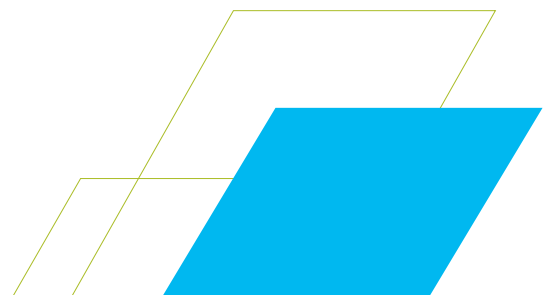




CHE: for the world of tomorrow

Strategic institutional plan 2016-2020





Psalm 1 (ESV) He is like a tree planted by streams of water that yields its fruit in season, and its leaf does not wither. In all that he does, he prospers.

CHE: for the world of tomorrow

CHE wants to serve the community by educating professionals who know who they are and what they can do in and for their profession. We do that by tapping our Christian wellspring, the Bible. That is the mission that drives us. Society around us is changing and CHE is changing with it. Our institution will focus on five goals.



Professional communities in a networking society

CHE wants to be a place that brings people together, so connections between students, alumni and professional partners are high on the agenda.



Social sustainability and globalising society

In our teaching, we have a heart for all the cultures in our society, including groups that would not automatically join in.



Strong professional identity in a dynamic labour market

The job market is changing at an ever-increasing rate. As a professional, you can adapt along with it without compromising your values.



Flexible learning in a knowledge-intensive society

We want to make sure our courses can be a good fit for the people who want to continue their education while working. This means demand-based and flexible course offerings.



Improving sensitivity to the regional job market

CHE aims for a good connection with the labour market in the Food Valley region.

The students at CHE stand out. You can tell CHE students by their strong professional identity. They know who they are and have the ability to build and maintain a community. They have a heart for all the cultures in our society and beyond. They know how to overcome differences between groups. They are flexible and can move with changes in society. The world needs people that have their feet planted firmly on the ground and can be there for others. Then there can be places filled with hope.

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Foreword

This is the institutional plan of Christelijke Hogeschool Ede (Christian University of Applied Sciences), or CHE. This plan describes the direction CHE wants to move in the coming years. It forms the basis of how CHE will assess our development of teaching and practically-oriented research, relations with the professional field, and how the organisation can support these endeavours. After a look at what drives CHE, we will look at the most important social issues and how CHE intends to relate to them. Finally, this document describes our core aims for the coming years.



Chapter 1

What drives us: serving the community

CHE is a Christian institute of higher professional education. What drives us is the calling to serve the community. Together with the professional field, we want to prepare future professionals to become people who know who they are and what they can contribute to professional practice and society. We offer students a learning community with personal attention for their character. We want to educate students to become people who are at home in their profession and competent to continue developing their professional identity. We consider it important that they know how to incorporate their faith and life into the context of their profession and field.



Chapter 2

What distinguishes us: the profile of CHE

We always want to be known to students, professional partners and the community for our Christian identity, the quality of our teaching and research, and our personal involvement.¹

2.1 Christian Identity

CHE draws from the rich wellsprings of the Christian tradition. We recognise the Bible as the inerrant and inspired Word of God. We believe that God created the world and human beings, was incarnate as Jesus Christ in order to redeem us and save us from the cause of our brokenness: our broken relationship with Him. We believe that God is loving, righteous, merciful and the author and source of all truth. He wants a personal relationship with people and has created us as relational beings. We only reach our full potential in relationship with others. In the context of our institute, we see this foundational principle reflected in the underlying values of our teaching, research, relationships and organisation. Drawn from the Christian wellspring, the Bible, and its outworkings in theology, philosophy and

scholarship, art and culture – our teaching and research reflect on professional content and practice. We want to live, learn and work on the basis of the foundational values of responsibility, community spirit, and justice.

What students, professional partners and colleagues can expect from us is that we will be open about our Christian identity and the values that emanate from it. We'll talk about how these basic values are expressed in concepts such as stewardship, forgiveness, mercy, truth, and love for one's neighbour in the context of your professional life. We want everyone, regardless of their background or origin, to feel at home here and be respected for his or her lifestyle choices, whether as a Christian, an unbeliever or an adherent of another religion. We acknowledge that we can derive similar values from different sources, but also that this can lead to different choices. We want to talk about our similarities as well as our differences, because we believe this will contribute to the personal development of our students.

¹In preparing this institutional plan, a survey of our first-year full-time students and conversations with our professional contacts, employees and students showed that they believe these eight aspects are the most important reasons to choose CHE.

In the context of their professional development, in choosing CHE students choose a professional university that actively guides them in their formation as professionals. CHE invites them for personal encounters to talk about how they want to make connections between what drives them personally and their professional practice. We help students to chart their own course with intent.

2.2 Quality: connected to the professional field and the community

Students, professional partners and our own employees have the right to expect quality. Our teaching is of a high quality and focuses on qualification, socialisation and personal development in learning environments where the professional field, the teacher and the practically-oriented researcher work together in a dialogue. We offer students an education that prepares them for the job market. The courses fit in with demand from the professional field. But we don't just offer up-to-date courses, we also work with the professional field to help students reflect on the knowledge and experience they are accumulating and translate it to professional practice. Thus, we also pay attention to the international perspective of the subject area and guide students in developing international and intercultural experiences and competencies, so that they know how to navigate a diverse society and a globalising world.

Quality also characterises the lecturers, researchers and teaching support staff: we work together based on the value of responsibility, we are approachable regarding our actions and we continue to develop ourselves professionally. We want to be inspiring examples for one another and for our students. Our employees have the right to expect CHE to support them in

their daily work with personal attention, good facilities and teaching. Quality is also evident in practical relations between us: we provide a timely response to questions, keep our word, inform one another if a change arises due to external circumstances, know our own talent and limitations and allow the talents of others to shine as we receive their assistance.

2.3 Personal involvement

Students, employees and professional contacts have the right to expect us to be personally involved and foster a learning and working community where they are recognised as friends. We believe that people were created as relational beings. More than our scale, our attitude means that we view others as whole persons, rather than pigeonholing them as students, colleagues or customers. We see one another and meet one another cordially and hospitably. In our course programmes and literally in our buildings, we create space for personal interaction. That means that we as an institution form a powerful and welcoming community where there is time and space for heart-to-heart encounters with one another. To make this possible we want a flat, approachable organisation that can quickly respond to the needs of the professional field and the students.

This profile of Christian identity, quality and personal involvement makes CHE unique in the Netherlands. With this perspective, the institution can provide a valuable contribution to a society that has an increasing need of skills borne out in the intrinsic motivation and values from which we act as individuals and as an organisation in both personal and professional relationships. We also believe that this profile enables us to answer the challenges of society in the areas covered by our courses.



Chapter 3

Where we stand: CHE in a dynamic world

The society we want to serve is undergoing dramatic changes. This dynamic affects both the professional field for which we prepare students, and us as a university of professional education. Our drive to serve the community because of our profile as a Christian university that values quality and personal involvement has enabled CHE to identify a number of social aspects that we want to concentrate on in our work and work out in this institutional plan.

3.1 Pivoting to a network society: building community

Society is pivoting from a bureaucratically-organised care society to a participatory network society. Government and institutions are returning more responsibility to the citizen—responsibility that not every citizen can bear, and for which the social structures are sometimes absent. This means that in addition to the functional, economic rationality, there is more attention for the importance of the values behind our actions and social interactions. In a network society, as well, lifelong collective institutional

ties give way to temporary, individual, virtual or actual network connections on the basis of temporarily shared values and interests. This tendency leads to further fragmentation of the personal sphere. However, in the professional sphere it also leads to new relationships, a shift from structures based on a ‘production line’ to an organisation more resembling a network in the professional world based on processes and new or renewed connections.

In the current network society, with its high degree of individuality and fragmentation in the personal sphere, CHE aims at building professional communities. A network is benefited by strong points of connection. CHE as an educational institution wants to be one of these strong connection points. We want our students, employees and business contacts to feel at home in the classroom. We want students to distinguish themselves by knowing who they are and having the ability to build and maintain a community within professional practice.

3.2 Globalisation: focus on inclusion

We live in a globalising society. To put it figuratively, the world has become a village. The internet and smartphones enable us to order clothes from the other side of the world with a touch of a button from the comfort of our own home. We see that social, economic and cultural issues close to home are affected by what is happening on the world stage—food supply, the banking crisis, climate change, refugees. This globalising means opportunity for many: the world is opening up to them and offering a chance for development.

Others feel increasingly estranged from globalisation. We also see a counterreaction with a social accent on authenticity, local production, self-sufficiency, barter and sharing economy or—in another direction—the rise of populism and nationalism. To stay with our imagery, the village becomes the world.

CHE in a dynamic world



/ Professional communities in a network society



/ Social cohesion in a globalising society



/ Strong professional identity in a dynamic job market



/ Flexible learning in a knowledge-intensive society



/ Improved connections to the regional job market

In a time of globalisation, which offers opportunities as well as estrangement, and the diversity among people groups increases, CHE's aim is social sustainability. Our students and employees are focused on inclusion² and distinguish themselves by the ability to think and work interculturally and internationally. They develop sensitivity for existing diversity—including within themselves and the university population—and professionally, in the regional and social context, they have an awareness of the opportunities offered by globalisation and of those that are left behind. They know how to overcome differences and contribute to social cohesion.

²Inclusion means making sure groups that are left behind in society are included on the basis of equal rights and obligations. Inclusion is the opposite of discrimination. The terms 'inclusion' and 'integration' are complementary in today's society.

3.3 Dynamic on the job market: professional identity

The job market is on the move, especially as digitalisation continues to advance. Digitalisation is a young but omnipresent phenomenon that influences the way we encounter and order our world and the way we pursue relationships. Digitalisation has an effect on the way we store, retrieve and use knowledge. Information technology has come so far that we are constantly improving our ability to make smart combinations of that knowledge and use artificial intelligence for work processes formerly done by people. That influences the labour market: the expectation is that robotics and digitalisation will primarily affect professional groups in the middle segment. The disparity between low-educated and highly-educated groups in society will increase. Jobs will disappear, a development that may diminish the effect of an ageing population. New jobs will arise and existing professional practices will quickly change: knowledge must be renewed to avoid obsolescence. For higher vocational education, this means that staying connected with the job market will become even more important. Professional practice demands different skills on the shop floor: more entrepreneurship, links between different tasks/assignments, developing new knowledge for professional practice. Moreover, the pressure on the professional as a person is fairly high: success is what you make of it and depends on your self-knowledge and willingness to invest in personal development. That leads to a shift in higher professional education from skill to more general development (professional development, cultivation). In that

shift there is growing attention for the aspects of socialisation and personal development as important pillars of good education. Added to these aspects is attention for the digital, international and intercultural dimension of the educational programme. That attention is aimed at teaching students to navigate the colourful, dynamic work environment for which the HBO (higher vocational degree) is preparing them. This also leads to a further development in the role of practically-oriented research to help the professional field and education to develop new knowledge and translate it into curriculum.

The new relationships in the professional field lead to changes in how professionalism is viewed. At CHE we put the accent on developing a professional identity. With a healthy and well-developed personal and professional identity, our students know how to relate to the developments in society and their effects on their professional context. They dare to stand out as this context changes and they know how to make a difference by deriving inspiration from the values of their profession.

3.4 Higher education in the Netherlands: demand-based education

The above tendencies also affect higher education. What remains is the social contract to provide education to professionals 'from 17 to 71' in a knowledge-intensive society and to validate the knowledge they obtain, i.e. to check its value in relation to the demands set by the professional

field and society. What's different is that the content of that knowledge and the context in which that knowledge is obtained is changing fast. There is an increasing need for further development of knowledge and skills as one works. This leads to a movement from a supply-oriented model of education to a demand-based model. Thus, personalised learning offers the student the chance to independently shape his development. Education has to be able to value and qualify informal learning. This requires a different infrastructure in the institutes of higher professional education and a different role for the lecturers.

In view of the developments in higher education, CHE aims at a demand-based educational model. That requires an examination of course content, continuing development of the digital infrastructure, a new role for lecturers and a flexible organisation of our course offerings to be able to respond quickly to developments on the job market and the needs of potential students.

3.5 Regional agenda: improving connections

As an institution of higher professional education, CHE has a special task in developing the job market in the local Food Valley region. From dialogues with local and regional authorities, institutions, businesses and educational partners, it is clear that the social task of the institute of helping students to earn an accredited HBO diploma does meet a need. The regional economic motor of the Food Valley region is in the areas of agriculture, food technology, care and ICT. The regional partners tell us that they see a growing mismatch on the job market. There is a quantitative lack of well-educated applicants. Qualitatively, they see a shortage in the areas of care and food technology, and aspects such as entrepreneurship and technical and social sustainability. Businesses and institutions also need schooling for employees with an MBO-level education, and in that case they are looking for fast custom courses and flexible course offerings.

CHE relates to expressed regional needs by forging good connections. We see chances to improve the connection with MBO-HBO transfers (mid-level vocational education to high-level vocational education transfers from one institution to another) and would like to take responsibility for continuing education of MBO employees. Thus, from our existing expertise in care, care and technology and sustainable entrepreneurship, we can give proper attention to the regional demand for ICT courses.



Chapter 4

What we will see as a result

The mission of CHE, our distinctive profile and the way in which CHE wants to relate to its task in society determine the vision of the future towards which we will work in the coming years. What we want to see as a result will be described on the basis of the primary work processes of the institute: professional field, education, research and organisation.

4.1 Professional field

First, we form a professional learning community with the professional field. The professional field is at the beginning of the knowledge sharing, knowledge development, knowledge circulation and knowledge transfer chain. We want to actively involve professional practice and knowledge partners like universities in the development, delivery, and testing of education. The professional field supplies input for the teaching of the student; the teaching itself is done by the lecturer; and the practically-oriented research by the circle of knowledge and the associate professor. Professional field, lecturer, researcher and student working in concert develop new knowledge for professional and educational practice that is important both to the student and the studying professional. To be able

to do that well, we will work in the coming years on a number of concrete goals:

1. We will strengthen our profile in knowledge development that derives from the values of the profession and that devotes attention to the personal professional development of workers in a diverse society. This theme connects our associate professorship first and foremost. We are also setting up a knowledge institute that will look at current societal and professional issues and, in addition, will organise publications, lectures and general studies courses to put CHE on the map on this theme.
2. We will work from our jointly developed account management to offer the professional field a clear point of entry to the school and quickly supply their need for custom courses and practically-oriented research.
3. We will actively involve the professional field and knowledge partners in the development, delivery and testing of our teaching and in maintaining the professional knowledge of the lecturers by inviting professionals to teach at CHE, by offering lecturers working sabbaticals in their professional area, and other means.

4. We will give structural attention to both the deepening of existing relationships in the professional areas in which we offer courses and entering into new partnerships.
5. We will focus on the immediate area served by CHE. In concrete terms this means businesses and industry organisations in the Food Valley and ICT Valley areas, but also the entrepreneurial side, to be able to reach the growing group of independent entrepreneurs.
6. In addition, we will expand our portfolio to the Rotterdam-Dordrecht region, in view of the potential partners in the region based on our identity and our specialisation in care, wellness, service, education and pastoral work.
7. We will work together with regional, national and international partners with whom we have a connection due to the

Christian identity of the institution and with whom we share the perspective of God's kingdom. In that collaboration we will focus on knowledge development and knowledge sharing on the relationship between Christian identity, education and professionalism.

8. CHE will get involved structurally with alumni policy. Long after graduation, our alumni continue to be active members of the professional learning community of CHE. They are an important connection with our professional field, giving us feedback on the connection between study and career. They come back to us to refresh their knowledge with a general studies course, a post-HBO course or a lecture. They teach classes to students and bring lecturers up to date on the fields in which they work.



4.2 Education

In view of the social challenges and our calling to serve the community, in the area of education there are a number of developments, i.e. the basic principles of educational development, the way in which we shape our curriculum development and the renewal of the portfolio with new courses and new competencies such as digital skills and internationalisation.

4.2.1 Principles of educational development

In pursuing his course, the student discovers that he is increasingly becoming a part of the professional community of CHE, with fellow students, lecturers, associate professors and professional field. That leads to a conscious choice in the way in which we develop our educational material, keeping aspects of good education – qualification, socialisation and personal development – in balance. The development of the educational programme starts with personal development. Here, the student and his or her own personal story are at the centre. The lecturer acts as the student's coach. Then we move to socialisation. In this portion of the course, the peer group in professional practice is at the centre. Teaching here is a dialogue. The lecturer has to know what is going on in professional practice and how to develop material that will foster dialogue on the relationship between personal and professional development. The third stage in educational development is qualification. There, the external world takes centre stage. The professional profile is the guiding principle and teaching is designed to be a triologue. The lecturer and student take responsibility and give account regarding how our education meets the standards of the profession.

4.2.2 Curriculum development

At CHE, we want to anticipate the developments in the job market. We see knowledge developing at an increasing rate, the growing need for more generic professional skills, and more demand for continuing education for professionals. Employers and employees need to confirm the validity of informal learning with a certificate or diploma. CHE's answer to these challenges is that we will make the way we offer education more flexible. The challenge for education at CHE in the coming years is to translate the development we started in 2015 to the rest of the course offerings. At bottom, CHE must start with the desired learning outcome for the student and then propagate this into a structure for all the courses that is equal in scope and teaching units. Those teaching units will aim at providing generic HBO competencies in which in principle, only the start (assessment) and the finish (graduation) are fixed. This standardisation of programme structure in modules makes flexibility possible in content, location and pace. For content, this is because we teach each generic competency on the basis of the various professional contexts. For pace, because a student or professional can also choose to take a single module in the context of specialisation or continuing education. For location, because students can also do part of their course as distance learning. We believe that in this way, students at CHE and beyond can customise their education, specialise and continue their education more easily and also have more choices.



4.2.3 Renewal

A third line in the area of education is renewal of the existing course offerings and developing new courses. We want our students and employees to be distinguished by the ability to think and work interculturally and internationally. They will develop attention and sensitivity to the diversity of our society and can offer something to those who are left behind by their vocation or community because they know how to overcome differences. Therefore, within educational programmes we want to make room for the development of the international and intercultural competencies of our students. Being aware of the international and intercultural context of society is a vital skill for tomorrow's professional. We want to work this context into the educational programme by having the students accumulate international and intercultural experiences during their studies, not just outside the institution, but also in dialogue with fellow students with an intercultural or international background. This set-up is intended to teach students to reflect on the effect of the international or intercultural context on themselves personally and on a professional level. We want to teach them to translate their experiences into new actions in professional practice.

Secondly, we would like to focus on enriching the learning environment with digital features. The digital learning and working environment

supports the educational programme and creates scope for personalised study that is not dependent on time and location. It also frees up more time and space for intensive virtual personal 'intervision' (collegial supervision) and supervision in small groups. In this perspective, it is important to pay active attention to the necessary facilities from the beginning of developing the programme.

Thirdly, we want to put full effort into the renewal of our course portfolio. We want to start at least two new part-time programmes (AD, BA, MA). This will be happening in dialogue with the professional field and the region and is expected to lead to an expansion of our existing portfolio in the direction of care and technology, ICT, small business retail and international relations. Demand from the professional field will be decisive. That means that we will also look specifically at the MBO target group that either wants to continue their education after finishing the MBO (transfer) or pursue an HBO degree while working.

Finally, we want to redesign our quality assurance. We base this desire on our vision that educational quality is primarily about the lecturer-student relationship. We are also benefited by an open quality culture in which learning and improvement are central to the whole organisation. We have an institution-wide vision to work from, and a renewed definition of quality based on teaching practice, supported



by professional governance. This means that in addition to the external standards to which we are held, we determine the quality we want to achieve and encourage one another to reach that goal. From this definition we would like to work toward a new quality assurance system that starts with an improvement cycle within the course programmes, in which the administrative side is the keystone and not the starting point. To achieve our ambitions for educational development, curriculum development and renewal, in the coming years we will work on the following concrete goals:

1. We will focus on designing a similar structure for all course programmes aimed at teaching general HBO competencies coloured by specific professional practices.
2. We will deepen our vision on the underlying principles for educational development and set up learning networks for lecturers in order to use mutual intervision and supervision to learn and apply the differing roles of coach and designer of education in dialogue and triologue form.
3. We will incorporate the accumulation of international and intercultural skills into the teaching programme. That means, among other things, that there should be room in the curriculum for students to get international and intercultural experience; and that every programme should offer an English language module.
4. We will invest in developing a future-ready digital infrastructure appropriate to the educational and curriculum development.
5. We will invest in developing the didactic digital skills of our lecturers so that they know what instruments are out there and how they can employ them to provide instruction.
6. We will set up a permanent process for surveying the market via our strategic contacts. On the basis of the outcome of these surveys, we will decide each year how to adjust the existing programmes, develop new specialisations or start new programmes.
7. We and our educational partners and employers will design admission and transfer programmes aimed at MBO institutions and MBO professionals to increase their chance of success in earning an HBO diploma.
8. We will work on a new definition of our vision on quality and quality assurance, undergirded by professional governance, followed by the reorganisation of our quality assurance system.

4.3 Research

Practically-oriented research plays an important role in building a professional learning community. It's important for students, lecturers and the professional field to develop the skills to approach, improve and renew professional practice from the perspective of research. That role will be of increasing importance in the coming years. The tempo of development within the professional domains for which we provide programmes is high. Today's knowledge soon becomes obsolete and new practices arise quickly, such as the use of home automation in nursing, robotics in the service industry, or church outreach. That leads to issues regarding how we are going to make room for these developments in professional education. There are generic questions dealing with ethics as well as specialist, technical questions. We consider it important that students learn to recognise the limits of knowledge and gain the skill to develop new knowledge with others. Thus, it is necessary to distinguish between the main issue and side issues, to synthesise, and to dialogue. Associate professorships support the students, lecturers and partners in this process, so that a knowledge chain is created for professional and education practice and students can develop research abilities.

The associate professors of CHE have a shared starting point in the research plan called Beacons of Hope (2014). This plan states that research at CHE should be distinguished by the concept of hope. With this concept, the

associate professorships focus on renewal of existing professional practice based on the core values of the subject (values-driven innovation). This renewal is brought about by willing professionals and constructive alliances with businesses, institutions, citizens, entrepreneurs, and authorities. The added value of CHE in this process is the phenomenological perspective: it supports professional practice and teaching to re-examine the core mission and the core values of the field in every situation. Thus, CHE gives its own twist on the term service innovation in renewal issues from the professional field.

To realise this place and role for research, we are focused on the following concrete goals:

1. By 2020, CHE will have made a name for itself with its own twist on service innovation through annual publications, lectures, and general studies classes about good practices in which CHE's approach in cooperation with business practice has led to a renewing outlook.
2. CHE will attract a growing percentage of co-financing for practice-oriented research.
3. We will connect practice-oriented research with the superstructure of the courses where learning research takes place.
4. Practice-oriented research will gain a place in the development of the lecturers, who are the first line of contact in guidance of the students. We will offer lecturers the space for this, supported by members of the circle of knowledge, associate professors and peer groups.





4.4 Organisation

We are setting ourselves a lot of goals for the coming years. We feel driven by our calling to serve the community as an institute of higher professional education. We are distinctive due to our Christian identity, our noted quality and personal dedication. And we relate explicitly to social issues such as the network society and fragmentation, increasing diversity and the growing dynamic of the job market by getting involved in building professional communities, inclusive thinking and forging strong connections with the region. To realise this, there are a number of basic parameters we must set in place.

4.4.1 Vision for governance

First of all, the developments demand a lot of our organisation: flexibility, space, responsibility and accountability. Our vision for governance of the organisation is that we should transform from a supply-oriented task organisation to a demand-based and renewing learning community.

Our students and professional field are central to us. Through our course programmes and practice-oriented research, we want to add value for the student and the professional field. At the same time, we want to facilitate the systems for responsibility and quality assurance and a back office that supports the primary process. That means we will have to put a number of initiatives in motion:

1. Stimulate self-organisation so that we can react more quickly to educational renewal or demand from the professional field.
2. A simple organisation and working method in which it is clear who is responsible for each decision and decision-making leads to clarity regarding the direction of CHE, thus offering space, people and means to teams to be able to do their work and be accountable to one another.
3. Standardising supporting work processes and organising on an institution-wide scale. Clear execution of the educational support and business processes we will make as much space as possible for the primary process of education and research.

4.4.2 Vision for professionalization

To realise the educational goals – more dialogue and triologue in the context of an increasingly dynamic environment – we expect lecturers and support staff to fulfil a different role than they have done hitherto. For lecturers, the accent will shift more from transfer of knowledge and skills to providing guidance for an authentic work experience and enriching that experience with theory and knowledge. This shift changes the lecturer's professional identity. It is important for lecturers to be aware of this change and consciously work with it to establish a stable foundation in the current complex and dynamic environment.

For support staff, as well, we will see a change of role. They will have to be able to navigate the dilemma between the call for standardisation for efficiency and quality on the one hand, and facilitating innovation and flexibility on the other. That will require them to be able to make a professional judgement in the balance between flexible involvement in the dynamic demand from educational practice and guaranteeing

quality and efficiency of the educational support processes.

Colleagues must be able to count on us investing in our professional identity. In view of this, we want to invest in a strong professional culture in which colleagues have the space to develop themselves professionally. We will work concretely on the following goals:

1. We will organise professional intervention in teams of lecturers, associate professors and support staff.
2. We will help one another by openly and directly addressing the honouring of commitments;
3. We will adhere to shared quality standards and stimulate one another to respond quickly if there are signals that the teaching or support is in need of improvement;
4. We will offer internal courses in the areas of didactics, testing, educational development, research skills, identity, internationalisation, intercultural skills, student supervision and coaching, entrepreneurship, ICT, advising and customer-oriented process organisation.

4.4.3 Vision for facilities

To realise the goals for this institutional plan, we are investing in shared support facilities, among other things by improving the work processes. In recent years, we have invested in the ‘hardware’, so to speak: buildings and facilities such as ICT, study centre and restaurant facilities. That has given us a physical space that fits in well with the needs of current educational practice. In the coming years we will invest in the ‘software’, the work processes and work culture.

We also want to strengthen the connection between educational practice and educational and business support. To be able to respond flexibly and efficiently to the demand for support from education and the professional field, it is necessary to include from the very start a plan for professionalism of educational and business support in the development. This creates better demand articulation, enabling the advisor to translate the demand from the professional field and educational development into the right form of support.

Finally, our support facilities are also a means of giving hands and feet to our social responsibility. As an organisation, we want to practice the same skills that we endeavour to pass on to our students in forming community, inclusion,

demand orientation, professional identity. That means we also want to take responsibility when it comes to social issues, e.g. by acting on the need for education of refugees, or sustainability of our building, our food and drink, our commute to work. That means a permanent process of relating ourselves, based on our calling and our profile, to what is going on around us.

From the above principles we will work on the following goals:

1. Setting up a hospitable and flexible front office where students, professionals and employees can resolve their questions based on a self-service model.
2. Setting up a uniform back office where the work processes are based on the principle that every step in the process adds value for the student, employees, and professional partners.
3. Improving the cooperation between education, educational support and business support by including support professionalism in developments from the start.
4. Setting up a permanent process of identifying social issues we want to relate to on the basis of our calling and profile.



Chapter 5

Conclusion

CHE is a motivated institution. We want to serve the community by educating professionals who know who they are and how to connect their professional activities with their personal values. In today's fragmented network society, we aim to build professional communities, intercultural and international skills in a globalising society, a strongly-rooted professional identity in a dynamic professional field and the demand from that field for improving the connection between education and professional practice. This institutional plan explains how these societal challenges will drive our professional relationships, our teaching, research and organisation. It is the source from which we will formulate concrete goals and projects each year, so that we can realise our shared mission for the world of today and tomorrow.

HBO courses

Business studies MER

Human Resource Management

Communications

Journalism

Primary education

Social Work

Nursing

Religion: Pastoral Work

Education: Philosophy/Religion

For professionals

Post-HBO courses

Masters

Training

Courses

Research

Personalised study

Journalism part-time courses

Communications

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