

Closer

Institutional Plan 2023 – 2028

University of
Applied Sciences

Windesheim

Closer to you



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Preface

This institutional plan sets out the priority issues that Windesheim chooses to address in the next few years. We are experts in the field of education and research, but what do we hope to achieve? What do we want to accomplish for our students, alumni, staff and collaboration partners?

This institutional plan covers the period from 2023 up to and including 2028. We continue to build on our previous plan, the Strategic Policy Plan 2017–2022. Many of the details of that plan are still current, e.g. the personal learning pathways. However, there are also differences. Society has become even more complex, so we will be focusing even more strongly on learning together and working together, both inside and outside our own organization. Because together we can get closer to accomplishing our mission.

Practice what you preach. That's the adage we kept in mind when shaping this plan together with students, staff and businesses/ organizations. Over 500 people participated in a total of 37 sessions. It has made us proud and we regard it as an example of the course we would like to pursue: together creating something valuable. Something that everyone is eager to get to work on.

This plan outlines our ambitions for the next few years and the resulting tasks.

The institutional plan is neither a concrete action plan, nor a checklist, and certainly not a blueprint. The plan contains certain parameters within which teams and management take control to make ambitions concrete and put them into practice. Finally, the plan outlines the first steps to be taken in the follow-up approach.

We have formulated this plan in a way that may appeal not only to students and staff, but also to readers from outside Windesheim.

Wherever we mention 'students' in this plan, we mean everyone pursuing an education at Windesheim. Regardless of whether it concerns a programme immediately following secondary school, a follow-up programme or a training course for professionals.



When we use the pronoun 'we', we mean to include all Windesheim staff. For an institutional plan cannot automatically expect commitment from our students and environment.

But since they have been involved in its production, we trust that they will be prepared to commit to it. So we can work

together on achieving our ambitions: closer to the world, closer to each other and closer to yourself.

Inge Grimm & Erika Diender
Executive Board

Who are we?

We are not starting from scratch with our ambitions and tasks. On the contrary: we have been around for nearly 40 years and all those years we have been working continuously on quality improvement of our education and research.

Where do we come from?

Windesheim University of Applied Sciences was founded in Zwolle in 1986. In the first few years, Windesheim has some 2,500 students and is divided into a number of relatively autonomous sectors.

In 1996, Windesheim publishes an institutional plan that focuses among other things on study programmes for professionals, which signals the start of the continued focus on lifelong learning. The outside world comes into view. In the internal organization, a general service unit is formed to provide support to all sectors.

In the following decade Windesheim sees its student numbers grow to 15,000. Practice-based research acquires a more prominent position within the university, in alignment with the environment and education. Education is focused more strongly on labour market demands. Simultaneously, the quality of education is improved by means of a system of accreditations and other measures.

In the decade from 2006 to 2016, Windesheim's student population increases to 20,000. Four organizational divisions are formed: Human Movement and Education, Health Care and Social Work, Engineering and ICT and finally Business, Media and Law. Study programmes within the divisions start to collaborate more. Windesheim expands its catchment area to Flevoland. In 2010, Windesheim takes over HvA Almere and Flevoland becomes Windesheim's fifth division. The institutional plan in that period focuses on excellence and optimizing degree programme quality.

In the years following 2016, the student population grows to 25,000, representing all ages and cultural backgrounds. The institutional plan 2017 - 2022 has the title 'We care, we dare, we share'. ▶



In this plan Windesheim formulates its ambition that no student should drop out unnecessarily and that each student should be able to pursue their own personal learning pathway: personal, flexible and challenging. Within the parameters of the learning outcomes set by their programme, and based on their learning needs and personal circumstances, students can make individual choices concerning content, programme and test type and learning pace. A great deal of work has been done to realize the ambitions of this plan.

Moreover, multidisciplinary collaboration is becoming increasingly self-evident. The relationship with society becomes more prominent: Windesheim's practice-based research focuses on an inclusive and sustainable society and the study programmes also collaborate increasingly with businesses and organizations; for instance, in living labs and innovation workshops. There is a greater focus on transfer through the educational chain inside and outside Windesheim. And finally: students can now get an Associate degree at Windesheim.

Where are we now and what do we see around us?

We have achieved a great deal in the past few years.



We benefit a great deal from technological developments, but at the same time we are concerned about the impact new technology has on our society. Integrating and assuring important (ethical) values in responsible design and implementation of technology is a challenge that fits Windesheim's identity perfectly.



Erik Fledderus, Professor of the Digital Business & Society research group

Windesheim has become a broad-based university of applied sciences, with two catchment areas, offering over 200 high-quality shorter and longer training courses and study programmes. And high quality also applies to our research. We are a valued partner of businesses and organizations in the regional areas. Life-long development is not only a feature of our course offerings for professionals. Instead, we focus on personal and professional development of (prospective) professionals and developing a learning culture for students and staff as well as for businesses and organizations.

By 'learning culture' we mean an environment that recognizes the significance of lifelong development and consolidates it. We are on our way to personal learning pathways: study programmes have formulated their learning outcomes and new systems have been developed to facilitate the personal learning pathway. There is a programme available for implementation – in phases – of the personal learning pathways. All over Windesheim we are working increasingly on the basis of mutual interaction between education and research and from horizontal and diagonal networks. ▶



Distributed leadership is in the spotlight. The service units provide a high-quality working and learning environment, both physically and digitally.

That's why we can now make our next move, inspired by developments around us. Because we are part of society and in our role of university of applied sciences we feel the urgency to respond to developments we observe.

The diagram on this page shows the developments underlying the ambitions outlined in this institutional plan. The Windesheim divisions are already responding to this. For example, in the divisions of Health Care and Social Work and Human Movement and Education, initiatives have been developed to help reduce shortages of health care professionals and lecturers. The Engineering and ICT division is actively working on technological innovations

that contribute to addressing social issues. The Business, Media and Law division is shifting its focus to new business models from the perspective of multiple value creation. In the Flevoland division with its broad portfolio, many of these aspects play a role simultaneously: staff shortages in health care and education, but also the demand for innovations. Diversity and Inclusion aligned with the regional population structure have

received this division's full attention right from the start.

With this institutional plan Windesheim seeks to join and reinforce such initiatives, realizing at the same time that making an impact sometimes takes a different way of thinking, acting and organizing.

Current developments: the basis of our ambitions



Social-cultural

- well-being
- equal opportunities
- diversity and inclusion
- individualization
- polarization
- performance pressure



Ecological/ environment

- sustainability
- climate
- circular
- energy transition



Economic and demographic

- multiple value creation
- degrowth
- changing population structure
- labour shortages
- complex professions
- changing labour market



Technological

- digitization
- artificial intelligence (AI)
- virtual reality (VR)
- automation
- robotics
- 3d printing
- electrification



Governance

- from vertical to horizontal
- confidence
- shared collective responsibility
- ethical action

Mission and Vision

Taking our position in an ever more complex world requires a solid basis. That's why we have refined and updated our mission and vision.

Our mission, what do we stand for?

Windesheim University of Applied Sciences focuses on people. This means that Windesheim stands for learning, developing and innovating together by means of practice-based research and education. Together with professionals from businesses and organizations, Windesheim staff and students contribute actively to making the world a better place.

Our vision, what do we hope to achieve?

Windesheim University of Applied Sciences is the driving force behind an ambitious and inquisitive network of students, staff, alumni and professionals from businesses and organizations.

Together we actively respond to developments in society and continuously anticipate labour market opportunities, as well as creating them. We pay attention to each other and to everyone's needs and potential. We encourage you to keep developing all your life in a way that is right for you. That's how you can achieve your potential, how we learn together and how we contribute to an inclusive and sustainable society.

In alignment with our mission and vision we work on the basis of our four core values: personal, together, inspirational and active.



Three ambitions combined

In this institutional plan we translate Windesheim's mission and vision into three ambitions for the next few years.

Between the three ambitions, Windesheim puts people at the heart: people in harmony with their environment. By 'people' we mean not just students, but just as much our staff. And also the people working for our collaboration partners, citizens in our catchment area and in a way even all people in this world. We translate 'people at the heart' as follows:

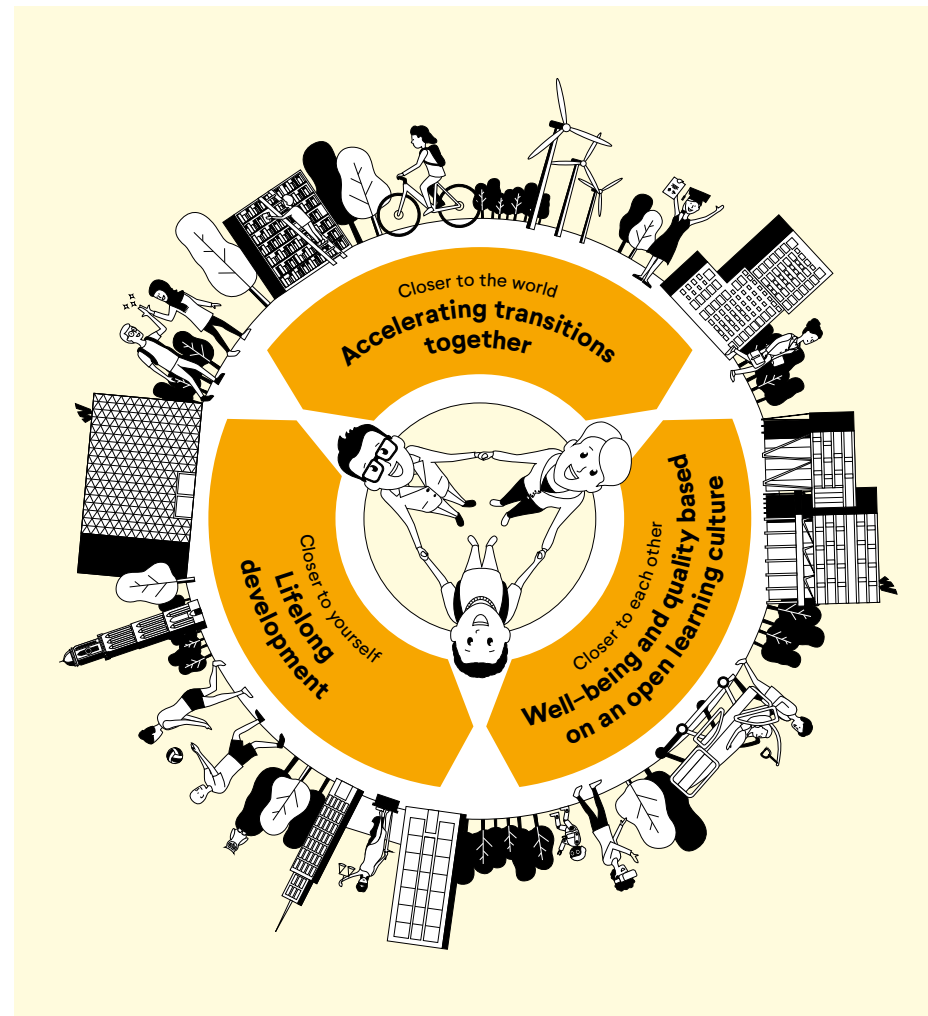
- Our ambition 'Closer to the world: accelerating transitions together' is how we want to contribute to making the world a better place.
- Our ambition 'Closer to each other: well-being and quality based on an open learning culture' reflects not only our focus on the well-being of students and staff, but also the internal and external solidification of our commitment to inclusion and moreover serves to increase the quality of our education and research.
- Our ambition 'Closer to yourself: lifelong development' means that we encourage our students and staff to take control of their own personal

development to enable them to be well-prepared and properly equipped to take their place inside and outside Windesheim. This is based on the principle of developing human potential.

Realizing our ambitions is something we do together. Hence: working together on transitions, maintaining an open learning culture together and where needed learning and developing together. That's how we can really get ahead.

Our three ambitions should not be viewed in isolation. Closer to the world sets the direction of the other two ambitions. Closer to each other (especially the aspect of well-being) makes it easier to get closer to yourself: if you feel good about yourself, it's easier to learn, develop and innovate. And closer to yourself means you can do more for each other and for the world.

In the next three chapters we will explain our ambitions in greater detail. We have translated each ambition into a number of tasks.



Closer to the world

Accelerating transitions together

Our ambition: together with our environment we accelerate transitions in society. In doing so, we are inspired by the Sustainable Development Goals formulated by the United Nations. These global goals include people, environment and prosperity.

By transitions we mean changes aimed at making the world a better place. This takes a fundamentally different way of thinking, acting and organizing. We aim to accelerate those transitions. That's a pretty tall order. But we believe it can be done. For even now our research is already contributing to innovations in professional practice each year. And every year we train thousands of professionals who bring in their knowledge, expertise and action perspective to make a difference. If we combine our expertise with that of our partners and join forces even better, it should be possible to succeed in achieving this acceleration. Incidentally, 'acceleration' does not mean we are going to put more pressure on our students and staff. On the contrary: addressing issues together will reduce the pressure and that way you can accomplish more. And it's also inspirational.

'Closer to the world', that's what we want to achieve with our first ambition. Our students and staff are already taking their place in the world, they're part of it. But we want to give this ambition a prominent place in our education and research too. A more integral position as well, for we believe that all study programmes and research groups at Windesheim can contribute to transitions.

We are already working hard on this ambition. For instance, we are already collaborating intensively with regional partners on the energy transition. In the period to come, we want to take the major social issues as a starting point in this collaboration, even more than we are doing now.



As a student I sometimes feel powerless. All those big issues, how do we tackle them together? And what's my role in this? Making a direct contribution makes me feel connected and confident we can do this together."



Fleur Merlijn, student of Business Administration and member of the Changemakers project



■ TASK

Aligning education and research with social transitions

→ In all curricula we will be focusing on transitions. Students – first-degree students as well as professionals – are challenged in a multidisciplinary setting to collaborate actively on finding potential solutions to a social issue. This requires the students to be global citizens, to have an entrepreneurial attitude and a critical mind, to be creative, to work and think across disciplines and to collaborate with each other and with their environment. By working on these qualities during their education, students develop the required knowledge, skills and action perspectives. What this requires from Windesheim is further reinforcement of the collaboration between education and research.

→ With the expertise we build together in practice-based research, we intend to reinforce our role as an innovative and inspirational partner in knowledge development. This way, Windesheim will be regarded and approached increasingly as a driving force behind transitions. To facilitate this reinforced role, we will not only continue to focus on practice-based research with an impact, but also provide a suitable infrastructure and research facilities.



How do you involve people in making their own neighbourhood more sustainable? We work on these kinds of issues together with students, neighbours, entrepreneurs, social organizations and professionals in the neighbourhood. Students actually work in the neighbourhood, in a field lab. For making contact is crucial to transitions.”



Ferry Boschman, lecturer/
researcher Urban
Innovation research group



→ We choose our research themes together with our partners, on the basis of a common choice of the transitions we want to contribute to. Working on transitions incidentally does not always mean reinventing the wheel: we are happy to join any initiatives already developed. We help to further develop or retain them.

→ Social issues are invariably complex. That's why it takes a multidisciplinary team to solve them. Our input is pre-eminently our multidisciplinary education and research, and in particular the interaction and synthesis between these two.

In our education we will make maximum use of insights from current (inter)national research and from our own research, and we will submit any questions raised in education even more consistently to our research groups. All this we will do together with our collaboration partners. We aim to capitalize on our knowledge by making it accessible to third parties (valorization) and therefore put our best efforts into sharing and application of knowledge from education and research.

■ TASK

Reinforcing regional, national and international collaboration

→ We will intensify current collaboration in the regional areas. We will provide coordinated relationship management and alignment of collaboration initiatives. Moreover, we will be looking for new collaboration partners, at the regional, national and international level. Because transition issues require us to collaborate across boundaries. In our collaboration we aim for sustainable relationships in education and research.



Intrinsically motivated people achieve the best results. That's what I like about the partners at Perron038: nobody puts their own ego first. The work is done with a clear focus. Together really means together with businesses, researchers, lecturers and students."



Marius Woldberg,
director-administrator
of Spoorzone Zwolle and
trailblazer in the early
days of Perron038



■ TASK

We get to work on it ourselves: being sustainable

→ If we want to work on social transitions together with students and our environment, we take these transitions as our own basic principle too. Our task: our campus and our behaviour reflect our active commitment to sustainability.



Tens of thousands of us are associated with study programmes in two regional areas. With all our energy and enormous drive we should be able to make an impact. Our education and research have already produced so many wonderful examples, such as the Green Award. But they are as yet rather isolated and not well known. We've got to do more, and speed things up! It's an ambition I would be happy to work on."



Bertrand Weegeenaar, lecturer ICT programme

Closer to each other

Well-being and quality based on an open learning culture

Our ambition: with our open learning culture we contribute to the well-being of students and staff as well as to continued high quality of education and research.

Even now we are investing in an open, diverse and inclusive learning culture. That's how we feel Windesheim makes a real difference. An open learning culture is an environment in which we know, see and hear each other, in other words: pay attention to each other. Staff, students and partners feel welcome with us. Together we give ample space to everyone's well-being, as much as we are able to. We aim to be an organization in which you can be yourself, have fun, but also express your concerns. Where there is room for development. Then well-being and good performance are not contradictory but in line with each other. Well-being provides the basis for curiosity and personal development.

We want to be an organization where differences between people are considered an enrichment, and an organization that itself is also learning: we adapt to changing circumstances and encourage development and initiative.

Students, staff and our partners appreciate Windesheim for its personal attention and coaching, and for the quality of its study programmes and research centres. Every individual can develop in the direction that fits them best. In the next few years we aim to retain and where possible intensify that focus on well-being and quality, for one thing because we observe that especially well-being is under pressure in our present-day society.



“

Teams want to take educational control in achieving our goals, recognizing various visions on good education. Let's continue to invest in understanding and appreciating this diversity. I'm convinced that this will make us stronger as a university of applied sciences.”



Claudia Tempels, Chair of Central Participation Council

■ TASK

Reinforcing the open learning and working culture

→ Individual personal coaching remains one of the priority issues in working on well-being. Each student and staff member can put in a coaching request, whether it concerns questions about the study programme or questions of a more personal nature. We have noted, however, that students and staff are not always adequately informed about the available coaching options. That's why we will be paying more attention to communication about those options. We also find that our coaching is at present rather fragmented sometimes. That's why we would like to move towards an integral approach in which didactics, pedagogy and professional and personal coaching complement one another. We will all benefit from this, students and staff alike.

→ Our education and research are top quality, and we'd like to keep it that way, without lapsing into a performance culture. Our principle is that the knowledge and skills we develop should always reflect the latest insights and trends. We actively seek a great diversity of knowledge and experience inside and outside Windesheim. This way we can learn from the wide variety of perspectives.



As a student I think it's important that adequate attention is paid to well-being. Student involvement in co-participation is a key element in this, because students can look at changes in education from a fresh perspective."



Irene Tegelaar, student and Chair of the Unit Participation Council of Human Movement and Education



→ Only a healthy dose of curiosity will help you take part in open discussions and come up with innovative solutions that may help us with our social tasks. That's why we want to promote curiosity. And that includes entrepreneurship and room for conducting experiments, room for making mistakes. It also includes explicit reflection on our mistakes and on lessons learned from them. Incidentally, we also learn from our successes; we should take more time to reflect on those as well.

→ We continue to build on an inspirational physical and digital learning and working environment that invites you to meet and that focuses on health, atmosphere and well-being. A 'professional home base'. Regardless of whether this is on our Almere and Zwolle campuses, in living labs or in innovation workshops where we collaborate with partners in the regional area.

■ TASK

Solidifying commitment to inclusion and using diversity

- Equal opportunities for all staff and students at Windesheim is a commitment we would like to solidify even more as part of our culture. This does not mean that we want to approach everybody in exactly the same way. On the contrary: we choose an approach geared to who you are, an approach that respects diversity. That's what leads to equal opportunities. Moreover, we will also be looking outside our own organization, for instance when it comes to equal opportunities in internship situations.
- An open dialogue with curiosity towards and respect for others should be a matter of course. That's why we are facilitating meetings to discuss things based on various world views and opinions. We are open to feedback and create mutual social safety. A diversity of qualities, perspectives and backgrounds to us means enrichment and intensification. That's why we see so many advantages of learning and working together. That opportunity of enrichment through diversity is something we want to use more often and more deliberately in the next few years.

“

All my life I've been pretending to be someone else. The moment I was allowed just to be myself, everything got better; it was like I could finally breathe.”



Ruby Diderich, student of Get Involved, a participation project run by and for students.



■ TASK

Emphasizing personal leadership

- Students and staff continue to have their own responsibility for taking control of their personal development. In the next few years we will be focusing more explicitly on this personal leadership as part of our ambitions. So that we can call everyone to account when it comes to an attitude of active, inclusive and connecting action. Action that is significant to the world, to each other and to yourself.

■ TASK

We get to work on it ourselves: staff are role models

- We give our staff space and encourage them to collaborate even more across disciplines, connect our organization to the outside world and develop a joint vision on how we should accomplish our mission. This way, they serve as role models for students.
- To broaden our view of the world and be a role model to as many students as possible, we strive for diversity among staff and endeavour to be inclusive ourselves.

“

I prefer people asking questions to those who just keep staring. They tend to do that occasionally, because I have a visible disability. My tip: Just be happy to be yourself, be open and ask your questions. I also want to inspire others in this respect.”



Romana Bougottaya, alumna and instructor Finance & Control programme

Closer to yourself

Lifelong development

Our ambition: to further expand lifelong development opportunities. This way, we can meet the demands of our students, staff and professionals from businesses and organizations to the fullest.

Students – first-degree students as well as professionals – can already choose from over 200 short-term and longer-term training courses and study programmes. This concerns programmes for further training, retraining and upskilling at the Ad, Bachelor's or Master's level, for individual students as well as for groups of employees in businesses and organizations (in-company training courses). All these programmes focus on direct application in the multicultural and (inter-) national labour market – knowledge, skills and competences – as well as on personal development.

In society new knowledge becomes available, new questions are asked and professional requirements change accordingly. That's why there is a growing need for a setting in which lifelong development is self-evident. Regardless of whether it concerns working on transitions or staying up to date in your professional field. Moreover, we are seeing a trend of more and more first-degree students having a job on the side, while increasing numbers of professionals follow a training course beside their job: boundaries are fading. Not only students but also the professional field increasingly feel the need to combine learning, working and innovating.

Plenty of reasons to make lifelong learning a priority issue also in the years to come.



“

Making good use of youthful thinking is essential to keep developing and innovating. That's why Almere entrepreneurs like to work with Windesheim students. We continuously learn from one another. This way, we can remain an eternally young city centre.”



Martin Ort, Director of Almere City Centre Entrepreneurs' Association.

■ TASK

Making lifelong development a matter of course

→ Students at Windesheim learn how to learn. This way it also becomes a matter of course that learning and development do not stop after graduation. We treat students as (prospective) professionals, also when it comes to their attitude towards learning. If you want to stay innovative and employable, you cannot afford to stop developing. This approach familiarizes students during their education with the opportunities for lifelong development, so that they don't see this as an obstacle later on.

→ In the next few years we aim to further increase the number of programmes for professionals who are already employed. We aim for short-term, flexible programmes and for new types of education, like crossovers, micro-credentials or FastSwitch. We are developing these programmes in interaction between education and research and in co-creation with alumni, professionals from businesses and organizations and with our partners in the regional area.



When I heard at work about the module Challenging Behaviour, I ended up at Windesheim and I really liked it there. The micro-credential certificate I received is of great value and is proof to me that I can act and think at the higher professional education (hbo) level. This certificate really gives me a boost for my future."



Daisy Krenning-van Aalten,
home care provider at
Philadelphia Zorg



→ Thirdly, we would like to brainstorm more and at an earlier stage with our collaboration partners about their learning, development and innovation questions. What kind of education and research do they need? Is an improvement of the learning, development and innovation culture within the company/organization desired? And how can Windesheim play a role in this? The fact that Windesheim already has a Lifelong Development programme focusing on this provides an excellent starting position.

→ In the next few years we will invest more in building sustainable relationships with our alumni. For alumni are important partners to us. They are our ambassadors in the professional field and sometimes the future managers in the companies and organizations we collaborate with. Alumni can provide us with feedback on our study programmes and research. They can spot new questions in the professional field, initiate collaboration projects or participate in research.

■ TASK

Continuing the development of personal learning pathways and simplifying transfer

→ We have made great strides in redesigning our education based on personal learning pathways. We worked for instance on formulating learning outcomes and developing systems to facilitate personal learning pathways. In doing so, we enable our students to design their learning pathways, within the parameters of their study programme, in a way that optimally fits their learning needs. A personal learning pathway also gives students the chance to slow down or to speed up their study pace, or to take extra courses. In the next few years we will continue the development of these personal learning pathways. That is a challenging task: the concept

of personal learning pathways requires educational modules to be interchangeable: full-time and part-time, location, alignment to national and international frameworks. The continued development and implementation of our education is a process that continues in consultation with students, staff and stakeholders from the professional field.

→ A personal learning pathway is not synonymous with individual learning. On the contrary: our concept is based on collaborative learning in multidisciplinary teams wherever this provides added value. We intend to base this on learning communities: small groups of students who help

“**In the DURF (DARE) programme we offer students a lot of variation in teaching them, partly on water and partly at Windesheim, how to get closer to themselves and to each other and how to take control. The programme is still in full development, but if a student already says, “I’ve learned a great deal about my comfort zone and how to step out of it”, we must be on the right track”**



Bart-Jan Wolters, Head Lecturer Teacher-training programme

and inspire each other and where staff members give the students personal coaching. That way, students and staff can learn how to collaborate with the outside world. That’s why we are expanding our networks, such as the living labs, innovation workshops and learning labs.

→ Transfers, switching and combining are not just happening at Windesheim, but throughout the entire education chain. That’s why we are extending our collaboration with education and research partners – from secondary and senior secondary vocational (mbo) education to universities both in the Netherlands and abroad. We are creating more opportunities for exchange and joint projects and are working on smoother transfers or switching from other educational institutions to us, or vice versa.

■ TASK

We get to work on it ourselves: staff keep working on personal development

→ Lifelong development not only goes for students, but also for staff and definitely for managers. Because managers serve as an inspiration and a role model to show that it’s important to keep working on your personal development. They actively contribute to the development of an open learning culture. And they offer staff plenty of opportunities to use their talents and follow a training course or study programme, do an internship, take part in a research project or to work on their personal development in other ways. Especially if this personal development contributes to achieving one of our ambitions.



The student does not exist. Our student population is highly diverse. Really getting to know students in their specific context and aligning optimally to their learning and development needs, that’s what I stand for and what I aim to do.”



Adeline Stel, project leader educational innovation and lecturer Social Work

Where do we go from here?

In this institutional plan we have outlined the ambitions we will be working on in the years to come. But how are we going to do this?

There's only one answer to that question: we will work on the implementation in the spirit of the plan itself. In other words: the ambitions 'closer to the world', 'closer to each other' and 'closer to yourself' constitute the guiding principle for the way in which we are going to implement our plan. And this also goes for our core values – personal, inspirational, together and active.

First of all, we call upon everybody to commit themselves personally to our institutional plan. And by 'everybody' we mean all our staff and our students and certainly also our collaboration partners. Because knowledge sharing is essential to working on our tasks. Within Windesheim, but also from outside in and vice versa. In that way we are in fact already working on our ambition 'closer to the world'.

We want to make working on our tasks an inspirational process. A process that energizes everybody. We do so by giving a clear field to well-being, personal leadership, diversity and inclusion. By not set-

ting strict parameters, but instead giving teams room for their own interpretation. By working on tasks together wherever this is desirable, across programme and division boundaries. But also by monitoring feasibility limits in terms of time, energy and resources, and providing adequate facilities and support. In that way we are in fact already working on our ambition 'closer to each other'.

Working on our tasks is not only inspirational, but also enriching. Everyone is invited to use their own talents to get ahead. In that way we are in fact already working on our ambition 'closer to yourself'.

And finally: active. Implementation of the plan is scheduled for the years to come, but those years have already started. Because even now we are already working on our ambitions, and we definitely want to keep doing so. The thing is that we don't always know this of each other. ▶



That’s why we will be paying a lot of attention to communication and information. We see this as a living and learning process that we keep refining and focusing.

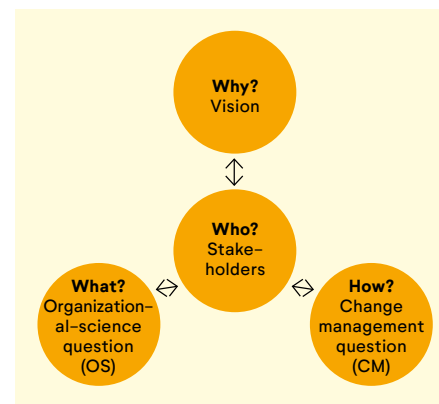
The ‘Closer change portfolio’

We cannot do everything all at once, but fortunately we don’t have to: the institutional plan is a five-year plan. To make sure we keep an overview and spend our time, resources and energy wisely, we will set up the ‘Closer change portfolio’. The tasks differ from one another and therefore need different approaches. We want to use the right approach for each task. The change portfolio serves to document and share how each task is approached, the interrelationship between them and the current status. It helps us to work iteratively and to keep prioritizing, working in stages and doing the right things.

The Closer change portfolio is embedded into the regular organization of divisions and service units and explicitly scheduled. This creates a proper and feasible rhythm and balance between regular and project activities and puts an adequate focus on their interrelationship. It ensures that adequate attention is paid to the regular work tasks as well as the change portfolio. Hence, a structural and integral approach.

The change management model

To ensure that we speak the same language, we use a common framework. We opt for Marco de Witte and Jan Jonker’s Four-Ball Model (2020). This is all about answering the four questions Why, What, How and Who in conjunction. The model helps us to act systematically and reflectively with each of our tasks. This means not losing sight of the why, the intention, gradually continuing to refine and subsequently making a conscious choice to change. And that may be different for each task. With some tasks we know why we do something and also what we are going to do, so we work based on a plan. With other tasks we know why we want something, but



De Witte, M. & Jonker, J. (2020). *De kunst van veranderen (The art of changing)*. Amsterdam: Boom

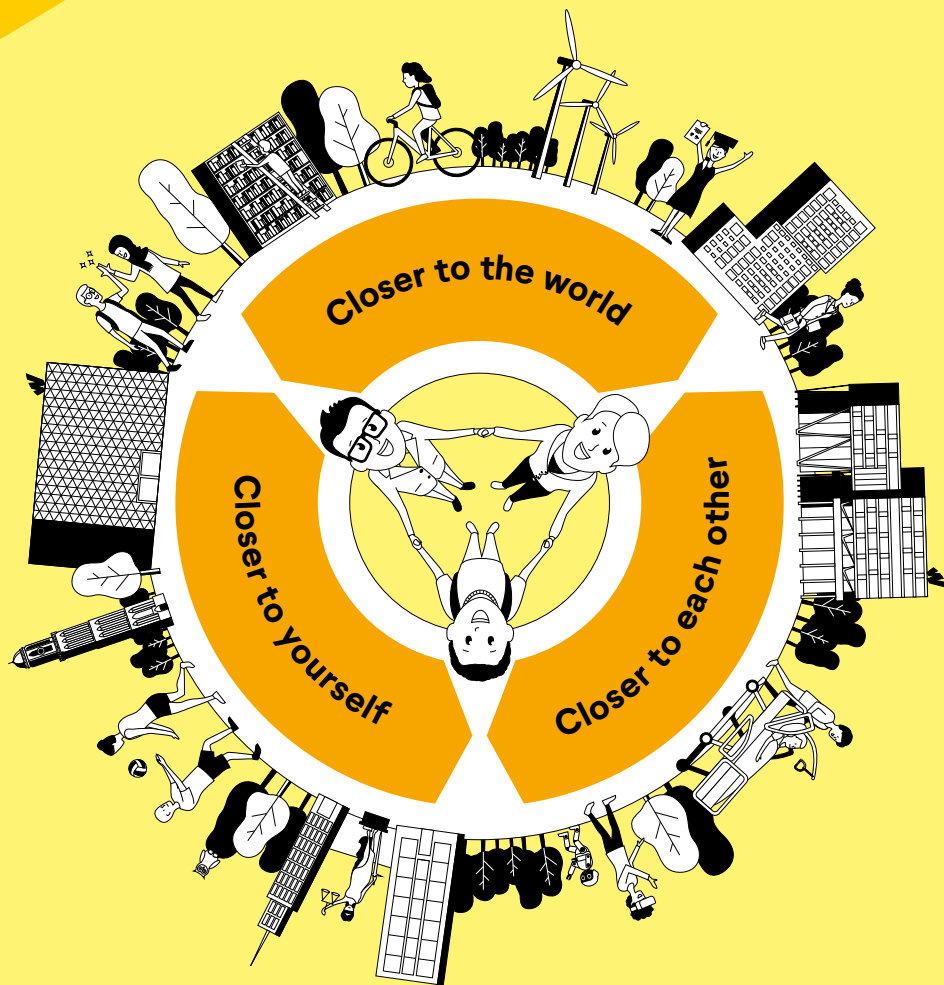


haven’t figured out yet how to get there, so then we work based on development.

Now that the institutional plan already documents the broad outline of our ambitions, we will be working mainly on the who, what and how. For some tasks this is already fairly clear, but for others we need to specify this in further detail. For each task we will operationalize the dot on the horizon together even more, as far as possible: what is ‘success’ in this task? Those discussions in the teams, service units, divisions, programmes and at Windesheim level provide clues for the ‘how’ and ‘who’. For example, the required common frameworks and the support needed from the regular organization or from a project or programme. The currently ongoing change initiatives, like the Personal Learning Pathway, Lifelong Development, Sustainability and Diversity, are included in this.

We have already started

We want to have the change portfolio for the first phase – the period 2024–2026 – clearly formulated, supported and shared by the spring of 2024. Does that mean we should wait for plans specified in detail? No, because we know the right direction; some tasks are already underway and development has already started. We are inviting everybody to find each other on this course and to join us with pleasure, so that together we can make this a success at Windesheim.



Closer

Institutional Plan 2023 – 2028

We would like to thank all those who contributed to the production of this institutional plan. A great many students, staff members and collaboration partners participated in the brainstorm and feedback sessions or otherwise provided their input. Thanks to the involvement of all, this has turned into a plan that many have already committed themselves to.

Colophon

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