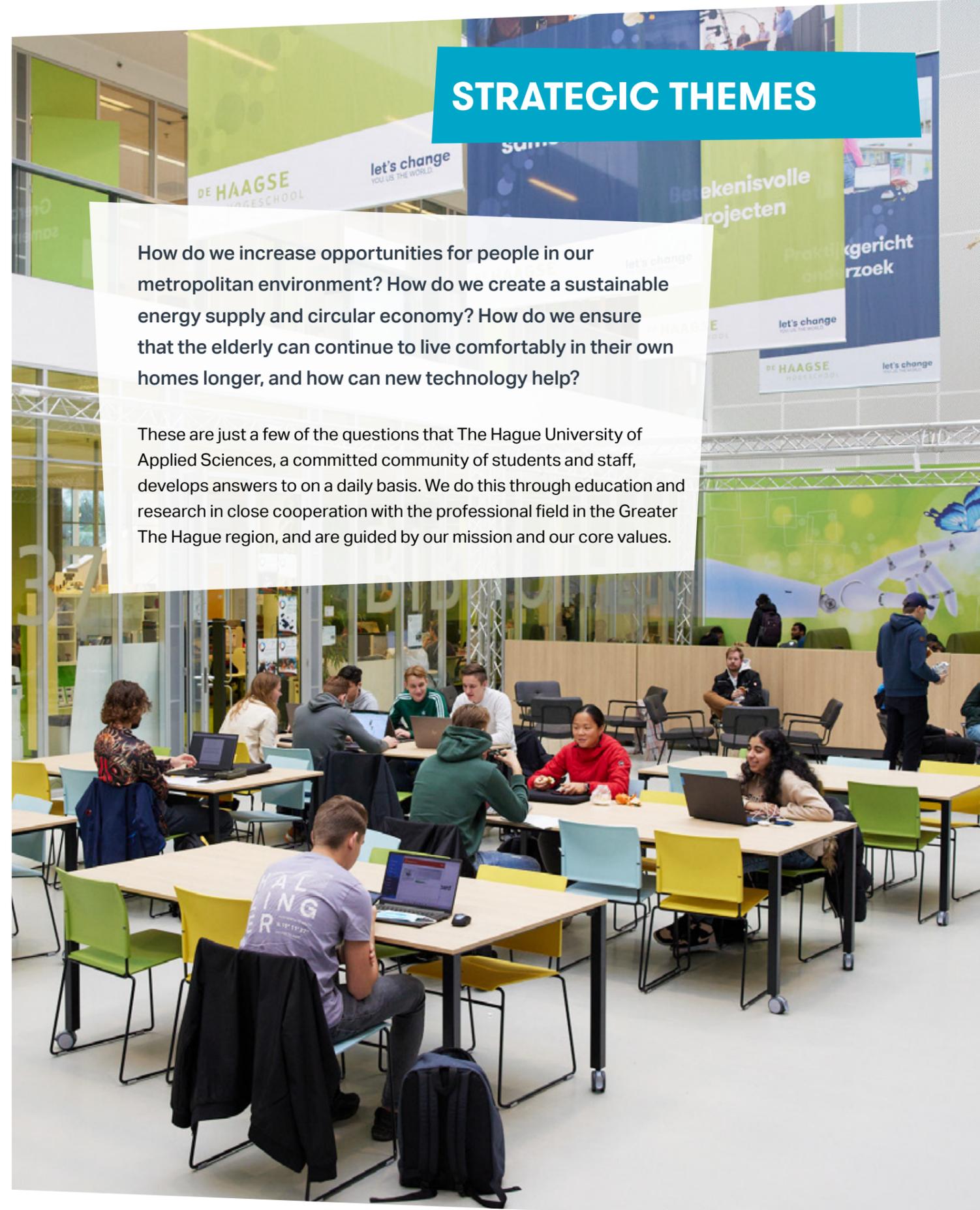
How will we achieve this together?

- A professional culture where quality, innovation, and learning are central
- Working in teams responsible for results
- Simplify processes and operations for the benefit of execution
- Excellent and modern support

STRATEGIC THEMES

How do we increase opportunities for people in our metropolitan environment? How do we create a sustainable energy supply and circular economy? How do we ensure that the elderly can continue to live comfortably in their own homes longer, and how can new technology help?

These are just a few of the questions that The Hague University of Applied Sciences, a committed community of students and staff, develops answers to on a daily basis. We do this through education and research in close cooperation with the professional field in the Greater The Hague region, and are guided by our mission and our core values.



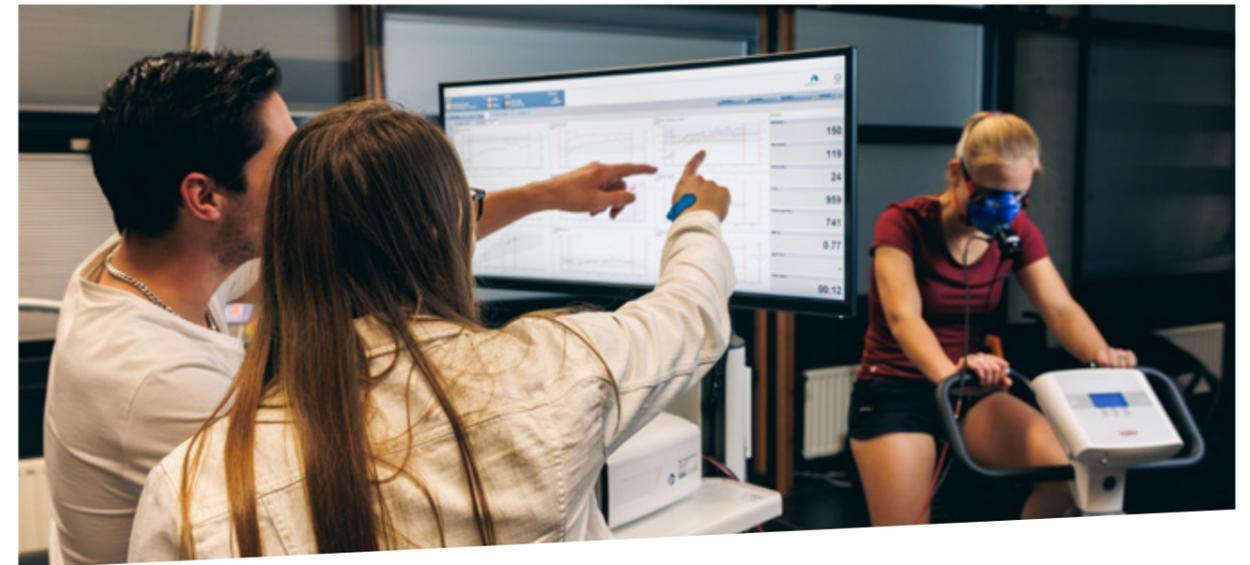
I. Quality of education and research

As an internationally oriented knowledge institution, The Hague University of Applied Sciences creates impact in the world with interdisciplinary education and research. We constantly renew our education to further improve its quality. In our practice-oriented research, we work with our students and the professional field to develop innovative solutions for social challenges. This is how we meet the needs of society and prepare our students for life and work in a rapidly changing world.

Our learning environment - intercultural, interdisciplinary, challenging, and flexible

Our students graduate as *THUAS professionals*: enterprising and creative global citizens who are both specialists and generalists. They move easily between cultures, work effortlessly with different disciplines, and respond creatively to change. During their studies, students are partners in making education and research more meaningful (*student voice*). Students are in control of their personal learning paths thanks to our flexible education offering. Our ambitious study culture stimulates our students to achieve their full potential.

To enhance their interdisciplinary skills, we encourage students to choose flexible units of study outside of their main degree programme. With dozens of bachelor's degree programmes and a growing number of associate degrees, master's degrees, and flexible training for professionals, our portfolio is always up-to-date and the competences and skills our students learn match the changing needs of society.



Innovation in our education and research

Innovation in our education and research takes place in many different ways. By making our education more flexible and harmonising the necessary organisational and administrative support, we can be more interdisciplinary and remove or bypass potential bottlenecks more easily. This enables us to guide our students based on their personal needs. Supported by analyses of study data, we can give our students the right advice at every step of their learning path and improve the quality of our education.

We are taking further steps in the digitalisation of education, and are simultaneously developing a stimulating and appropriate didactic approach with innovative teaching and testing methods. These include blended learning, digital open learning materials, and programmatic testing.

Lastly, we drive innovation in our research centres, where we develop solutions for social issues in close collaboration with our students and external partners. Our research is aimed at answering practical questions and yields insights, new

knowledge, and tangible solutions. By testing and validating these solutions in the professional field, we bring innovation to society. The breadth of our education and research groups are important assets. We position ourselves across the entire spectrum of higher education - Economics, Behaviour & Society, Healthcare, ICT & Technology, Law, and Education – and thus reap the benefits of cross-sectoral, practice-oriented working and thinking.

GLOBAL CITIZEN

A global citizen is someone who participates in international society at a social, economic, and political level, with consideration for sustainability, justice, and inclusion. A global citizen is able to inform oneself adequately, analyse critically and from various perspectives, make a professional or moral judgment, discuss with others, and make decisions.



FLEXIBLE EDUCATION

Flexible education gives students more choice in how and what they study.

How: at their own time, place, and pace, at their own level, and in their own way, with flexible working methods and learning resources.

What: modules and minors from degree programmes other than their own, and possibility to participate in honours programmes.

AMBITION 1

Continuous improvement of the quality of education.

We strive for the highest possible quality of our education to maximise the impact and value for students and the professional field. Quality is also essential for preventing unnecessary study loss. We will use a short-cycle and results-oriented approach, utilising study data for the further development of feasible and teachable curricula.

Actions:

- Invest in the quality and support of our lecturers so that they can continue to develop their teaching.
- In the revised education vision, provide clear direction and create space for innovation and improvement of degree programmes, and specify how we monitor the realisation.

- Constant development-focused dialogue about the quality of education. We invite students, staff, alumni, peers, and external partners to reflect with us on the achieved quality and its further development.
- Continue to develop our quality assurance system that enables each programme to always demonstrate its quality. We will make targeted diagnoses of the dimensions in which degree programmes can improve the most and use a clear set of indicators. This way, the focus of the development plans is on the dimensions that can make the biggest improvements and on strengths that can be built on. The effects will be monitored through short cycles.

AMBITION 2

Inquiry-based learning culture.

We teach students to become professionals who can use research to not only improve their own performance at work, but also innovate their profession. To this end, students work together with the professional field on tangible solutions for actual questions from the work environment. Our students develop into curious professionals who can learn from one another and respond flexibly to changing circumstances and new challenges. Moreover, practice-oriented research is essential in the innovation of education and professional practice. That is why we ensure that all students experience practice-oriented research during their studies.

Actions:

- Work on further integrating research and education by intensifying the collaboration between faculties and research centres.
- Connect the research themes of the research centres with the education and research activities within the faculties.
- Increase the number of master's programmes and develop practice-oriented master's programmes with the professional field and the research centres.
- Improve the deployment of lecturer-researchers, with more lecturers also playing a role in research.
- Consistently pay attention to the research capabilities, personal development, and global citizenship of students and staff.

AMBITION 3

Flexible and interdisciplinary education.

Our students are given more opportunities to choose how they study and to complement their education with knowledge and skills from other disciplines. More flexibility also helps to remove bottlenecks, for example by making it easier to combine studying with professional sport or care responsibilities, or by giving students with additional support needs more room to manoeuvre. It will become possible to unbundle parts of the curriculum in order to put it back together in other compositions for new target groups, new partnerships, and new degree programmes.

Actions:

- Harmonise the conditions for education such as programming, education units, and final attainment levels.
- Revise the education vision, including the didactic and (research) methodological frameworks needed to provide flexible and interdisciplinary education for both students and lecturers, with a special focus on sustainability, digitalisation, and data skills.
- Improve individual student career counselling by providing lecturers and support staff with the right tools and insights.
- Free up time for organising and implementing flexible and interdisciplinary education.
- Intensify the cooperation between degree programmes, research groups, and the professional field.
- Create extra room for experimentation, innovation, and co-creation with partners.
- Develop more honours programmes to challenge students.

AMBITION 4

Strong international profile.

Internationalisation is ingrained into every aspect of The Hague University of Applied Sciences: education and research, strategy, organisation, personnel policy, facilities, and networks. Internationalisation is essential for the development of global citizenship. As global citizens, our students learn about what is going on in the world and how economies, cultures, and groups behave and relate to each other. Furthermore, international cooperation in education and research leads to accelerated knowledge development.

Actions:

- Integrate international and intercultural dimensions into the formal and informal curriculum for all students through our international classrooms and the principles of Internationalisation at Home.
- Strengthen our international leadership role in Collaborative Online International Learning (COIL).
- Expand our international network and help our students build an international network of their own.
- Encourage students and staff to gain international experience through education, research or internships in an international context.
- Participate in European and international alliances for education and research.
- Make better use of international subsidies.
- Provide a home base for international students by focusing on bilingual facilities and housing.

AMBITION 5

Open educational resources and open science.

The Hague University of Applied Sciences stands for sharing knowledge. This increases the quality, accessibility, efficacy, and impact of our education and research. We develop and use freely accessible open educational resources and are committed to open science by making our knowledge and research data available. We do so in close cooperation with other institutions for higher education.

Actions:

- Ensure easy access to high-quality learning resources for students.
- Organise (international) exchange of knowledge and resources and ensure better access to high-quality teaching resources for lecturers.
- Facilitate lecturers who wish to focus on educational development.
- Improve access to our knowledge for professionals and the professional field.
- Promote cooperation with other institutions for higher education regarding the creation, sharing, reuse, and purchase of educational resources.



INTERDISCIPLINARY STUDY

Interdisciplinary study enables students to look beyond the boundaries of their own study programme. To this end, every student comes into contact with various disciplines. By integrating the different perspectives and knowledge, students gain new insights.



CASE STUDY Collaborative Online International Learning (COIL)

The Hague University of Applied Sciences is experimenting with Global Learning within various degree programmes. For example, THUAS' Facility Management programme works with the Durban University of Technology on the

COIL project 'Discovering the Urban Environment Around the University'. Students from both universities are paired up to analyse the environment of the educational institutions from their different perspectives, with special attention for metropolitan issues such as sustainability or inequality. The students exchange experiences, carry out desk research, and conduct field research in the form of interviews with residents and organisations in the neighbourhood.

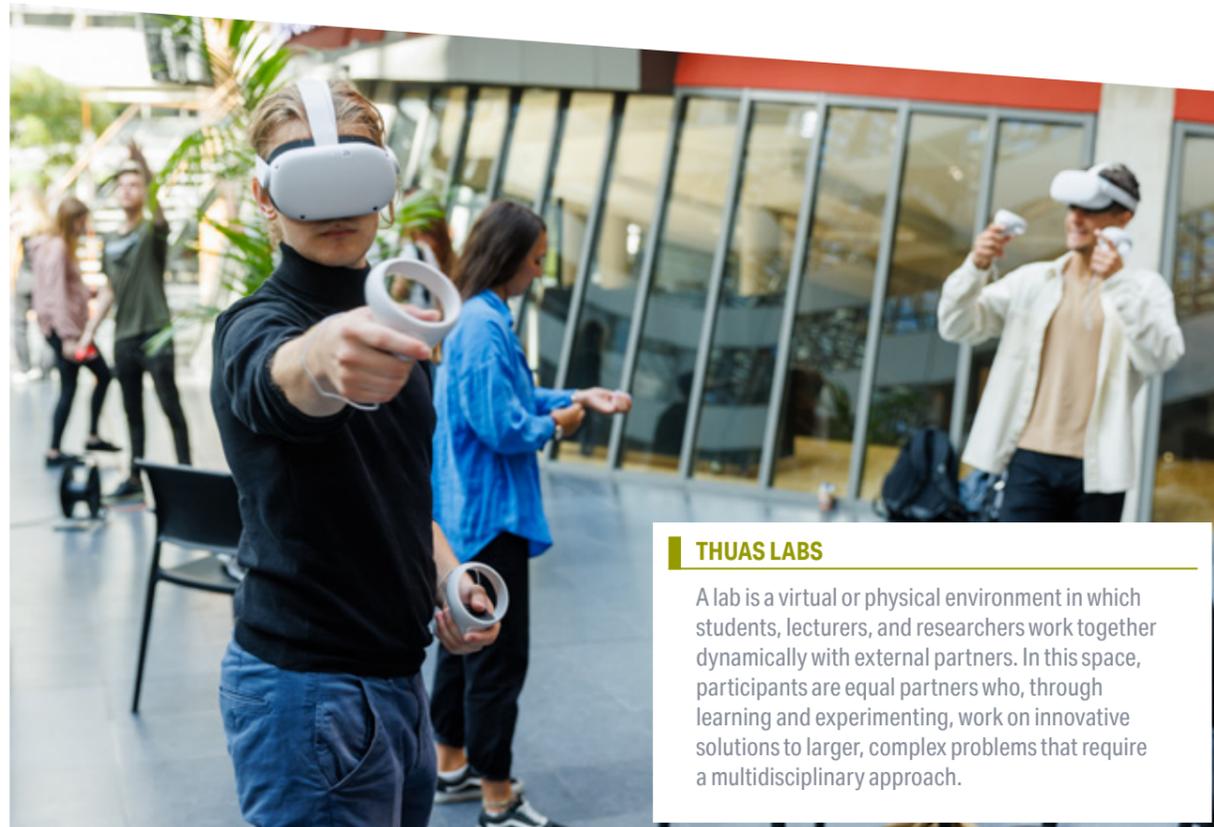
II. Co-creation with the professional field

Innovation takes place at the intersection of learning and research. By working with external partners on solutions to actual social issues, not only do our students learn, so do our staff and external professionals. This creates a challenging learning environment in which students are stimulated to develop new skills for a rapidly changing society, and lecturers are inspiring partners in the learning process of (future) professionals. This benefits the quality of our education and research and increases our contribution to society.

The Hague University of Applied Sciences as a knowledge partner

As a knowledge institution with deep roots in the Greater The Hague region, and as a UNESCO school, THUAS maintains close relationships with regional, national, and international partners. Together with the business community and social partners, we work on social, scientific, and economic challenges. We do this in our research centres, with practice-oriented collaborative learning communities that consist of staff, students, and social partners. Through our interdisciplinary approach, our students benefit from a rich educational environment in which they are in direct contact with both research and the professional field.

Through intensive collaboration with our partners and students, our research and education programmes can respond flexibly to challenges in the world. This keeps us attuned to professional developments and requirements, such as digital skills for the increasing digitalisation of our work and life. Together, we ensure that our graduates have the right knowledge and skills for their jobs and can use networks for their own employability as well as for the success and development of the organisations they work for. All professionals, and of course our alumni, can rely on us as their personal knowledge partner throughout their lives.



THUAS LABS

A lab is a virtual or physical environment in which students, lecturers, and researchers work together dynamically with external partners. In this space, participants are equal partners who, through learning and experimenting, work on innovative solutions to larger, complex problems that require a multidisciplinary approach.

Regional themes

We focus our attention on important themes in our region, such as Energy & Sustainability, Health, Digital Future, Security, and Resilient Society. We contribute to these themes from our broad expertise in the application of the latest technologies, the perspective of economic and social change, and issues relating to governance and law. The combination of these areas of expertise enables THUAS, a strong collaboration partner and interdisciplinary educator, to make a significant contribution to these social themes.

Key technologies

The Hague University of Applied Sciences is strongly positioned in key technologies such as autonomous robotics, artificial intelligence, and data science. This ties in with the regional ambition to use technology and digitalisation as important accelerators for commercial activity and the development of cleaner, more sustainable, and healthier products. Technology and digitalisation are therefore important focal points in the co-creation with the professional field.

THUAS PROFESSIONALS

THUAS professionals combine theoretical and practical knowledge and skills from their own expertise. In addition, they make connections with people from other disciplines and backgrounds. This allows them to expand their competences and create new knowledge. They can easily collaborate in a multidisciplinary manner and solve problems innovatively.



AMBITION 6

Education and research with external partners.

Through co-creation with the business community and social partners, we give our students a unique opportunity to work on current issues and gain practical experience. This strengthens our role as a public knowledge institution and gives our students a valuable, future-focused education that makes them highly employable.

Actions:

- Develop education and research together with our social partners. Our partners can 'adopt' modules and provide content.
- Intensify strategic cooperation with the business community and social partners.
- Continue to develop the joint agendas with the municipalities of The Hague, Zoetermeer, Delft, and Westland, particularly in the City Deal The Hague and Coalition Laak.
- Identify and put on the agenda regional, national, and international opportunities in research and education, and provide a platform for knowledge and information exchange.
- Set up a CRM system to support strategic relationship management.
- Create a strong, visible, and valued internal network of staff who exchange knowledge and experiences and solve issues regarding internships and relationship management.
- Ensure that institutions that want to work with us can easily find the correct (digital) route within the organisation.



AMBITION 7

Greater impact of research.

The Hague University of Applied Sciences aims to be a trusted knowledge partner for both international and regional partners, thereby contributing more explicitly to solutions and innovations for social challenges.

Actions:

- Develop a strategic research agenda with a stronger focus on mission-driven research. Our aim is to increase our research capacity, for example by increasing our income from second and third-level funding streams.
- Together with our strategic partners, ensure our research centres develop further so that several can become leading Centres of Expertise (CoE).
- Strengthen the connection with external knowledge agendas, in particular: the National Science Agenda; mission-driven innovation policy; the National Growth Fund; European research and innovation programmes (Universities of Applied Science Netherlands UASNL); and regional research agendas (Regieorgaan SIA).
- Form and participate in important alliances, such as the Educative Alliance Zuid-Holland, Security Delta, Medical Delta, Greenport, AI Coalition, WE-IT, Action Agenda for Engineering (Actieagenda Techniek), Economic Board Zuid-Holland (EBZ), Human Capital Agenda, and the Metropolitan Region Rotterdam The Hague (MRDH).
- Strengthen the research support structure by giving research a better place in our personnel planning and embedding career perspectives for researchers in our HRM policy.
- Participate in the pilot 'professional doctorate'.
- Increase, both internally and externally, the visibility of the impact of co-creation on research and education.

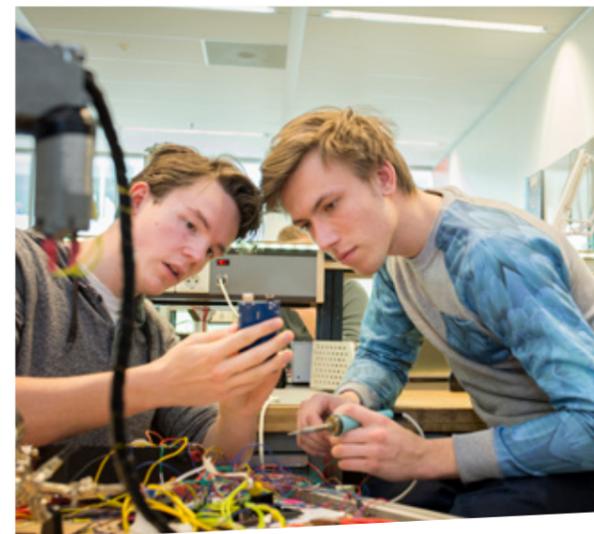
AMBITION 8

Current education portfolio and Lifelong Learning.

The days when education was a one-off moment prior to a professional career are long gone. Due to constantly changing professions and persistent shortages in some sectors, there is a strong demand for new education offerings that are aimed at Lifelong Learning (LLO) and where work and education are easily combined. To meet this demand, THUAS aims to offer a fitting, flexible, and high-quality programme for every stage of professional life. The demand is diverse and varies from students for whom studying at a university of applied sciences is not self-evident, to professionals who want to deepen specific knowledge and skills after several years of work experience.

Actions:

- Based on regional priorities, developments in the labour market, new social trends, and the unique expertise of The Hague University of Applied Sciences, we are expanding our education portfolio and offering for Lifelong Learning with short modules with certificates at bachelor level (micro-credentials), two-year associate degree programmes, (cross-sectoral) master's programmes, professional doctorate, and part-time and dual degree programmes.
- Involve students, staff, and external partners in making strategic choices regarding our education portfolio.
- Intensify the contact with our alumni beyond the context of LLO: to improve the quality of our degree programmes, to make use of each other's networks and services, for meetings and gatherings, for alumni participation in our curriculum, for internships and graduation assignments, and for possible jobs.



CASE STUDY

First Applied Data Science & Artificial Intelligence (AI) degree programme in the Netherlands

All over the world, we are generating more and more data together. The labour market is desperate for professionals in the field of data science and artificial intelligence. In 2022, The Hague University of Applied Sciences launched the degree programme Applied Data Science & Artificial Intelligence, the first in the Netherlands. The real-world applicability of this programme knows no boundaries. Some examples: smart sensors on lampposts that provide information about air quality, increasing sales figures through smart marketing, and a more targeted treatment of illness in the medical sector.



CASE STUDY

CityDeal Delft's 'Ageing' Citylab

Within the *Stadslab Vergrijzing* (the Ageing Citylab), lecturers, researchers, and students from THUAS, Inholland University of Applied Sciences, and Delft University of Technology research the ageing population in the Tanthof district of Delft. They work together with residents, the municipality, and various social organisations on topics such as housing, welfare, and care. The proportion of residents aged 65 and over is growing in the district. This has consequences for the needs concerning the housing stock and the level of facilities. Commissioned by the municipality, Odensehuis de Linde Delft (for people with early onset dementia) and Delft voor Elkaar (for care and assistance requests) students of the course 'Social innovation in the city and neighbourhood' researched the mobility of older people in the neighbourhood. They then translated their findings into specific recommendations for the municipality of Delft and regional transport providers.



III. Contribution to a sustainable and just world

As a university of applied sciences, we are primarily responsible for high-quality education and research. But our responsibility goes beyond our primary tasks. As an international knowledge institution with a highly diverse community, strong regional roots, and a wide range of faculties and research centres, we are in a unique position to contribute to a sustainable and just world. We do this through all facets of the university: education, research, our buildings, our business operations, and our behaviour.

Inspired by the Sustainable Development Goals (SDGs), we want to contribute in particular to:

- a circular economy and a climate-neutral future
- a resilient and inclusive society with equal opportunities for all
- an engaged and inclusive community

AMBITION 9

Integrate sustainability and justice in education and research.

Sustainability and justice are core themes in our curricula and research programming. We give our students, the new generation of professionals, the knowledge and skills to make a substantial contribution to the transition to a sustainable and just society. And in our practice-oriented research, we make tangible contributions towards sustainability and justice.

Actions:

- Ensure that sustainability and justice are an integral part of every curriculum.
- In programming our research, ensure that sustainability and justice are significant themes.
- Embrace diversity in learning and research methods.
- Strive for measurable progress in our contribution to a sustainable and just world, for example through a higher position in the SustainaBul ranking.
- Initiate and strengthen cooperation with other universities (of applied sciences) and (youth) organisations in a community of practice to exchange knowledge about the latest best practices and insights.

AMBITION 10

Sustainable and just organisation.

In the coming years, we will take the most important steps towards a fully sustainable organisation. THUAS has already committed to zero waste by 2030 and zero emissions by 2040. This sets ambitious requirements for our entire organisation. In addition to sustainability, we want to contribute to justice by increasing equality of opportunity through better application procedures, and we want to combat inequality and exploitation through a careful procurement policy.

Actions:

- Make an action plan for the zero waste and zero emission targets.
- Procure sustainably from suppliers and also take into account how they treat their employees.
- In our application procedures, ensure equal opportunities for all potential employees.
- Introduce a new, sustainable travel policy.
- Encourage sustainable choices through the terms of employment and employment contracts with our staff.
- Officially establish the Green Office to roll out the concrete actions and further raise awareness.



CASE STUDY **'The Challenge' at HBO-ICT**

All students of the HBO-ICT programme start their learning journey with The Challenge. In this project, which lasts twenty weeks, social challenges are linked to ICT issues. The Challenge revolves around the achievement of the Sustainable Development Goals (SDGs) of the United Nations, aimed at ending poverty, inequality, and climate change. ICT solutions play an important role in this.

After completing The Challenge, students have found their place at the university of applied sciences and gained a realistic picture of what they can expect later on as ICT professionals.



CASE STUDY **'Trashure' by Research Centre Mission Zero**

In the Netherlands, some 305 kilo tonnes of textiles are discarded annually. High-quality applications for textile recycling are scarce, only 1% of our clothing consists of recycled textile. The ambition is that in 2030, no less than half of our textile products is made of recycled material. At the moment, however, there is no suitable business model to make this possible.

In Trashure, THUAS works with two SMEs: i-did, a social enterprise that uses recycled textiles to make felt designer products, and sustainable couture designer Ronald van der Kemp (RVDK). Together, they examine how a large mainstream audience can be reached with products made from textile waste. The intended result is a sustainable business model centred around the role of design for the commercialisation and broad acceptance of circular textiles.



IV. An inclusive community

Connecting with our community is of great importance to the well-being of students and staff. We make diversity and inclusion the norm by actively, intentionally, and thoughtfully embedding it in our education, research, and relationships. The Hague University of Applied Sciences offers a learning and working climate that solves or removes bottlenecks and meets the diverse wishes and needs of our students and staff.

Our diversity is our strength

Every year, we welcome a diverse group of students, with many different backgrounds, needs, and aspirations. This includes students who are the first in their family to pursue higher education, international students, students with a vocational background, future honours students, and professionals who want to expand their expertise. Our doors are open to anyone who wants to learn and take on the challenge of becoming the best they can be.

An inclusive university of applied sciences

As an inclusive university of applied sciences, we provide multiple opportunities and equality for all - ensuring physical, social, cultural, educational, and professional accessibility and participation for students and staff from diverse backgrounds. We actively work to prevent bottlenecks or forms of exclusion and discrimination. This is the joint responsibility of everyone in our community. To realise an inclusive climate, the following three principles guide our (organisational) actions:

1. The principle of anti-discrimination (zero-tolerance)
2. The principle of inclusive behaviour
3. The principle of inclusive governance



AMBITION 11

Well-being of students and staff comes first.

We provide an environment in which the well-being of students and staff is paramount, so that everyone can study and work at THUAS with pleasure and pride. In doing so, we are mindful of the individual backgrounds, needs, and ambitions of the members of our community. Our community offers togetherness, trust, and responsibility - strong motivating factors that enable our students and staff to contribute to our community and society as a whole.

Actions:

- Work structurally on student well-being, and in the coming years, pay extra attention to the consequences of the Covid-19 period in study and personal well-being.
- Increase job satisfaction and reduce the workload of staff.
- Follow students and staff in the development of their student journey and employee journey, and take data-driven and evidence-based action where necessary and desired.
- Improve prevention and early detection with a clear help and complaints structure.
- Provide clear and concise information about possible services so that students and staff can easily seek and find help when needed.
- Make it easier for students and staff to make healthy choices regarding nutrition and exercise.
- Facilitate hybrid work for a healthy work-life balance of our staff.



AMBITION 12

Inclusive culture.

We value a diversity of perspectives, and we break through exclusionary mechanisms. This requires openness and courage to speak up when discrimination occurs, even when it is unintentional, and we recognise that it is everyone's responsibility to do so. We are mindful that students and staff have different starting positions and may therefore encounter different bottlenecks. It is our responsibility to identify these bottlenecks and to work with students and staff to remove them or provide alternative routes.

Actions:

- Professionalise in terms of inclusive leadership.
- Invest in activities and organisational units to promote inclusive participation, and regularly review our organisational processes and policies for fairness and equality.
- Use our integrity code to guide our actions: professional, engaged, and open.
- Fight against internship discrimination according to the 'manifesto against internship discrimination in higher education', to which we have committed ourselves. We will start the pilot *Stagepunt* to remove bottlenecks for students who experience difficulties in finding an internship and need extra support.
- Use language-aware education in which every lecturer plays an explicit role in stimulating and guiding the language development process of students.
- Help lecturers and student counsellors with analyses and insights into student progress and education to identify and remove educational barriers, design targeted interventions, and improve the inclusiveness of education.
- Strive for diverse representation through an inclusive recruitment and selection policy, and continue to invest in the employment of staff who have difficulties entering the labour market (participation jobs).

CASE STUDY

'Out of your box' art installation by The Lighthouse

The Lighthouse is a platform for students and staff of THUAS with a programme full of interesting activities organised with the community and external partners. A great example is the interactive art installation 'Out of your box' (Uit je hokje), by Circus Andersom, in which a large labyrinth made out of the voting booths of the municipality of The Hague, was set up in the main hall of THUAS.

Lgbti+ issues were linked to making physical choices, giving students and staff a comprehensive experience in sampling different flavours of identity and sexuality. 'Out of your box' served as a public starting point for encountering fear and desire for one's own and others' sexuality. With interactive and stimulating activities such as these, The Lighthouse inspires our students and staff to think about current and global social issues.

CASE STUDY

Equal internship opportunities for all students in The Hague

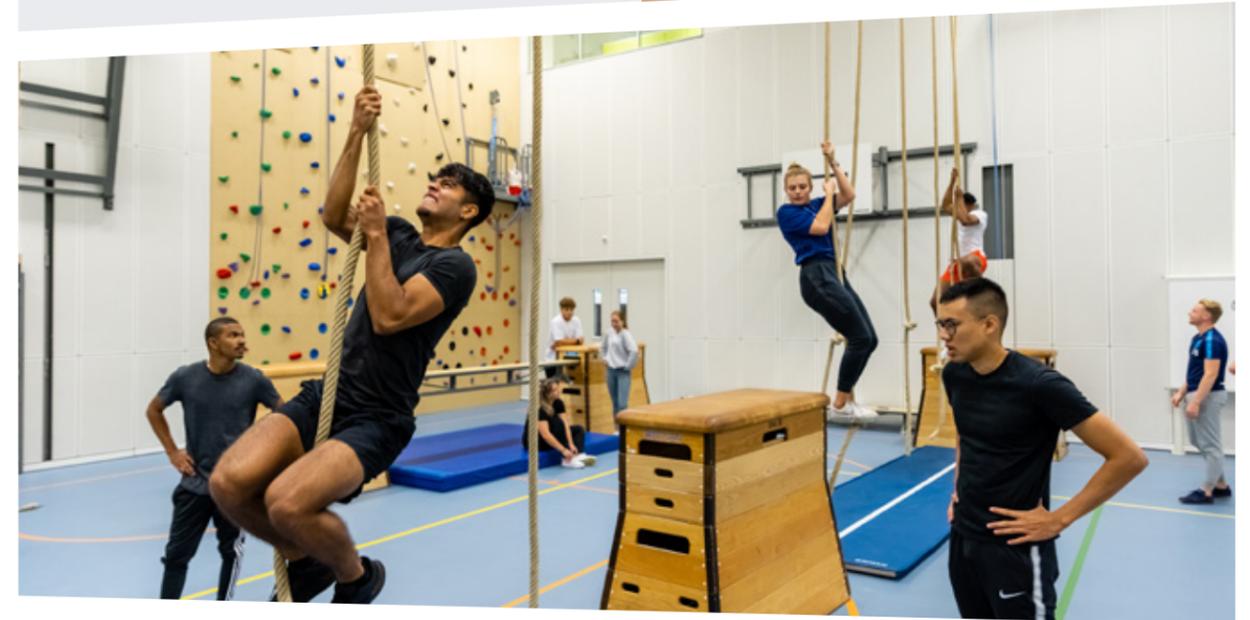
Various studies show that there are unequal opportunities on the Dutch internship and labour market and that students may face internship discrimination. Some employers prefer students who fit into a certain mould, regardless of the motivation, grades, or educational background of the student. Students with a non-Western migration background have to apply more often for an internship position. Young people with a physical or mental disability or Lgbti + students also regularly have difficulty finding an internship.

Together with the municipality of The Hague, which has included internship discrimination as one of the focal points in the Education Agenda 2022-2026, and other educational institutions, THUAS is working on equal opportunities in the city. For instance, we are jointly working on a The Hague Standard, an application code for internship companies. Furthermore, the Stagepunt (internship office) at THUAS offers support to students when applying for internships and to lecturers and internship supervisors in their role.

CASE STUDY

'Hang in There' by the Research Group Inclusive Education

The 'Hang in There' project, an initiative of the Student Branch of the Research Group Inclusive Education, supports students during their first year at THUAS. "There comes a time when you doubt whether this is the right place for you. Perhaps you have already had that doubt, or you are having doubts right now. After all, we have all had to deal with this to a greater or lesser degree", write the students of the Student Branch. In the 'Hang in There' project, students can find and give support by answering questions (anonymously) and sharing them with each other. In addition, they regularly receive supportive messages to remind them that others care about them and they are not alone. Their message: "You have chosen The Hague University of Applied Sciences for a reason and we are glad you are here, so; Hang in There!".



HOW WILL WE ACHIEVE THIS TOGETHER?



Achieving the ambitions in this strategic plan requires a commitment from everyone in our community to the following organisational foundations: a professional culture in which quality, innovation, and learning are central; working in teams responsible for results; simplifying processes and operations for the benefit of execution; and excellent, modern support. For the implementation, detailed plans will be drawn up.

A professional culture in which quality, innovation, and learning are central

A professional culture is not only a matter of protocols, processes, and systems; more than anything, it is about people. It is an interactive process in which we learn from and with each other and strive for continuous quality improvement in our education and research. We face the future with an inquisitive attitude, thinking in terms of possibilities and innovative solutions. We are open to change and focused on interdisciplinary cooperation, because we have a collective responsibility for the quality of our university of applied sciences.

What does that look like?

- We take responsibility for our own part and for the whole.
- We give and receive feedback openly - all opinions are welcome, and everyone feels safe.
- We learn by experimenting in a disciplined manner. In this process, we are allowed to make mistakes and we learn from them by reflecting and sharing the lessons learned regularly.
- We work together in interdisciplinary teams that are responsible for results. Within these teams, team members make their own decisions where possible, and are individually accountable for their results. Through *De Haagse Dialoog*, individual and team-related agreements are made.
- We closely monitor external and internal developments and regularly hold discussions with students, staff, and representatives from the field.
- We take relevant training courses, and other development programmes. The Hague Centre for Teaching and Learning (HCTL) offers state-of-the-art programmes that enable lecturers and other staff members to continue to develop.
- We have a strong employer brand and are an attractive place to work.
- We recruit new employees based on a clear, recognisable employer value proposition and provide effective onboarding programmes.

Working in teams responsible for results

Working in teams that are responsible for results requires facilitative leadership. For the benefit of the quality of education and research and in line with THUAS' vision, managers create room within and between their teams for different perspectives and support participatory decision-making. Acting with integrity, fairness, exemplary behavior, morality, the ability to deal with ethical dilemmas, and the ability to (self)reflect are guiding principles in this regard.

What does that look like?

- We work together on the basis of trust.
- We ensure that teams and individuals can take professional responsibility by offering freedom within a clear strategic direction and corresponding framework.
- We ensure that decision-making is participatory, understandable, and transparent.
- We encourage results-oriented cooperation within and between teams.
- We remove bottlenecks within the organisation.
- We invest in the development of teams and the future of our staff by offering and facilitating broad development opportunities.

Simplify processes and operations for the benefit of execution

Achieving our ambitions requires us to work together more efficiently and effectively. We will simplify basic processes, with fewer rules and bureaucracy. By monitoring strategic alignment - from our mission to the strategic goals, ambitions, and corresponding actions - everyone understands what and how they contribute to the goals of The Hague University of Applied Sciences. This establishes coherent and unambiguous frameworks for our students and staff.

What does that look like?

- We use a limited number of key performance indicators (KPIs).
- We manage the coherence of our change efforts with a programme management approach (strengthen, accelerate, and connect).
- We use the existing processes (PDCA and annual plans) for monitoring strategic goals and ambitions.
- Where appropriate, we use a short-cycle approach (lean and/or agile) to be flexible. We evaluate regularly to make timely adjustments and respond quickly to changes.
- In evaluations and decision-making, we also look externally and bring the outside perspective in.
- Using clear assessment criteria, we deliberately choose to not do things, thereby ensuring the sustainable deployment of our people and resources.
- We facilitate hybrid work so that staff can work on campus and at home.

Excellent and modern support

Excellent support, by people but also by information systems and facilities, is essential for realising our ambitions. Therefore, we will continue to invest in the support facilities.

Digitalisation and data-driven management



To sustainably innovate our hybrid and flexible education and research, digitalisation of the support is crucial. The Covid-19 pandemic has taught us that we can execute the support fully digitally, but even so, The Hague University of Applied Sciences still has some catching up to do. Through the Future IT programme, we are working on improving the basic IT facilities, renewing core systems, and setting up future-proof information services and IT governance. Further digitalisation of processes will be included in the organisation-wide process management. In conjunction with this strategic plan, we will develop our information strategy further. We will also use data more comprehensively for analyses and forecasts to organise and manage our operations efficiently and effectively.

Campus development



An important lesson from the Covid-19 pandemic is the indispensability of physical education, in a place that students know and where they feel at home. To that end, we will continue to increase the quality of our physical home base. But it is about more than just housing and facilities; it is explicitly about increasing the well-being of students and the communities of learning and practice from the study programmes.

With the Housing Masterplan, we are carrying out a thorough renovation of the campus to better suit our educational concept: more sustainability and flexibility, better educational facilities, and more meeting places. In addition, a qualitative improvement will be made to acoustics, lighting, climate, WiFi, and sanitary facilities, among other things. We will also respond to developments in the station area of The Hague Holland Spoor and the Greater The Hague region to make our locations more attractive for new students, staff, and collaboration partners.

OUR CAMPUSES

Headquarters
Den Haag



Sportcampus
Zuiderpark



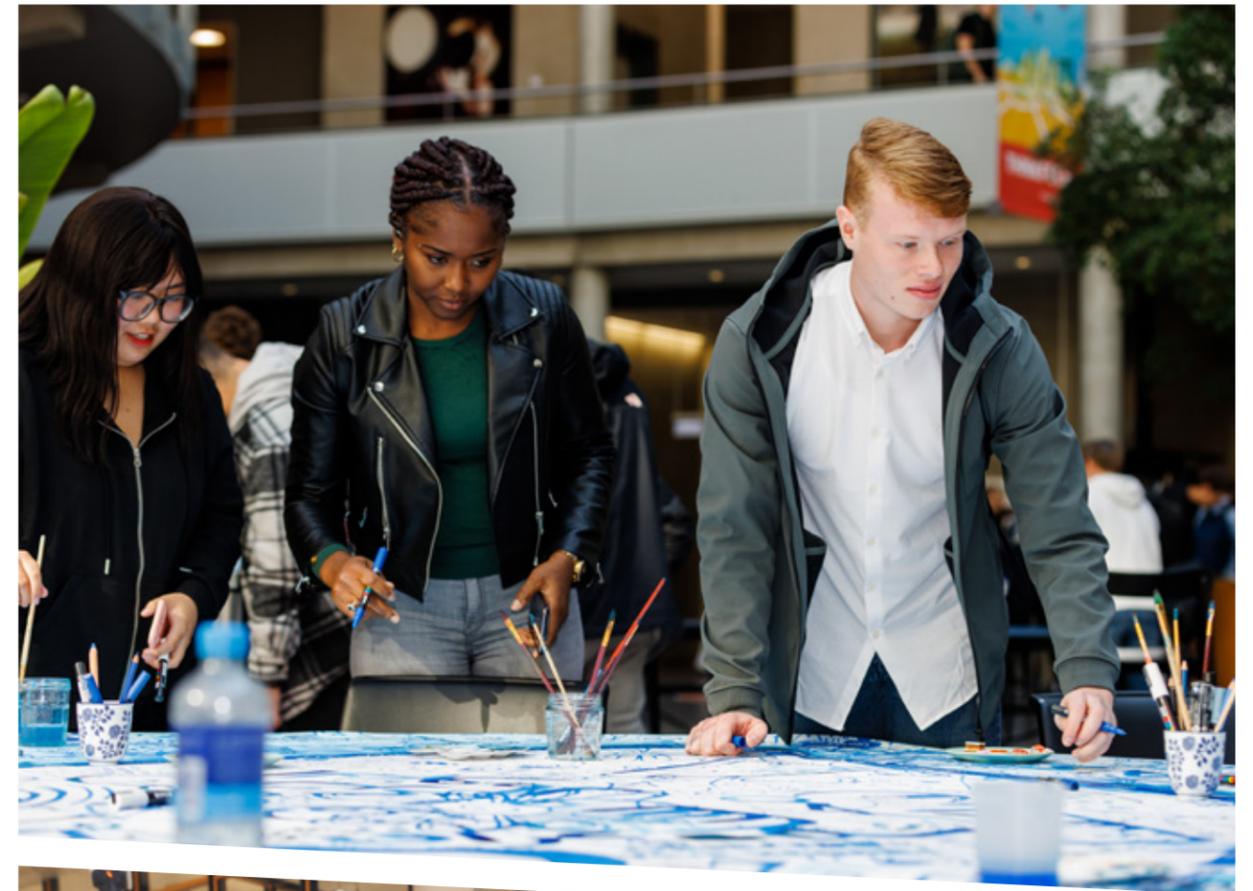
Delft



Zoetermeer



Our main campus is located in the centre of The Hague, the international city of peace and justice. Other campuses are located at strategic locations for collaboration with partners such as the municipality of The Hague (Zuiderpark Sports Campus), other knowledge institutions (TU Delft campus) and the business community (campus in Zoetermeer at the Dutch Innovation Factory).



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