



Theologische Universität Kampen

Theology for Church and Society

Institution plan

Theological University of Kampen 2019-2024

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INTRODUCTION

The Theological University of Kampen forms an academic learning and working community of scientists and students with the ambition of practicing Reformed Theology in service of the gospel of Jesus Christ. In this the university – which celebrated its 165th anniversary in 2019 – upholds a long tradition, in which the academic study of the Bible and the theological formation of preachers and scientists take up a central position amidst the churches and among involved Christians in the public domain. A powerful and lively tradition because it has, from a strong orientation on its sources, continually been in consultation with contemporary questions and developments in the ecclesiastical, academic and cultural fields, in this way connecting 'Bible and life'. Today, too, the Theological University still faces the challenge of, in connections with its roots, renewing itself in tune with the times, in order to make the Theological tradition in which we stand fruitful for church and society. This institution plan sketches an outline of the way in which we would like to give shape and direction to this in the coming six years.

In this period, the Theological University wishes to dedicate itself to **qualitative and quantitative growth** by focussing on reinforcing **the profile, the impact and the academic embedding** of the institution. The three spearheads of this strategic policy can be illustrated by naming a few key points.

Profile

- We practise Reformed theology with a view to both church *and* society.
- We train church ministers and theologians for the churches.
- In the bachelors' and masters' programmes we provide educational routes in which we bring reformed theology from several scientific angles of approach into interaction with the questions of society.
- We hereby create more study and vocational possibilities for students and increase the inflow in the bachelors' programmes.
- We do scientific research in dialogue with theologians worldwide and are renowned for our highly quality contributions to Reformed theology.
- We are in the picture both nationally and internationally by profiling the research via three research centres, in which theological and other disciplines collaborate on topics that are scientifically and socially relevant.
- We offer a high-quality international education programme of *Intercultural Reformed Theology*, are accessible to international students and supervise PhD students from all continents.

Impact

- We are present and visible in the ecclesiastical and public fields.
- We actively promote the relevance of theology in the ecclesiastical and social debate, adding meaning to it from the reformed-theological perspective and do that in an understandable manner and with modern resources.
- We increase the interaction of the university with the ecclesiastical support group, with reformed, evangelical and other related circles and with broad target groups of students and interested parties. We invite people to take part in the discussion of what happens at the university, bringing in the questions and needs from outside.

Academic embedding

- We look after the common interest of the theological practice in the Netherlands and outside with theological institutions and work together where that reinforces the offer and presence of theology.
- We create better exchange and promotional possibilities for students and research workers with institutions in the Netherlands and outside at both academic and vocational levels.

- We develop a durable, stimulating and contemporary educational environment that benefits the academic and professional formation of students and the attractiveness of the university.

These policy spearheads are related to the ecclesiastical, social and academic context in which the university operates. These last years have shown some important changes, which demand an active, renewed presentation of the Theological University. The university was formerly the place students from the own churches went to, as a matter of course, when they received a vocation to the ministry office. It was also the place churches went to for training, equipping and facilitating. Nowadays both students and the churches orient themselves much more broadly than just within the own tradition, ecclesiastical structures and institutes. The 'consumer field' is not necessarily shrinking - a keen interest for religion, meaning of existence and theological reflection can be observed and the student numbers are growing - but are being differently divided. There is a more or less 'open market' in the field of theological formation: students tend to orient themselves broader at first, only to consider the education for ministry at a later stage, or only to stream into the ministry programme of their own churches when they actually wish to gain access to the office of church minister.

This broader orientation of students also entails that these students who stream in later want to have the possibility to stream into other specializations after the bachelor, that students operate in a broader field of professions after their study, and that there is a demand for a broader application of theological perspectives on the questions of society. More than before, an active presence is expected of the university and its employees in the field of both church and society, where the relevance of Reformed Theology for the questions of church and society must be continuously tested against the environment and brought into the spotlight.

This applies both to the Dutch context and the international market, in which there is a growing interest for the educational and research programmes provided by the theological university. The practice of Reformed Theology does not stop at the border, and both the labour market and academic research demands a global orientation and international discussion partners. Both nationally and internationally the university must work at a strong, recognizable identity, at visibility, and at power of attraction. While, on the one hand broadening is necessary (concerning the range of theological education provided and inflow and outflow possibilities), there is on the other hand a need for connection (from a strong identity, with church members, with new target groups of students and with a network of Christian national and international organisations and institutions). As a small-scale institution with a strong philosophical identity everyone will have to make an effort to achieve the critical mass (of students and employees), and the visibility and recognised relevance necessary to keep a high-quality independent theological university for Reformed Theology future-proof.

In dependence of God and with his blessing we as administrative board, together with all employees, students and others concerned, wish to work towards the advancement of the Theological University, in service of the proclamation of the Gospel in church and society.

The Board of Directors,

Professor R. (Roel) Kuiper, *rector and chair*
Drs J.W. (Pim) Boven, *member*

INSTITUTION PROFILE

The Theological University of Kampen is a philosophical university, rooted in the Reformed tradition. The university practises academic theology from the conviction that the Bible is God's authoritative Word, standard and guideline for our life and for our understanding of God in the reality of his revelation, as revealed to us in the Bible, the world, nature and history. The Theological University has developed nationally and internationally into a centre of expertise in the field of Reformed theology, with priorities inspired by the thinking of the Reformation and Neo-Calvinism.

The Theological University was established of old for the special task of training ministers for the churches. The training of ministers and theologians who wish to place themselves in the service of the proclamation of the Gospel in church and world is still the most important motive and core function of the university. In the previous decades this function has broadened out into a theology education with an outflow to several professional fields and theology is being practised and taught in interaction with other scientific disciplines and social practices.

The university wishes to train students and academics who have been formed spiritually and cognitively, as well as practically, who are equipped to work in a complex professional field, and able to provide, from their expertise, a durable and meaningful contribution to current challenges in the field of faith, church, society and community. In addition, researchers make an innovative and high quality contribution to the international academic discourse in their field. The results of the research are actively made accessible and available for a broad public of academics, professionals, church members and interested parties. In this way the university contributes in education, research and valorisation to a durable presence of the Reformed theological perspective (and the development thereof) in the ecclesiastical and public field, connecting Bible and life.

Mission and vision

The mission of the university expresses that it is directed towards the academic practice and development of Reformed theology as way of faith and thinking to be better able to understand God, man and the world and to offer orientation and training for the service in God's kingdom. The theological university practices science from a perspective of faith. That makes this university special, with a mission in the area of the religious understanding of the Holy Scripture, with a view to understanding the development of church, man and world. For that purpose high-quality, innovative and relevant research is conducted, and students are trained to become theologians, ministers and scientists who are capable of giving shape to the mission of the university independently at an academic level in their social positions.

In its vision the university wishes to express that its work wishes to serve the churches, the spreading of the Gospel, the development of theology as a science, the reflection on being a Christian in all kinds of contexts and positions in life. This vision is rooted in the conviction that salvation is linked to following Jesus Christ and His gospel. From a recognizable own identity, the university for this reason has the breadth of science, church and society in mind. Flowing forth from the educational mission, the university adopts an education vision, in which the personal and mental shaping of students forms a continuous learning path and students are more and more being taught an autonomous, academic and professional attitude, from teacher-directed to a shared direction to self-direction.

For the updated mission and vision we refer to the university website.

EDUCATION

Degree Programmes

The university offers three degree programmes, to be taken full-time or part-time. It concerns a three-year Bachelor of Theology (180 ECTS credits) a three-year Master of Arts Ministry Programme (180 ECTS credits) and a one-year Master of Theology General Programme (60 ECTS credits).

In the one-year master, students can specialise in the field of one of the theological core disciplines or can choose from three profile masters. The profile masters concern the international, English-taught education programme Master of Intercultural Reformed Theology, the Master of Identity, Ethics and Society, and the Master of Church and Mission in the West.

Bachelor tracks

An important objective of the university is to allow the educations offered to better connect to the theological profile of the TU Kampen, to the interests of the students and to developments in church and society. To this end, 2019-2020 starts with a bachelor with a renewed curriculum. Moreover, as of 2020-2021, we wish to subdivide the bachelor programme into two *tracks*. One educational track offers the 'traditional' education in reformed theology, which prepares primarily for the training for church minister. The second educational track offers a programme in which reformed theology is taught in interaction with questions and approaches from adjacent academic disciplines and where the relevance of theology for the current questions of society will have a key position. In addition, attractive minors and elective subjects are being developed. With these measures we aim to increase the inflow of students as well as increasing the possibilities for students to stream into other master programmes. At the same time the way the new bachelor is organized connects better to the developments and needs in church and society. A broader student inflow is also necessary in order to, during the course of the education, awaken the interest of students for a follow-up study in the ministry master's programme.

Pre-masters and profile masters

In the one-year master the profile masters mentioned earlier specifically attract the students' interest. In association with *New Wine* and the *Contemplatio* foundation, the range of educational courses provided is being expanded with a one-year master specialization Spirituality.

With a view to the broadening of the intake in the master's degree programmes, pre-master programmes are being developed that make broader admission requirements possible from academic bachelor studies as well as instream from vocational bachelor studies. Synergy is pursued hereby with other theological institutions for higher education.

Specialization tracks in the master

In the coming years, *specialization tracks* are being developed in the master's degree education, which will increase the range of educational courses provided and contribute to a better connection with the labour market and to a continued academic education through a PhD study. This takes place in collaboration with partner institutions.

English-taught education

These last years have brought to notice a thriving international interest for a theology study in Kampen. At this moment the international education takes place primarily in the Master of Intercultural Reformed Theology (MIRT). To provide international students with the opportunity to also take subjects in the bachelor education, routes are being developed in which English-taught classes will be offered. Alongside this, the quality of the intake of

international students for the international master will be improved by the development of an English-taught pre-master. A research track is also being developed within the MIRT, as preparation for a continued study in a PhD programme.

Quality policy

The university has the ambition of offering high-quality education and is working continuously at monitoring and safeguarding the quality of the education. The education has again received a good appraisal from the educational visiting committee and students voted the Master of Theology (General Programme) as a top education on the national student survey. Students particularly appreciate the involvement between teaching staff and students and the quality of the lecturers. It is expected of the teaching staff that they have obtained the education certificate for basic qualification (BKO) as a minimum requirement and that they invest in further development of their professional skills.

Within the framework of the Quality Agreements pertaining to the Higher Education Sector Agreement, among others, 2019 will see an extra investment in student coaching and student well-being. The policy has been aimed at, by means of skilled guidance and coaching trajectories, to better guide students in their individual development from teacher-control to shared control to self-control (autonomy), and wishes to contribute to increasing the success rate of a study.

RESEARCH

Development

The Theological University of Kampen has the ambition of being a small-scale university with a sharp profile that offers a high quality of academic research, education and valorisation. This means that research resources are specifically implemented and forms of collaboration are sought that reinforce the own profile. Sufficient room and flexibility must be available in supervision and organisation to be able to anticipate on new developments. These can be situated within the field of theology but also on the cutting edge of theology with other disciplines or of adjacent research topics, such as, for example, those from the Dutch Research Agenda (NWA). During the coming years, the TU wishes to reinforce the scientific profile, increase the research capacity, become more in touch with (international) scientific networks, and work at making the social (and/or ecclesiastical) relevance of the research more explicit. In the Standard Evaluation Protocol (2015-2021) the social meaning of research has been accentuated and, as a philosophical university, the TU wishes to make its own contribution to this, in connection with the churches, professional fields and society as a whole. Being visible and relevant through valorisation of research results is an important ambition of the TU as a philosophical university. In this we continue to build on what is also already considered a strength (and challenge) of the TU.

In this way the ambition to grow in quality and emanation in the own areas of expertise and the (added) value in a broader scientific and social field determine the research strategy of the TU. For the coming years it is important to deepen and sharpen the profile. This will happen by further accentuating and combining the characteristic elements in the research profile and organizing a stronger supervision of the research. Besides this, activities will be organized in which research groups can collaborate towards fulfilling the research mission of the university.

Research centres

With a view to the strengthening of the focus in the research programmes, the increasing of the visibility of the research and the research profile, and a stronger supervision of the research workers, the choice has been made to arrange the research programmes by means of research centres in three research fields which are characteristic for the university. Each research centre is led by a professor-director and will present itself to the outside world by means of a recognizable website.

In the visitation period 2018-2023 the research has been arranged as follows:

- Biblical Exegesis and Systematic Theology (BEST) with as programme leader professor A. Huijgen (TU Apeldoorn), conducts study into the topic *Discriminating Love. God's Love as Distinctiveness, Preference, and Judgment*. This programme is a partnership between the TU Kampen and the TU Apeldoorn.
- The Centre for Church and Mission in the West (CCMW) with as programme leader professor S. Paas, researches the topic *Salvation in the 21st Century*. CCMW, in which practical theology and missiology have been categorised, collaborates with the Practice Centre for Research and Service to the Churches, among others.
- The Neo-Calvinist Research Institute (NRI) with as programme leader professor G. Harinck, conducts research into the topic *How to make sense of difference? On practices and theories of plurality, in creation, society and worldviews*. In this programme there is a collaboration between historians, ethicists and philosophers. NRI contains two sub-programmes. In the *Centre for Dutch Reformation studies* the church historians work together, under the supervision of professor E.A. de Boer, on the topic *Religious Life and Ecclesial Practice: Europe and the Netherlands*. A group

of research workers linked to the extraordinary chair *Christian Identity and Social Practices* is, under the supervision of Professor R. Kuiper, working on the topic *Christian identity in education*.

Graduate school

The university will focus more strongly on the training of PhD graduates in the coming years. The university wishes to facilitate this by establishing a graduate school, which will also be beneficial to the university's profile and to attracting national and international PhD students. For the arrangement of the education in this graduate school the university will be working together with other universities. Use will also be made of what the national research schools provide.

Fund-raising

To guarantee the quality of the research and increase the visibility, mass is required. For this reason the focus will be on raising external funds from the second and third fund flows to finance the research. In association with partner institutions from the network of philosophical universities, investing in attracting research funds, among others, by making joint applications with these other universities, is also part of the plan for the coming years. This will contribute to the objective of reinforcing the social relevance of the research.

Chair policy

Apart from the normal chairs on the core disciplines of theology, the university pursues the policy to establish extraordinary and special chairs in specific areas of expertise in the field of social and humanity sciences at the university. By means of these chairs, expertise present in the institution will be enriched and brought into a fruitful collaboration with the research and education in theological core disciplines. This, too, will contribute to the embedding of the research in the civil field and reinforces the cooperation with Christian and social organisations in the Netherlands.

KNOWLEDGE EXCHANGE

Valorisation - making the knowledge acquired in education and research suitable and available - is one of the most important communication and equipment channels to bring the university in connection with the churches, with professionals, with (potential) students and with a broader interested public. By means of sharing knowledge, the university is able to serve the churches, social work fields and a broader public with the knowledge which the TU possesses in education and research, but also to anticipate on topical questions requiring a theological perspective. For the visibility of the university, for attracting students and course participants and for the participation of academic theology in church and society, knowledge exchange and communication is therefore very important. These channels are urgently needed by the university in order to be seen and found. For this reason the TU has, these last years, been successfully investing in the development of *weetwatjegeloof.nl*, in Permanent Education for Preachers (PEP), in the Practice Centre, in a post-initial training for ministers and in the organisation of scientific symposia. It is the ambition of the university to continue to further develop these instruments in the coming years. This also serves the principle of 'life-long learning', in which professionals are equipped during their working life and the university can, at the same time, learn from the experiences and questions that these course participants bring in.

New ways will be developed to achieve and reinforce the connection of the university with the churches, congregation members, young people and (new) target groups. Among other things, material is being developed that it is aimed specifically at young people and school pupils. It is important to note that knowledge exchange is a two-way street. The TU sends information and knowledge, but is just as much in need of reflection on its work and of information on the questions and needs present in church and society, which require theological thinking-through. With a view to this, the university is intending to set up a 'valorisation council', in which a broadly composed group of people is asked to provide a regular contribution.

ORGANIZATION

An effective and energetic administrative organisation and a durable management, adequate facilities and optimal (staff and material) support for education, research and valorisation are of vital importance to a successful execution of the strategic policy. The small scale of the university often places a disproportionately heavy pressure on organisational processes and supporting services. The policy is therefore targeted towards optimisation and professionalization of administrative and organisational processes, as well as the infrastructure, wherever possible. For this, collaboration with partner institutions and organisations and a firmer academic embedding of education and research is of increasing importance. In the period covered by this strategic plan a number of important measures will have to be taken in order to achieve that.

Collaboration

It is our conviction that it is necessary and desirable that spiritually connected theology educations in the Netherlands collaborate with each other to mutually maintain the significance of theology. The demand to join forces will continuously arise in the future. The TU wishes to remain committed to that joining of forces, theologically, academically and organizationally. The board is actively working at flexible constructions of cooperation in sub-fields which clearly offer surplus value to partners and open up new possibilities. Alongside this, the university maintains academic and oecumenical working relations with several international theological institutions in the field of education, research, exchange of students and PhD research supervision.

Within the framework of cooperation and protection of interests, the network of philosophical universities, in which the TU Kampen, the Protestant Theological University, the TU Apeldoorn and the University of Humanistic Studies take part, will gain significance. The network is committed to the protection of interests with the government (financing, legislation) and governmental agencies, and negotiating larger contracts (for example in the field of ICT and licenses). Here a joint action to the outside is necessary and desirable. In the supporting services collaboration is sought to coordinate the required expertise on each other and be better able to handle the workload pressure caused by legislation.

Infrastructure and facilities

For students and for employees a good study and working environment with adequate facilities is of great importance. Within the framework of the quality agreements, extra study and group workplaces for students will be provided. As far as the staff is concerned the university buildings are reaching the limits of the capacity which is necessary in a growing organisation. The standard of facilities, too, is no longer appropriate to the demands of our times. The paragraph Accommodation provides an exposition of the measures foreseen.

For the functioning of the education and research, the library takes up a key position for the university. The library possesses a valuable collection and offers increasing access to digital collections. The objective is to keep the collection up to standard and to safeguard, and extend the accessibility of internal and external (digital) collections wherever possible. This takes place, where possible, in collaboration with other institutions.

PR and communication

PR and communication is of essential import in our current society in order to be seen, heard and found. Ensuring the visibility of what the TU is and what it does, is the core task of the

Communication department. From the objective of recruiting more students, being visible and present in church and society and increasing the impact of our education and research, the PR and communication department must be reinforced. The policy provides for, among other things, the development of a network of ambassadors of the TU, in which alumni play an important role. The distribution of TU Magazine and digital newsletters among church members and interested parties will be continued. In addition, new ways will be developed to put students, church members and other interested parties in contact with the people and the work of the university.

Personnel, staff complement and finances

The university staff is the driving force behind everything that takes place. The policy is aimed at stimulating employees to continue to develop themselves. The small scale of the organization means that promotion opportunities for staff is limited, but also that employees bear a larger responsibility. This can entail an increased workload pressure. The board is committed towards keeping this under control for personnel by holding regular conversations with the staff, among others also by delegating matters (like ICT management) and by efficiently collaborating with other institutions.

The budget of the university consists for the most part of personnel expenses. It is therefore a ongoing challenge to keep these under control while keeping the quality of the processes and the facilities up to standard. An important part of the strategic policy is directed towards growing as an institution to a level at which we can continue to guarantee the continuity and progress of processes for the long term. Investments on the short term are of the utmost importance for controllability in the future. A growing number of students and enlarging of private funds and research subsidies are objectives which contribute to this, alongside the conservation and the increase of financing from the first fund flow.

Accommodation

For a durable future of the Theological University, accommodation is an important topic on the strategic agenda. Besides the university buildings no longer meeting modern standards for an adequate and durable work and educational environment, it is also in keeping with the strategic development of the university to involve the academic embedding of education and research in the accommodation issue. In addition, it is so that the recruitment of students, as well as the collaboration and exchange opportunities with other institutions, would increase should the university be established in a place with a broader academic context. These administrative-strategic considerations have led to the investigation of three options as to their respective feasibility and the foreseen contribution which each option provides to the strategic positioning of the university. It concerns a choice between renovating the current buildings into a durable alternative for the long term, accommodation on another site in Kampen, or moving the university to a location elsewhere in the country. The board will make a definite decision within the scope of the present institution plan.

Appendix: Quality arrangements pertaining to the Higher Education sector agreement (2019-2024)

Introduction

The Board of Directors has appointed a committee with the charge of designing a substantiated plan in close dialogue with students and teaching staff in the representative advisory bodies – the Programme Committee and the University Representative Council – for specific quality improvement of the education and/or the study climate, in compliance with the long-term development of the institution and the available budget study advance resources.

The committee – consisting of two students, an educational policy employee and the education coordinator – has presented their report on 13 November to the Board of Directors. From conversations with students and teachers and from analyses of the study progress of students there appears to be particular need for availability of qualitative counselling and personal coaching of students in the field of study guidance and personal wellbeing. Moreover there is a need for better study facilities is, such as well-equipped study spaces and workplaces.

The Board of Directors adopted the proposal of the committee on 19 November 2018 and determined the plan with quality agreements. The objectives, motivations and the division of resources are elaborated in the present policy plan Quality Agreements 2019 - 2024. The policy plan has been presented for approval to the University Representative Council and the Programme Committee and for consent to the Supervisory Board. The representative advisory bodies and the Supervisory Board remain involved in the progress and results of the planned quality impulses by means of annual evaluations, of which report is done by means of the annual reports.

It is the expectation of the Board of Directors that the planned measures will contribute to the quality of the education, to a stimulating study environment and hopes hereby, among others, to positively promote the study success of students.

Approval University Council: 28 February 2019
Approval Programme Committee: 31 January 2019
Consent Supervisory Board: 18 January 2019

The Board of Directors,
Professor R. Kuiper
Drs J. de Jong MCM

CMC Kampen, January 2019

Motivation of study advance resources expenditure per objective topic

Context:

Teachers, policy staff and co-ordinators of the TU Kampen work continuously at the monitoring and development of the quality of the personnel, the education and the study environment. Based on student evaluations and education evaluations – among other things, e.g. by means of the performance agreements – we have been working successfully these past years on the revision of the Degree Programmes, and differentiation of the offer of education, the professionalization of employees and for the stimulation and guidance of students. The effect of this is, among others, noticeable in the students' positive appreciation of the quality of the lecturers and of the education, according to the NSE (national survey). This policy will be continued in the coming years. At the same time, the education is experienced as intensive, both with regard to study load and - in conformity with the nature of the education into theologian and church minister - in the field of personal development.

Institution-broad the institution is growing in the field of internationalisation, increasing the diversity of education offered and education routes, and more activities are taking place in the field of research and knowledge exchange, which places a greater demand on the facilities of the university. In the meantime, the institution finds its self in a multi-annual strategic development route, among other things with respect to the location and accommodation of the institution. Larger developments and investments in this area will, it would appear, emerge in the second half of the period regarding this policy plan.

The present plan quality agreements thus stand within the framework of a broader ongoing development of the university, which is more closely elaborated on in a new institution plan 2019-2024 that is presented in the course of 2019.

Representation

The committee has organised a participation round with the Programme Committee and with the University Representative Council, who have been asked, on the basis of the six topics provided, on which points the education quality can be improved. This input has been weighed by the committee and prioritised. Taking into account the restricted budget and the already ongoing developments, choices have subsequently been made.

The input of the representative advisory bodies and the way in which has been processed is here reflected, whereby the numbers between brackets refer to the following six topics for quality improvement provided by the OC&W:

1. More intensive and small-scale education
2. More and better guidance of students
3. Study success
4. Education differentiation
5. Appropriate and good educational facilities
6. Further professionalization of teaching staff

The input from the participation round provides the following overview:

- a) More and better guidance of students (2,1)
 - Psychologist
 - Safety net for students who are out of the picture
 - Possible collaboration with other institutions
 - Facilitating Individual feedback on assignments
 - More guidance in choices (minors, specialisations, registration elsewhere)
 - More vocational guidance (also towards a future after the study)
- b) Better facilities (5)
 - Library
 - Study places (including for group work)
 - Quality of chairs
 - Computers in the study space (out-dated and very slow)
 - Quiet space in TU
 - information screens in the hall
- c) Supervision and monitoring of processes of teachers (6)
 - For example uniform manner of using SAKAI (digital learning environment)
- d) Facilitating intercultural experience in the education (4)
- e) Course in academic English for students and teachers (4,6)

Of these ideas by far the greatest support goes to the component 'more and better guidance of students'. A second emphasis lies on b) 'better facilities'. Concerning the application of the study advance resources, the choice has been made to utilise these to this end. Remaining matters for attention and improvement deemed of value by the committee will be incorporated or facilitated by the Board of Directors in the regular policy.

Motivation and objectives by topic

On the basis of the input from the representative advisory bodies and the weighing of the committee, the objectives have been determined by topic. These are successively reflected with the motivations. We have chosen to give priority to structural improvements above incidental adaptations. To structural improvements applies that these will be normally continued along the normal route after the period of six years.

1. More intensive and small-scale education

Motivation	This topic does not require urgent attention. The TUK is a small educational institution where education is already by definition small-scale. What can sometimes cause some internal friction is, compared to other institutions, of secondary importance. A point of attention is, however, a more targeted individual feedback on assignments. Due to workload-related pressure, lecturers sometimes do not get around to this. At the same time, this belongs to the regular educational tasks of lecturers. Where necessary, the Board will facilitate this individually. This can also contribute to the study success (topic 3).
Objective	No extra funding from study advance resources, however, incidental tailor-made facilitation.

2. More and better guidance of students

- Motivation** This topic deserves the greatest attention. That the representative advisory bodies also place the emphasis on this, fits the experience of the last years that there are many students with personal and study difficulties and that the competences of mentors do not come up to the mark for effective guidance.
- It hereby concerns, in the first place, professional guidance of the study process and therefore coaching. The largest part of the study advance resources will be spent on better and more professional guidance of students, particularly aimed at coaching with respect to study pace and study process. To this end, more educational capacity will be called in, at the same time aiming for specialist training with regard to study guidance and coaching. A member of the educational staff will be trained and (partially) exempted for this. The tasks left behind will be transferred to a (newly appointed) educational member of staff, who can also take up the task of guarding the standardisation of facilitating processes, such as the standardisation called for regarding the use of the digital learning environment.
- The institution of this new function of student guide/coach forms a good reason to clearly structure the whole picture concerning the supervision of students. Besides the educational coordinator and student coach there is also already a student pastor in place, as well as mentors from the teaching staff. Moreover, the Degree Programmes themselves have modules 'personal development' as a study component. Demarcation and harmonisation of responsibilities is necessary.
- In the second place, there will be extra attention for the personal well-being of students. For this a student will, if necessary, be referred to a student psychologist, through the regular channels of, among others, the Exceptional Circumstances Fund. Psychological aid can possibly be offered in association with other educational institutions.
- Objective** In 2021 an educational employee will have been trained and is competent in the field of guiding and coaching of students, particularly in the field of study progress and the study process. In 2024, the whole process of student guidance and student care will have been professionalised and coordinated, and all students provided with appropriate coaching. There will be a clear, accessible procedure for the facilitation of students who are referred to a student psychologist.

3. Study success

- Motivation** In so far as there is a reason to seize this point, it concerns the guidance of students with difficulties and therefore resides under point b. Besides, in the previous years the fragmentation of the education programme proved to be an obstructing factor, but this has meanwhile already been addressed by means of an improved study programme.

Objective No extra use of study advance resources. However, it will be evaluated to what extent the investments in the coaching of students have results for the study success of students.

4. Education differentiation

Motivation The TU is already sufficiently familiar with education differentiation, certainly in the new bachelors' and masters' programmes. An honours programme also exists of which, however, little use is made. This will more expressly be brought to the attention of teachers and students. Regarding a course in academic English for students, the committee's assessment is that this does not have the highest urgency at the moment. Command of English seems to be generally in order. Where necessary, courses in academic English are already facilitated.

Objective No extra investments from the quality agreements. The regular developments in education differentiation will be continued.

5. Appropriate and good educational facilities

Motivation Some real sticking points were brought forward in the participation round. These partly originate from necessary periodic maintenance, which has meanwhile already been put into execution. Next to this, the strategic reflection on the location and accommodation of the university makes it premature to do more far-reaching structural investments on this point. The need for a silence space is not shared broadly. The same applies to the complaints that there are insufficient spots for group work and that the chairs are uncomfortable. However, there is a need for the refurbishing of the reading rooms and (study) workplaces, as well as for the replacement of ICT equipment.

Objective A one-off investment will be made for the renovation of the reading rooms, creating more (study) workplaces and the renewal of (ICT) facilities. These objectives will have been achieved in 2021.

6. Further professionalization of teaching staff

Motivation This need not be the priority at this moment. Nearly all lecturers have obtained their BKO. Moreover the satisfaction of students concerning the teaching quality remains high. Those who do not yet have BKO will be/are already entered for a trajectory. Concerning the emphasis on internalisation of the education (English-spoken education) one should take note that this wish does not come from the students and is not much of an issue there. For this reason it is in this context less appropriate to dedicate money from this budget to this end. Where necessary, courses in academic English are already facilitated.

Objective No extra commitment from the study advance resources, but continuation of regular policy.

Monitoring

By means of regular student evaluations, whether student satisfaction and the study climate have improved by the implementation of the intended measures will be monitored. Moreover, annually, the newly designated study counsellor/-coach will evaluate whether the study progress and study output improve. Also annually, the

advisory bodies and supervisory boards will be informed concerning the progress and asked to evaluate these. In the annual report the implementation, progress, evaluation and possible adjustments will be justified annually. Based on this, an interim appraisal will be carried out by the NVAO in 2022.

Multi-annual budget

Study advance resources

The study advance resources which the TU Kampen expects on the basis of estimates, have the following scope and composition, with an estimated total of €158,341. The Board of Directors takes into account, on this basis, a year average of €25,000 which has been budgeted for the quality agreements.

The division has been based on the TU share in student-bound financing. The true study advance resources are therefore dependent on the number of registrations and degrees, and for this reason are brought up to date annually.

Year	2019	2020	2021	2022	2023	2024
Amounts	12,802	15,190	25,730	32,195	33,993	38,368

Multi-annual budget

In accordance with the proposal of the committee, the available resources will be annually divided as follows. To the investment in facilities applies that this concerns a not-structural investment which will be written off annually. The resources for facilitation of psychological assistance will be added to the exceptional circumstances fund. The resources for student guidance will be partly spent on training of the employee concerned, partly for the financing of extra *fte*. After completion of the training phase, the whole budget will become available for extra staff complement. The allocation of resources will be justified annually and adjusted where necessary, so that the complete budget is available for the necessary measures for the improvement of the quality of the education and of the study climate.

	Student guidance	Student psychologist	Facilities	Total
2019	17,000	3,000	5,000	25,000
2020	17,000	3,000	5,000	25,000
2021	17,000	3,000	5,000	25,000
2022	17,000	3,000	5,000	25,000
2023	17,000	3,000	5,000	25,000
2024	17,000	3,000	5,000	25,000
Total	102,000	18,000	30,000	150,000