



Institution Plan 2024 - 2027

Flourishing by caring for the green domain: a connecting perspective



Foreword

We are proud to present the HAS green academy Institution Plan. 'Flourishing by caring for the green domain' puts into words how HAS green academy wants to be the university of applied sciences of the future. We position ourselves at the heart of the green domain with a fresh formulation of our mission, vision, culture and strategy. We are committed to connecting to develop professionals and realise solutions for the challenges of the green domain together with our partners.

As the Executive Board, we have thoroughly enjoyed the process leading to this Institution Plan. We have experienced the strength in and around our organisation. A large majority of colleagues have been involved in different types of sessions. We have experienced connectedness and explored differences. This has led to a balanced and ambitious plan. In it, we cherish our strengths of today, but at the same time formulate the direction in which we want to develop further to the benefit of the green domain.

We hear the passionate call to action. The issues in our fields of work are complex and call for a 'connecting explorer' who, with education, research and business services, can make a substantial contribution to a future with enough healthy food in a healthy ecosystem. In this Institution Plan, we describe the ways in which we intend to make that contribution. These are challenging ambitions: for ourselves, but also for the entire green sector. That is HAS Green Academy.

We thank the hundreds of students, colleagues, alumni, work field partners, University Council members, supervisors and managers who have contributed so intensively over the past year. The inspiring cooperation with which we jointly built this Institution Plan bodes well for its realisation. We are looking forward to it!

**The Executive Board,
Reggy van der Wielen & Liz Chermin**

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Building on common ground. We trust that we can translate this Institutional Plan into concrete steps that will enable us to fulfil our mission: contributing to a future with enough healthy food in a healthy ecosystem. We think we can do this together, despite the tendency towards polarisation in society. HAS green academy cherishes connection and deepening. That is what young people benefit from.	





1. The knowledge institution for future generations

In the green domain, society needs knowledge institutions where learning and collaboration take place. That is why HAS green academy wants to be the knowledge institute where anyone with a heart for the green domain can continually develop in order to contribute optimally to a future with enough healthy food in a healthy ecosystem. We define the green domain as the ecosystem that includes agriculture and horticulture, food, nature and the ecosystem. Together, this whole system must form a future-proof, healthy and sustainable whole.

The issues in the green domain are complex and highly intertwined, while at the same time the conflicts of interest seem greater than ever. There are many pressing questions. How do we combine the sustainable production of enough food with the protection of climate and biodiversity? How do we jointly realise innovations to deal sustainably with energy, water and soil? How do we combine working on climate transition with healthy entrepreneurship? How do we promote balanced area planning and healthy food choices by consumers? In short: how do we ensure the well-being of everything that lives, not only at home but also abroad?



In 75 years of HAS, the world has changed almost beyond recognition and we are constantly changing with it. We also face changes in political views on higher education. And the social domain increasingly emphasises the importance of participation and diversity, while oppositions in society are hardening.

Sowing with a view to a successful harvest

Curricular higher education has always remained the foundation in our development, but at the same time we allow the learning processes to grow along with the needs of practice, for example for knowledge development through research. We seek practical answers to new, complex questions. Because there is no future without food, but also no future without nature, behavioural adaptation or technological innovation. A thriving future requires many things simultaneously: food security and biodiversity, robust business models and nature protection, innovation and behavioural change. That challenge is our challenge. That is why we are HAS green academy. Our partners in the field learn from us and we from them. The young, future professionals are no longer our only students. We team up with professionals at every stage of their career and with organisations that are also looking for the best for the green domain. As an educational institution, we remain forward-looking: the next generations are the future. You always sow with a view to a successful harvest.

HAS green academy has the ambition to play an important role in finding answers to those questions. And we are well positioned to do so:

- In our college, learning and research have come together for many years; developing and sharing knowledge in the green domain is central. Here, young people explore the future with a keen eye for the collective wisdom of the past.
- Our knowledge institution is strongly anchored in practice, in fact it was founded 75 years ago on the initiative of the field. Working together with practitioners is in HAS green academy's genes.
- For many years, different voices and interests have come together within our institution. We are used to having the conversation with respect for each other, even when opinions and interests differ.

As HAS green academy, we are proud of our roots in agriculture and horticulture. Production, processing and value creation of plants and animals are deeply embedded in our thinking. Over time, we initiated a natural broadening of our activities, given the stormy developments in the broad green domain. Think of the need for nature conservation and strengthening biodiversity, but also technological developments in the sector and the rise of data science.





This is how we help young people make a start and find their way. In the maelstrom of social developments, they dream of building their lives and being of value. Because they want to be meaningful to the world, we want to be permanently meaningful to them. Facilitating learning processes has become even more demanding than before. Social developments require us to speed up personal development, knowledge transfer, knowledge development and knowledge valorisation to make the green domain flourish for future generations. We need everyone to do this. Several voices must be heard: from the professional field with questions, from frontrunners trying out solutions and from society demanding a university of applied sciences with impact. HAS green academy is the place where all these voices come together. Colleagues, students and the field of work stand together on common ground, with an eye for the accumulated body of knowledge and a focus on the future. We are on the move as explorers in a world with many uncertainties. The value we add in this common challenge is articulated in the mission of HAS green academy:

HAS green academy is the knowledge institution where anyone with a heart for the green domain can continuously develop in order to contribute optimally to a future with enough healthy food in a healthy ecosystem.

For HAS green academy, being a knowledge institution means having an organizational form as well as having a particular attitude. First of all, it refers to the organisation, the place where knowledge is acquired in an organised way, where learning and teaching takes place and where people can learn and grow. In addition, acquiring and passing on knowledge also requires an attitude, an attitude of our own: whoever learns, understands or oversees something also acquires the responsibility to make the best possible use of that knowledge. This responsible attitude requires courage and a willingness to enter into dialogue with everyone. The green domain comprises many sub-interests, which sometimes conflict. Especially in the Netherlands, where we can do a lot, but not everything is possible.



2. Our vision: Explorer in a changing world

Developments in society, the green domain and higher education call for a university of applied sciences that continues to develop into the knowledge institution of the future. This translates into:

- ambitious educational programmes for students and professionals;
- leading research in a limited number of areas;
- customised cooperation with the field;
- new steps to give substance to Lifelong Development;
- strengthening the international orientation.

To continue contributing as a knowledge institution to a future with enough healthy food in a healthy ecosystem, HAS green academy primarily explores where our greatest added value lies. We constantly scan developments in the field and in our organisation, so that we can deliberately determine how we can provide the greatest possible added value, both HAS-wide and per cluster and department, in the coming years. Our connection with the green domain inspires us to keep exploring as a university of applied sciences. We are proud of our contribution to innovative production, thriving businesses and strengthened ecosystems. And we also see the pressures on the green domain. The resilience of people and nature challenges us to always be of maximum value.

Providing added value is badly needed in a world with major social issues, hardening and polarisation. In the green domain, competing interests threaten a fair distribution of wealth and quality of life. Learning processes are becoming more complex, partly due to technological developments and the digital revolution. To cope with this complexity, society is looking explicitly to the universities of applied sciences. There is a growing demand for high-quality, broadly educated professionals with diverse backgrounds. Regions also demand practice-oriented research that can contribute to economic and social developments.

We also signal positive developments. Society pays more and more attention to becoming healthier, more inclusive and dynamic. The green domain is innovating and has become remarkably visible across society. Nobody doubts anymore the absolute necessity of nature and business health in the green domain. Educational institutions across the board are joining hands to ensure that society's knowledge and skills are maintained. Everyone needs food, so there is no topic as inclusive and diverse as the task of ensuring enough healthy food in a healthy ecosystem.

HAS green academy operates in this playing field. The United Nations' Sustainable Development Goals have been a guideline in this field for years. In recent years, we have already made several choices within this, such as in the choice and design of our research focus areas. In the coming period, we will continue to add ambitious choices and concretisations.



Our strength and choices

We have become more diverse in recent years. Partly because of choices we made ourselves, with courses, professorships and business services at the intersection of new developments and disciplines. Diversity has also increased because existing differences have been magnified. In its own way, HAS green academy has always strived to be an inclusive university where the meat-eater and the vegan meet at lunch in our canteen. In society, groups are moving apart. We don't want to let that happen, because these different groups need each other. We want to be explorers who seek connection. Explorers focus on the unknown and chart new territories. Explorers also look for opportunities where they cannot be found at first glance. We prove that connecting explorers learn to find answers.

HAS green academy wants to make a crucial contribution to developing generations of professionals with the attitude of connecting explorers. We do so vigorously, because we can do a lot. And we do so with focus, because we cannot do everything. With various visions in subfields, we have in recent years expressed what position we take in this system to add maximum value based on our conviction and ambition. These visions are still being developed in several subareas.

The choices we make in our further development can be summarised as follows:

Developing into a knowledge institution

HAS green academy is increasingly developing into a knowledge institution with added value for ambitious students and professionals. We are aware of our position: as a university of applied sciences, we are more practical than most scientific institutes, more investigative than practitioners, and more analytical than purely practical programmes. That position creates the responsibility to realise an authentic and broad educational palette: the undergraduate courses remain the core, recently complemented by microcredentials. This palette is further broadened with associate degrees, masters, professional doctorates and customised programmes for the lifelong development of professionals. We are already not only educating our regular students, but also contributing to the further development of professionals in every phase of their careers. We will take new steps in this, prompted by the urgency both outside and inside.

The need to share learning processes widely due to the dynamics of change in the green domain coincides with the demographic decline in our primary target group. We want to provide a place precisely for these young people where they can develop in a personally and socially focused way, to manage and strengthen the future of the green domain.

Positioning on three focal areas

HAS green academy positions itself on three focal areas: Healthy Nutrition & Healthy Living, Healthy Food Production and Healthy Ecosystems.

We are going to further develop these focal areas and thus build attentive 'learning communities' in which students, lecturers, companies, organisations, lecturers and researchers develop and innovate themselves and the sector together and in ever-changing roles. After the focus on quantity, in the coming years the focus shifts to 'healthy' in the broadest sense of the word. That inclusive approach offers us an ambition for integral health. In it, we continue to connect nature and business, behaviour and harvest. Any form of unhealthiness calls for improvements, no matter whether that unhealthiness involves an ecosystem, lifestyle or revenue model.

Customization in business services

To make an impactful move towards the production of enough healthy food in a healthy ecosystem, partners and HAS green academy desperately need each other. This requires customisation, matching the added value that each of the partners offers to the shared ambition of the community. The southern Netherlands is our primary working area. This is where we keep each other on our toes. What we learn together, we like to share far beyond our primary working area.

International orientation

Social tasks do not stop at the borders of our working area or of the whole of the Netherlands. Explaining and strengthening our international competences is evident. We grow in the exchange of knowledge and shared development of expertise with other (international) knowledge institutions.

Contribute through intensive collaboration

It is perfectly clear that we cannot solve the social challenges in the green domain alone, just as we cannot seize all opportunities alone. However, we do want to make a substantial contribution through our choices. In doing so, we keep a close eye on what our students, staff, our professional partners and the world need. Together, we get further than any one of us on its own. That is why we are prepared to stretch ourselves in partnerships and alliances that bring our goals closer.

Working from inclusiveness

We also ensure that HAS green academy professionals and students are optimally enabled to work and live healthily. We stand for inclusiveness and diversity, especially for those who are not automatically heard and seen. We see a specific task in engaging groups that have not yet found us. We want to be attentive and pay attention to the safety of all. Our ambitions may cause friction, of course, as authentic people differ. If this happens, we will always care for the dignity of all people and their aspirations. We are connected even when we disagree.

Constant eye for quality

The quality that HAS green academy delivers is demonstrated every time in the accreditation processes that evaluate our education and research. We are enormously proud of the achievements of our people. The attention paid to the primary process sometimes makes it less visible how, in the background, professional support staff departments helps to make all these achievements possible. Although that crucial work in the lee easily escapes the eye of an outsider, we know and appreciate their professionalism. We continue to work on the further development of business operations. We focus on the greatest added value for the primary process.



3. A culture of connection: our core values

HAS green academy sees itself as a 'connecting explorer' with heart for the green domain, cherishing our core values Curious, Inclusive and Entrepreneurial. The HAS as an organisation and its people are authentic, attentive and ambitious.

We can actually summarise our vision in one word: CONNECTION. It requires new and powerful connections to build a vital future together with healthy food production and a healthy lifestyle in a healthy ecosystem. HAS green academy has been an explorer of new paths in the green domain for more than 75 years. And this explorer is no individualist. We share our task with the entire sector, which is why we make connections between education, research and our environment. Entrepreneurial explorers always look beyond their own bubble. Because it is short-sighted to think you can solve complex issues on your own. Future-oriented development means looking beyond what you can see now: towards better solutions, broader perspectives and reliable insights, through understanding conversations. That's going to help us achieve our ambitious goals.

HAS green academy’s connecting attitude therefore rests on three core values: *Curious, Inclusive, Entrepreneurial*.

Curious

We are inquisitive and committed.

We are interested in others and curious about new things. We want to learn and we are dedicated, because we feel very committed to the issues of today and tomorrow. We ask questions and seek the answers without prejudice.

Inclusive

We are open and personal.

We appreciate that we are different. Difficult tasks require an open mind and multiple perspectives. We strive for broad diversity, because that variety leads to creation.

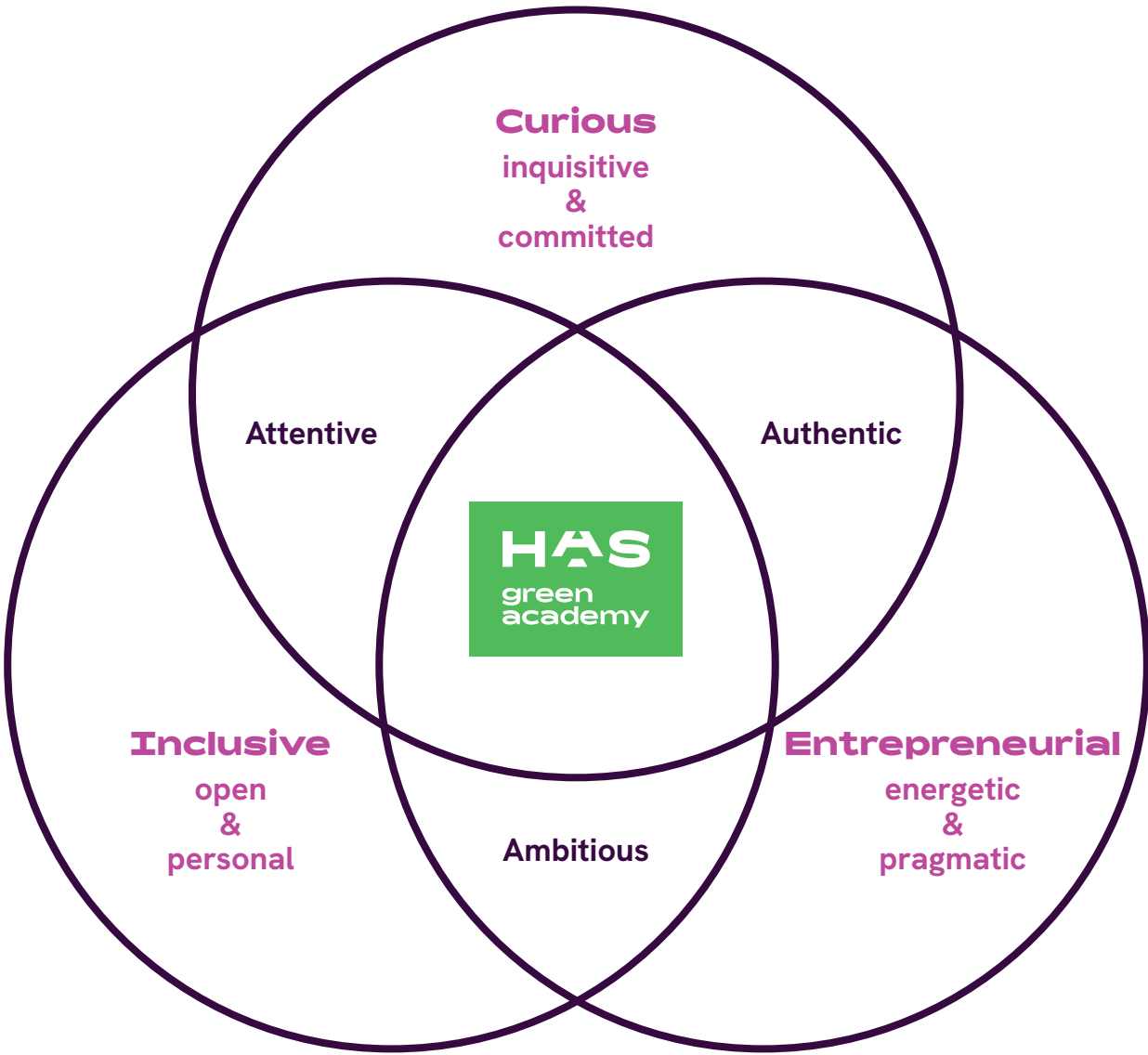
Entrepreneurial

We are energetic and pragmatic.

We see opportunities and dare to try things. In doing so, we challenge ourselves and seek targeted cooperation with others.



This is extremely challenging, but we are well positioned to contribute sustainably to the development of current generations with a view to the future of future generations. So that they too learn, live and work as connecting explorers. So: as curious, inclusive and entrepreneurial students and professionals.



Connections come in shapes and sizes. Cooperation between courses cannot be copied one-to-one in the way we act with work field partners. The connection needed is specific to each situation.

Common to all types of connections HAS green academy enters into is the attitude with which we connect. From our core values Curious, Inclusive and Entrepreneurial, we gradually develop the profile of the connecting explorer. The common characteristics - which we want to further develop through our strategy - of HAS'ers can be described as authentic, ambitious and attentive.

HAS'ers value authenticity

Those who are aware of their own motives can, if all goes well, also appreciate others', sometimes different motives. Being authentic also means appreciating authenticity found in others. We consciously seek out people and opinions that are different. Pursuing inclusiveness is also a way of learning something. It takes courage to see the one-sidedness of your own perspective and invite others to think along precisely because they have a different perspective. Only together do we arrive at truly authentic solutions to big challenges.

HAS staff working ambitiously to achieve mission

We keep the common goal in mind. We dare to try things because they fit our mission. And we dare not do fun, interesting, lucrative things because they don't suit us or because others can do them better. In the connections we make, we are tenacious. We stand by our choices because they fit our mission.

HAS'ers work attentively

What we do, we do with attention. In the run-up to new connections, we are careful, but also in the course of a collaboration or a project, we are approachable and take responsibility for progress.

Whether it is a larger or smaller project, we make clear agreements on monitoring progress. We learn from our experiences and act accordingly.

We realise that we are setting the bar very high here. It has not always been possible - even in recent years - to realise this commitment to connection in everything we do. That does not stop us from emphasising that we want to work from these values and continue to cultivate that.





4. The strategy: connecting with policy

We translate our mission and vision of the future into eight challenging ambitions that we will concretise and realise both HAS-wide and per cluster and department. For each ambition we mention:

- the first steps we plan to take in 2024;
- the follow-up steps to be expected from 2025 onwards;
- the results we are satisfied with in 2027.

We have indicated our mission and vision in the social context, the green domain and higher education developments. Of course, it comes down to translating mission and vision into a strategy with concrete intentions and activities. We are not doing this from a new situation, as we are already working from various policy visions in sub-areas, such as:

- Education Vision (2019 and its mid-term review in 2022);
- Research vision (2021);
- Strategic human resources policy (2021);
- Brand vision and positioning (2022);
- Further development of Management and control (2023);
- Vision for business services (2023).

These policy visions, which are in line with the mission and vision as formulated in this Institution Plan, already contain concrete implementation plans in the relevant subareas. For a number of other policy topics, this concretisation is still under development, for example for sustainability, international orientation and Lifelong Development.

In addition, departments and clusters make concrete translations of the joint strategy in their annual plans. In this Institution Plan, we therefore suffice with the formulation of eight challenging ambitions that we want to realise together.

The elaboration of concrete steps is directional, but not exhaustive. It concerns a number of examples that need further concretisation, both within clusters and departments and in close connection with the own organisation, educational partners and the professional field. These are the following eight challenging ambitions :

1. We make sharper choices based on our mission;
2. We continue to build our education portfolio;
3. We strengthen our research culture;
4. We increase cooperation with professional partners;
5. We develop links with international partners;
6. We work towards a more agile, professional organisation;
7. We are making our own organisation and buildings more sustainable;
8. We improve our positioning and visibility.



4.1 We make sharper choices based on our mission

Everything we do, must contribute optimally to a future with enough healthy food in a healthy ecosystem. This determines our choices and our development: we do what is necessary to ensure that everyone involved at HAS green academy continues to develop continuously. With everything we undertake, we first ask ourselves: how does this contribute to our mission? How should we develop ourselves (i.e. students and colleagues)? In working with the field, we are clear about this basic motivation. We also test whether the missions of our partners contribute to the social goal we have together.

First steps in 2024

- [mission-oriented] We formulate the Framework directives (in Dutch: kaderbrief) for 2024 in line with this Institution Plan. We link and justify new policy initiatives (in clusters, operations, programmes, professorships, etc.) from the Institution Plan.
- [connecting] Connecting starts with listening. In principle, the size of the HAS makes personal contact quite possible. Where different opinions sometimes clash, we have opted for constructive dialogue. We will continue to develop this in 2024 so that our knowledge institution becomes a true meeting organisation.
- [diversity] We develop an inclusiveness and diversity policy, with a special attention to those who feel themselves currently not known or seen. We invite those who are still underrepresented to join us, as this is how we enrich each other. Our recruitment campaigns also focus explicitly on more diversity in the broad sense of the word.

Next steps from 2025

- [Entrepreneurial] We seek cooperation with other educational institutions at the institute level to achieve efficient business management processes.
- [budget] We are going to release structural mission-related innovation budget in the coming years.

With which we will be satisfied in 2027

- Our core product is development and we continue to work on that with heart and soul. This is not just reserved for the younger generation of students. In a sense, we all remain students: everyone needs to keep learning and developing. We see that the mission is increasingly being realised. In doing so, we are recognised as the knowledge institution that succeeds in uniting parties and interests in the green domain.

Enthusiastic about promoting and increasing diversity and inclusion



Kenna Peeters

Student Applied Biology Venlo, member of the University Council and Student Success workgroup



In terms of inclusion, at HAS I encounter ignorance as opposed to reluctance to change. There is a real willingness to ensure inclusion for everyone.

“Yes, I still sometimes feel like the odd one out. Yet the same time, my experience as a non-binary student is that there is a sufficiently open minded culture at HAS. I feel really comfortable in my own group in Venlo.” Student Kenna Peeters was left feeling pleasantly surprised by this. “In terms of inclusion, at HAS I encounter ignorance as opposed to a reluctance to change. There is a real willingness to ensure inclusion for everyone.” Those steps are necessary though, Kenna underlines. Not only for LGBT+ students, but also for example, for students from different ethnic and cultural backgrounds, international students or students with disabilities. “That’s why I joined the University Council and the Student Success workgroup. Approaching this subject from the perspectives of inclusion and diversity is very important. It is essential to address and support all students in the right way to ensure equal opportunities for all.”

Active communities

As for concrete measures on gender diversity, Kenna refers to gender-neutral toilets, but also updates to the digital environment. For example, student registration should include the option of selecting other gender options alongside male/female. “I would also like to see more active communities emerging from the different student target groups. We recently organised a walk-in afternoon for LGBT+ students and I hope we will be able to set up a HAS Pride workgroup in the future. It would be great if initiatives arise from other groups as well. It is important to share experiences and become more visible as a group. We are currently exploring ways to give lecturers more guidance and tools on how to interact with different groups of students and how to address them. We are already receiving more and more questions regarding these topics from lecturers.”

4.2 We continue to build our education portfolio

The regular curriculum of undergraduate courses has always been the basis of HAS green academy. It will remain so, but we are going to further broaden our portfolio, while continuing to cherish the specialist focus of our university of applied sciences. Linked to our expertise, we are working on a broad educational portfolio, explicitly in collaboration with (complementary) partners from secondary vocational, higher vocational and academic institutions. Lifelong Development and Learning is our starting point here.

First steps in 2024

- [LLD] We are developing a shared vision of Lifelong Development (LLD).
- [portfolio] We are developing portfolio policies for education that we review annually. This will explicitly include evaluation of our recent experience with blended learning.

Next steps from 2025

- [portfolio] We are broadening our range within the range of bachelors, associate degrees, masters and other types of learning forms, both for full-time education that prepares for the labour market and for courses and part-time programmes aimed at professionals with work experience.
- [excellence] Programmes that are awarded the designation ‘top study programme’ receive extra support to ensure that they continue to achieve this status. We work towards one new programme becoming ‘top programme’ every year.

With which we will be satisfied in 2027

- We fully exploit our central place in the range of education. Our student numbers are growing, against the demographic trend. Between the practical institutions (in Dutch: MBO) and the reflective scientific institutions (in Dutch: WO), we prove to be a natural connector as a university of applied sciences and knowledge centre. We take joint action with other educational institutions, in ways that are most beneficial to society. We make sharp choices in our educational arrangements. We develop learning processes for broader target groups (because we excel in knowledge processes, we are relevant for Lifelong Development), offer this in a more flexible way (through adaptive education and targeted collaborations) and make more focused choices (we do not do everything, but agree on how we can strengthen each other by using each other’s strengths).

Development of first Associate degree



Ellen den Hertog
Project Leader Associate degrees



It's fantastic to be able to shape this project.

"In June 2023, we finalised the plans for a first Associate degree study programme at HAS. This study programme will focus on agri-food and ecosystems, which we want to market using the title 'Future-proof City'. If we receive approval, we can start in September 2024. It's fantastic to be able to develop a new form of education."

Project Leader Ellen den Hertog is working with a small development team - possessing both educational and professional expertise - to prepare the two-year Associate degree (Ad). "In the macro-efficiency dossier, we are required to assess and indicate, among other things, labour market potential. A second dossier covers the New Study Programme Assessment procedure, that should lead to accreditation. In this dossier we outline a number of topics, including the structure and content of the new study programme."

Great demand

"Labour market potential is good. An external agency conducted research and provided evidence that the business sector requires between 100 and 235 new employees every year. There is also plenty of interest from the target group. There remains a lot of interest in the Spatial and Environmental Planning study programme and related study programmes. Nationwide, we are seeing a growing interest among potential university of applied science students for the shorter and more practical based Ad study programmes."

"In addition, the new study programme connects to current issues, such as developing a healthy living environment in a climate adaptive, green city, with less heat stress and improved water management." The aim is to start with 20 students and eventually to expand to 40 first year students. "Of course, we will continue to develop other Ad study programmes in the future, as it's been an extremely positive and productive experience."

4.3 We strengthen our research culture

Strengthening our research culture across the organisation is a priority. We are developing an inquisitive attitude in our courses, strengthening the collaboration between education and research. Whereas our education mainly develops people with knowledge, our research develops new knowledge for people. When these two processes intertwine, enrichment arises: students learn from participating in research, researchers are inspired by questions from education and professional practice, and the teacher gains experience that benefits the quality of education.

First steps in 2024

- [Focus] The three previously established focal areas in our research programme (Healthy Food Production; Healthy Food and Healthy Living; Healthy Ecosystems) form the basis of the research agendas and the search for funding. We strive for crossovers between the focal areas, actively seeking cooperation with field partners who are at the forefront of healthy, sustainable developments.
- [education] The programme clusters concretise in the annual plans how they integrate research-heavy teaching.

Next steps from 2025

- [PD] We are starting the development of an initial professional doctorate programme.
- [collaboration] The research teams are vigorously developing and collaborating with each other across the boundaries of their own focal area.
- [learning community] Each year, more students are gaining more credits within a learning community with researchers and the field.

With which we will be satisfied in 2027

- Our knowledge institution is recognised as the place where the complex challenges in the green domain are sensibly addressed, with education, research and the field questioning, inspiring and helping each other move forward.

Research culture is evolving



Athalia Haxelmans
Research programme manager



Tijn van Staalduinen
Student of Food Innovation, Den Bosch



**Research is learning
at the highest level.**

HAS green academy selected three key research focus areas in its Research Vision (2021): Healthy Food Production; Healthy Food and Healthy Living; Healthy Ecosystems. "By doing this, we create and maintain a focused approach," says Athalia Haxelmans, research programme manager. She is tasked with further stimulating and facilitating the research culture at HAS. "These focus areas are really evolving in the various clusters and research groups. There is room for diversity and at the same time, there is also a willingness to achieve a level of cohesion. Through networking and knowledge exchange, more frequent collaborative partnerships have arisen between researchers from the different clusters and research groups."

A good example of this is obtaining a SPRONG grant for the first phase of the Healthy Ecosystems research programme, in partnership with Avans University of Applied Sciences and other external partners.

"Several professors and external partners are involved and it is a long-term programme. This is the direction we want to move in: forming and strengthening consortia, with multiple partners."

Therefore, research is increasingly becoming a primary HAS activity, just like education and business services. "Through high-quality research we are able to underline our expertise, which serves as fertile ground for successful education," Athalia concludes.

Added value for education

Student Tijn van Staalduinen agrees: research adds value to the level of education. He conducted research into waste in Kenyan avocado production. This research forms part of a larger and longer term project: Forqlab is a collaborative partnership between several green universities of applied sciences in the Netherlands and two universities in Kenya.

"This was by far the most important part of everything I did during my study programme at HAS. I conducted research, alongside HAS students from other study programmes, on the possibilities of processing low-quality avocados into oil in Kenya. We worked on this for six months and spent ten days in Kenya mapping the supply chain and talking to entrepreneurs. For us, this really was learning at the highest level and the people at the cooperative in Kenya are very grateful for our report with recommendations."

4.4 We increase cooperation with professional partners

We have the good talk with other educational institutions at home and abroad and explore how we can maintain and increase clout together. In our cooperative relationships and alliances, we strengthen the other and the other parties strengthen us. We are becoming even more entrepreneurial in our cooperation. We are aware of our place in the region and the connections with others and are developing new ways of working together. The agreements made in the European Green Deal are leading in this.

Developments in laws and regulations and the further advance of digitalisation require careful exploration of a limited number of alliances. We are aware of our own strengths and also know that maintaining and increasing impact can be served by cooperation. If cooperation with other educational institutions contributes to substantive strengthening or an efficient organisation of our processes, we will also enter into that discussion.

As set out in our vision for business services, we are explicitly looking for ways to strengthen our relationship with the field. We are evaluating our current working methods, including the graduate business assignment (in Dutch: BO), and looking for additional models in which we can shape this collaboration, appropriate to the issues of our time.

First steps in 2024

- [innovation] We prioritise innovation. We work in a field where developments continue at a dizzying pace. As a modern knowledge institution, HAS green academy operates at the forefront, where education professionals and researchers seek answers to new questions.
- [region] We determine who our strategic partners in the region are, in such a way that our organisation is even more firmly rooted in the region and adds optimum value to regional development.

Next steps from 2025

- [collaboration] We strengthen our specialist focus in close cooperation with our partners. We actively seek cooperation with educational and knowledge institutions that complement us with high-quality knowledge, products and services. We make clear cooperation agreements aimed at increasing quality. Where that is not in sight, we can also say goodbye.
- [flexibility] We create a flexible offer of teaching and research for those business partners who already provide teaching and research within their organisations themselves.

With which we will be satisfied in 2027

- Despite our scale, we are financially solid and agile, with our operations facilitating our ambitions.
- HAS green academy is a (pro)active cooperation partner in increasingly close alliances in the green domain. Partners in this ecosystem reinforce each other in the search for practical and innovative solutions to the sector's issues, without taking over everything from each other.

Collaborative partnership established in partnership agreement



Students' knowledge and skills should be optimally aligned to fit the professional field.



Wilco van Heerewaarden Business Unit Manager, idverde Advies, Den Bosch
Rob van Roosmalen Coordinator/advisor HAS business services

"It is important to us that the knowledge and skills of HAS students are optimally aligned to fit the professional field. So as a company, we like to take an active role in defining educational content. For example, we may also provide input for the development of an Associate degree in the field of Nature & Society. At the same time, we benefit from knowledge development within HAS. It's great to have close ties with students through internships and professional assignments, as they are potential employees of the future."

Wilco van Heerewaarden, Business Unit Manager at idverde Advies, part of the international idverde group, signed a second partnership agreement with HAS green academy at the end of June 2023. Once again, the parties will collaborate intensively over a three year period.

Added value

"It is a great example of a partnership that provides added value to both parties", says HAS lecturer/advisor Rob van Roosmalen. "Firstly, the company generates annual internships and projects for the professional assignments of graduates. But shared knowledge is integral to the processes. For example, we organised a knowledge session for idverde employees which focused on the new Environment and Planning Act. And our students were once again invited to participate in a workshop organised by the company for the Land of Cuijk municipality, which focused on creating a Vision for Nature."

For idverde, one advantage is that close collaboration with HAS green academy sometimes helps when participating in public tenders, as collaboration secures extra points in terms of CSR and sustainability. And HAS students can participate in, and collaborate on, challenging projects such as a tree replacement plan for the Port of Rotterdam Authority and setting up ecological roadside management for the Kempen municipalities. Wilco van Heerewaarden: "Thanks to the open and creative collaborative process, we realise maximum potential for HAS, idverde and above all, for students."

4.5 We develop links with international partners

The social challenges in our field are not limited to the borders of the Netherlands. Although the focus of our education, research and interaction with the professional field is on (South) Netherlands, we therefore cooperate at national and international level. We develop, share and disseminate knowledge and insights with an international orientation. Our international projects are in line with our research focus.

First steps in 2024

- [competence] We concretise in cluster plans what is called 'international competence' in our internationalisation policy. This refers to our international orientation in education, both for students and teachers. Through research and cooperation, we learn more and more from each other.
- [partnerships] We are committed to the exchange of expertise and therefore pull together with other international knowledge institutions. Rather than doing a bit everywhere, we work intensively with a limited number of strategic partners. We explore the match first by exchanging students and teachers.
- [embedding] All our international activities have a clear embedding in our clusters.
- [language skills] We develop targeted policies by cluster to raise the level of English language skills where necessary.

Next steps from 2025

- [added value] Our expertise in the research focus becomes our export product. This is where we see the real difference we can make. We translate the expertise we develop in our own region to our national context and a selection of international regions. We are spreading our wings, heading towards a future with enough healthy food in a healthy ecosystem worldwide.
- [welcome] We work with our partners in a targeted way on integration programmes for students and colleagues with a foreign-language and/or different cultural background and make sure that variety is an enrichment.

With which we will be satisfied in 2027

- We have intensive cooperation with five to seven strategic partners abroad. For each cluster, there are warm ties with a limited number of countries outside Europe. Cooperation includes both teaching and research activities.

Chris Meintjes
Activate Academy, South Africa
Lies Verstraete
Vives University of Applied Sciences
Minna Juntilla
JAMK University of Applied Sciences, Finland

Developing international competencies via online hackathon



Neeltje Bekkers
Lecturer IFA and internationalisation coordinator of cluster Agribusiness, HAS green academy



**This is a great challenge
for our students.**

Social challenges in the green domain manifest worldwide. It therefore makes sense that international cooperation is a priority at HAS green academy. There have already been noticeable achievements, such as our long-term partnerships with universities of applied sciences in Belgium and Finland. This academic year, the online Activate Academy from South Africa also joined. At the start of 2023, the international partners organised a hackathon for the third time. The students took part in the online event to find practical solutions to the problems of a small farm in South Africa, struggling with the effects of a depleted soil in a valley location, high winds and low rainfall. For two weeks, 120 students worked together in internationally composed groups to conceive and develop improvement ideas and present them in a video at the end of the event. "This generated many valuable ideas, for example in the areas of regenerative agriculture and ecotourism. It was a fantastic opportunity for the students to go on an online journey of discovery together," says Chris Meintjes of Activate Academy in South Africa.

Internationally competent

Neeltje Bekkers: "It's brilliant to be able to connect with one another, without having a negative impact on the environment through air travel. As well as being a lot cheaper, this way our students can still learn to communicate in another language with students from different cultures and (study) backgrounds. This is how they become internationally competent." Minna Juntilla is also delighted with this approach: "For some students it is a very challenging concept, as they have little experience of communicating in another language." Lies Verstraete: "For next year, we can largely adopt the format of this third edition. The fact that we were able to work on a concrete case from South Africa this time was really important and inspiring. Neeltje Bekkers: "Given the different schedules of the participating students, creating sufficient contact opportunities during a two-week period remains a challenge. However, it is definitely worth the effort."

4.6 We work towards a more agile, professional organisation

We continue to work forcefully to further develop our organisation. Greater agility and flexibility are paramount, so that we can respond to and contribute to developments in the green domain and society. We organise our business processes optimally (partly thanks to improved information provision) and strive for optimal connections between the primary process and the supporting operational departments, which, after all, have to fulfil our mission together.

Lifelong Development is therefore not reserved for others. Our organisation is also constantly developing and board, management and staff also continue to engage in lifelong learning. Professionalisation of the entire organisation remains an important spearhead in all respects. On employee days, we showcase good examples of professionalisation and its effects for the organisation and the professional.

First steps in 2024

- [clarity] We make the lines of communication short and – if not yet accomplished- responsibilities are made clear. We review all our processes for efficiency and do everything necessary to be a healthy organisation.
- [management] A smaller management team increases our decisiveness. We work with a relatively small management team that unburdens the organisation by providing clarity on what we pursue at strategic, tactical and operational levels.
- [openness] We pay great attention to developing a broader view among all stakeholders on the challenges in the green domain. This is precisely where we should know that we share the same land and the same habitat. Solutions come closer by broadening perspectives and exploring what the other cherishes.

Next steps from 2025

- [quality care] To strengthen our own learning and accelerate our developments, we are extending quality care to our new activities. The further development of our Planning and Control (P&C) cycle, the further elaboration of our steering dashboard and our new integrated quality assurance policy are results of this development.
- [multidisciplinary] We deliberately seek cooperation across the borders of our sub-areas. We continue to develop the optimal fit between the support organisation and the primary processes.
- [clusters] Clear choices for staff development, management of workload and cooperation with departments of operations is part of cluster plans as implementation of HAS-wide staff policy.

With which we will be satisfied in 2027

- The professional space for all functions in our organisation is clear. There is autonomy within clear boundaries.
- HAS employees take control of their own learning process, matching the needs of the field and the development of their own organisation.

AFAS InSite: self-service for employees



Merel van Mil
Personnel & Organisation employee



Most importantly, our business processes can run faster and better, creating more room for further strategic human resource management.

Thanks to the recent first phase introduction of AFAS InSite - an online employee portal with self-service facilities - HAS green academy staff members are able to simply and efficiently arrange a wide range of staff related matters themselves. "Examples include changing personal details and submitting declarations. Extra options will be added in the future, such as requesting leave", says P&O employee Merel van Mil.

"It saves a lot of time, email traffic and paperwork, plus the risk of errors occurring is much lower. With 550 staff members and approximately 150 new contracts or renewals each year, there was a considerable workload for our department and direct managers. And for staff members, it was often very tedious and time consuming. Simple requests, such as changing an address or the name of a contact person, would result in a lot of email traffic. Now staff members can log in and make the changes themselves."

Positive responses

"AFAS InSite was customised to suit our requirements and we were actively involved in testing procedures. Before we went live, we set up a stand at both locations with posters and further insight and information. We were on hand to assist staff members, to answer questions, offer instruction and provide demonstrations. The reactions were positive: people really see the benefits. Most importantly, our business processes can now run faster and more efficiently, creating more room for further process improvement. Staff members can now assume control of these processes themselves, resulting in more time for strategic personnel policy. This relates to the primary process, but also to creating space for constructive dialogue between staff and managers, an improved introductory period for new employees and successfully reducing levels of absenteeism. For example, people will soon be easily able to make an appointment with the company doctor for a prevention consultation."

4.7 We make our own organisation and buildings more sustainable

We are ambitious and effective in our contribution to the sustainable world by translating at all levels what sustainability looks like in concrete terms for the HAS itself.

First steps in 2024

- [vision] We are making our new vision of sustainability widely known and working towards an eco-positive HAS green academy.
- [concrete] Each cluster and department concretises the concept of sustainability in clear goals and all employees formulate their own objective to personally contribute to sustainability.
- [Procurement] We are taking our first steps towards eco-positive procurement.
- [education] In every curriculum, we intensify the focus on sustainability.

Next steps from 2025

- [innovation] We are investing in a number of promising technological innovations in our buildings.
- [reduction] We take measures that reduce the consumption of energy and water.
- [culture] Sustainability policy is increasingly becoming a concrete, personal and joint endeavour.

With which we will be satisfied in 2027

- HAS green academy is an example in the field of sustainability. We have experience in translating sustainability goals into concrete measures, appropriate to our professions. Sustainability is of course in the attainment targets, but it is mainly in our hearts. This is reflected in the daily choices we make, both individually and collectively. A fully eco-positive HAS is an achievable ideal for 2030.

Firmly focused on improving sustainability



Tonny Nijholt Coordinator buildings and technology
Elseline Schouten Team leader HAS Services a.i.



We've already made great strides, but we will continue to improve.

HAS green academy is committed to realising an inhabitable world. Under the age-old motto, 'to improve the world, start by yourself', people are putting a lot of effort into making the organisation and its buildings more sustainable. "We have already made great strides, but we will continue to improve." "When it comes to our buildings, we have taken significant steps by realising reduced gas consumption in our greenhouse," says Tonny Nijholt. "The realisation of a 'gas free greenhouse' is a lot closer now, thanks to the installation of a heat pump: from 50,000 cubic metres a year to just 10,000." The single glass panels in the atrium of the main building in Den Bosch were replaced with double-glazing (325 panes of glass) during the 2023 summer break. "We also aim to make the new Study Centre in the West Tower completely gas free." Water consumption will be reduced HAS-wide, through: fewer toilets, water-free urinals and water saving taps or water stops in the taps.

Own cups

HAS also demands a lot of effort from the service partners. Elseline Schouten: "When purchasing services, sustainability plays an important role. We no longer use disposable cups, but apply the 'Bring your own cup policy' and offer a deposit cup as an alternative. We are working with our waste partners towards the ambition of being residual waste-free by 2030. We try to involve everyone as much as possible through promotional campaigns. With our catering providers, we have agreements on sustainable and healthy food." The facilities for car transport for work trips have been reduced, in contrast, investments have been made in NS Business Cards and rental bikes. "In the area of business travel and commuting, I think we can still make sustainable gains, although we have already seen an increase in people working from home." Looking to the future, HAS is orienting towards 'data driven building management' to realise improved sustainability.

4.8 We improve our positioning and visibility

HAS green academy is making itself more visible, both internally and externally. After all, visibility and findability are preconditions for making a real connection. Current and potential partners (students, professionals, institutions, companies, alumni) must immediately recognise what they can come to us for. A truly communicative HAS green academy, on the other hand, positions itself as a good listener and viewer that recognises the needs of the market and individuals.

First steps in 2024

- [external] We want to become more visible externally. We develop several additional resources, for example: podcasts, with which we position HAS as a connecting and entrepreneurial explorer in the green domain, in line with the brand strategy.
- [internally] We put a lot of effort into internal findability. We make time to get to know each other better. Talent, interests and ambitions are widely shared so that we can find each other even better right across the organisation. We develop the tools that enable employees and groups to be findable by expertise.

Next steps from 2025

- [outreach] We set up the HAS Speakers Academy, enabling interested parties to find our experts for lectures and presentations, for example. This is how we show what we have to offer and share our knowledge and expertise.
- [socials] We measure our visibility and findability on social media and adjust our approach if necessary.

With which we will be satisfied in 2027

- We are increasingly becoming a communicative organisation. At the core, we are quite modest, but we have lit the stages and the shop window in such a way that we are found on the themes we are working on. The outside world knows what they can turn to HAS green academy for.
- Employees are aware of their role as ambassadors of our organisation and our mission and each contribute in their own way to making HAS green academy visible.

HAS Food Experience is a fantastic calling card



Susanne Görtz
Supervisory Board Member



This really evoked a great sense of pride towards our students.

"I first visited HAS Food Experience in 2023 and really enjoyed it. The event provides an opportunity to see entrepreneurs and staff members of the future working passionately and enthusiastically on the latest developments relating to food and food systems. These activities are well defined and objective oriented, and you can really sense that they want to contribute positively to the world in one of the most crucial areas, our food." Susanne Görtz, member of the HAS green academy Supervisory Board, can't emphasise enough just how important the annual HAS Food Experience event is. "As an entrepreneur in fruit cultivation and recreation and as director of the Limburg Agricultural and Horticultural Association, I am particularly interested in this professional field. My enthusiasm was shared by all visitors to the event. And it evoked a great sense of pride towards our students. You see that they are performing valuable research and that they also know how to present the results professionally."

Much more than fancy talk

This is why she believes that such events can play a major role in making HAS green academy more visible and further improves its standing as the knowledge institution where students and staff members work innovatively on current challenges in the green domain. "This is when you really become aware of the fact that: it's not just fancy talk; here, our students really are working on innovative solutions for the issues of food supply and living environment. And they are performing to a really high standard; that's why HAS graduates are so sought after in the business world."



5. Tomorrow and the day after: building on common ground

We trust that we can translate this Institutional Plan into concrete steps that will enable us to fulfil our mission: contributing to a future with enough healthy food in a healthy ecosystem. We also think we can do this in good cooperation, despite the tendency towards polarisation in society. HAS green academy cherishes connection and enrichment. That is what young people benefit from.

In this Institution Plan, we as HAS green academy have expressed where we want to add value. As a specialist and future-oriented university of applied sciences for the entire green domain, we connect the best of several worlds. This also requires that we continuously keep learning ourselves, challenging ourselves and others. In our mission, vision and strategy, we described our common ground and indicated the direction in which we want to develop. The next step is the concrete translation of our common ambitions into concrete choices within each study programme, lectureship, service or collaborative relationship.

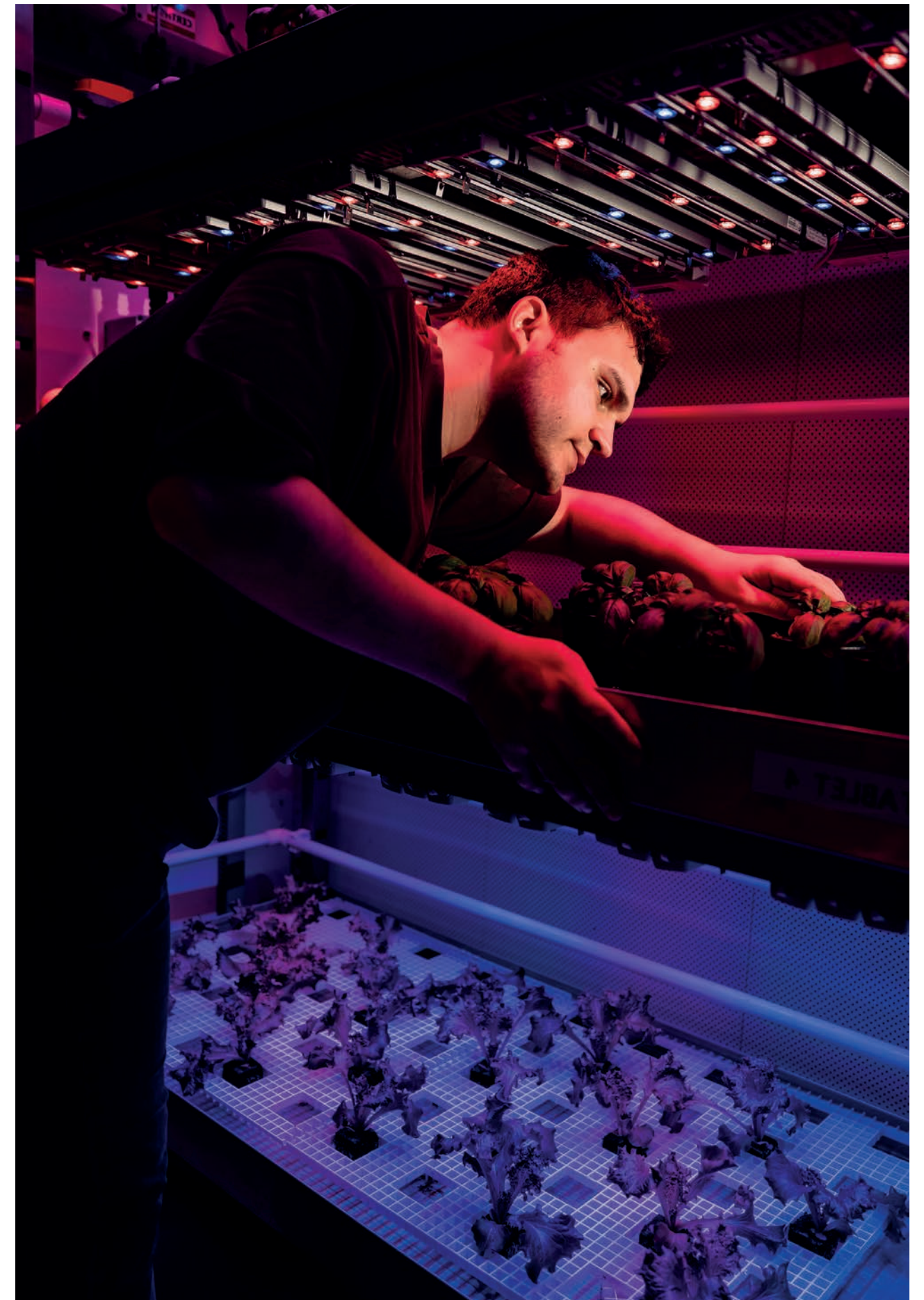
We are confident we can make those choices, in good dialogue with all staff and cooperation partners. HAS'ers find it normal to be asked to the table by others and invite others to their tasks in order to realise our mission together. This is what HAS green academy stands for.

Besides this concrete translation of the Institutional Plan for all our organisational units, we also use our choices to further develop HAS-wide themes according to the Plan-Do-Check-Act cycle (PDCA). This Institution Plan is inspired by visions in sub-areas provided important building blocks for our vision and strategy. The next step will be to translate the common ground articulated here into new developments for future aspirations, first and foremost for the sub-areas of internationalisation, sustainability and Lifelong Development.

In the development of this Institutional Plan, hundreds of conversations were held. With colleagues, students, professional partners and other people who are in some way involved with HAS green academy. During all the meetings, in corridors and at outdoor meetings, we experienced great commitment and a willingness to jointly set the course and agree on everyone's responsibilities. That bodes well. The way we engaged together showed what kind of organisation we want to be. That is why we are able to jointly give substance to this institution's plan in today's and tomorrow's practice. So that, as an innovative and connecting knowledge institution, we can contribute optimally to the further development and renewal of the green domain. Because however different opinions may sometimes be, we all work on common ground that we want to leave in good condition for future generations.

HAS green academy 2023©

This publication is a translation of our official Institution Plan 2024-2027. In the event of any inconsistencies or differences of interpretation between the versions, the Dutch version [HAS green academy Instellingsplan 2024-2027] is always decisive and binding.





Institution Plan 2024-2027

