



# Green without Borders

Strategic Plan  
2018 - 2021

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**van hall  
larenstein**  
university of applied sciences



# Introduction

The Strategic Plan "Green without Borders" describes the mission, vision and strategic goals of the university of applied sciences Van Hall Larenstein for the period 2018-2021. During the recent planning period, we worked hard and achieved a lot. In the Strategic Plan 2014-2017, fundamental changes were made on several fronts. Our education and research has been grouped into three fields of study; our researchers are able to achieve a good external turnover; a new educational concept has been developed and introduced; our digital infrastructure has been modified; we have moved from three locations to two and both locations were significantly refurbished. If we look at the developments within our environment and the developments in our organisation, we conclude that we are on course. We will continue to follow that course and not digress from our ambition to be the greenest university of applied sciences. This means that we will now mainly focus on consolidating and deepening. 'Green without Borders' doesn't mean purely internationally, but also means venturing beyond the boundaries of our own team, our own programmes and our own organisation. The challenges in the world that we focus on transcend boundaries. These are country boundaries, but also the boundaries of our own discipline. We would like to further consolidate and deepen our ambition to be the greenest university of applied sciences by focusing even more on corporate responsibility. We do this by ensuring that, when we define our goals, priority is given to the added value that we can deliver to all of our stakeholders. We believe in a value-driven organisation, in which our core values determine our actions. After the recent period of system changes, it is important to reaffirm our identity, engage in discussion about this and make sure this remains on the agenda.

Many have contributed towards the creation of this plan; there have been meetings with external stakeholders and with staff and discussions with the Representative Advisory Council and the Supervisory Board. During workshops, students and staff have also provided input by preparing a SWOT analysis and identifying the main challenges. When executing this plan, we will once again count on this same cooperation.



**Drs. P.C.A. van Dongen**  
*Chairman of the Executive Board*



**Drs. A.C. Keizer-Mastenbroek**  
*Member of the Executive Board*



“In everything that we do we are driven by the ambition to make a contribution to a sustainable society.”



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# Mission, vision and core values

Our environment continues to change and in our Strategic Plan 2018-2021 we determine our position and make strategic choices to be able to accomplish our mission in that changing world.

The growth and development of the global population has increased the pressure on our earth and we see an ever increasing need for sustainable solutions. In keeping with our mission, we contribute to the development of sustainability-minded professionals who, in their own way, can help to solve sustainability issues. Another very important global change that we should take into account is the 'digital revolution' with new technologies, such as the Internet of Things, big data, robotics, virtual reality and data storage in the cloud. This will influence how people live, learn and work. This change has been going on for some time, but the effects are becoming more and more visible and it is also becoming increasingly clear that this digital revolution can also be used in the development of sustainable solutions.

## Our mission

Van Hall Larenstein is a sustainable university of applied sciences. We educate students to become ambitious and innovative professionals and we perform applied research in order to make a significant contribution to a sustainable world.

## Our vision

Van Hall Larenstein is a sustainable university of applied sciences; this is evident in the profiling of our education and research and in our operational management. Based on our profiling in Animals and Business, Delta Areas and Resources and Food and Dairy, we make strategic choices for our education and research. Van Hall Larenstein is a personal university of applied sciences and therefore wants to give individual students and staff members room to develop their talents within an inspiring environment. In collaboration with partners from the professional field, through research and knowledge valorisation, we contribute to innovative and sustainable developments. With partners from a number of countries, we work together in the field of education and research and we also aim to create 'international classrooms' at our locations. As a sustainable university of applied sciences, we create added value for all of our regional, national and international stakeholders:

- Students, course participants;
- Organisations (companies, civil society organisations, public services);
- Society;
- Staff.

Our core values underpin our identity and help us to achieve our mission and vision:

- *Sustainable*: In everything we do, we are driven by our ambition to contribute to a sustainable society, in which the 'people, planet and profit' elements are in balance;
- *Committed*: We are committed to students, to one another, to the organisation and to our cooperation partners. Personal contact with students, colleagues and partners is important to us. Knowing one another and listening sincerely to one another helps us to work together better. We are also involved in the sectors on behalf of which we educate students and perform research;
- *Entrepreneurial*: We are innovative and creative, we respond to what is happening around us, we often go the extra mile and we exploit opportunities in order to achieve our goals. Through short lines of communication and personal contact, we can respond flexibly to new developments;
- *Accountable*: We do what we say and we show what we do. We are accountable for the contribution that we make to the results to be achieved.

In the next few chapters, we will outline how we plan to achieve our mission and vision.



“Knowing one another and listening sincerely to one another helps us to work together better.”

# Van Hall Larenstein

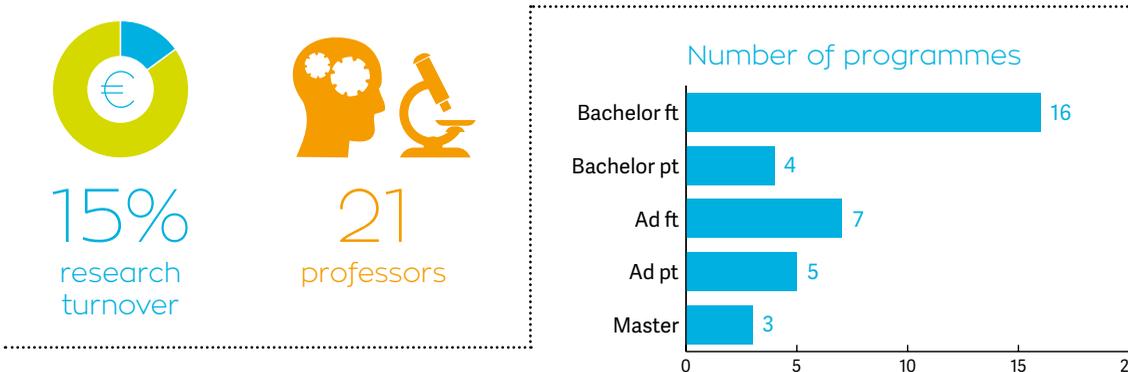
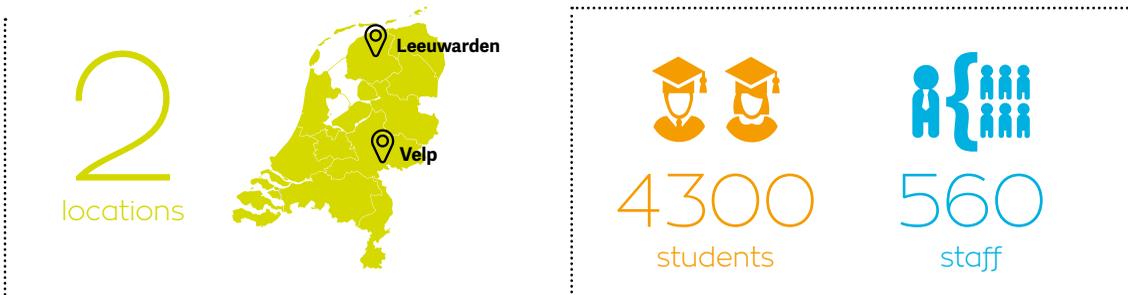
Van Hall Larenstein offers courses and research themes that are often unique in the Netherlands, have an interdisciplinary character and always cover a special field of study. Sustainability and a great sense of responsibility for the future of our earth are themes that return time and again.

Van Hall Larenstein has an international focus; hundreds of students from more than 40 different countries turn our university into true multicultural venue. Based on our profile, in terms of our international cooperation we focus on a number of countries ('focus countries'), and we build up long-term working relationships in those countries for both education and research projects. The education and research activities are structured around three fields of study:

- Animals and Business
- Delta Areas and Resources
- Food and Dairy

The applied research performed within the Applied Research Centres of each field of study always focuses on innovation and improving professional practice. The research groups that operate within these three Applied Research Centres contribute to the innovation of the curriculum of the professionals that we educate.

## Van Hall Larenstein in figures



A global agenda has been adopted by the United Nations comprising 17 goals ('Global Goals For Sustainable Development', see the list above), in order to bring an end to poverty, inequality and climate change by 2030. This agenda cannot be achieved by governments alone. As a green university of applied sciences, we are also in a position to contribute to this. Although we have an affinity with all 17 Global Goals, based on our teaching portfolio and research groups, we have decided to specifically focus on the following goals:

2. No hunger
3. Good health
4. Quality education
6. Clean water and sanitation
11. Sustainable cities and communities
13. Climate action
14. Life below water
15. Life on land

Of the Global Goals on which we are focusing, 'Quality Education' is a special case:



Based on our existence as a university of applied sciences, we provide high-quality and sustainable education. Through the link between education, applied research and the professional field, research results can be used in education and students are able to acquire competencies that meet the requirements of the professional field.

The diagram below shows how the various goals tie in with our profiling.

	Training	Research programmes
	<ul style="list-style-type: none"> <li>Agricultural Production Chain Management (Master's programme)</li> <li>Management of Development (Master's programme)</li> <li>Innovative Dairy Chain Management (Master's programme)</li> <li>Animal Husbandry (Bachelor's programme)</li> <li>Horticulture and Arable Farming (Bachelor's programme)</li> <li>International Development Management (Bachelor's programme)</li> <li>Agribusiness and Business administration (Bachelor's programme)</li> <li>Forestry and Nature Management (Bachelor's programme)</li> </ul>	<ul style="list-style-type: none"> <li>Dairy Farming (Food and Dairy)</li> <li>Food Technology (Food and Dairy)</li> <li>Sustainable &amp; Innovative technologies (Food and Dairy)</li> <li>Soil &amp; Water (Delta Areas and Resources)</li> </ul>
	<ul style="list-style-type: none"> <li>Food Technology (Bachelor's programme)</li> <li>Biotechnology (Bachelor's programme)</li> <li>Forestry and Nature Management (Bachelor's programme)</li> </ul>	<ul style="list-style-type: none"> <li>Food Technology (Food and Dairy)</li> <li>Co-creation in sustainable use of ecosystem services (Delta Areas and Resources)</li> </ul>
	<ul style="list-style-type: none"> <li>Sustainable Water Technology (Ad)</li> <li>Biotechnology (Bachelor's programme)</li> <li>Environmental Sciences (Bachelor's programme)</li> </ul>	<ul style="list-style-type: none"> <li>Dairy Farming (Food and Dairy)</li> <li>Sustainable &amp; Innovative technologies (Food and Dairy)</li> <li>Co-creation in sustainable use of ecosystem services (Delta Areas and Resources)</li> </ul>

	Training	Research programmes
	<ul style="list-style-type: none"> <li>Land and Water Management (Bachelor's programme, Ad)</li> <li>Garden and Landscape Architecture (Bachelor's programme, Ad)</li> <li>Management of the Living Environment (Bachelor's programme)</li> <li>Environmental Sciences (Bachelor's programme)</li> <li>Management of Development (Master's programme)</li> </ul>	<ul style="list-style-type: none"> <li>Sustainable enterprise (Animals and Business)</li> <li>Sustainable &amp; Innovative technologies (Food and Dairy)</li> <li>Co-creation in sustainable use of ecosystem services (Delta Areas and Resources)</li> <li>Ecological corridors, energy and flow of nutrients (Delta Areas and Resources)</li> </ul>
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	<ul style="list-style-type: none"> <li>Coastal and Marine Management (Bachelor's programme)</li> <li>Land and Water Management (Bachelor's programme, Ad)</li> </ul>	<ul style="list-style-type: none"> <li>Animal welfare (Animals and Business)</li> <li>Biodiversity (Animals and Business)</li> <li>Sustainable &amp; Innovative technologies (Food and Dairy)</li> <li>Co-creation in sustainable use of ecosystem services (Delta Areas and Resources)</li> </ul>
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# Education and quality

Van Hall Larenstein offers studies in which students address the important and complex challenges of our time, contributing to a sustainable world. All of the courses we offer have received at least 3 AISHE stars (AISHE = Auditing Instrument for Sustainability in Higher Education) and during their study, students acquire competencies in sustainability, enabling graduates to make judgements to strike a good balance between people, profit and planet.

In the changing world, flexibilisation, robotisation and digitalisation are effecting a change in working practices. Employers are increasingly demanding more analytical, interactive and '21st century' skills and, next to the content of the educational programme, increasingly focus on the tasks that someone can perform. Good career prospects and a valuable diploma is the added value that we provide to students. This is only possible if the professional field is satisfied with the staff that we have educated and our alumni also experience this after they have graduated from our university.

Career prospects aren't about one steady job for the rest of your life, but having the right skills that enable you to remain employable for the long term. Of the 21st century skills described in our educational vision, 'being enterprising' is becoming increasingly important. Not only being enterprising in order to start a business, but like our core value, to dare to be innovative and to exploit opportunities in order to achieve goals. The ability to work with professionals from different disciplines (cross-disciplinary) and also being able to work with societal stakeholders (trans-disciplinary) is becoming more important. In order to train high-quality professionals, it is also important for our practical research to be firmly embedded in the courses we offer. This means a continuous course of learning to stimulate the inquisitive capabilities of students, but also ensuring that our researchers are

closely involved with education. The digitalisation encountered by graduates in the professional field is also addressed during the educational programme. In addition, we also want to utilise well thought-through digital assets as part of our teaching method in educational programmes. As a personal university of applied sciences, we will always opt for a combination of personal contact and digital remote learning. After all, the school is not only a place where you learn, but also where you meet one another and work together. The key premise behind the digitalisation of our programmes is that we will not create our own platforms or programmes, but will use those already available on the market. We will support the use of up-to-date digital assets in education, through appropriate training or lecturer-based support in educational development.

We want to encourage students and challenge them to develop their talents with high-quality education. In our view, the most important indicator for quality is the satisfaction of students and alumni with their educational programme and everything associated with that. We want to increase the involvement of students in designing and planning our courses. To be able to work through the study properly, we place an emphasis on the affiliation with both secondary education and senior secondary vocational education. For students who attend senior secondary vocational education, but also for those in senior general second-

dary education, the transition to higher vocational training is a big step. We would like to provide students with even better support, with targeted study career guidance.

Van Hall Larenstein offers Bachelor's programmes, Associate degrees and Master's programmes. In addition, in our core areas we offer market-oriented and up-to-date post-initial educational activities, such as certificate programmes, courses, and contract teaching for the (international) business community and society in general.

We educate students who can make a contribution after but also during their study when achieving the aforementioned Global Goals. This is achieved by students participating in research group projects.

Our contribution to post-initial educational programmes is currently limited. Our ambition is to strengthen these educational activities, which is why in the forthcoming period we will be examining how we can do this. It is in any case clear that the market for mainstream part-time courses is declining rapidly. In terms of the future, we do believe there are still opportunities for part-time education with a clear market demand, provided the education is modular in design, allowing a diploma to be attained by individual certificates being obtained. This applies to all of the part-time programmes we offer; including our Bachelor's programmes, Associate degrees and Master's programmes. For our Master's programmes (full-time and part-time) there must also be a clear demand from the international professional field.

In our professional field, many challenges are international by nature and there are many organisations that operate internationally. Whilst studying, our students develop the relevant knowledge and international skills that they require for the employment market of the future. We also offer English-taught courses, including '2+2 courses', enabling international students to (also) obtain a Dutch diploma.

Along with partners from the selected focus countries, we develop 2+2 courses based on our core themes. This also enables us to bring together students with different nationalities to participate in our education in 'international classrooms'.

“We bring together students of different nationalities to participate in international classrooms.”





# Research, knowledge valorisation and quality

The important added value that we wish to deliver through our applied research is to offer innovative and sustainable solutions. With more than 20 professorships, we have the focus and substance to deliver the right knowledge from different disciplines for hands-on sustainable innovations based on maintaining and the sustainable use of land and water, biodiversity, food security and the transition to a biobased and circular economy.

The transition to a circular economy is of particular relevance for the agricultural sector. In terms of our social role, we want to ensure our impact is visible to the professional field and society. Our ambition is to also be known internationally for our core themes and to this end, we work with partners from our focus countries. To ensure successful implementation of applied research, it is important that research themes are initiated and performed in close cooperation with the involved parties from the government, researchers, private parties and citizens. To this end, we work jointly in Centres of Expertise (CoEs), partnerships, networks, but also in Living Labs. A Living Lab is a research concept where the user fulfils an important role and new innovative ideas and concepts are developed and tested together with users in real-life situations.

Through our research programmes, we ensure alignment with the Global Goals, the National Science Agenda (Nationale Wetenschapsagenda), the Development Agenda for green education (Ontwikkelagenda groen onderwijs) and the strategic research agenda of the Netherlands Association of Universities of Applied Sciences (Vereniging Hogescholen). The National Science Agenda is the research agenda for the Netherlands, in which questions relating to science are formulated; an answer to those questions may be of importance for resolving societal

issues, exploiting economic opportunities and achieving scientific breakthroughs. In the continued development of our research programmes and research groups, there must be a demonstrable contribution to the Global Goals and the NWA research agenda.

Through the links between education, applied research and the professional field, research results can be used in education and students are able to acquire competencies that meet the requirements of the professional field. Our organisational structure with Applied Research Centres in the fields of study, managed directly by deans who are also responsible for the related studies safeguards the prerequisite for the link between education and research. In the coming period, we wish to strengthen this link further still, by giving researchers a responsibility in relation to education, such as the responsibility for a minor course.



“A Living Lab is a research concept where the user fulfils an important role.”



# People and organisation

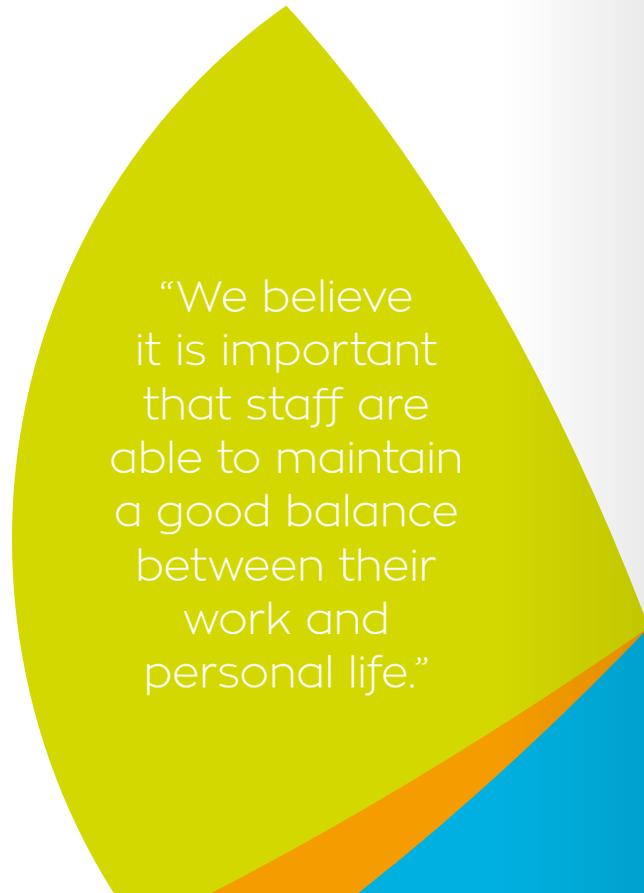
Together, people create our organisation. We believe in a value-driven organisation, in which our core values determine our actions. During the recent planning period, we worked hard and achieved a lot. In the Strategic Plan 2014-2017, fundamental changes were made on several fronts.

A start has been made on a totally new way of working within teams that bear responsibility for results. Following this period of system changes, it is important to reconfirm our identity, to engage in discussion about this and make sure this remains on the agenda. What do the core values mean for individuals and what does that mean for the way we work together in teams, the domains and the university of applied sciences? How do we achieve our mission and vision based on these core values? Challenging issues that are essential for a value-driven organisation.

The teams responsible for results underpin the set-up of our organisation. During the last planning period, when forming the teams, important steps were taken but further development is required. In this respect, important points for attention are internal communication within and between teams and in the line, decision-making within the teams, and the further development of management roles. When accountabilities are devolved at as low a level as possible, those persons accountable need the associated powers, resources and information in order to be able to make decisions and be accountable in this regard. In addition, we will strengthen the collaboration within and between the teams and domains.

The organisation delivers added value to staff by investing in development and training. Based on the organisation's goals and the team development plans, training sessions and courses are organised by the Van Hall Larenstein Academy. Staffmembers are expected to commit to remaining employable and to continue to develop. One of the effects of the increase

in digitilisation is the blurring of the line between personal and professional lives. We believe it is important that staffmembers are able to maintain a good balance between their work and personal life. Attention will also be paid to this in the services offered by the Van Hall Larenstein Academy. We develop our health policy with a focus on both the statutory tasks relating to occupational health and safety and the vitality and health of staffmembers.



“We believe it is important that staff are able to maintain a good balance between their work and personal life.”



# Supporting processes

In our supporting processes we also want to deliver added value to our stakeholders. To us, 'practice what you preach' means corporate responsibility. On the one hand, that is about sustainable operational management, but also about added value for our stakeholders.

In terms of sustainable operational management, reducing our CO<sub>2</sub>, waste, water and energy footprint will be an important theme in the near future. We also source sustainable products, taking into account the three aspects of sustainability: people, profit and planet. And we provide sustainable and healthy catering.

For students, it is important that the entire school is student friendly. This means grades and timetables on time, an open line of communication between lecturers and students, but also 'being helped and not being redirected', clear communication about the timetable (changes) and important information for students, and a more user-friendly student tracking and information system. For both our international and national students, we ensure there is an international study environment. To achieve this, we work with our regional partners in the Arnhem 'Student City' and Leeuwarden 'Student 'City'. As well as study facilities, such as workplaces and an up-to-date media library, that also has an important supporting role for our research, we offer facilities for study and student associations.

For those in our immediate vicinity, we can be of added value by sharing our facilities and our estate in Velp. We share our laboratories for water technology applications and food technology with the business community in order to advance innovations. Van Hall Larenstein encourages the sustainable development of the Larenstein research estate (Velp) and the Potmarge area (Leeuwarden), to strengthen the natural environment of both establishments (for example,

bee, bird and butterfly-friendly land management and disconnecting rainwater from the sewer system). We realise this together with students and researchers, with nearby green schools, such as Helicon in Velp and the Nordwin College in Leeuwarden, with municipalities (Arnhem/Rheden and Leeuwarden) and other local external stakeholders.

Customer friendliness is important, not only for students, but also for staff. For that reason, we ensure there is always an actual reception desk, as well as digital accessibility. We work towards further improvement of a (management) information system for students, staff and the management teams. By making information available on time and digitally, better decisions can be taken and there is no longer a reliance on having to request and wait for the information that is needed. In addition, in the near future, we will strengthen the capabilities of our digital learning and working environment. The new digital learning and working environment provides a greater level of support to students with their studies and staff with their work. This environment makes it easier to work together and to share information. As well as improving internal communications, we are working towards improving our image and public awareness, through balanced utilisation of the communication tools available in respect of education and research.



# Financial policy and control

In order to be able to deliver added value and to continue to do so in the future, we have to be financially sound. The longterm financial framework focuses on safeguarding the continuity of Van Hall Larenstein through a solid financial base.

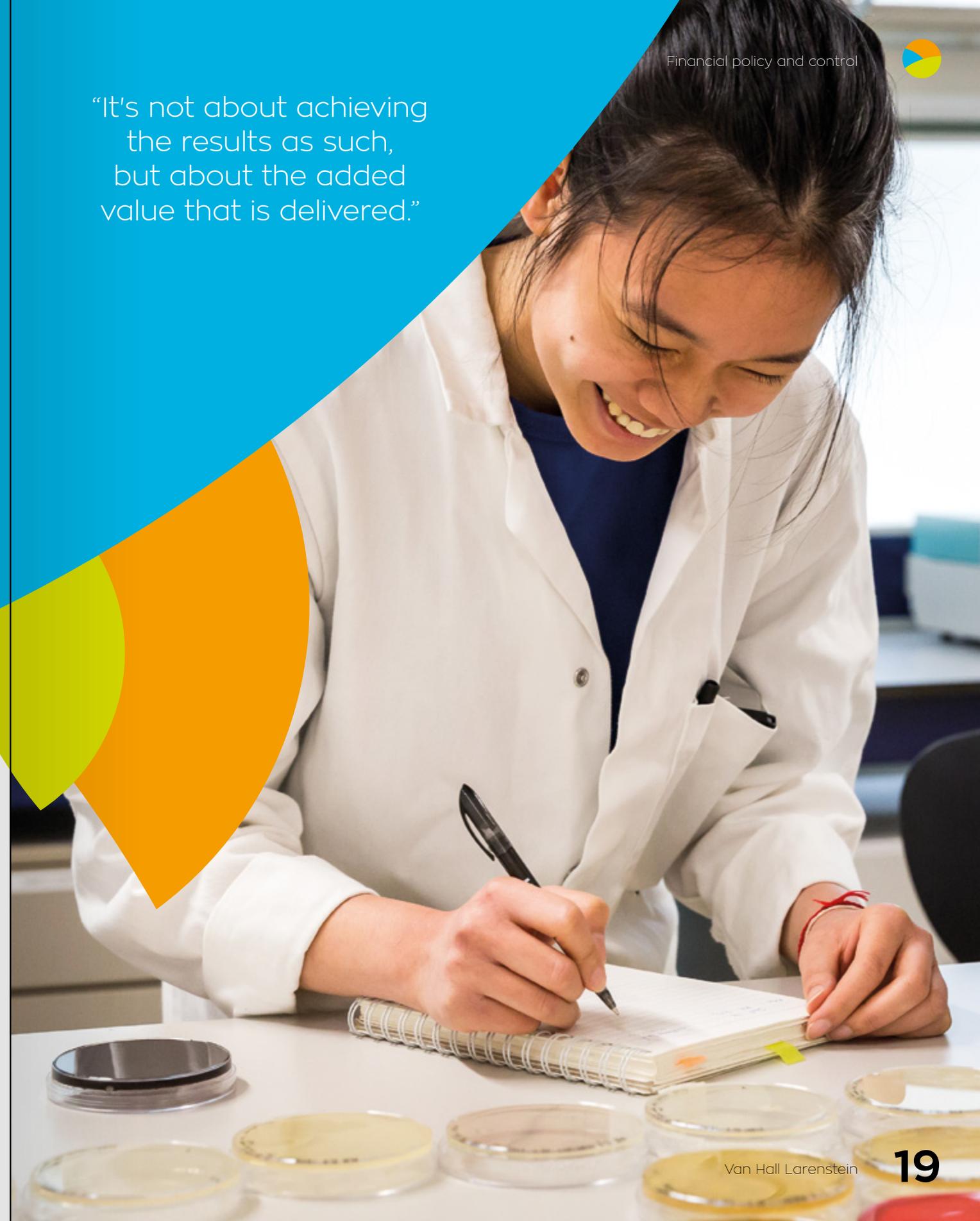
In the multi-year budgets, as from 2018, 5% of our total turnover is reserved for the development of education and research. Through these resources, we can achieve the ambitions in this Strategic Plan. In view of the increasing demand for applied research, the expected research turnover, including training and courses, is 20% of the total turnover by 2021. Our solvency and liquidity standards meet the guidelines. We wish to utilise our financial resources as optimally as possible for quality improvement and achieving our goals. Our goal is to achieve a slight growth in the number of national and international students and course participants at Van Hall Larenstein.

In a value-driven organisation, it is not about achieving the results as such, but about the added value that is delivered. To give this a definite form, our performance indicators provide an insight into our added value for our stakeholders. Performance indicators are monitored, so that we know where we stand in relation to our goals and above all, to allow for improvement measures to be drawn up so that we can achieve our goals. Control and accountability are self-evident in all of these steps. Based on the P&C cycle, comprehensive auditing takes place by performing quality audits.

Appended are the performance indicators for the planning period.



“It's not about achieving the results as such, but about the added value that is delivered.”





# Appendix Performance indicators

## Education

Our main added value for our students is a valuable diploma with good career prospects, and in addition to this, of course, the satisfaction of students during their study and high-quality and sustainable courses. Our main qualitative targets are:

- Vision development for the educationalist approach of digitalisation for both mainstream education and for lifelong learning, to be completed by 2018.
- A programme is available for student career guidance for all years, which focuses on connection difficulties, drop-out, study success rates, career prospects (with a difference in emphasis each year). In 2018, a pilot project will commence focussing on connection and specific support for the target group. The entire programme for study career guidance will be completed by 2019.

- Pilot projects, for greater inclusion of the entrepreneurial attitude competence in our programmes will commence in 2018, in at least 2 courses. Based on pilot projects, for each programme it will be determined how entrepreneurship will be included in the 2019 curriculum. An implementation plan will then be prepared for each programme.
- By 2021, all programmes will have 3 AISHE stars and half of the programmes will have 4 AISHE stars.

We will also have established the quantitative performance indicators listed below:

Goal	KPI	2016	2021
Satisfaction of students	• The National Student Survey, general satisfaction	3,8	3,9
	• Drop-out in the first year	30,4%	25%
	• Study success rates	59,9%	70%
Employment market prospects	• HBO (Higher Professional Education) monitor % (very) satisfied with the study	66%	75%
	• Percentage of international students	10,1%	20%

## Research

Through our research, we want to make a significant contribution to the development of a sustainable world.

- The impact of our research is measured in accordance with the performance indicators established in the context of the Quality Assurance Research Protocol 2016-2022.
- The link between research and education is strengthened by also giving researchers a responsibility in education. By 2021, each researcher will have responsibility for at least 1 study unit within (a) programme(s).
- For each research programme, it will be defined what contribution is made to the sustainable development goals.

We will also have established the quantitative performance indicators listed below:

Goal	KPI	2016	2021
Research with impact	Research turnover, incl. training and courses based on our themes, including Global Goals	15,7%	20%
	Customer satisfaction with research projects	unknown as yet	90% (very) satisfied
	Number of students in research projects, research groups during graduation, work placement, minor course or other study unit	100	600
	Number of lecturers in research projects professorships	157	200

## People and organisation

Together people form the organisation that can deliver added value. Important quantitative goals are:

- By the end of this period, the teams responsible for results will function in accordance with the agreed institutional principles.
- Discussions about our core values will start in the autumn of 2017. Based on the discussions, in 2019 it will be evaluated how being a value-driven organisation is interpreted and what actions may still be required.
- By 2021, each team will have a team development plan, with individual development plans derived from that plan.

We will also have established the quantitative performance indicators listed below:

Goal	KPI	2016	2021
Satisfaction of staff	Staff satisfaction survey – average satisfaction score	2017: 6,5	7,0
	Absence through sickness	6,7%	4%





“The goal is greater inclusion of the entrepreneurial attitude in the programmes.”



**Supporting processes**

In our supporting processes we also want to deliver added value to our stakeholders. Important qualitative goals are:

- In 2018 a plan will be prepared to improve our image and to increase public awareness.

- By 2021, our digital learning and working environment will offer:
  - 1) a personalised portal that users can access any time, anywhere and from any device;
  - 2) replacement of the current intranet and studentnet, and
  - 3) integration between the portal and the supporting systems of the digital learning and working environment.

We will also have established the quantitative performance indicators listed below:

Goal	KPI	2016	2021
Sustainable operational management	Reducing footprint:	CO <sub>2</sub> : will be tracked in 2017	10% reduction on all parameters
	CO <sub>2</sub>	Water: 13,317 m <sup>3</sup>	
	Water	Waste: 156,615 kg	
	Waste	Energy: 1,861,514 kWh and 433,551 m <sup>3</sup> gas	
	Energy		
	General satisfaction of staff with support services	This will be measured in 2017	The goal will be formulated based on a baseline measurement
	Satisfaction of international students with the study environment and facilities	This will be measured in 2017	The goal will be formulated based on a baseline measurement
	Ranking at the SustainaBul (sustainability ranking of Dutch institutes of higher education)	In 2017, second of all universities of applied sciences	First of all universities of applied sciences

**Financial policy and control**

In order to be able to deliver added value and to continue to do so in the future, we have to be financially sound. Main qualitative goal:

- Development of a comprehensive (quality) control system, including internal audits and risk management.

We have established the following quantitative performance indicators:

Goal	KPI	2016	2021
Financially healthy	Solvency	31,2%	31%
	Liquidity	0,6	0,6
	Total number of students	4239	4700



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