

#2023 OPEN UP | OPEN UPDATE



SCHOOL OF
INFORMATION AND
COMMUNICATION
TECHNOLOGY

COLOPHON

#2023 OPEN UP

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FHICT: Connected in progress

INTRODUCTION

The realisation of our first ambition plan (2013-2018) undoubtedly contributed to the excellent accreditation of Fontys School of Information and Communication Technology.

An appreciation that, in 2018, put our study programme at the start of #2023 OPEN UP: our second ambition plan for the next five years. Packed with aspirations to connect us. For and with each other, for and with the world.

The professional world of students, colleagues, Partners in Education and Partners in Innovation and the global society in which we all move as human beings.

With #2023 OPEN UP, FHICT develops more and more visibly from an educational institution to a dynamic, inviting knowledge centre.

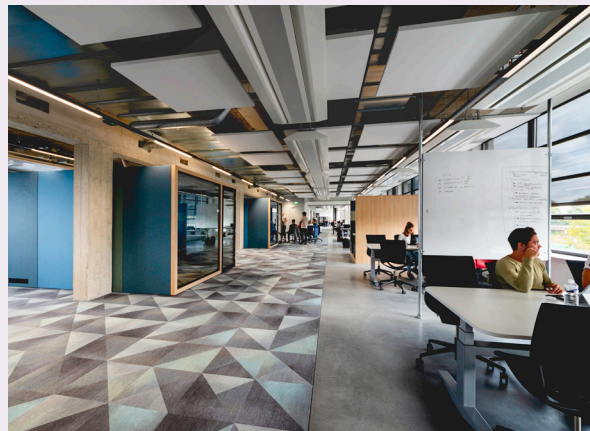
From the open attitude of #2023 OPEN UP, FHICT is developing more and more visibly from an educational institution to a dynamic, inviting knowledge centre. A fertile breeding ground where unique talented people - up-and-coming and proven, student and employee - meet each other, businesses and other knowledge institutes. Without any fear, full of curiosity. With a shared intrinsic drive to shape progress sustainably, regionally, nationally and internationally. To make a meaningful impact. By jointly researching and developing practical solutions for challenges of a technical, economic and social nature.

We are already well underway with the second ambition plan. As we are halfway through the project period, it is time to draw up the preliminary balance. With an Open UPdate in which we show how the eight ambition teams that we formed in 2018 formed their theme. How, from the teams, inspiring interpretation is given to the ambition to connect. To each other and to the outside. How we are confidently moving towards that progressive and connecting knowledge centre that we are becoming.

The events of the past year, in which the world sometimes seemed to be turned upside down, made our eight ambition themes more relevant. More urgent. It gave us unexpected motivation to discover new ways to connect permanently in changing times. In physical form, and when that is not possible, in virtual form. In this respect, too, as the FHICT community, we have proven that we, individually and collectively, are extremely flexible, creative and energetic.

The preliminary balance of #2023 OPEN UP is now in front of you. Open UPdate is a beautiful, comprehensive report of the wealth of explorations and innovations, insights and - preliminary - results that we have achieved together over the past two years. And which we will further deepen and perfect together in the coming years... and change where necessary. After all, no meaningful development is possible without the courage to change.

After all, no meaningful development is possible without the courage to change.



That we will have evolved even further by 2023 as FHICT is clear. And that is partly thanks to this ambitious journey, which we make with shared enthusiasm and plenty of confidence. Because no matter how different we are, how diverse we look at the world: we all believe that together, we can make a big impact. On each other, on the field of expertise and on society. Not because of a formulated plan, but because it is anchored in our shared DNA. Ready to be firmly connected to the world around us. With our world.

We hope you will enjoy reading Open UPdate and the inspiration it will give you!



IMPACT ON SOCIETY

**"Real change in society must start from
individual initiative"**

- Dalai Lama, Tibetan spiritual leader

Team members

PROJECT LEADER



Huub Prüst



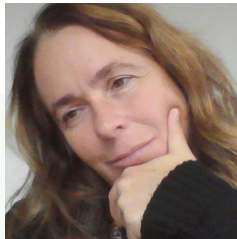
Lennart de Graaf



Chris Geene



Danny Bloks



Karin Dieleman



Rob Verhoeven



Jacqueline
van den Broek

CORE TEAM-RESPONSIBLE

Impact on Society

How does Fontys University of Applied Sciences-School of Information Communication Technology make an Impact on Society?

FHICT is at the heart of society. With the Impact on Society ambition theme, we explore how, in an increasingly technology-driven society, the impact of ICT can be mapped out and used in a positive way. Project leader Huub Prüst: “At the start of the ambition plan, we asked two questions, which we answer during the process: what impact does technology have on people and society and how do we use it positively? The ultimate goal is that by 2023, every student and lecturer can map out

“My slogan is: ‘We can’t get away with just making it.’ We should not only make ICT products, but really think carefully about their impact.”
- Huub Prüst

both the impact and the ethics of an assignment, based on their own social compass. We then work together with the business community on meaningful assignments, half of which were initiated from a social context and with social relevance.”

Nice theory, but what about practice?

Practice is going surprisingly well, Huub experiences: “We’ve produced a lot of workshop material, secured meaningful assignments and built good relationships with partners. Not only partners, but also students get enthusiastic very quickly. Especially if you address the right topics.” Team member Chris Geene agrees: “Many students already have a well-developed social compass by nature. They think about social problems and the solutions that we as FHICT can offer. Didactically, it works well to work from a clear starting point, such as the Sustainable Development Goals of the UN. Everyone has a feeling for that.” Team member Danny Bloks: “We teach our students to become conscious contributors in a multidisciplinary environment. Not as executors, who in the end simply implement the thought. It doesn’t work that way in the real world. As a software engineer, you do not only work with other software engineers, but also with sales managers and department heads, for example.”

A good example of this cross-curricular collaboration is Student Collaboration for Society, which blurs the boundary between study programmes, theory and practice. One example is the project in the course of which students from various Fontys institutes went into the neighbourhood together to help residents discover and use their talents and possibilities. Danny: "Students really want to get to know each other, they inspire each other." This enthusiasm stimulates Impact on Society. Often in a special way, such as with debate evenings about the dystopia portrayed by TV series Black Mirror. Danny: "It's very

"As a university of applied sciences degree programme, we prepare our students as authentically as possible for the business world, where you work with all kinds of different people." - Danny Bloks

educational to see how students from different perspectives, each with their own glasses, discuss this extrapolated reality, but are also open to each other's views."

We've been on the road with #2023 OPEN UP for several years now. What was an important learning moment for Impact on Society?

"The realisation that at Fontys as an educational institution, we often still stick a little too much to the traditional way of 'ticking off subjects'," says Chris. "Students from Fontys institutes other than FHICT, who want to contribute to powerful projects with a lot of passion and a great social compass, can sometimes get stuck in their own programme. Because they were unable to check off that one box. While they can make a valuable contribution to the project. It is therefore not always easy for those students to join one of the projects. Fortunately, our education is increasingly modular. This makes it increasingly easier for a FHICT student to also receive education across the institutional boundaries, without study delay or administrative hurdles. Everyone benefits from that. With our ambition theme, we can help blur those boundaries from ICT."

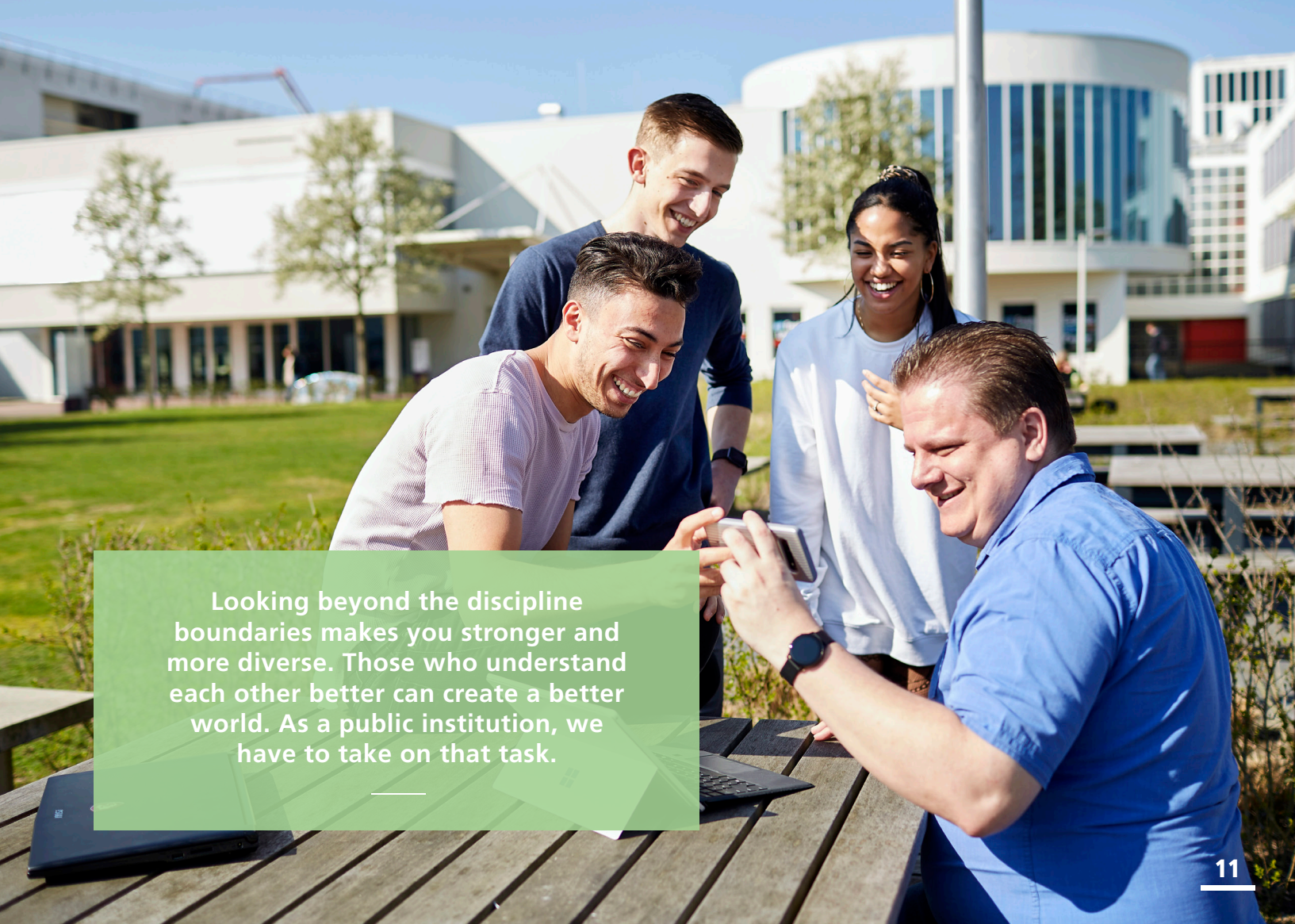
The world keeps turning and Impact on Society moves with it. How to proceed with this ambition theme?

Provided that a lot has already been achieved based on shared enthusiasm, the next important step, according to Huub, is to embed Impact on Society, within and outside FHICT: "We want everyone to be aware of the great influence you have on society and the possible consequences. We must continue to challenge our students in this." Danny: "In concrete terms, this means that we will set up our intended learning outcomes in such a way that the social impact of each project and the awareness about it must always be demonstrated by the student. So students really must be fully aware of the fact that what they do has an impact. Hopefully, we will soon be working across the domain with students from all kinds of disciplines on social assignments."

Any ambitions for the near or distant future?

"We aim to have the entire organisation imbued with the realisation that we all have a major impact on society by 2023", says Huub. "Not only during #2023 OPEN UP, but also when this project period ends in 2023. I want to make a case for an initiative like the Student Collaboration for Society to become a structural part of the whole of Fontys. That is why we, as a team, will take the time until 2023 to prove that there is a need and that Impact on Society can no longer be ignored in our education."

"My ambition is to remain critical of partners", says Danny. "That means we choose partners who are well aligned with our corporate purpose. In addition, I hope that the frequently heard term data as a service will soon be completely replaced with humanity as a service. And data-driven with human-driven. We are not driven by ones and zeros, but rather let ourselves be guided more and more by our social compass."

A group of four diverse young adults (three men and one woman) are gathered outdoors at a university, smiling and looking at a smartphone held by one of the men. They are standing near a wooden table with a laptop on it. In the background, there is a modern university building with large windows and a green lawn.

Looking beyond the discipline
boundaries makes you stronger and
more diverse. Those who understand
each other better can create a better
world. As a public institution, we
have to take on that task.



RESEARCH & DEVELOPMENT

**"I have not failed. I've just
found 10,000 ways that
won't work."**

*- Thomas Edison,
American inventor*

Team members

PROJECT LEADER



Tom Langhorst



Bart van Gennip



Suzana Andova



Marcel Meesters



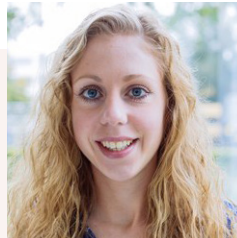
Niek Schmitz



Evelien Garde



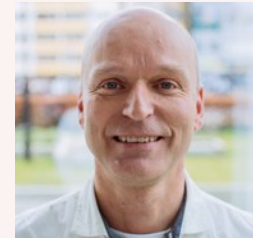
Li Li



Nathalie Maas



Claudine Verbiest



Mark de Graaf

CORE TEAM-RESPONSIBLE

Research & Development

Research & Development, what does this mean for Fontys University of Applied Sciences-School of Information Communication Technology?

The knowledge paradox emerged in the Netherlands in the mid-1980s: the Netherlands scored well on academic research, but the impact on society and the economy of that research was limited. In 1986, this paradox led to the government's assignment to higher professional education to conduct research in addition to providing education: applied research that demonstrably leads to innovation in professional practice. The latter is exactly what the Research & Development ambition theme strives for.

FHICT is convinced that research and education should reinforce each other. This also presents a major challenge: how do you guarantee the quality of that research, which you primarily conduct in education, with students who largely still have to learn it? "That voyage of discovery is still going on", says project leader Tom Langhorst, "but we've already taken great steps, centred around the question: 'What constitutes high-quality higher professional education research?'" There are many standards for thinking about the quality of academic research, but there are none for applied research with which we want to

design and put R&D at higher professional education level into practice." Ambition team member Marcel Meesters adds: "Ultimately, we want to be the spider in the web, where people like to come and get and bring knowledge. Because they know that we are knowledge experts and that is why they like to work with our research groups and lecturers on knowledge creation and product or service development."

What has the ambition team done so far to achieve that expert status?

"To make the quality of our higher professional education research negotiable and transparent, we drew up a framework with four dimensions. This allows us to zoom in on various quality characteristics of a research. For example, it must be transferable, methodical and relevant and have clear added value", Tom explains. In addition, the team and the research groups introduced focus by defining six research themes on which FHICT wants to profile itself in the coming period: Artificial Intelligence, Robotics, Data and Software Services, Digital Communities, Applied Games and Human Capital. Tom: "These themes therefore play an increasingly prominent role in our communication. The intention is that our partners will find us on the themes and develop a high level of expertise together with us."

To make a difference as a knowledge institution, it is important to transfer research results, so that the knowledge becomes sustainable. After all, knowledge creation is never finished. This has an impact on how we organise research and education. For example, when we want to lift knowledge building across the semesters, so that the next group of students can continue with it. Tom: "Our students work in semesters. At the end of that, they receive their assessment and often, that's it and the knowledge disappears. Jokingly, I refer to this as the Canvas flush: the project is handed in in Canvas (our Learning Management System) and nobody cares about it anymore. To further consolidate this valuable knowledge building, we developed workshops in which students learn how to transfer your work and how to provide insight into your added value. In this way, every student can contribute to the knowledge building that we as FHICT strive for and that we want to make part of our culture."

FHICT students Livia Popper and Femke Priemis attended the Technology Readiness Levels & Transferability workshops that made them aware of the importance of transferability and added value. Livia: "It's very nice that we can build on previous data. In the beginning, it took some getting used to. It takes a lot of

self-reliance to find your own path, but now it feels like a normal working method." Femke: "By sharing knowledge, I help students move forward". This greater responsibility did require a switch: "I'm a perfectionist by nature. If I come up with a working solution in my research that I can't subsequently follow up myself, that is sometimes quite difficult."

"We want to create an environment where all who work on knowledge creation really feel that their work is valuable and is seen as such. Such a meaningful learning environment is a hole-in-one."

- Tom Langhorst

How is Research & Development developing now?

Above all, continuing on this path and working on a solid integration of research and education in what we have come to call Research Based Learning. "Within this, we focus on the six research themes with which we can make a difference. These run right through all the architectural layers of the HBO-I competence matrix, so the collaboration between our minors and profiles and with the research groups is a high priority for us. If we have a clear idea of what we want to conduct research in, how we conduct research and can monitor its quality and added value, we will focus on knowledge creation that is truly meaningful. This offers opportunities for all kinds of forms of collaboration.

We want to move towards a culture in which we work together with research groups, lecturer-researchers, students and external professionals on knowledge creation in Communities of Practice, right through the fixed structures", Tom argues. "Each based on their own expertise and with shared responsibility. This way, we work together on relevant research and studying, learning and professionalisation are bundled into one. If we achieve that, we can make great strides."



“Our added value as FHICT is that we can apply new innovations and research in all kinds of new contexts. At the same time, our students learn what will soon be their daily practice when they actually start working in this field.” - Marcel Meesters

There is also a nice challenge in getting the many requests that FHICT receives from the business world well embedded into that Research Based Learning. The connection with our partners plays an important role in creating sufficient mass. “Together with students, we will unravel complex challenges from the business world in such a way that concrete learning objectives are linked to them. A student will soon be able to demonstrate that those objectives have been achieved through a solid and transferable research project and that they’ve demonstrable added value for the client”, Marcel says.

“Many, but not all companies are used to working in such an open community as we envision it. We want to continue to do this with various companies in the coming period.” Tom: “We also have to ask ourselves whether we will be working in semesters at all. Femke, for example, is now researching the interaction between humans and a robot (arm). What if she wants to fully focus on that during her studies across the semesters? What does this mean for our study programme and how do we safeguard important principles of our education? How do we keep R&D goals and educational goals in balance? Or better yet: how do we ensure that they reinforce each other? These are also questions to which we want to find answers.”

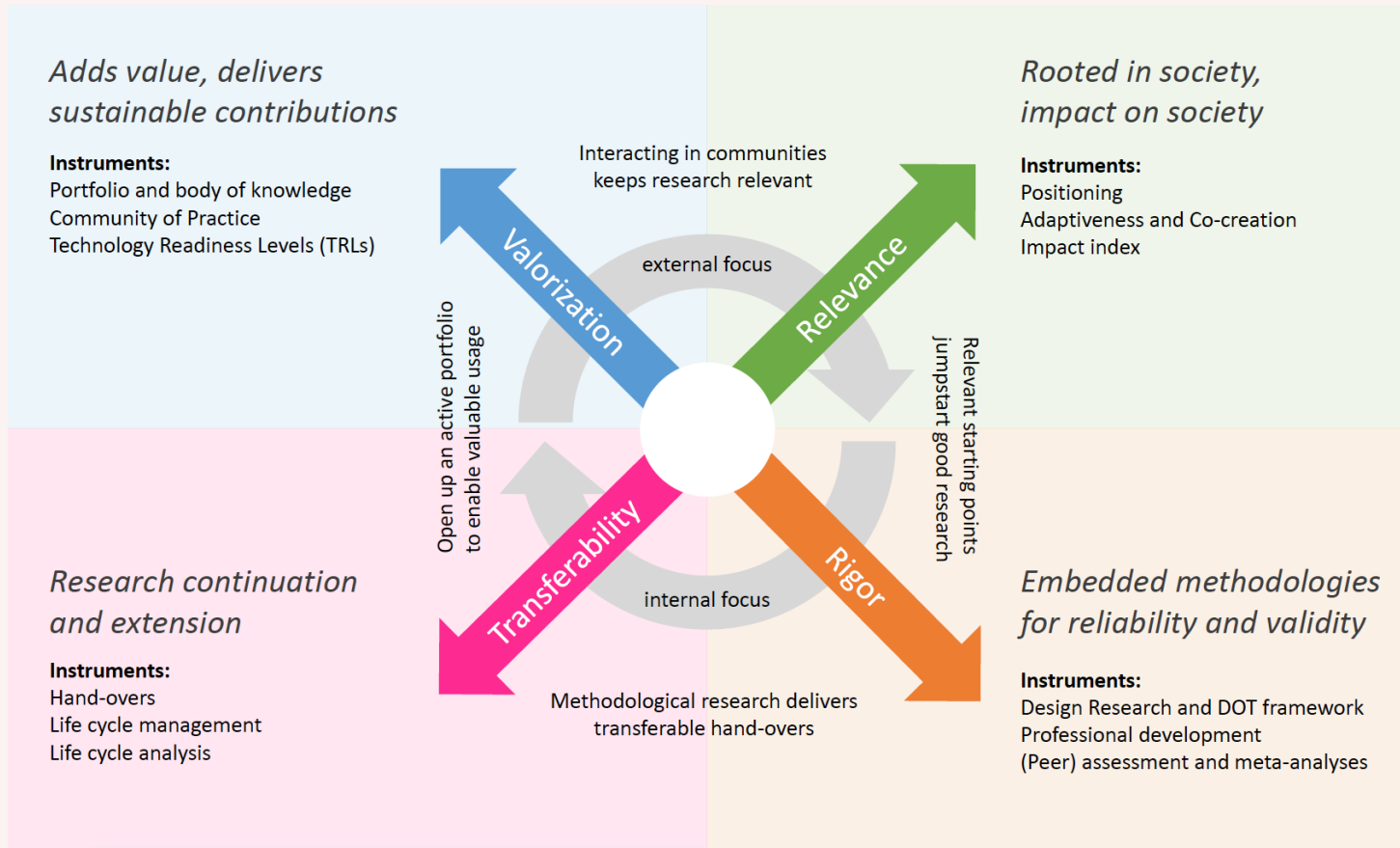
With so many opportunities ahead of us to continuously take Research & Development within FHICT to a higher level, are ambitions also high?

Tom dreams of an educational environment in which educational goals are demonstrated 'as if by themselves' and competencies reveal themselves while carrying out substantively relevant research projects. An environment in which students demonstrate the quality of their work, through the transparent implementation of their project and not through the compelling eye of the lecturer/supervisor. Your own discovery is the best learning!

"Many ideas emerge during research. You want to explore both the feasibility and the question of whether it actually takes you further towards a final solution." - Livia Popper

Livia agrees: "It would be great if FHICT embraces research projects submitted by students. Consider, for example, accommodating R&D start-ups, which are then also accepted as part of the study programme. Not limited to a semester, but during the entire journey, which makes you investigate." During her main study, ICT & Technology, Femke became more and more interested in the many ways in which you can initiate things. "My main focus is on Robotics, specifically on finding a new way of sensing. Sometimes, I'm told my ideas are unworkable. However, I would like to discover that for myself. Because then, research equals learning."

"My ambition as FHICT is to be a real research organisation, supported by our initial strength as an educational institution, combined with our ambition to be a recognised knowledge centre", Marcel says. "At the moment, we mainly raise funds that are based on education. This is more difficult for research. Together, we must find a way to achieve a stable research programme that is linked to our education. When we've achieved that, a dream will come true for me."



The R&D team developed a model with four dimensions with which the quality of higher professional education research can be mapped.

A blurred background image showing a group of people in a meeting or conference room. They are seated around a table, and the focus is on the foreground, making the background figures out of focus.

KNOWLEDGE TRANSFER

**"Knowledge is of no value
unless you put it into
practice."**

*- Anton Chekhov,
Russian author*

Team members

PROJECT LEADER



Constanze
Thomassen



Basjan Schouwenaars

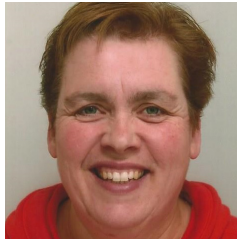


Robin Agterberg

CORE TEAM-RESPONSIBLE



Renate van Oosten



Yvonne
Ulrich-Derksen



Marian Jager

Knowledge Transfer

What does Knowledge Transfer mean for Fontys University of Applied Sciences-School of Information Communication Technology?

The best knowledge? Shared knowledge that develops over a lifetime. It is not without reason that Knowledge Transfer is the core of FHICT as an educational and knowledge institution. Ambition team member Basjan Schouwenaars: "It's about non-stop development and research, about sharing and transferring knowledge between different parties. Knowledge Transfer is also a crucial component in our transition from educational institution to knowledge centre. It forms the bridge between knowledge-oriented themes and the themes that focus on our institution as a platform. We are also the bridge to the outside world. FHICT will be an open institute where lecturers, (former) students, researchers, companies and other educational institutions want to go to acquire and bring knowledge. This means you also have to think carefully about how you share that knowledge."

Tell us what Knowledge Transfer focused on in this first Open Up period?

Project leader Constanze Thomassen: "Initially, we mainly brainstormed about what Knowledge Transfer entails. And that's a lot, truly, a lot. The biggest challenge was therefore to create focus. We have chosen several focus points in which we have expertise and which make us enthusiastic." That focus is mainly on the connection. Connection with schools and companies, but also with alumni. "It's still a very uncharted territory, ready to be explored." Robin Agterberg adds: "We're looking for gaps in knowledge sharing. Seeking connection with senior general secondary education, secondary vocational education and master's degree programmes. By entering new markets, we can further enrich FHICT across the board."

Thousands of FHICT graduates are now working within ICT. "An interesting target group to focus on", says team member Marian Jager: "That's why we're investigating what FHICT could offer them among all alumni. So far, over a hundred responses have been received. The great thing is that many alumni would like to share their experience with our students. They can show what the work looks like in the real world, so that students get a realistic picture of it."

At the same time, alumni are very interested in the changes in our education.”

Constanze: “Our alumni are also an interesting target group for training, courses, master’s degree programmes and continuing education that FHICT can offer. A real interaction in other words, to acquire and bring knowledge.” On the other side of the knowledge transfer are possible educational target groups with, so far, little ICT knowledge. That’s why the focus is also on digital literacy”, says team member Yvonne Ulrich-Derksen. “More people want to increase their ICT knowledge, especially now, with corona. Based on this increased interest, we offer support to the work field and preceding education in strengthening ICT skills.

A good example of this is the HAVICT project, which, from February 2021, allows second-stage senior general secondary school students with an interest in ICT to experience in a practical and versatile way what studying at FHICT really means. The promising HAVICT is discussed in more detail elsewhere in this edition. Not only in education, where digital literacy starts as early as nursery school, there is still also much to be gained in that area among working people.

Yvonne: “Together with FLOT, Fontys’ teacher training programme in Tilburg, we’re now setting up, for example, a second-degree lecturer study programme in the field of ICT.”

“Knowledge Transfer concerns all of us, students, lecturers and all other colleagues. And together, we can certainly be proud of what we’ve already achieved and of what we have in mind.” - Constanze Thomassen

Encountered unexpected things on the way to #2023?

“In this time of corona, the demand for online training increased enormously. When we dug into the lecturer database to make an inventory of the knowledge, it turned out that we had a lot of unused specialist knowledge. We are currently investigating how we can offer this knowledge to our alumni or other professionals who want to delve into ICT topics. We’re going to make the switch to being more visible”, says Constanze. “We’re therefore focusing more on how we, as a centre of expertise, can disseminate our wealth of knowledge.”

And how will Knowledge Transfer continue in the near future?


“Steadily! The ambition team is currently working on setting up a broad master’s degree programme”, says Robin enthusiastically. “This will create a super cool line of students who will progress from senior general secondary education or senior secondary vocational education, via higher professional education to master level. But this master is also intended for ICT professionals who want to take the next step in their career. Currently, they go to a university for that, with education that is more fundamentally geared towards science. Offering a more applied-oriented master’s degree gives us a great opportunity.”



And the future ambition?

If it were up to this ambition team, FHICT will be the knowledge institution in 2023 in every field of ICT you can think of.

Constanze: “Our goal is that people immediately think of FHICT if they want to do something with ICT. Because we’re an open knowledge institute where students, lecturers, alumni and the broad work field like to acquire and bring knowledge. Starting with the alumni, we’re slowly but surely creating a beautiful community that’s gradually spreading. To our Partners in Education and our Partners in Innovation, of course, and to anyone who wants to join in sharing knowledge.”

A young man with short brown hair and red-rimmed glasses is looking down at a laptop. He is wearing a red t-shirt with a white logo and a grey hoodie. In the background, there is a whiteboard and several other people in a classroom or meeting room. The scene is lit with warm, indoor lighting.

**"By viewing and evaluating
knowledge in our own way, we also
unconsciously pave the way for that
knowledge sharing. That valuable
knowledge is what it's all about."**
- Basjan Schouwenaars

INNOVATION HUB(S)

**"For good ideas and true innovation,
you need human interaction, conflict,
argument, debate."** - *Margaret Heffernan,*
American management guru

Team members

PROJECT LEADER



Suzanne van Kuijk



Bram Tuns



Joeri van Belle



Geert-Jan
Ouwendorp



Jolijn Janssen



Wouter Sluis-
Thiescheffer



Dries van den Enden



Gerrie Zwartjes

CORE TEAM-RESPONSIBLE

Innovation Hub(s)

What is the purpose of the Innovation Hub(s) ambition theme?

“Fontys ICT Innovation Hub(s) are vibrant environments where education and applied research are linked. Anyone who comes here with an ICT-related challenge will eventually come out with a suitable solution. A solution that we devise together with students, colleagues and the work field”, is the clear answer of project leader Suzanne van Kuijk. She continues: “An Innovation Hub is an innovative learning environment for students, FHICT colleagues and partners from the work field, preferably from the entire Brainport and Midpoint regions. We conduct research together to find answers to ICT issues. As a team, it’s our task to get that place where we learn, create, experiment and share knowledge running and keep it running.”

Open Up and tell us: what has been achieved so far?

Suzanne: “The very first hub has been set up at the inspiring Strijp TQ, where ASML was also born: the Fontys ICT InnovationLab.” Here, team member Jolijn Jansen conducts ongoing research into the impact of this environment on education, on what students learn, on collaboration with partners and on the creation and sharing of knowledge. And team member Joeri van Belle is busy setting up the labs in such a

way that they contribute to good research. Together with Wouter Sluis-Thiescheffer, Bram Tuns, Dries van den Enden and Geert Jan van Ouwendorp, we form a well-oiled team that achieves good results together.”

The entire team is working hard to prepare the various labs for a launch in 2021. That doesn’t happen overnight, especially now, with corona, says Suzanne. “We first defined what exactly is needed in a lab. Such as space to experiment with robotics and user experience, but also space to cut and saw the old-fashioned way. In addition, a project management tool is currently being worked on. That’s indispensable with so many partners and students.” Team member Wouter Sluis-Thiescheffer addressed the shared learning-question: How do you best learn in such a composed team of work field partners, lecturers and students? How do you organise it and is it desirable at all?

When the team started, FHICT already worked very closely with our more than 120 Partners in Education. Nearly twenty Partners in Innovation have now also been added. “Ultimately, we want to grow to sixty Partners in Innovation that are connected through the ICT collective SPARC that is supported by FHICT”, says Suzanne.

More about how SPARC helps innovation along with FHICT, in Spotlight.

Unfortunately, corona threw a spanner in the works of the live version of Innovations Insights, our exhibition of research projects that paint a clear picture of what students, lecturers and partners are all working on together. Fortunately, the digital presentation of these projects continued. “A project in motion, because we’re still working on making this digital exhibition and knowledge sharing even more beautiful. But we didn’t want to wait with presenting all those projects to the outside world”, says Joeri.

To integrate education and research within the InnovationHub and thus establish FHICT as a knowledge institution, close cooperation with other ambition teams is, of course, indispensable. Wouter: “You also need an integrated approach to integrate education and research. And so we look with interest at the Research-Based Learning of Research & Development; to the solutions of Digital Excellence and to the community building that arises from Identity. This creates cross-connections that we can then use as effectively as possible.”



Any unexpected revelations during this period?


“Due to the corona crisis, eyes have opened further to options such as digital workshops. However, meeting each other digitally is not always easy. How do you make that really enjoyable? We had to think about that together and out loud”, says Suzanne. “In the past year, we’ve all switched super-fast to keep the project team alive digitally. For example, by organising online Meet & Match meetings with partners.”

“It would be fantastic if every FHICT colleague, student, researcher and the business community knows that they need this lab for answers to ICT questions.” - Suzanne van Kuijk

Jolijn adds: “Working and learning online really took off in 2020. We also learn a lot from our partners in this transition to digital education. Partners who already have a lot of knowledge and experience with tools and techniques such as video calling and MS Teams. They also like to think along with us.” Everyone’s very creative and proactive in making something beautiful of it, Joeri experiences. “Based on real passion: students really want to learn in projects with partners and in turn, partners like to work with students.”

Only a short time until 2023. Where are you then?

“By then, the InnovationLab is a vibrant, hybrid learning environment for ICT research and innovation with and for SMEs in the Brainport and Midpoint regions. A learning environment where both students and professionals can learn, experiment, create and innovate”, is Suzanne’s belief. She continues: “In 2023, education and research will be inextricably linked, we will have long-lasting strong relationships with our partners and the InnovationLabs will all be managed well and celebrated externally. We’ll be sharing our pride even more, because our research projects deserve the attention of the outside world!”



"If education within this learning environment starts to use labs, it will become clear if what we've come up with can be done even better. So that the student learns through research and those around him benefit from it too."

- Joeri van Belle

In any case, Joeri sees great ambition to realise this: “We already run many research projects with our Partners in Innovation. Even though knowledge sharing is now more difficult, this still yields good results and useful feedback. And we all have more than enough ambitions to elaborate on this until 2023.”

And what about the team's ambitions?

Suzanne, smiling: “As a team, I want to be superfluous in the long run. Because that means that the Innovation Hub(s) are up and we only have to keep it running. Once we've achieved that, I'd like to do my own research again. Also, it would be fantastic if everyone who crosses the threshold here would be drawn into the enthusiasm. That lecturers, students, researchers and partners know this is where you need to come if you're looking for answers to ICT issues.”

Wouter also aspires to do research again himself: “This environment offers the facilities and infrastructure to actually do that. So that developments no longer disappear, as before, as soon as the research project has been completed. We really need these hubs to be able to pride ourselves on our ambition to be a knowledge and expertise centre. Research is a way of ensuring that our education is of the highest quality and to provide our students with the latest insights. Insights with which they will be well prepared in the work field. We're on the right track now, but we can only be satisfied once it's completed.”

“We want to be able to show that our labs also have real added value for the outside world and are not just a place for hobby projects.”

- Wouter Sluis-Thiescheffer



A man is shown in profile, wearing a white VR headset. He is looking upwards and to the right. The background is dark with many out-of-focus light spots in various colors (yellow, blue, green, red), creating a bokeh effect. The man's hands are visible in the foreground, with red light reflecting off them. The overall mood is futuristic and immersive.

DIGITAL EXCELLENCE

**"Perfection is not attainable,
but if we chase perfection,
we can catch excellence."**

*- Vince Lombardi,
American football coach*

Team members

PROJECT LEADER



Merel Veracx



Maartje Hoop



Jean Paul Ligthart

CORE TEAM-RESPONSIBLE



Yvette Friebe



Patrick de Beer



Wilrik de Loose

Digital Excellence

Digital Excellence, what does this mean for FHICT?

To consider the developments of the future and then apply them in our way of research and education. That's the mission of the Digital Excellence ambition theme in a single sentence. We do this by developing instruments that support processes intelligently and achieve goals faster. For every colleague and every student.

Project leader Merel Veracx: "As an IT professional, I train tomorrow's IT professionals. Then I look at my daily activities and see that there's still a lot that can be improved in terms of process. We tackle this as a Digital Excellence team. We look at what's going on within our organisation and where some issues are already being dealt with. We respond to this with supporting solutions in the fields of infrastructure, application connections and processes. FHICT is at the forefront and we professionalise just as strongly. Our challenge is to allow our basic structures to evolve at an even pace."

How does Digital Excellence initiate those improvements?

Before we come up with areas for improvement, we first implemented those possible solutions for ourselves. We believe the principle of practise what you preach is very important. That is why we test solutions in a small scale ourselves and see how they can best be applied. Then we know that a solution really works: after all, we experience it ourselves.

The team started with an inventory of all systems used within FHICT. That turned out to be an impressive list. That's logical, Merel believes: "Our 350 colleagues each bring their expertise. So if we recommend using system A, about ten percent say they can solve it better themselves with their expertise and with direct colleagues, in a different way. This ultimately results in a multitude of individual initiatives. As a team, we then looked at which colleagues could and would use our help. From there, we set to work on putting this into practice and connecting it more broadly to the processes at an organisational level."

In addition to the deployment matcher you can read about elsewhere in this booklet, Digital Excellence was also at the cradle of the DeX Project. "It's difficult for students to see in advance which projects may be of interest to them. We are currently exploring the possibilities for this via a website", says Merel. "On that site, students can indicate what they're working on this semester. Other students, but also lecturers and external partners who want to contribute to that project, can register here. This is how together, we let every project grow. Our students are increasingly working on interesting assignments for external partners. Support for such projects is relatively new to our organisation and very intensive. This also brings challenges. If you want all students to work on projects in groups and with work field partners in a meaningful way, it's a challenge to have the right information available to everyone at the right time and in the right way. We're looking for solutions for this, for example, by giving it a place in the DeX Project."

Entirely in practise what you preach style, this website can also be found as a project on the DeX website. Fifteen delta students, two trainees and two lecturers are now working on the further professionalisation of the DeX Project. Recently, a student from

the US even joined us. He came across the website while surfing and wanted to gain experience with open-source development work."

"The team's stated ambition is to showcase (software) developments that can support us as an organisation in a broad and open manner. This way, we achieve excellent results together. This offers us opportunities to accelerate support and innovations in our organisation and to give colleagues and students the opportunity to work on matters that are close to their hearts." - Patrick de Beer

How does Digital Excellence continue from here?

"We're going to expand the projects that are currently running, so that they can be applied across the semester, supported by FHICT and partners. We have attached the condition to every project within Digital Excellence that students also participate. After all, they want to learn things and enjoy working on something that's actually used", is Merel's conviction. "We explicitly invite them to see where we need to grow even more. This close cooperation with students requires a different view of information provision and sharing. For example, students can't yet access the documents shared by lecturers via the Intranet. While they may also contain interesting information for them. Realising this does require trust and a safe system. Smiling: "after all, you don't want the wrong button to be pressed and the whole school to collapse."

What was the biggest challenge you've encountered?

"It's interesting that in principle, every party I talk to mainly looks at potential obstacles. But in the meantime, we're increasingly able to think in terms of solutions. We're now three years further with the deployment matcher and everyone has gradually become more enthusiastic. As an ambition team, we successfully

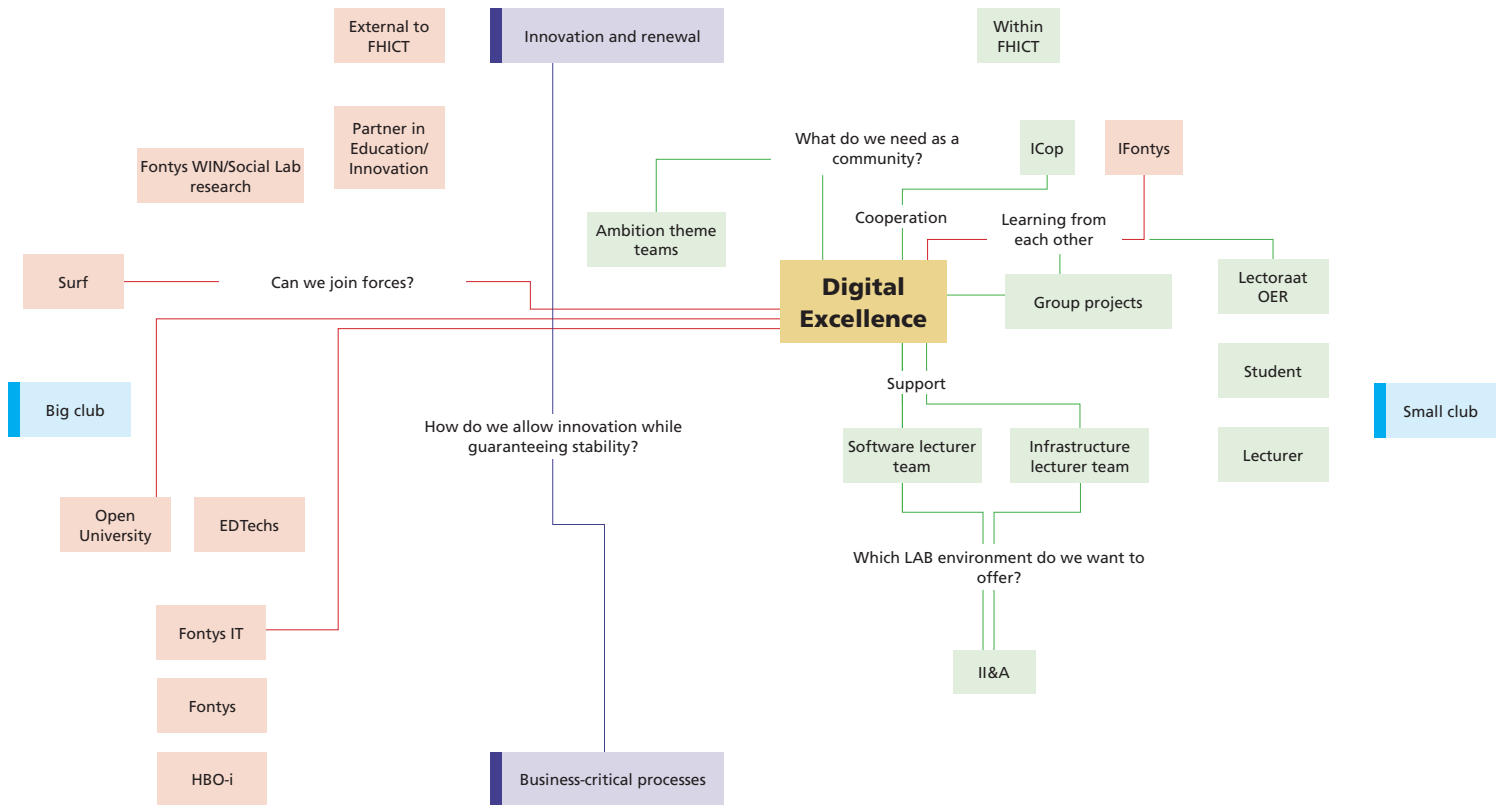
build trust. This gives all parties the energy to think together and to work together on the realisation of improvement."

Any ambitions you want to fulfil in the future?

"In the future, I hope that with all of FHICT and all innovative partners, we can switch even faster on the edge of technical innovation. For example, that we define a hot item at the start of the academic year, immediately have a suitable partner for it and that three weeks later, about six student teams start working on it. We already do that, but we can work even more fluidly, at an even higher level across the borders of FHICT."

"We're committed to a modern working environment that makes the creativity, interests and ambitions of our colleagues visible and where we build excellent digital solutions together."

- Merel Veracx



STRENGTHS BASED DEVELOPMENT

A close-up photograph of a map with several red pushpins. The pushpins are of different sizes and are placed at various locations on the map. The map shows roads, rivers, and some place names like 'Leesburg' and 'Ashtum'. The background is slightly blurred, focusing attention on the pushpins and the text overlay.

**"Unity is strength... when there is
teamwork and collaboration, wonderful
things can be achieved. "**
- Mattie Stepanek, American poet

Team members

PROJECT LEADER



Bartosz Paszkowski



Paul Aretz



Karlijn van den Akker

CORE TEAM-RESPONSIBLE



Jessika van de
Wijdeven



Inge van Engeland



Saida Takmenti

Strengths Based Development

Refresh our memory, please: what does Strengths Based Development mean to us?

A huge amount of talent comes together within Fontys University of Applied Sciences-School of Information Communication Technology. The trick is to offer everyone the space to optimally develop all that talent, so that FHICT as an institute flourishes as a whole. The colleagues of the Strengths Based Development theme team will consider how you do this. Team member Karlijn van den Akker: "With #2023 OPEN UP, we want to facilitate that ambitions and great ideas are realised together. After all, you can come up with all kinds of wonderful plans, but then they have to be carried out by people who feel good about it. **Talent only really flourishes when it's linked to the talent of someone else.**"

Project leader Bartosz Paszkowski joins in: "Our colleagues often know where their strengths lie and what their ambitions are. These ambitions and talents only emerge if there's room for them. When there are enough meeting places to exchange ideas and when colleagues feel at ease. From that environment, we can enrich the organisation together." Strengths Based Development believes that this requires the right infrastructure and culture. In the physical environment, and in a more abstract

form, such as connecting (virtual) encounters.

Strengths Based Development propagates the vision that can be summarised as Connect your strengths. Bartosz: "Based on your own strengths, you connect with both lecturers and teaching support colleagues! It all starts with yourself: if you feel good, it becomes a lot easier to connect your talent with that of others. You give each other creative energy and that only benefits ourselves and our organisation."

How has Strengths Based Development handled that so far?

"In the first place, by consciously allowing yourself to think carefully: to view our organisation at a different level", says Bartosz. "We brainstormed a lot about what colleagues think is really important and where we as a theme team could make a difference. That turned out to be the connection between colleagues. Even if you only meet online, meaningful functional connections often arise from which we all benefit." Especially in times of corona, meeting is particularly necessary. "We want to give substance to this in the coming period with specific solutions", says team member Saida Takmenti. "A lot is already happening within teams, such as joint coffee sessions or having

lunch together online. But meeting each other across teams happens less often. And meeting new colleagues spontaneously is not possible at all! We've come up with several fun, informal ideas for this. For example, the inspiration lunches and the healthy lunch, as previously organised, but with a different look."

"Luckily, Fontys also offers good support and a suitable offer for this", says Karlijn. "One example is Fontys Vitaal, which supports and inspires our people in the search for a lifetime of happiness, health and balance in working and studying. So we're also looking at how we can make these initiatives more visible and accessible to all our colleagues."

In addition, the theme team is involved in current plans and projects. We also look at how the vision of Strengths Based Development can be integrated into this. For example, when setting up the employer branding campaign, improving the employee journey and the (further) development of Strijp TQ and R10. But we also discussed with the core team in response to an opinion piece about what an innovative organisation requires in terms of direction and leadership. The author of the opinion article was invited afterwards to talk to the core team and to

follow up on this within FHICT.

Have you had eye-openers along the way?

"During meetings, we were often told our theme was rather vague. It's harder to link as many direct results to it, even though Fontys is very strongly focused on those results. That's why the translation into a real elaboration was very exciting. My eye-opener is that it's very important to create that space for good strategic thinking", says Bartosz. "Sometimes, standing still is very important. From there, you can continue with new solutions."

"It's very important to continuously monitor the well-being of our colleagues. That's always important, but in this time of corona, it's even more urgent."

- Karlijn van den Akker

It's 2023 soon, what, ideally, will you have achieved by then?

The whole team is united in this. If it were up to them, in 2023, FHICT will be an organisation in which it's common to continue to develop yourself, where people feel good and are connected to each other in a meaningful way. Saida: "Then it's the most normal thing in the world for everyone to act based on this mindset. To think about the effect of decisions and plans on colleagues. Does it help them develop their talents? And when connecting? Our previous project leader Jessika van de Wijdeven has emphatically laid the foundation for this. We will now continue working from there."

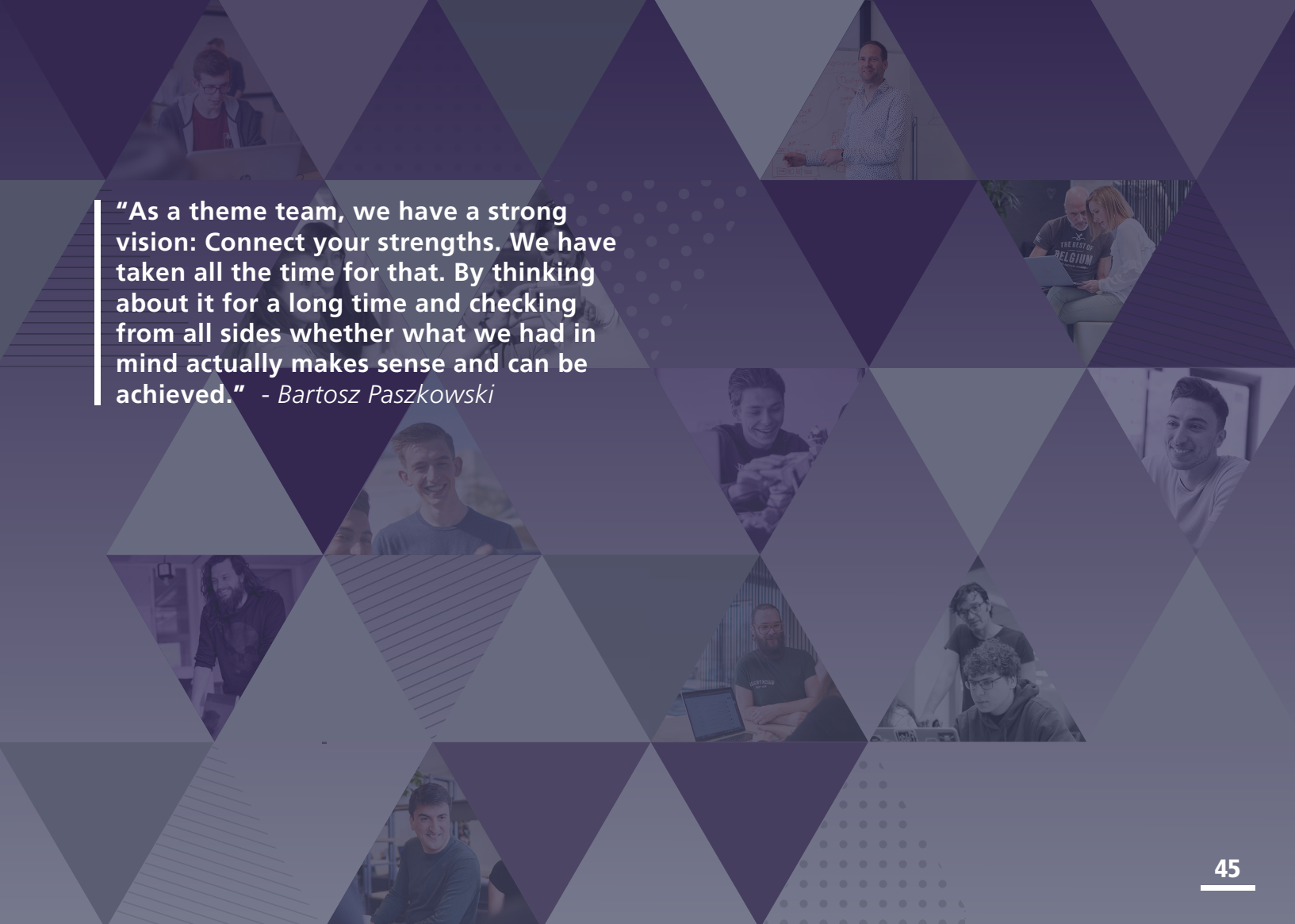
And what about the ambitions of this ambition team?

"We want to make it easier for all FHICT colleagues to take conscious steps in their personal development. Fortunately, FHICT gives a lot of space for this and offers a wide range of courses and vacancies", says Saida. "I really like that for myself too; continuing to develop is my greatest ambition. I'm quite adept at finding the right course for my ambitions and interests, but I notice that it's not that easy for every colleague. That's why we want to present these development opportunities even more

easily. So that everyone can make even better choices based on their own ambitions and talent."

"It's an important aspect of self-development for me to be able to create visible value from behind the scenes for our colleagues", Bartosz admits. "Fortunately, this theme team is also very suitable for that. I always want to perform and perform even more and I'm now learning to step into the background a bit. To get energy from that and to be happy with things that are developed with others, instead of doing everything yourself."

"For me, the most important thing is to get more energy from my work than it costs me", says Karlijn. "That I can continue to work with great people. It gives you not only professional, but also personal happiness."



"As a theme team, we have a strong vision: Connect your strengths. We have taken all the time for that. By thinking about it for a long time and checking from all sides whether what we had in mind actually makes sense and can be achieved." - *Bartosz Paszkowski*



GLOBAL ACTING

Travel enables us to enrich our lives with new experiences, to enjoy and to be educated, to learn respect for foreign cultures, to establish friendships, and above all to contribute to international cooperation and peace throughout the world.- Jules Verne - French author

Team members

PROJECT LEADER



Ineke Huyskens



Samuïl Angelov



Roopali Gupta



Christina Morgan



Casper Schellekens



Luciënne
Wijgergangs



Michèl van Eekhout

CORE TEAM-RESPONSIBLE

Global Acting

Fresh Up on Global Acting

The ICT professional of today and tomorrow also thinks and acts beyond national borders. Because if there's one field of expertise that crosses borders, it's ICT. Globalisation creates a multicultural workplace, in the Netherlands or abroad. More and more employers have a strong preference for employees with international experience and intercultural awareness. All this calls for higher education that is internationally and interculturally oriented and that operates globally. In other words, Global Acting.

How OPEN is Global Acting now?

"Fairly open", says project leader Ineke Huyskens. "In 2018 and 2019, for example, we developed the international minor Global Acting in IT. This minor offers students the opportunity, within six months, at partner universities in Spain, South Africa, Belgium, Austria and us, to expand their world in terms of ICT education and intercultural competences. You enter a completely different world. With different rules, manners, ways of working together and communicating. It's very educational in many areas."

The first group of students took part in the autumn of 2019. They gave the minor an average score of 9.0. It is no surprise that more than 50 FHICT students were eager to embark on an international adventure this autumn. This time, linked to the theme of water. A theme that touches on the Sustainable Development Goals of the UN. Ineke: "With this minor, we also want to make an explicit contribution to a better world, something that young people are very open to. This contribution clearly establishes the connection with the Impact on Society ambition theme."

And then corona arrived. "This pandemic has a major impact on Global Acting in particular. International competences develop best in an international playing field. That's why we've looked for opportunities to strengthen international working. Two European grant applications have been submitted. "This allows us to continue to work with our foreign university partners, both physically and online, on this important personal and professional development of students", says Ineke. More about this in Spotlight.

And now, what's on the to-do list?

In the coming period, Global Acting will focus on a professionalisation process for the intercultural competences of colleagues at FHICT. Ineke: "We're currently talking to external agencies to flesh this out. The intention is that we train a group of 25 colleagues in this field. They then act as ambassadors, who further disseminate their acquired knowledge throughout the organisation. We link this to the Communities of Practice that we are slowly but surely moving towards. This way, knowledge gradually penetrates the entire organisation."

In addition, according to Ineke, this process also serves another purpose: "It makes colleagues think about their own intercultural awareness and their way of dealing with differences. Now that Dutch and non-Dutch students and lecturers are working together more and more in an integrated manner, it is very important that we realise what exactly culture is. What is mine and what is someone else's? And how do we best work together, so that the talent of such a diverse group is optimally utilised?"



The ultimate aha experience so far?

Forced by corona, it actually turns out to be quite possible to make a virtual connection, Ineke discovered. "I was always convinced that you first have to meet physically in order to bond. But during this pandemic too, things came about that I never thought possible before. Such as the project, which we have initiated together with One World Citizens, which has resulted in an app that allows people in Rwanda to contact the nearest pharmacy."

The ambitions of the Global Acting team?

Ineke Huyskens: "That we'll soon be so substantially, educationally and physically well equipped that we can provide excellent international education and work together. We're now working hard towards that. The Belgium Campus in Pretoria, South Africa, serves as a shining example for me. It has an excellently equipped cinema room with recording studio, where physical and online come together very nicely in a hybrid learning environment."

Casper Schellekens: "That all our students learn to look beyond our national borders and work together all over the world. And that they learn to understand each other and learn to estimate, value and use cultural differences in a positive way. So that they eventually take international cooperation and communication for granted."

Luciënne Wijgergangs: "For later, a minor in which all disciplines can participate. But for now, first the restart of our own minor Global Acting in IT."

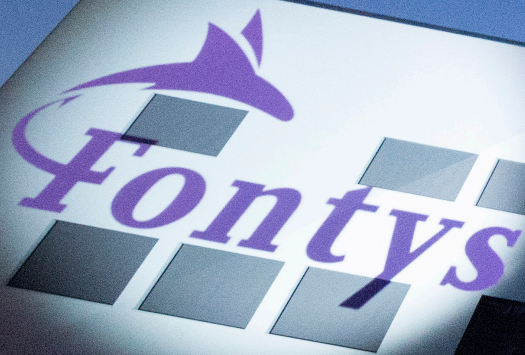
**"The most valuable thing
I get from this ambition
theme is energy and
passion."**

- Luciënne Wijgergangs



"I'm proud of the minor Global Acting in IT. It offers students a great extra way to gain international and intercultural experience. The will and efforts that all parties involved have put into it is impressive and heart warming."- Casper Schellekens

IDENTITY



**"Know, first who you are, and then
adorn yourself accordingly."**
- Epictetus, Greek philosopher

Team members

PROJECT LEADER



Anke Bardie



Karin Valke



Annemarie
Diepenbroek



Stefanie van de Ven

CORE TEAM-RESPONSIBLE

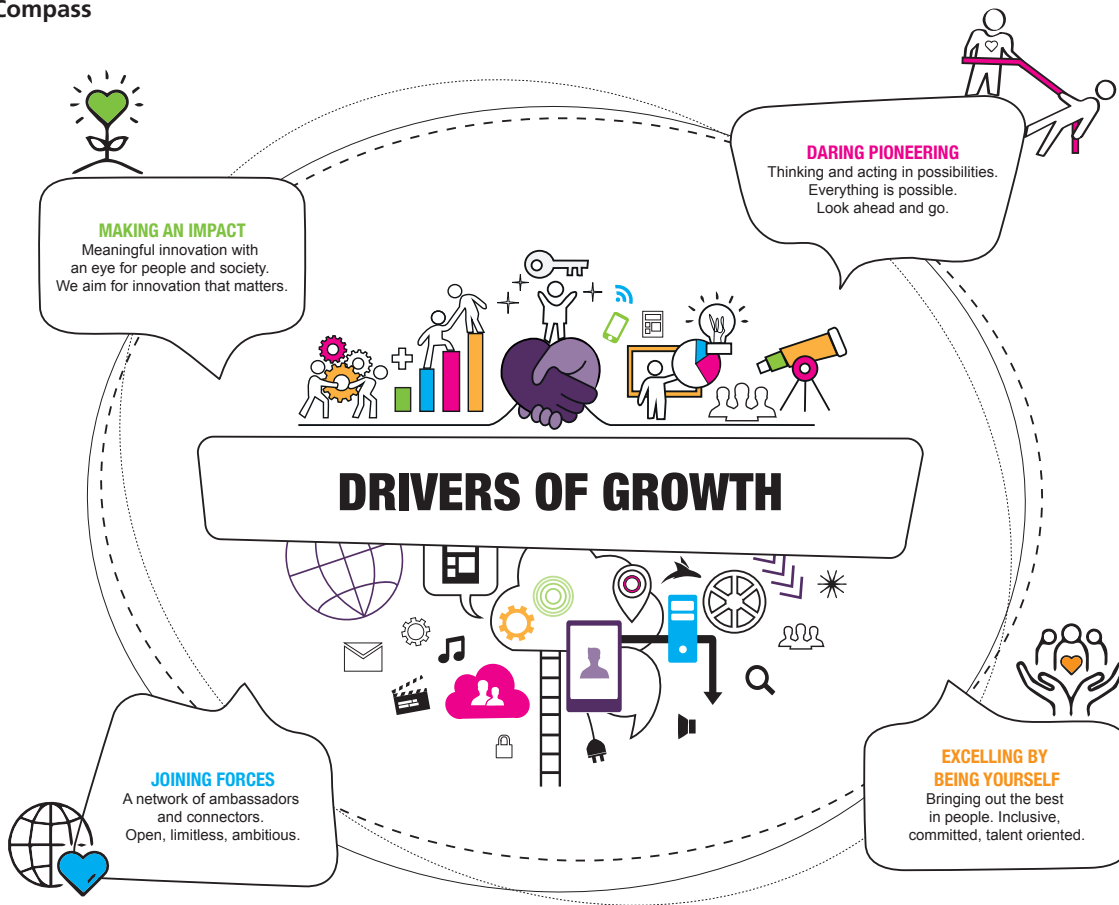


Yvette Friebe

A modern office interior with a geometric patterned carpet, exposed ceiling pipes, and large windows. The space is open-plan with various work areas and a communal seating area.

IDENTITY

Our transition from a educational institution to a knowledge institution is crying out for a shared self-image and strong positioning. Because only if we know who we want to be, what we stand for and what results we want to achieve, we can propagate that vigorously. Internally and externally. To the world around us. The world of students, the labour market, companies, other knowledge institutions and society as a whole.



Identity

Every organisation has an identity. In a changing organisation, it sometimes takes a while to find that identity. And FHICT is changing: from educational institution to knowledge institution. Taking a moment to pause and re-explore ourselves and our values helps develop a shared image. An image of the direction in which we move and how we can give substance to this in our daily work.

That is why in 2018, the Identity theme team started the search to find out what it is about FHICT that makes it FHICT. What's the thing you really can't live without on an expedition? A compass! As a result, our collective values and ambitions have recently been explored on the basis of interviews and work sessions with colleagues and other stakeholders. This has been translated into the FHICT Compass: a model that visualises our most important values and gives direction to how we (want to) distinguish ourselves as an organisation. The FHICT Compass and its different quarters also indicate how we want to interact with each other and our stakeholders, what we consider important in our working method and how together, we are on the way to our future organisation.

The basic idea of the model is the diversity of people in our organisation with their different motivations. That diversity and the freedom that everyone has to be who he/she is, that is the strength of our organisation. By combining all these forces - including those of colleagues, students and the work field - we form the dynamic, progressive community that we want to be, now and in the future. A community where pioneering spirit, meaningful innovation, cooperation and inclusion are paramount. Everyone has the freedom to choose their own focus that suits their own ambitions and interests. We're an organisation on the move. Standing still is not an option. We encourage people to expand their own world, to look for new challenges. And at the same time, continue to do what they are good at and get even better at it.

"We're all FHICT ambassadors", project leader Anke Bardie emphasises. "I'm always pleasantly surprised about the energy that's released when we talk to people about the pillars of the compass and how they can apply this (even more) in their daily activities. It has really become a beautiful tool that is recognisable and that unleashes creativity. Everyone picks out what matters to them. This is how we build our organisation together."

Yvette Friebe adds: “A nice spin-off of the FHICT Compass is the corporate story we’ve developed. A very beautiful and inspiring story! These are specific products to which all our stakeholders have contributed and which form the basis for further development.”

What will be on the Identity Bucket List in the near future?

“With the help of the compass we will optimise our organisation even more, after all, that is the biggest challenge we’re working on. That our most important values are visible and tangible in everything we do. So not only in our communication, but also in our buildings, the way we interact with each other and how we organise our education. Open and challenging. Together, we’re moving even harder towards that inclusive, pioneering community where we dynamically work together on meaningful innovation.

That’s why in the coming period, we’ll be paying attention to increasing our visibility and strengthening our profile, so that it becomes even clearer who we are and what we do. We often forget that. We do not yet sufficiently show innovative, beautiful projects to each other and to the outside world. Even though we do have them. We don’t get around to it or don’t (yet) see it as part of our work, while it fits perfectly into our

ambassadorship. That is why we work together, on a community platform based on all ambition themes. We will have a platform for collaboration, inspiration and sharing our experiences. A great means to the outside world, but above all for and with each other.”

“I hope that we can also make our identity more visible and recognisable to the outside world. Because all our talented and passionate ambassadors share with the world what we stand for and what we can do for them. Preferably via a single digital gateway that provides insight into the energy, expertise and movement in our vibrant community.” - Karin Valke

The name HBO-ICT includes only a small part of the things that FHICT does. The association with ICT is mainly that someone, often a man in an attic room, punches in codes.

That image does not fit with diversity in the community. Target groups such as women are missed. In the coming period, the focus will therefore be strongly on diversity as a strength. If we strive for a more diverse ICT community, we must of course also have that diversity available. And we have to show that diversity to the outside world. That also fits well with the Impact on Society theme. Solutions that benefit society only get better when they are devised by a diverse group of people, each

"Eyes shine with the central theme 'Challengers of Progress' and the chosen keywords. Colleagues immediately recognise it in their own practice. It's no longer just 'our' idea, but it's being picked up by others and they make it their own."

- Annemarie Diepenbroek

bringing their own insights and experiences into the process. "ICT is so much more than just programming. It's a very diverse, exciting, creative and social profession, in which you often work together with other disciplines", says Anke. "That's why we're now preparing, together with other HBO-i institutes, a study in which we will examine to what extent the name HBO-ICT covers the meaning of our domain. We're looking for a good alternative that will suffice both in the future and in an international context."

These are the Identity ambitions

Anke Bardie: "It would be great if we were able to better convey the versatility of our field of expertise so that a more diverse group of people would be inspired about working with ICT."

Stefanie van de Ven: "My dream? The moment the outside sees and experiences what's so special about FHICT, just as we're already experiencing it internally."

Yvette Friebe: "I hope that more colleagues will proudly tell you what they do at parties, that we all feel like ambassadors for FHICT."



IDENTITY
FHICT sounds like

Standaardlichte
omgeving

Samen
leren

IDENTITY
FHICT sounds like

Kaderloos

Samen

Wat er ook is

IDENTITY
FHICT sounds like

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indus veld

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Samen
zijn

Exploring

Freedom
Original

IDENTITY
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SAMEN

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VERNIEUW

IDENTITY
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Hoe komt het

IDENTITY
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Samen

IDENTITY
FHICT sounds like

VERNIEUW

SAMEN

BOMMEBOOM

Identity belongs to all of us, which is why we asked as much input as possible from our colleagues from the start.



SPOTLIGHT

The ambition teams have been very busy lately, as evidenced by the many projects that were realised. Some of them are put in the Spotlight.

- | IMPACT ON SOCIETY
- | RESEARCH & DEVELOPMENT
- | KNOWLEDGE TRANSFER
- | INNOVATION HUB

| **DIGITAL EXCELLENCE**

| **STRENGTHS BASED DEVELOPMENT**

| **GLOBAL ACTING**

| **IDENTITY**

| **IMPACT ON SOCIETY**

Inspiring impact in Rwanda

More and more FHICT students want to work for a company that wants to make a difference, one that 'matters'. The Impact on Society theme team is more than happy to contribute to this. For example, a project recently started with the new Partner in Innovation, WorkXP Foundation. The mission: to develop a solution for better drug availability in Rwanda.

For this project, FHICT students and colleagues work together with two Rwandan graduated IT professionals. For a medical consultation in Rwanda, you usually travel to the capital Kigali, where you then have to find a reliable pharmacy that also has the right medicine in stock. Not an easy task. It proved a nice motivation for the students to use their ICT knowledge to improve the health of Rwandans. An impactful project and a good example of internationalisation. Differences in culture, infrastructure and laws and regulations are all relevant. Just as in an international context, working together on one software project, with all the communication that is required.

RESEARCH & DEVELOPMENT

Research across semester boundaries

Knowledge building is the focus within the Research & Development ambition theme. In order to build up knowledge, it must be shared correctly. That is why the ambition team developed workshops in which students discover how they can add value to projects. By looking at your own and other people's work in good cooperation and with a critical eye. So that the acquired knowledge is not only shared, but also enriched and perpetuated. This is done in a semester-transcending manner; progressive research cannot be limited by semesters.

Livia Popper (seventh semester student): "The Technology Readiness Levels and Transferability workshop forces us to really think carefully about where we stand with a project. Project teams often tend to exaggerate the research stage they are in. We think we've made some progress, while in reality, we're still in the research phase. That is what this workshop exposes."

Femke Priemis (fourth semester student): "Normally, you get an assignment that many have already done before you. You can therefore easily copy the elaborations from the Internet. With TRL, we take the sharing and increasing of knowledge to a higher level. With new ideas, building on the findings of the previous group. These findings are no longer put in a drawer at the end of a semester, but passed on. I may not have all the knowledge, but I can create an environment in which the next group can continue with my ideas."

KNOWLEDGE TRANSFER

From senior general secondary education to FHICT

As an ambition team that, in the broadest sense, is engaged in the realisation of a knowledge centre, Knowledge Transfer focuses on a large number of spearheads to stimulate lifelong learning and development. It is often a matter of starting up, connecting and transferring. These are of course great achievements in themselves, because that creates the best win-win situations.

The HAVICT project, which will experience its pilot in February 2021, is a concrete example of how knowledge transfer and connecting come together. Together with the Eindhoven secondary schools Sint-Joriscollege and Pleincollege, we are setting up a preparatory process for second-stage senior general secondary school students with an above-average interest in and talent for ICT. Lecturer Basjan Schouwenaars: "You don't inspire these students with dry theory, they want to go into practical depth. With HAVICT, we offer them that possibility. One day a week, they work on their talent and interest. This is done through topics such as study, research and communication skills, cooperation, reflection and evaluation. This project also provides a versatile picture of what both the field of expertise and studying at FHICT entail. No flyer can compete with that!"

INNOVATION HUB

SPARC: Towards progressive progress together

SPARC is a unique cooperative association of independent businesses, often in the ICT sector. They are FHICT's Partners in Innovation. The SPARC members bundle their innovation and strength with each other and with professors, lecturers and students from FHICT. This way, business and young talented people work together on progressive ICT innovation.

It works like this: research proposals are submitted on behalf of SPARC, which are then implemented in the InnovationLab. This is done together with students, lecturers and researchers.

DIGITAL EXCELLENCE

The deployment matcher: overview and control of your own work

Since the spring of 2020, all of FHICT has been using the deployment matcher. To the great satisfaction of project leader Merel Veracx, who developed this application together with enthusiastic colleagues four years ago. “Within FHICT, every colleague is responsible for his or her own job. As a lecturer, for example, you have to compile your activities for the coming semester every six months. This takes up a lot of your own time.”

“The deployment matcher supports and facilitates this time-consuming process and thus helps the entire organisation. The tool provides a clear overview of all units of study, the tasks to be performed, the personal allocation preference and the number of hours to be spent per task. Via this application, every colleague can make their wishes known for semester-by-semester allocation. This way, each project leader always has a clear overview of who is available for what, without having to find out who can take on which tasks. And also, every colleague keeps control of their own career.”

“The deployment matcher is not only a good tool for communicating your own skills to your colleagues, it gives you the opportunity to try something new within Fontys every six months. As a new lecturer, it feels like every six months, you can have a go at the candy machine within your career”, says Timo Hermans, who has just started at FHICT.

STRENGTHS BASED DEVELOPMENT

With combined resilience further in corona time

Strengths Based Development shows very well how fruitful it is to firmly connect the individual strengths of all colleagues. With ‘Happiness at work’ at the centre of the theme, these colleagues are working on a strong collegial culture, in which appreciation, optimism, equality and inclusivity predominate. A culture that embraces and develops the talent of every colleague.

Educational specialist Saida Takmenti: “Due to corona, the whole of FHICT has gone through a major shift. Suddenly, everything had to change and we tackled that quite well and quickly. As colleagues with a passion, we managed to find each other at critical times. That shows how agile we are as an organisation. We can be proud of such resilience.” P&O advisor Karlijn van den Akker adds: “This resilience is really a cultural characteristic of our entire organisation. Our team is certainly not the owner of this. But it ties in well with our Connect your strengths vision in which colleagues connect their strengths. That way, you get creative energy from each other and that’s good for the entire organisation.”

| GLOBAL ACTING

Subsidiary success

Two European grants for Global Acting were submitted and awarded. The first, a grant of 30,000 euros, focuses on further cooperation between FHICT and the Belgium Campus in Pretoria, South Africa. The aim is to anchor joint education and research even more firmly in 2021 and 2022 and to link this to the Global Acting in ICT minor where possible.

The second project, Partnerships in digital education readiness, received a grant of 300,000 euros. Induced by corona, we investigate how we can improve our digital cooperation with our international partner universities even better. How do you ensure that students learn and develop virtually, similar to the physical experience? The results provide tools to also deal with intercultural differences and challenges during the Global Acting in IT semester.

| IDENTITY

On the right course with the FHICT compass

The FHICT compass provided the Marketing & Communication department with good starting points for the corporate story. An inspiring story that tells who we are, what we do and what we believe in. And one that clearly states our mission: we are challengers of progress. We do this by bringing people together and letting them do what they do best. Today, we take a unique look at the impact we can make tomorrow.

FHICT is constantly looking for professionals who want to share their knowledge with the next ICT generation and thus connect talent, society and the business community. That is why a new employer branding campaign was developed. The FHICT Compass was also very useful here. Karlijn van den Akker, P&O advisor: "Identity was closely involved in the design of the campaign. We used the compass to speak a common language. We also ensured that all compass parts were sufficiently illuminated. This way, the insights from Identity and the compass helped us to make the employer brand concrete."



IN CLOSING

THE INSPIRATION OF AN AMBITIOUS FHICT

Almost three years ago, we formulated #2023 OPEN UP. An ambition that supports us to be just as current and relevant in the context of the world in 2023 as we were in 2018 and are now.

With #2023 OPEN UP, we are taking a significant step further in comparison with the results of our previous development plan: firmly anchoring high-quality ICT education in society, through our proven position as an excellent educational organisation. That implementation has been very successful. And we also received a lot of recognition for it. From students, from outsiders, in the form of the awarded excellent accreditation and appreciation from Fontys, partners, interested parties and stakeholders in the region. And recognition from colleagues at FHICT, that thanks to everyone's great involvement, deep trust and shared ambitions, our DNA is increasingly showing.

A perspective on our society and the world

Based on this shared intrinsic motivation, with a strong focus on creating a positive social impact within relevant dimensions, we are now strengthening our position. These dimensions are contained in eight current, challenging ambition themes that in all their diversity together show who we are. From Identity, Research & Development and Digital Excellence via Innovation Hub(s), Knowledge Transfer and Strengths Based Development to Global Acting and Impact on Society. All of them with basic principles and future-oriented perspectives to better connect society and the broad field of ICT. And to secure our transition from educational institution to knowledge institute even more decisively.

Whereas in 2018, we mainly described the global visions of the future, we now explicitly present the ambitions and progress of the themes that we worked hard on over the past three years with shared enthusiasm. Now, the time has come to realise the plans that we developed in 2020 as part of our strategy. So that in 2023, it will be a visible, functioning, intrinsic part of who we are, in which we believe. As an organisation and as an individual.

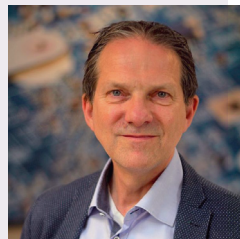
Full of confidence, based on passion

During the past period, the project teams were entrusted with managing this future and talent-oriented development. With plenty of room for different opinions and creative perspectives to define and fill in the themes themselves. Trust that has been seized with both hands, from a deep-rooted, intrinsic passion for everything that FHICT is, and will become.

It is wonderful to see that the inner drive to realise and even exceed our ambitions goes much further than the colleagues who take on the pioneering role in this process. That colleagues throughout the entire organisation were challenged to be part of the thinking process towards a solution that suits us. A broad cooperation in which everyone is involved, heard and seen in confidence. Because we listen, make adjustments where necessary and carry on confidently. After all, we do it together, for each other. Together, we come up with solutions that we really believe in, solutions we go for enthusiastically. This way, everyone becomes an essential part of the route we follow together. We have gradually developed a constructive sense of community that slowly but surely develops into a shared mission to make our ambitious plans a successful, sustainable reality.

On to 2023... and 2028

Thanks to mutual appreciation and commitment, I look forward with anticipation and I'm sure that in 2023, we'll still be proud of our relevance, development and position. A result that will hopefully contribute to Fontys' earned trust towards our institute and long afterwards. I'm convinced that FHICT will continue on this future and talent-oriented path. Full of enthusiasm and full of ambition. That there will be plenty of room for people, resources and visions in 2023 and well beyond. And that in the future of 2028, the next ambitious plan can be tackled together with the same enthusiasm, confidence and guts.



Ad Vissers, managing director
of Fontys School of Information
Communication Technology



