

FONTYS

FOR SOCIETY

2021 - 2025



COLOFON © Fontys University of Applied Sciences 2020

Project management: Irene Levels-Halkes

Content advice: Johan Struik

Text and editorial: Sander Peters

Design: Vincent van Brink, dienst Marketing & Communicatie

Photography: Verse Beeldwaren, Charlotte Grips, Thomas Abrahams, Bas Gijselhart, Evert Doorn

Print: Drukkerij Enson



FONTYS

FOR SOCIETY

2021 - 2025

STRATEGIC PLAN

December 2020



CONTENT

Introduction	3
PART I: NOW AND LATER	5
1 Who are we in 2020?	6
2 Who will we be in 2025?	10
PART II: OUR POINTS FOR DEVELOPMENT	15
3 A talent-focused Fontys	16
4 A research-oriented Fontys	22
5 An agile Fontys	28
PART III: MAKING AND DISCUSSING PROGRESS	35
6 How do we discuss and achieve change?	36
Sources	40



INTRODUCTION

The urgency of the energy transition and its affordability. The rising costs of our healthcare system and the use of technological tools. What opportunities does artificial intelligence offer and what are the risks? The lack of tolerance for others and the pressure this places on social cohesion. Making education *pandemic-proof* through digitalisation and at the same time safeguarding the social dimension of learning.

These are just a few social dilemmas that concern us, whether we are talking about the regions in which Fontys is active or more broadly: in the Netherlands, Europe or the whole world. What do all these dilemmas have in common? Firstly: the developments that lead to these issues are taking place rapidly. It is already unpredictable what the COVID-19 crisis or the outcome of the American presidential election will mean

for the social issues faced by Fontys in one or two years' time. Let alone five years! No-one knows what 2025 will be like. And yet we must be prepared for it. Secondly: these issues are not confined to one particular area. On the contrary; they are all integral, future-oriented themes that require a multidisciplinary, innovative and creative approach. And to make matters even more complex: an approach is required that often has (contradictory) consequences for the solvability of other social issues.

The number of these *wicked problems* and their complexity will more likely increase rather than decrease over the coming decades.

Fontys can and will meet these challenges. As a public institution of higher professional education, we are at the heart of society. While with us, students lay the foundations for a meaningful social contribution during their careers. Professionals can come to us for retraining, refresher courses and further training. Through practice-based research, we contribute to solving the issues in the world around us. The question is: how do we make Fontys so flexible and agile that students and professionals develop their talents optimally with us and our education and research respond optimally to the

continuous stream of rapid, far-reaching changes in society? In other words, how do we develop *talent for society* and *knowledge for society*?

Responding flexibly to social developments through multidisciplinary ‘coalitions’: what does that require from the *management* of an institution with the size, scope and portfolio of Fontys? And from the (personal) leadership in the organisation? All our activities in the period up to and including 2025 will be set against the following backdrop: how can we develop in such a way that we are able to continue improving in the tasks – education and research – at which we want to excel? As well as continuing to be socially relevant. In this plan, we answer those questions. It goes without saying that we are building on the achievements of our previous institutional plan, Fontys Focus 2020, and on steps we are already taking at Fontys.

What is certain is that we cannot and do not want to do it alone. In order to achieve our goals, it is crucial that we work with the region, professional fields, authorities, fellow institutions and schools that supply our students. The message to our partners is: read this strategy as an invitation to work together. The dialogue with the

outside world, which is one of the basic principles of this strategic plan, will continue over the coming years. *Together for society*.

Finally, a reading guide. In chapters 1 and 2, we describe where we are now and where we want to end up (in 2025). This is followed by the three areas (chapters 3-5) in which we must and will develop. In chapter 6, we describe how we will organise the changes and review progress in the coming years. All that remains for us to say is that the agility we would like to see in the organisation also applies to this strategy. In other words: this plan is not set in concrete for the coming years; it is our express wish to review it regularly - together with our organisation and the professional fields – and make adjustments as necessary.

Fontys Executive Board

Joep Houterman (chairperson), Hans Nederlof, Elphi Nelissen



PART I:
NOW AND LATER
FROM 2020 TO 2025



1

WHO ARE WE IN 2020?



1. WHO ARE WE IN 2020?

Our identity

Ask ten staff members, students or partners from professional fields to describe Fontys' identity, and nine out of ten times they will cite the following three elements: the scope and broad expertise, the personal approach, and the warm community formed by the thousands of students and staff members.

'The power of our scope'

Nearly 46,000 students, almost 5,000 employees. Locations in ten cities in Brabant and Limburg. 75 Bachelor's programmes, full-time, part-time and dual, in almost every conceivable 'field' of the labour market. Furthermore: 28 master's programmes, 15 associate degrees and a varied range of courses and training courses for

the business market. Plus: 44 lectureships engaged in research and knowledge innovation. Fontys is an extensive, substantively broad and geographically widespread university of applied sciences. This wealth of specialisms, study programmes and locations is the direct result of our genesis: Fontys is the result of a merger between various educational foundations in the south of the Netherlands. Although our size and broad expertise can sometimes be intimidating, it also offers great opportunities. Opportunities to be flexible in the options we offer to individual students and opportunities for multidisciplinary research.

'The intimacy of our approach'

It seems contradictory, but it is not: Fontys is also characterised by an informal culture and a personal approach. People are central. First and foremost, of course, we are referring to the attention paid to our students. But it also refers to attention to staff, alumni and potential students (school leavers and professionals) of Fontys and, *last but not least*, the close and often personal contact we enjoy with our partners in the field of work. The latter is *certainly* a consequence of our geographical spread: the Fontys institutes are more than firmly anchored in the region.



'The dynamism of our community'

The third pillar of our identity: the collaboration within our active network community of highly educated professionals, students and partners in the field of work. The above two elements of our 'face' actually lead directly to this pillar: the size and breadth of Fontys, combined with the informal culture and the warm, spontaneous (internal and external) contacts 'from the bottom up', make Fontys a dynamic whole. To be honest, steps still need to be taken in terms of internal and external multidisciplinary collaboration, but Fontys' potential as a close-knit *knowledge community* is widely recognised and acknowledged.

Our mandate

'Development' is a core concept at Fontys. Young people *develop* their talents with us as students, we *develop* relevant practical knowledge, working professionals can *develop* a lifetime of (working) knowledge at Fontys, we respond flexibly to profound social *developments*, and last but not least, within our one community we *develop* ourselves by sharing knowledge and skills. Only in this way can our students, professionals and graduates continue to make a meaningful contribution to society.

We operate at the heart of society. In so-called hybrid learning and research environments, students, lecturers, researchers and the professional field work together *across borders*; both education and research, as well as learning and working, are becoming increasingly intertwined. Our main 'social value' is therefore the development of talent and knowledge.

Fontys is a multidisciplinary university of applied sciences in the south of the Netherlands. Together with and for the (regional) professional field, we provide high-quality higher vocational education and carry out innovative practically oriented research. In this way, we contribute to the power to develop a vital, inclusive and sustainable society.



2

WHO WILL WE BE IN 2025?



2. WHO WILL WE BE IN 2025?

Talent-focused Fontys

Our policy is that everyone who has been educated to a certain standard and wants to develop their talent at Fontys is welcome. And anyone who graduates from Fontys enters the employment market with a minimum of the following: a solid basis of applicable knowledge, along with useful and modern (research) skills, good contacts with their field of work, a strong sense of social responsibility and an open, tolerant and therefore intercultural attitude.

Anyone visiting Fontys in 2025 will see that our campuses are populated by students and staff with all sorts of different identities. This reflects our accessibility. Our doors are open to anyone who is willing, and able to meet our standards.

Naturally, the same applies to people who would like to come and work with us.

Our range of study programmes is also varied, which is yet further 'proof' of our accessibility. Students can come to us for full-time bachelor's programmes, but also for other full-time and part-time study programmes of all shapes and sizes: associate degrees, master's degrees, the so-called 'third cycle' (higher professional education versions of the PhD) and made-to-measure programmes for working professionals. Students no longer experience barriers when moving from secondary education or secondary vocational education to Fontys, or from a bachelor's programme at another university (of applied sciences) to a Fontys master's degree. We are recognised as an accessible educational institution, where flexibility is embraced and digitalisation (online learning and working) has taken off, especially since the COVID-19 pandemic.

This also means that we align ourselves as much as possible with individual ambitions, ways of learning, and the learning demands of our students. And that we take into account the considerable differences in professional skills and working environments in the sectors or professions for which we educate and train people. That

is why our students often literally work together with lecturers, tutor-researchers and professionals from their (future) field. We call this type of context a hybrid learning and research environment and it is here that students develop their professional skills. All Fontys study programmes offer this kind of hybrid environment: on our campus, at a company on location or elsewhere close to the field of work. After all, education and research are inseparable. In fact, one strengthens the other and together they strengthen the innovative power of the field of work.

Research-oriented Fontys

Anyone visiting Fontys in 2025 will certainly notice the prominence of research. The days of Fontys being called an 'education factory' are long past. Today, Fontys is known as a research-oriented organisation. This means that education and research are equally valued activities and are closely linked within each institute and study programme. We create quick and effective links between our many subject-specific specialisms. In *learning communities* – the previously mentioned hybrid learning and research environments but also the leading Centres of Expertise (CoEs) or smaller-scale knowledge centres – education, research and the field of work are brought together physically or

online to conduct multidisciplinary research on major themes, wicked problems or other issues affecting society; not only in the region, with which we are traditionally very closely linked, but also at national level and even globally.

Agile Fontys

Finally, anyone visiting Fontys in 2025 will find themselves in a dynamic community. A community of flexible professionals – lecturers, managers, support staff – who are able to find each other easily when it comes to developing high-quality, meaningful education and multidisciplinary, urgent and relevant practice-based research, but also when it comes to short-term or long-term collaboration in other areas, such as internationalisation, study success or diversity. The thousands of knowledge professionals (and tens of thousands of students) know that supporting processes have been designed efficiently and coherently. They can therefore fully focus on our social mission: good education and research.

Fontys staff members not only work together frequently and easily, within and outside their own institutes, but they also focus on the (further) development of their own talent. A lifetime of development is the most normal thing in the world in this dynamic learning



community; staff take their own responsibility for this but are also fully facilitated by their managers. Everyone can fulfil their ambitions at Fontys. And in cases where that doesn't apply, managers and staff actively look for solutions themselves. Everyone realises that Fontys in itself is nothing, Fontys is a collection of people. People who continue to develop themselves and each other. That's not only nice, it's also crucial. For themselves, for Fontys and for society.





PART II:
**OUR POINTS FOR
DEVELOPMENT**



3

A TALENT-FOCUSED **FONTYS**

TALENT FOR SOCIETY



3. A TALENT-FOCUSED FONTYS

The title of this strategic plan says it all: Fontys does not exist for its own sake, Fontys is not for students or staff alone, or for the field of work. No, Fontys is there for society. As a public higher professional education institution, we have an important social task: to develop talent. The talents of students, first and foremost, but also the talents of our staff and the professionals from the region.

In order to fulfil this role optimally, however, work needs to be done. Work on our study programme portfolio, our accessibility and our hybrid learning and research environments. What are we going to do in the coming years?

More balanced study programme portfolio

We say that anyone who wants to develop their talent at Fontys is welcome at Fontys. But in practice, we still mainly offer bachelor's programmes. Graduates of intermediate vocational programmes looking to enter higher education but who prefer not to opt for a higher professional bachelor's programme are at a disadvantage with us in comparison with potential bachelor's students. The same applies to people who want to take a master's degree with us or who have a specific professionalisation request. For a long time, Fontys focused on developing and offering full-time bachelor's programmes. That is about to change. We are creating a portfolio that matches the talents and wishes of a broader group of students than our current portfolio. And so we are focusing more on the development of associate degrees, master's programmes and made-to-measure programmes for professionals. In addition, in the coming years we will explore the possibilities for creating a practically oriented higher professional version of a PhD trajectory (a so-called third cycle) within Fontys.¹ In short: between now and 2025, we will accelerate our work towards a balanced and varied study programme portfolio, which will give substance to our statutory duty and social mission.

¹ Discussions between the Association of Universities of Applied Sciences, the Ministry of Education, Culture and Science, and the Association of Universities in the Netherlands (VSNU) will take place after they are opened by Minister Van Engelshoven.



Improving accessibility

In order to fulfil our promise to welcome everyone and develop their talents, an important step still needs to be taken. After all, it is hardly a warm welcome if people experience obstacles when enrolling or while studying at Fontys. There may be obstacles at the administrative level but also in terms of study guidance or, more drastically, prejudices about people's 'identity' (origin, gender, sexual orientation, physical or mental disabilities or socio-economic/cultural background). In the coming years, as an inclusive organisation, we will therefore actively remove these kinds of obstacles. In addition, by increasing our flexibility and through digitalisation of the educational process, we are responding to the ever-increasing diversity of prior knowledge, development wishes, learning styles, and opportunities of students. Moreover, the COVID-19 crisis has once again underlined the importance of student welfare. Students who feel well and feel at home at Fontys can study successfully and thus successfully contribute to society.

Accelerate authentic learning

Finally, while education is becoming increasingly attuned to the unique talents, identity, wishes and circumstances of the students, it is just as important to introduce every student in that educational field to their future professional environment and the associated skills as quickly and frequently as possible. After all, we are an institution of higher *professional* education. At Fontys, we have already created a significant number of so-called hybrid learning environments for this purpose. These are physical or online environments in which students, lecturers, researchers and people from the field of work literally learn, work and research together.

Fontys has already made great progress in offering these kinds of authentic learning environments. Because we believe in this way of learning – in close partnership with the field of work and on the basis of a cross-fertilisation between education and research - Fontys will stimulate the development of this 'authentic' learning in the coming years. And we are very ambitious in this respect: by 2025 – or sooner if possible – every study programme will have a hybrid learning and research environment.



INTERNATIONALISATION

The rapid globalisation of our society means that we are intensifying our efforts in the field of internationalisation. Especially in these times and in this highly international region, it is essential for almost every student to gain international experience and intercultural skills. We are giving internationalisation a form close to 'regular' education and research, but internationalisation goes much further than just student exchanges. It also means developing education, conducting research and professionalising together with foreign partner institutions and partners in the work field. All of this requires leadership, focus and choices. And the realisation that if we don't do this, it won't be possible to turn students into professionals who are at their best in an increasingly international employment market.

STUDENT SUCCESS

At Fontys, we always say that the student is central. But what do we mean by that? The most important thing is that each of our 46,000 students feels that Fontys is working on their development. Student success is the key: we succeed in our mission if students make the right choice of study, if they achieve good results, if they feel at home in their study programme, at Fontys and in their student city, if their talents flourish and if they make a meaningful contribution to society after graduation. In order to achieve this, we at Fontys have various proven effective methods, tools and projects that we have brought together in the Study Success programme. This programme – a collaboration between three departments and the institutes – will continue to play a central role within Fontys in the coming years.



FLEXIBILISATION

Changes in society and in the student population call for more flexible education, both in terms of content and the learning process. It sounds simple: making education more flexible. It is, however, far from simple. It goes much further than simply time- and location-independent learning. It goes down to the foundations of our organisation: to curricula, the professionalisation of lecturers and our back office. The goal is a personal learning trajectory, at your own pace, close to the relevant field of work and with room for content from other programmes and disciplines. Examples include the bank employee with a busy family life who studies part-time at the teachers' college for primary education and is allowed to 'demonstrate' her learning outcomes in a way of her own choosing: on paper, by video or in an interview. Or the lecturer/study coach who keeps checking with the student how much study load they can handle in each period.

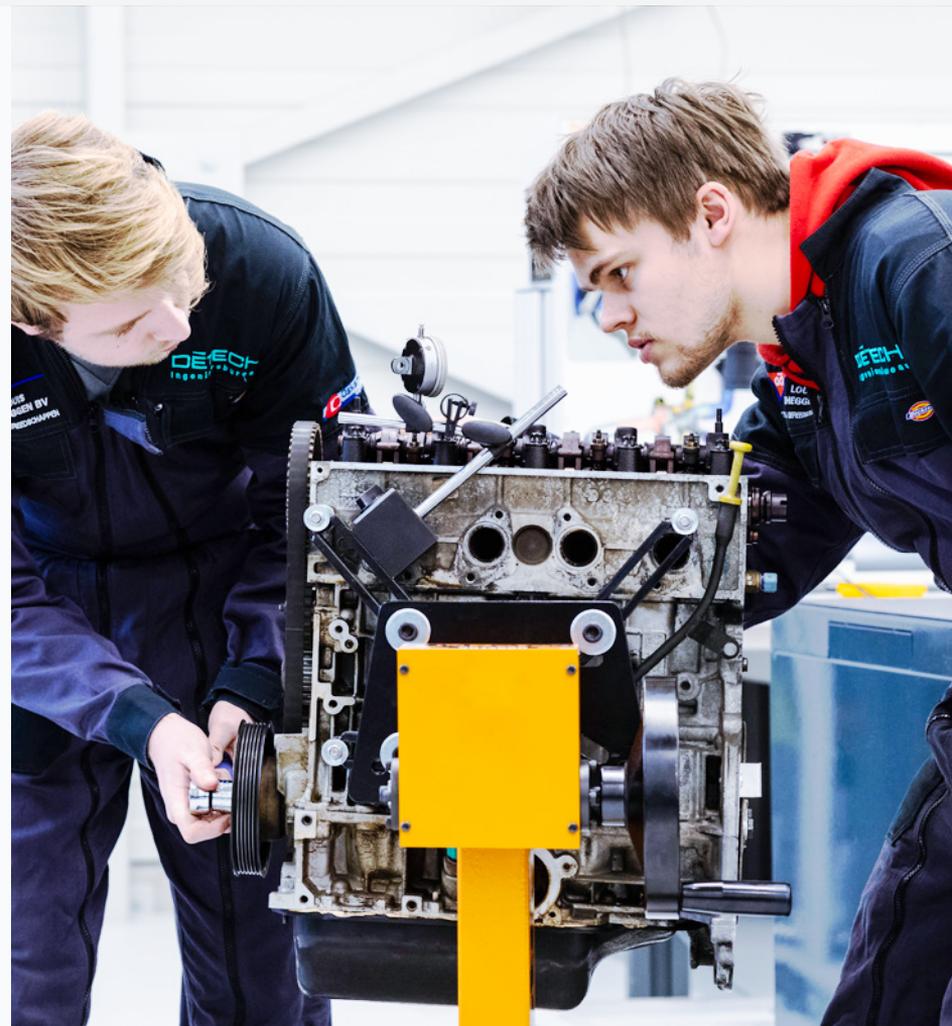
DIGITALISATION

The enormous steps being taken in the field of digitalisation are having a major impact on Fontys. On the social value and 'status' of knowledge, which is becoming more freely accessible. But it is also having an impact on the context of learning: intelligent systems are making flexible and personalised education possible. A nice example of this is *data-driven learning analytics*, which we will use even more often than at present (always transparently and with integrity!) to take education to a higher level. Another consequence of digitalisation is that professions are changing under the influence of technology, which obviously has a major impact on our study programme portfolio. Finally, the impact on our lecturers is that since 2020, we have been accelerating our efforts to learn about the opportunities offered by digitalisation. The result is *blended learning*, a balanced embedding of online education in our curricula.



HYBRID LEARNING AND RESEARCH ENVIRONMENT

Educating students in an authentic working environment or even literally in the workplace, together with researchers and professionals from the field: this, put briefly, is at the heart of the hybrid learning and research environment. Good examples can be found in our teacher training courses. As the largest teacher educator in the Netherlands, at Fontys we participate in countless so-called training schools – both in primary and secondary education. These are partnerships in which teacher training colleges and schools are jointly responsible for training students in the workplace. Together, they develop a workplace curriculum and supervise the student. As a result, the student experiences a strong substantive connection between learning in the study programme and in the (future) workplace.



4

A RESEARCH-ORIENTED **FONTYS**

KNOWLEDGE FOR SOCIETY



4. A RESEARCH-ORIENTED FONTYS

The second part of our social mission also concerns development, but is about developing knowledge. Knowledge derived from practice-based research. Fontys wants to be a research-oriented organisation. This means that we ask students to study and acquire knowledge based on research and we do the same ourselves. Researchers, lecturers and students, together with partners from the professional field, conduct research into how they can innovate professional practice. By working, learning and researching together in different disciplines, both within and outside Fontys, we contribute to solving complex social issues with the knowledge we gain.

Here, too, if we want to keep this promise, we need to get to work. Getting to work on the organisation, content and impact of our research. What are we going to do in the coming years?

Research and education connected in each institute

As a public institution of higher professional education, we have a twofold social mission: to develop talent and to develop knowledge. Just as each of our institutes is talent-oriented, so too must each individual institute 'do the research'. Education and research overlap with each other almost seamlessly, not least in our hybrid learning and research environments. In order to further stimulate the interaction between education and research, Fontys made the fundamental choice years ago to place research – the researchers and their knowledge circles – within institutes rather than in separate research schools. Each institute conducts research and each institute 'houses' at least one research team.



Organising multidisciplinary research

Simply because research is primarily linked to the study programmes within a certain institute does not necessarily mean that researchers should not look beyond the walls of that institute. On the contrary: the social issues on which Fontys focuses in its research do not always correspond well with our internal organisation. In fact, these *wicked problems* increasingly occur at the intersections of disciplines. With its enormously broad substantive expertise, Fontys is particularly well placed to take this type of multidisciplinary research to greater heights. As long as we want and dare to find each other. We will strengthen this cross-institutional multidisciplinary collaboration on research in the years leading up to 2025.

In concrete terms, this means that we will establish a limited number of Centres of Expertise (CoEs) that meet the criteria of the Association of Universities of Applied Sciences: public-private partnership (quadruple helix), work 'from outside to inside' in terms of content, work on social issues with a high degree of complexity (multiple stakeholders, multiple disciplines involved, multi-layered), a budget of at least € 2.5 million on an annual basis, and a long-term commitment from the partners involved (for a minimum of three years). In addition, we will organise research via the smaller-scale knowledge centres, in which

joint research initiatives are developed and to which various research teams can contribute.

Six knowledge themes

In the coming years, Fontys will organise multidisciplinary research around six social themes. We have borrowed these themes from various regional, national and global agendas (see source list), including the United Nations' Sustainable Development Goals (SDGs). Different lines of research are brought together under these themes. The six themes are:

1. Enabling Technologies

Within this theme, we explore research lines in the fields of *High Tech (systems)* and *Artificial Intelligence*.

2. Smart Mobility

Within this theme we explore research lines in the fields of *Automotive* and *Logistics*.

3. Healthy & inclusive society

4. Creative Economy

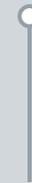
5. Future (of) Learning

Within this theme we explore research lines in the fields of *Learning and Education*.

6. Sustainability & Circularity

Within this theme we explore research lines in the fields of *Circular economy, Energy transition and sustainable society*.

TEC FOR SOCIETY



What do these choices mean for TEC for Society? We will no longer use the term TEC (Technology, Entrepreneurship and Creativity). We are expanding the concept into *Talent for Society*. The term 'for Society' emphasises our social value, our meaningful contribution and our *drive*. We are contributing to the United Nations' sustainable development goals, to which Fontys and a great number of other higher education institutions are committed. The five underlying, cross-institutional research themes within TEC for Society have been the breeding ground for the steps we are now taking.



EXAMPLES OF MULTIDISCIPLINARY RESEARCH



There are good examples within Fontys of the substantive multidisciplinary collaboration to which we are firmly committed until 2025.

Circulaire transition

The Fontys Centre of Expertise for Circular Transition (FECT) – founded by institutes, study programmes and researchers in the fields of technology, people & society and economics – is one example. FECT's ambition is to be the knowledge centre for the circular economy and energy transition in North Brabant and the south of the Netherlands. We carry out practice-based research into the transition from a linear to a circular economy and into energy transition. In doing so, FECT works with (regional) businesses, civil society organisations, government authorities and consumers. Precisely by working together, sharing and applying knowledge, new partnerships are created in which circularity can flourish.

Future-proof healthcare

Within the Health research theme, no fewer than 10 research teams are working together on future-proof healthcare. Particularly in the area of technology application in healthcare, there are fine examples of socially relevant and multidisciplinary research. Research into the role of healthcare professionals in identifying and reducing digital illiteracy, for example. This is also important because of the growing inequality in society that this digital 'divide' produces. Another example is the use of Virtual Reality in the training of healthcare professionals. Not only can VR help in learning to deal with stressful work situations, it can also help to create understanding of patients: students can experience what it is like to be 'transported' or resuscitated.

Learning and development

In the field of learning and development, all kinds of multidisciplinary research into social issues are also being carried out. In particular, lifelong learning, or the provision of education to working people, is a theme in which different disciplines, research teams and knowledge circles work together. For example, Fontys University of Applied Sciences ICT and Fontys School of Teacher Training for Secondary Education Tilburg are together conducting research into



the development of so-called micro-credentials and open badges. Micro-credentials are recognised units of knowledge and/or skills and an open badge is a digital indicator of the micro-credential. In this way, people can share their acquired skills more easily and effectively with the outside world. Another example involves linking artificial intelligence to researchers in the field of education in order to examine the extent to which an automated system can predict whether a part-time student has charted an optimal learning path.



5

AN AGILE FONTYS



5. AN AGILE FONTYS

In order to fulfil our social mission, as described in the previous chapters, we must be agile as an organisation. That's essential in this rapidly changing society. By 'agile organisation' we mean an organisation in which people are willing and able to work together on a flexible basis but in a targeted way, in changing coalitions and at different speeds. If we want to get these collaborations off to a good start and achieve the best results, it will require quite a bit of direction and leadership in the organisation.

Something else that applies to the agility of our organisation is that if we were to truly and fully make it a reality, the benefits would be incalculable. What are we going to do in the coming years?

Management

Any organisation that wants to be agile must structure its management accordingly. We are saying goodbye to the 'decentralised management philosophy'. Instead, management of the organisation will take place in four ways.

1. *Institutes*

Institutes are the foundation for every employee because people feel 'at home' there. Also, within the frameworks set by the Executive Board, institutes retain a high degree of autonomy on a large number of subjects. These include the educational vision, study guidance, the design of hybrid learning and research environments, and communication towards (potential) students.

2. *Shared support processes*

We are going to do much more together. And that really means everyone together and not picking and choosing. What do we mean by this? In principle, it means all supporting processes. We are going to harmonise and improve these throughout Fontys, through process ownership of one of the departments and in close collaboration with the professionals involved in the institutes. We are convinced that this

will lead to an improvement in the supporting processes. Moreover, it creates room for the institutes to focus on matters with which we can really make a difference: our primary process, education and research. In this way, we facilitate flexibility and collaboration, guarantee safety and predictable quality, and ensure a basic structure.

3. Programmes / projects

In order to realise Fontys' strategic renewal agenda, we are working on a portfolio of Fontys-wide programmes and projects. These programmes and projects focus on the strategic development themes identified by the Executive Board. The associated organisation and governance structure is by definition temporary in nature. Examples include programmes such as Plans of Education, Deployment and Resources (POIM) and Digital Learning Environment (DLO). In order to realise our ambitious renewal agenda, the Fontys portfolio of programmes and projects needs direction. The Portfolio Management Office (PMO) supports the Executive Board and Portfolio Board in providing this direction. The PMO also plays an important role in advising and professionalising Fontys-wide project and programme management.

4. Changing coalitions

To make full use of Fontys' strengths, we also stimulate and support initiatives in which we learn, develop and research together. This involves short-term or long-term alliances: existing thematic partnerships or new 'organically growing' forms of horizontal collaboration, such as those we see in the field of sustainability or artificial intelligence, for example. All of these coalitions have different scopes and ambitions, as well as different speeds. Characteristically, the collaboration is voluntary, arises on the basis of energy, and has a concrete background in the outside world: a social issue to which we are willing and able to contribute.



HORIZONTAL COLLABORATION



What does the above mean for existing forms of horizontal collaboration?

1. We will organise the further development of our study programme portfolio along the lines of the national sectoral classification used by universities of applied sciences. This is a refinement of the current domains.
2. For practice-based research, CoEs and knowledge centres lead the multidisciplinary partnerships. This is a further development of the collaboration within the TEC themes.
3. The departments have, and will continue to have, a shared responsibility to organise the supporting processes in a high-quality and efficient manner. This often goes beyond the boundaries of the department itself. In addition, policy development and framework setting often require cross-departmental co-operation and decision-making in consultations between department directors.

4. We are redesigning the Fontys-wide committees around the central themes of this strategy. The choice of new subjects for the committees is decisive for the number of committees and their composition in terms of staff.



Strengthen leadership

Horizontal or multidisciplinary collaboration, flexible response to current social issues and urgent issues in the field of work: it may sound logical and simple, but it is not. It requires a lot from our organisation and therefore from our people; both from managers (formal leadership) and from other staff (personal leadership). In the coming years, we will strongly focus on both forms of leadership in our personnel policy and discussion cycle.

Formal leadership

What makes someone a good manager? First of all, it is about strong, unifying leadership. Our managers must practice the art of managing based on both results and connecting teams and staff, while at the same time giving each individual member of staff the space they need to reach their full potential. The steps taken during the COVID-19 crisis have confirmed that this is absolutely possible. COVID-19 has also taught us the importance of speed, sharpness and professionalism. Our managers need to arrive at decisions more quickly. However, short-cycle decision-making also requires ‘short-cycle learning’; intervening at an early stage when something is not going well. Sharper and more professional contracting is crucial for

this. We say what we stand for, what we think about something and what we need help with. We then make realistic agreements with each other and stick to them. We do not hide behind hierarchy, procedures or committees.

Finally, leadership within Fontys also means dealing with *split loyalties*. Our managers have a double role: they provide leadership within their institute and they are also employed by Fontys. Horizontal collaboration can sometimes be challenging and stressful. After all, Fontys-wide frameworks, goals and programmes can clash with or even contradict the interests of one’s own institute or department. The ability to combine the ambitions, talents and strengths of one’s own staff with the interests of Fontys is a crucial skill on which we will increasingly focus.

Personal leadership

Fontys’ ambitions require our professionals to be constantly alert in order to continue developing themselves and continue to innovate their working methods and processes. In doing so, they take responsibility for their own performance (and that of their team), for their own job satisfaction and, ultimately, for their own career. Our professionals serve as ‘Fontys ambassadors’ to the outside world.



They constantly strive to keep developing and innovating themselves, their colleagues and the process. And they make their own choices in this respect.

We work in an integrated and multidisciplinary way in a fluid, learning organisation and in close contact with our students and the field of work. All Fontys staff members are so-called *boundary crossers*, people who are able to make connections beyond their own institute or department. They give themselves and each other feedback while also focusing on mutual collaboration, and they are adaptive and agile in responding to the dynamic complexity and ongoing uncertainty in the outside world. Transparency and clear, honest communication with each other are important in this respect: no hidden agendas, saying what you think and what you mean. Everyone knows where everyone else stands and why. Needless to say, these skills or characteristics will be fully covered in the discussion cycles in the coming years.

EMPLOYERSHIP AND EMPLOYEEESHIP



How does an organisation adapt to rapid social changes?

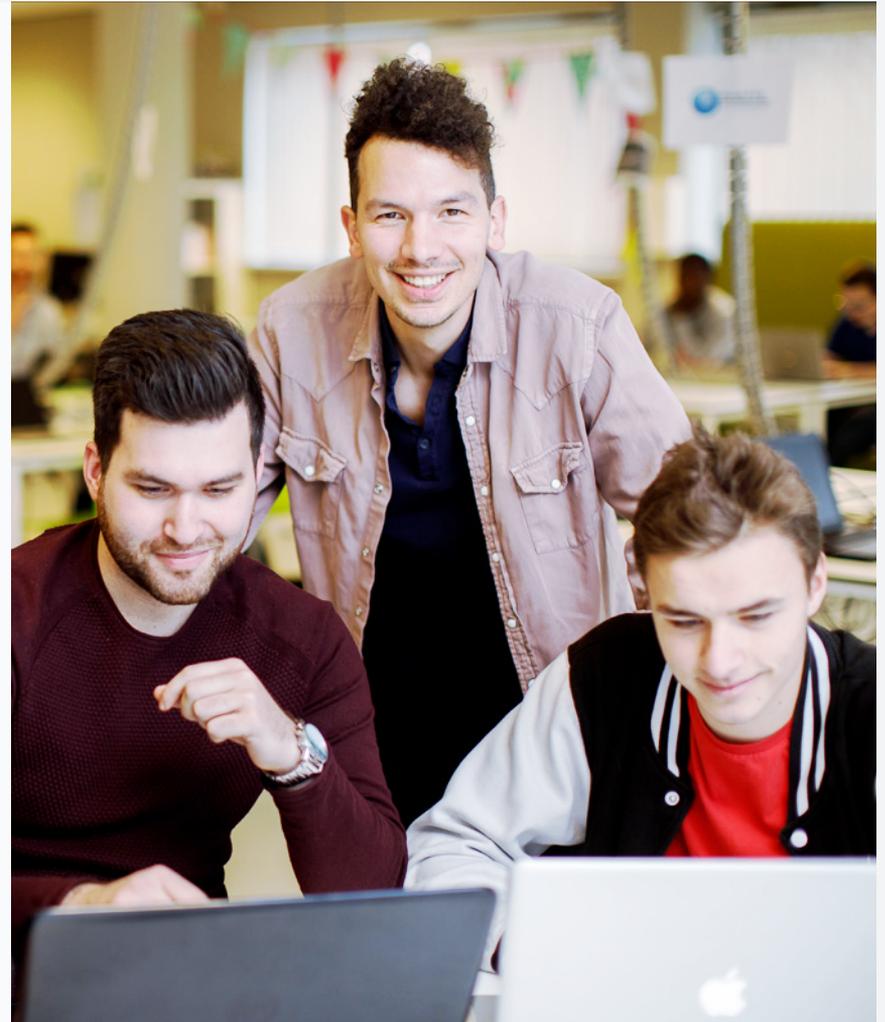
The best-performing organisations do this by having a single shared goal and responsibility. Integrated collaboration is therefore central. But what does that require from Fontys? A managerial transformation, resulting in a fluid network organisation. A structure in which education and research form the heart of the organisation as a primary process. And employees who learn and work together transparently and with confidence for that common goal.



CO-DETERMINATION



We value our students' and employees' opinions very highly. In terms of policy forming and decision making, we make use of the knowledge available in our organisation and create consensus for decisions. Equally important is that participation in all layers of our organisation contributes to collaboration and engagement within Fontys. Over the coming years, we will see more and more forms of cross-institutional collaboration. It is important that co-determination continues to be an effective part of this. It is therefore likely that new forms of (sometimes temporary) participation and consultation will emerge. For example, ensuring the engagement of students and staff in the development and implementation of policy. This will enable their perspectives to enrich policy and its implementation, preferably at an early stage. We are also making it easier for decentralised and centralised co-determination bodies to assume their role and to share and discuss information with each other.



PART III:
**MAKING AND DISCUSSING
PROGRESS**



6

HOW DO WE DISCUSS AND ACHIEVE CHANGE?



6. HOW DO WE DISCUSS AND ACHIEVE CHANGE?

This strategic plan contains three main ambitions for Fontys: we want to be a talented, research-oriented and agile institute of higher professional education. We will set concrete targets for ourselves, formulated in accordance with each ambition. In order to actually achieve these goals, we will need to develop – especially in the way in which we work and collaborate.

Achieving change

How will we achieve the above objectives and the change that they entail? Very briefly, we will do this in the following ways:

- we will establish programmes to support and implement major, collective changes;
- the development of the study programme portfolio will be handled by groups of institutes that have educational interests in

the same sectors. This will involve looking at whether new study programmes are needed.

- the desired changes will be discussed in the MACON-MARAP cycle between the Executive Board and institutes/departments, as well as with employees in the normal discussion cycle.
- we will strongly encourage collaboration in the form of coalitions and learning networks.
- we will work in a systematic way. Our plans will have specific goals, activities, results and reports.
- we will reflect annually on the progress of the strategic plan.

Discussing change

To make sure that we stay on the right track over the coming years, we will enter into and maintain intensive discussions with each other. In order to conduct these discussions in the right way and on the right themes, we have listed a number of points per ambition below, which ‘indicate’ or ‘prove’ that we are indeed developing. And therefore whether we are on course.

Talent-focused Fontys

We want to develop everyone's talent optimally. Not only do individual students or trainees need this, but it also benefits society as a whole. We need everyone, after all. In order to increase our focus on talent, we are formulating concrete objectives in three areas: a more balanced and varied study programme portfolio, better accessibility and an acceleration of learning from and in authentic situations.

This ambition requires that:

1. We constantly keep in mind the society for which we are educating (our portfolio).
2. We strongly align ourselves with students' demands, possibilities and obstacles (accessibility).
3. We shape this approach together with the field of work (hybrid learning environments).

Research-oriented Fontys

We want to be a research-oriented organisation. In order to do so, we will implement changes in three areas: each institute will connect the equally important activities of research and education, we will intensify our multidisciplinary and cross-institutional research, and we will organise that research around six social themes.

This ambition requires:

1. An increasing focus on research within themes recognisable to the outside world.
2. Intensive collaboration between research teams across the institutes in powerful centres with external involvement.
3. An outside-in-oriented working method.



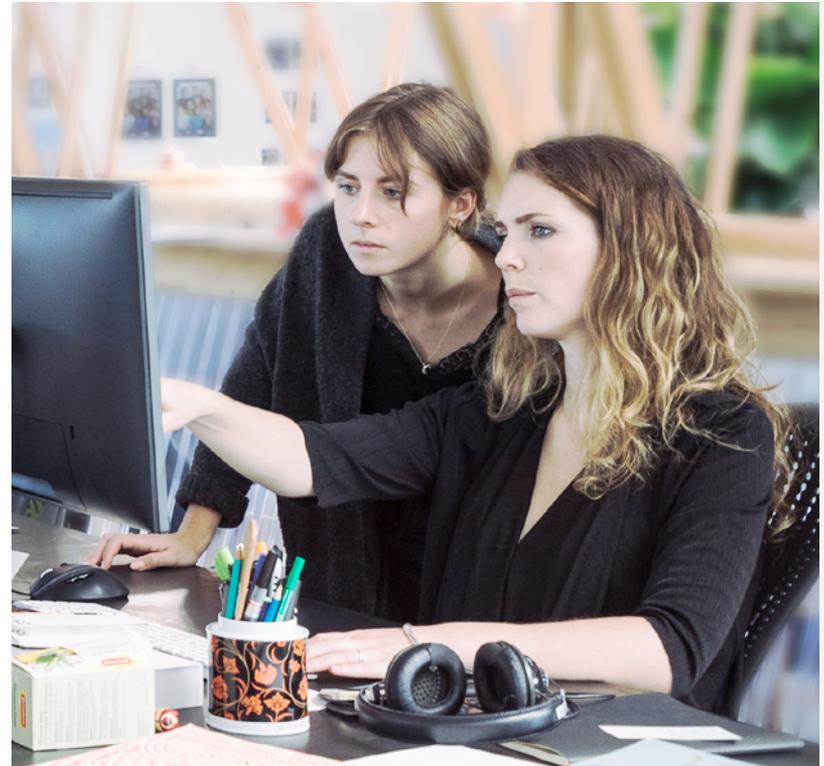
Agile Fontys

In order to be talent-focused and research-oriented (and to achieve the aforementioned sub-targets), Fontys needs to be agile. In order to increase our agility, we are setting ourselves the following goals. Firstly, we will manage on four levels: institutes, shared support processes, programmes/projects, and changing coalitions. We will also strengthen leadership in the organisation: both formal leadership and personal leadership.

This ambition requires that:

1. We feel that true autonomy is the freedom to focus on the primary process (our social mission).
2. Our managers can link the ambitions, talents and strengths of our own staff to the interests of Fontys.
3. Each of us feels responsible for our own performance (and that of our team), for our job satisfaction and – ultimately – for our own career.
4. The internal collaboration (supporting processes, educational portfolio, research, other themes, services) facilitates our social mission (education, research) as much as possible.

5. Management within Fontys leads to constructive collaboration and making the connections needed to be adaptive in responding to the dynamic complexity and continuous uncertainty in the outside world.



SOURCES

This strategic plan was drawn up under the direction of a steering group (consisting of the Executive Board, directors, research teams, consultants and students). The plan is based on an intensive dialogue both within our own organisation (students and staff) and with external partners. This dialogue took place successively in the form of:

- internal expert groups (comprising certain staff and students) which have elaborated nine subjects in discussion papers (February-March 2020)
- various regular meetings of the Fontys Council (directors and Executive Board) between February and December 2020
- three Fontys-wide online dialogue sessions with staff and students (1, 8 and 22 September 2020)
- a session during which the Fontys Council held talks with strategic field of work partners and members of the Supervisory Board (16 September 2020).

The passages in which we explain the content orientation and organisation of our research are based on the following sources/agendas:

- Bestuurlijke regiegroep Noord Limburg . (2019). *Investeringsagenda Noord-Limburg*. Venlo.
- Brainport Eindhoven. (2020). *Brainport Agenda*. Eindhoven.
- Europese Commissie. (2020). *Horizon Europe 2021-2027*. Brussel.
- Midpoint Brabant. (2019). *Strategische Meerjaren Agenda 2019-2023*. Tilburg.
- Ministerie Economische Zaken. (2019). *Kennis- en Innovatie Agenda's 2020-2023*. Den Haag.
- Ministerie Onderwijs, Cultuur & Wetenschappen. (2019). *Strategische agenda hoger onderwijs en onderzoek: houdbaar voor de toekomst*. Den Haag.
- Rijksoverheid. (2020). *Nationaal Groeifonds 2021-2025*. Den Haag.
- Verenigde Naties. (2015). *Sustainable Development Goals*. New York, Verenigde Staten.
- Vereniging Hogescholen. (2019). *Centres of Expertise: groeibrijlant voor excellente samenwerking in het hbo*. Den Haag.



