



Approved by:
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STRATEGY

OF THE VENLO UNIVERSITY B.V.

I. ANALYTICAL PART

1. INTRODUCTION

The establishment of competitive European education, research and cultural environment plays a crucial role in the process of formation of the common European Education Area (EEA). With its education, cultural and political traditions, the Netherlands gradually takes its place and actively participates in the realization of the European Community's common policies and establishes conditions for their adaptation to its own environment.

The development of knowledge and innovation-based economy requires to increase the quality of education, its approximation to the practice and making it a source of innovation. The European policy in terms of education, and higher education in particular, is formed on the basis of the following strategic documents:

- Bologna declaration and the main priority goals of the higher education reform until 2010 for establishment of common European education area – comparable two-level system of education degrees; common European qualification framework; mobility based on a credit awarding and transfer system; enhancement of education and research quality through comparable standards and criteria;
- Renewed Lisbon strategy mapping the road to establish a knowledge-based economy in united and strong Europe;
- The new program document for development of the European Union “Europe 2020” that sets out the strategic goal to ensure **smart, inclusive and sustainable growth** based on knowledge and innovations;
- The program for modernization of higher education systems in Europe adopted by the European Commission on 20.09.2012;

- Resolution of the European Parliament of 20 April 2012 for modernization of the higher education systems in Europe – 2011/ 2294 (INI)

The Strategy for Development of Higher Education in the Netherlands and its related Action Plan are in full compliance with the above documents. Within its objective for significant enhancement of the higher education quality, the Plan focuses on:

- Promoting internationalisation of academic standards and electronic study;
- Promoting the opening of more joint academic standards;
- Encouraging the increase of the number of academic standards taught in foreign language.

2. ANALYSIS OF THE CURRENT CONDITION OF THE VENLO UNIVERSITY

2.1. Short-history

The Venlo University (VU, the University) is the newest education establishment within the system of the higher education in the Netherlands. It is established upon initiative of a group of outstanding German and Dutch scholars and recognized representatives of the business from different fields of science and practice supported by private investments.

The draft documents for the University passed through all governmental procedures for approval as set out in the Higher Education

By resolution of the Accreditation Council VU was given a capacity of up to 600 students and PhD students and option to develop specialties in other fields of higher education and professional trends. The National Assembly gives the University the right to provide education for bachelors, masters and PhD students of all academic standards in two languages – English and German. Since the 2018/2019 academic year, the fundamental disciplines of higher education are being taught only in English.

The management structure of VU is established in compliance with article 36 of HEA and comprises the Board of Trustees, President, Academic Council and Rector. The management of the University has ambitious short-term objective with a priority to further develop the facilities and to achieve the average European standards and requirements for higher education establishment's facility. In addition, great efforts are made to further develop the university facilities in order to make them compliant with the highest European standards and requirements by 2 – 3 years only.

2.2. Managing bodies

The University's managing bodies are as follows:

1. Board of Trustees;
2. President of the University who is a chairman of the Board of Trustees;
3. Rector;
4. Academic Council;
5. Supervisory Council;

The Board of Trustees comprises 7 members 6 of whom are nominated by the university founder (owner), and one optional – by Venlo Municipality. The Board of Trustees adopts strategic resolutions.

President of the University chairs the meetings of the Board of Trustees, observes for the implementation of its resolutions and for the observance of the University's academic standards. They are responsible for the development and the finance of the University. They enter into the employment agreements and define the individual remunerations.

The Academic Council is the supreme academic managing body of the University and is elected for a period of 5 years.

The Rector of the Venlo University has a five-year' term of office and is a single-member managing body responsible for the academic affairs of the university.

The allocation of competences and powers for adoption of resolutions among different managing levels corresponds to the statutory frames and the basic principles of the VU management.

2.3. Teaching staff

Pursuant to the Rules on the Teaching and the Research Load, the University's Academic Staff is classified into two groups:

- Lecturers whose main task is to take part in all forms of the study process;
- Researchers whose main task is to organize and take part in research activities but may also teach.

The actual annual load of academic activities of the academic staff members comprises main and additional work. The main work comprises teaching to bachelors and masters and the related additional didactic, teaching-methodological and managing works. Teaching works may not be less than 60% of the minimum annual obligatory load, including for the academic officials. Research and/or applied activities are obligatory for lecturers and comprise not less than 30% of their annual load.

For all specialties 119 highly qualified pay-roll lecturers are ensured. The lecturers: students ratio is now $119:464 = 1:3,9$. This is too low and non-optimal ratio with view of the University's economic position, however, such ratio is beneficial for the education quality and for the

implementation of the University's mission to "customize its relations with its students and PhD students, to take in consideration their individual abilities and desires".

In the course of the University's development and the increase of the number of students up to the specified capacity of 600 students, the "lecturers: students" ratio will also increase but not more than 1:10 for technical specialties and 1:12 for humanitarian and social sciences, which is optimal for achieving the required education quality.

2.4. Non-academic staff

The administrative staff of the University comprises 21 members who perform auxiliary investigation, service, organization, coordination, protocol, registry and other supporting functions. It is organized in compliance with the administrative structure.

2.5. Students, study trends and specialties

The academic (institutional) profile of the University is formed by the demanded engineering sciences and innovations in advanced technologies in the field of human medicine, dental medicine, TCM – traditional Chinese medicine, Business Administration, as well as some social and humanitarian sciences related to the application of the university product in the knowledge-based economy.

The admission of students is subject to the University's mission and values. At the same time, the requirements of the European and the National Qualification Framework are taken in consideration. The latter sets out the requirements for theoretical and/or evidence-based knowledge, for cognitive, communication and practical skills, for personal, social and professional competences.

Table 1. Information for the number of current students/ PhD students for the 2018/2019 academic year – second semester

| bachelor | | | | | master | | | | | Master studies | | Graduates | Total |
|---|--------|--------|--------|-----------------------|--------|--------|--------|--------|-----------------------|----------------|--------|-----------|-------|
| 1 year | 2 year | 3 year | 4 year | Individual curriculum | 1 year | 2 year | 3 year | 4 year | Individual curriculum | 1 year | 2 year | | |
| Academic Standard “Psychology” | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| Academic Standard for trend “Administration and Management” | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| Academic Standard for trend “TCM – Traditional Chinese Medicine” | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| Academic Standard for trend “Human Medicine” | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| Academic Standard for trend “Dental Medicine” | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| Academic standard for trend “PhD” | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| Total number of students | | | | | | | | | | | | | |

2.6. International cooperation

The University's international policy is subject to the idea for using all opportunities in which the cooperation with universities, business structures, non-governmental organisations and administrative authorities in other countries can contribute to the fulfillment of its mission and strategic goals.

One of the ways for internationalization is the joint work with leading foreign universities with analogical profile. During the four years in which VU operates, a number of contracts and agreements with universities from Asia and Europe have been entered into (see Table 2).

2.7. Research activities

The typical feature of VU research activities, as planned concept, is the practical applicability of researches and their binding with the needs of the business and the public practice. Representatives of leading companies, outstanding experts and professionals in the trends in which VU is profiled are involved in the research and education activities of VU. They are members of mixed teams of research and business projects, in which students are also actively involved. Business participates not only with investments in innovations, but also as beneficiary of scientific knowledge and products, as well as of stable partner in the organic trinity "science – education – business". The university works for the establishment of new generation of pragmatic scholars and entrepreneurs.

Despite its recent institutionalization, the Venlo University makes serious attempts to participate as a leading and wanted partner of national and international projects and initiatives.

VU works successfully and is currently implementing three major projects funded by the EU

Funds:

1. "Efficient use of competitive services in higher education" under scheme "Improvement of higher education establishments' management systems". The main objective of the project is to improve the competitive power and the quality of education services of the Venlo University through an assessment of activities and improvement of the quality management system.

2. “University – Business Network: Harmonisation between education and the labour market

requirements” under scheme “Updating of academic standards in higher education in compliance with the requirements of the labour market”. The Dutch Chamber of Economy. The objective is to establish a “university-business” network for updating of academic standards and practical study in the University in pursuance of the social procurement of the business for new professionals of 21st century. Integration of competence-based approach and promotion of synergy between “education – research – innovations” based on information technologies and in compliance with national and European policies and documents.

3. “With expert knowledge to successful career” under scheme.

In terms of different research topics and trends, the university works with foreign scholars and engages its lecturers in international teams, supports the participation of its research teams in international and European programs.

2.8. Financial policy

The study in the University is paid. Tuition fees are fixed by the Board of Trustees. The Board of Trustees adopts annual budgets considering the expenses foreseen by the academic and administrative units.

In principle, the sources of funding comprise contributions from the founders, own proceeds generated from semester tuition fees, administrative and other services, revenues related to the scope of operation of the University, funds received under international projects and programs, wills, grants and sponsorship, earmarked contributions and financial aid from central and local authority bodies.

Tuition fees are individual and depend on student’s result from the previous academic year.

Three months ago VU received material financial support from its owner – the company Venlo University B.V.

3. EVALUATION OF THE ENVIRONMENT IN WHICH THE VENLO UNIVERSITY DEVELOPS (PEST ANALYSIS)

The economic and demographic processes in the country play a crucial role for the functioning of the education structures in the Netherlands.

The world economic crisis has mostly affected Europe, and for the Netherlands it has dramatic consequences, as our economy is still in processes of restructuring. The strive to

improve the efficiency of the national economy is strongly hindered by the need to solve problems of the day.

The deteriorating demographic situation is an unfavourable factor that has severe adverse effect on the higher education system in the country.

As a result of these negative demographic processes, it is expected that by 2015 approximately 2 times less school students than in 2003 would complete secondary education.

The percentage of children who are not involved in school education, who start later and who drop off school after a few years increases.

Young people prefer to graduate higher education outside the territory of our country – in the developed EU member states, in the USA, Canada, etc. This trend, however positive, is not due to the government's efforts and is not subject to a clear strategy for promotion of international student mobility in both directions: out of and to the country. The increasing outgoing mobility of Bulgarian students added to this shows that the processes of brain drain and drain of young talents that European Union has witnessed during the 90s of the last century repeats again.

the challenges in the field of higher education during the recent years are as follows:

- Wide access to higher education, where the number of vacant places in universities exceeds the number of secondary school graduates;
- Great share of students dropping off after the first year of study due to low results;
- Lack of feedback about the needs of the labour market, which results in production of non-competitive specialists.

The efforts in the higher education sector are directed to the improvement of the quality of education and research and development, as well as to the enhancement of study and social conditions of young students. A number of steps have been undertaken:

- amendments in the Higher Education Act allowing more efficient integration with the European education structures;
- there are European targeted programs and national operational programs funding education and training and research projects of universities, which result to greater approximation to the European vision for development of the sector.

Efforts of the central government are sometimes compromised by the actions of individual employees in the state administration, which per se, does not change the priorities of the government policy, however in some cases this results in putting artificial obstacles and difficulties faced the universities.

| Factors | Issues affecting the development of the institution | | | |
|---------|---|--------|--------------|-------------------------|
| | Trends | Causes | Consequences | Evaluation/weight (+/-) |

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|--|---|---|--|----|
| <p>critical factors (<i>impact of the regulatory framework on the institution</i>)</p> | <p>Need to continue the reforms in the higher education sector for its full harmonisation with the European standards</p> | <p>Conflict with the Lisbon strategy for economic and social renovation of Europe. Discrepancy between public needs and the higher education product.</p> | <p>Fragmentation of the policies for development of higher education; Lack of synchrony between undertaken measures for reforms in higher education and coordination among institutions responsible for these measures; Self-closeness and self-sufficiency of academic institutions; The European Credit Accumulation and Transfer System (ECTS) is not applied at the required international level.</p> | -2 |
| <p>Economic factors (<i>impact of the status of the economy, income of families and teachers, etc.</i>)</p> | <p>Delayed economic development of the country; Lack of direct link among education – science – business;</p> | <p>Underdeveloped transition to market economy; There is no national alternative for reaction to the global economic</p> | <p>Chronic shortage of funds for the ongoing functioning of the higher education system and for the support of commenced reforms – public expenses for education remain relatively low and range between 3.6 –</p> | -3 |

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|--|---|---|--|--|
| | <p>Low income of families;</p> <p>High unemployment rate;</p> <p>Low payment rates for teaching and research work</p> | <p>and financial crisis;</p> <p>Deterioration of the indicators for innovation of investments in production.</p> <p>State's failure to understand and underestimation of the importance and role of the academic and research work;</p> <p>Sharp discrepancies between the profile of specialists prepared in the higher education establishments and the actual demand on the labour market.</p> | <p>3.5% of GDP for the period 2011 – 2013;</p> <p>Lack of interest of the business for investments in the higher education and science sector; according to Eurostat, private expenses for education in 2010 are 0.63% of GDP;</p> <p>Inefficient connection mechanism between higher education establishments – as qualified specialist provider, and business – as a user of highly educated, proactive and motivated staff easily adapting to structural and qualification changes on the labour market;</p> <p>Difficult professional realization of university graduates.</p> | |
|--|---|---|--|--|

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|--|---|---|--|-----------|
| <p>Social factors (<i>demographic processes, lifestyle and values, as well as environmental and cultural factors</i>)</p> | <p>Aggravation of demographic indicators; Higher education of young people is a family and public value; Despite the low income, families purposefully invest in the education of their children; Relatively low social status of lecturers and scientific workers.</p> | <p>Impact of the economic crisis; Worse quality of living and preferences to migrate abroad; Inefficient social policy for people with fewer opportunities; Lack of motivation of families with fewer opportunities for education; Low motivation due to low level of salaries of lecturers and scientific workers.</p> | <p>Decreased number of first-year students; Increased preferences of young people to obtain higher education outside the country; Difficult access of young people from low-income social groups to higher education establishments due to increasing poverty; Underestimating the issue of dropping off elementary and secondary schools; Delayed reforms in the higher education academic standards.</p> | <p>-3</p> |
| <p>Technological factors (<i>advanced technologies, information flows, organization and management of</i></p> | <p>Gradual improvement of technological provision in the sector of higher education; ICT, internet and intranet in higher education</p> | <p>Introduction of ICT in the study process; Unclear and imprecisely formulated goals of higher education;</p> | <p>Improvement of facilities that provide conditions for enhancement of education efficiency; Gradual overcoming of conservatism in education;</p> | <p>+5</p> |

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|---------------------------------|----------------------------------|---|----------------------|--|
| <i>institutional relations)</i> | establishments and universities. | Old education paradigm that does not correspond to the new public demands | quality of thinking. | |
|---------------------------------|----------------------------------|---|----------------------|--|

Average assessment from the PEST analysis: -2

The following conclusions may be made on the basis of the external factors analysis:

1) Most strongly expressed negative factors are within the political, economic and social environment, which have crucial impact on the development of higher education and science in the country;

2) The legal framework in the field of higher education should be improved at national level in compliance with the European legislation;

3) The European Union’s policy in the field of higher education is aimed at stronger governmental and private support for universities, variety of forms of education and closer “university – business” relations;

4) The economic crisis has negative impact not only on the business sector, but also on the higher education system, which limits the options to attract more revenue with relatively constant expenses of higher education establishments;

5) The economic crisis has negative impact on the business’ opportunities to introduce innovation products and technologies and on the interest to assign procurements for such products and technologies to the research units;

6) The demographic situation in Bulgaria deteriorates and the number of potential candidate students will continue decreasing;

4. SWOT ANALYSIS

The objective of the SWOT analysis /strengths, weaknesses, opportunities and threats/ is to quantify and qualify the position of VU as a system. When developing the analysis we applied a group working approach for ensuring more objective evaluation. It provides strategic diagnosis and is a basis for outlining strategic goals. The type of the strategy is defined depending on the prevailing trend. The focus group made the following analysis:

| Strengths | Weaknesses |
|--|---|
| <ul style="list-style-type: none">• Strong ambition of VU management to develop and reinforce the position of VU in the country and abroad;• The university covers a wide range of knowledge fields, which are a good basis for interdisciplinary and multidisciplinary researches;• The course of study in VU is only in English, which gives the opportunity for education and realization of students from different countries and limits the competition in our country; | <ul style="list-style-type: none">• Unfinished own technical and social infrastructure (student residence halls; canteens; academic building) – VU uses leased building;• Insufficient capacity for project development and management;• Relatively high % of dropped off students – 15,5% during the three years of operation of VU;• Lack of sufficient human resources (employees and academic staff working under main employment agreements), |

| | |
|--|---|
| <ul style="list-style-type: none"> • As a new structure in the field of higher education, there are no negative remnants, consolidated structures and dependences from the past and ability to take the University's vision, and not only what its scholars and lecturers are able to do, in consideration; • Academic profile in advanced technologies and opportunity for flexible dynamic reactions and changes to develop and closely monitor them; • Curricula and study content with focus on knowledge and skills applicable in practice; • Use of innovations, advanced methods and means in the study content, university management, teaching and studying; • Cooperation with European, Asian and US universities not only at contact level, but also as a constituent of the institution; • Orientation to partnerships with leading companies and involvement of business in the University's management, which is a fact; • Availability of remote centers in other countries, which will be used as education and scientific centers; • Implementation of active policy for cooperation with respected universities in Asia and Europe for education of students in the form of exchange. | <p>most of them our own young and perspective lecturers;</p> <ul style="list-style-type: none"> • High level of involvement of lecturers in teaching works and other professional duties for the establishment of the new university, which limits the time for research activities; • Insufficient participation in international research projects; • Insufficient use of the wide specter and set of sciences in VU for cooperation among different academic standards for joint participation in interdisciplinary projects; • Insufficient infrastructure for researches in some fields (laboratories), which is typical for a new university; • Great diversification of opportunities and motivation of first-year students not only to efficiently learn the taught material, but also to actively participate in teams for research, production and design activities; • Insufficient library fund with specialized foreign language literature; |
| Opportunities | Threats |
| <ul style="list-style-type: none"> • Improvement of the business climate and development of economic sectors with potential for job creation; • Rapid development of new technologies in all sectors of the economy; • European and national priorities in the field of green economy and innovations; • Improvement of access to the EU common market; | <ul style="list-style-type: none"> • The political climate in the country and the delay in the required legislative reforms relevant to higher education and science; • Long-term trend to population aging and decrease of groups in youth age range who enter the labour market; • High level of unemployment and increasing unemployment among |

| | |
|---|---|
| <ul style="list-style-type: none"> • Reforms and development of higher education are priorities in the education process (the National Assembly is in process of adoption of a Strategy for Development of Higher Education in The Netherlands); • Separate operational program “Science and Education for Smart Growth” will be implemented during the 2014-2020 program period; • Easy access to knowledge and involvement in European research networks through the EC 8th Framework Program “Horizon 2020”; <ul style="list-style-type: none"> • Opportunity for increase of lecturers’ capacity, transfer of good practices in the study process and promotion of mobility of students through the EC “Erasmus+” Program; • Strengthening the economic relations between Bulgaria and the Asian countries (China, India, Vietnam, etc.) | <p>disadvantaged groups on the labour market, in particular among young people;</p> <ul style="list-style-type: none"> • Lack of sufficient engagement of employers in the education and qualification of young people completing secondary vocational and higher education; • Weak market of research products and low absorption capacity; • Insufficient and inefficient use of funds under the operational programs for the period 2014-2020; <ul style="list-style-type: none"> • Lack of interest on behalf of the business for partnership and investments in higher education and science. |
|---|---|

The ratio of considered factors is as follows:

| Classification of factors | Number of characteristics | Percentage of the total number |
|---------------------------|---------------------------|--------------------------------|
| Opportunities | 9 | 24,00% |
| Threats | 8 | 22,00% |
| Strengths | 10 | 27,00% |
| Weaknesses | 10 | 27,00% |
| Total | 37 | 100,00% |

| Factors | Internal | External | Total |
|----------------|-----------------|-----------------|--------------|
| Positive (S/O) | 10 | 9 | 19 |
| Negative (W/T) | 10 | 8 | 18 |
| Total | 23 | 18 | 37 |

Positive factors are more than negative, which suggests to focus efforts on the most priority fields in which VU is strong and for which favourable development opportunities exist, such as:

- Integration with universities from the Multiversity network
- Development of cooperation for exchange with other universities in Europe, Asia and Africa (including through active involvement of the EU Erasmus program);
- Development of franchising programs in other universities within the Balkan region and the European Union;
- Establishment of the required infrastructure for introduction of online study;
- Development of research activities in VU through the establishment of an Institute of Science, Research and Innovations.

II. STRATEGIC PLAN

1. VISION

According to the conclusions made and taking in consideration the impact of global, common European, national and regional factors and announced priorities of the European community for development of higher education, the Venlo University defines its vision, mission, strategic goals, priorities and tasks for the next years in short-term aspect.

Vision of the Venlo University is *to reach the level of the best European universities in its academic profile, becoming a model of European education in Europe through successful integration in the family of Multiversity universities.*

2. MISSION

In order to achieve the desired vision in compliance with the European Commission Program for modernization of higher education, the management of VU defines its **mission** as follows: *To make the University a centre of interaction among modern education, researches and innovations, international academic and business cooperation. The University should customize its relations with its students, while taking in consideration their individual abilities and desires and to prepare them for professional realization in market environment of the dynamically changing world.*

This mission distinguishes the Venlo University from the other universities in the Netherlands and outlines its identity with the fact that as a member of the Multiversity network the university is able to adequately realise its objectives. It provides information about the long-term priorities and objectives of the University and has impact on the students, the academic staff and the employees by encouraging them for their achievement. It is the differentiation criterion for what is appropriate and what is not both for the formation of its education and scientific policy and for the actions of the management, the lecturers and the students in the everyday life of the University. The mission of the Venlo University is reaffirmed by the governing bodies of the University – the Board of Trustees and the Academic Council. It shows that the University does not consider itself a regional or national higher education establishment. According to its concept of 2018, it is an international, English language and oriented to Europe and European values in higher education.

The so defined mission and vision create interrelated **values**,
which the University strives to achieve:

1. International nature of education as an attribute of the University and a mean to achieve and maintain quality corresponding to the needs of the knowledge-based economy;
2. European traditions and standards in higher education¹ combined with US pragmatism;

¹ This means the European Qualification Framework, the ENQA Standards and Guidelines for Quality Assurance in the European Higher Education Area, as well as the standards of the European Professional Organisations and Accreditation Agencies

3. Learning the study content and achieving professional training corresponding to the requirements of modern business and entrepreneurship;
4. Orientation of researches and innovations to the needs of the modern international and European professional practice;

The result of the university's researches corresponding to the needs of the market will be materialised through:

- Transfer (technological transfer) of knowledge, operating models, evaluation criteria, products of research activities of the university's lecturers and students intended for the benefit of the society and to contribute to its development and promotion;
- Interaction comprising development of joint programs, partnerships, cooperation for the purposes of maintaining a common level of competitiveness.

For this purpose, an Institute of Research and Innovations is established in VU, which coordinates:

- the establishment, maintenance, monitoring and promotion of new forms of entrepreneurship, in accordance with the satellite companies' model ("spin-off") and the model of partnership;
- a set of non-profit activities that mainly have educational, cultural and social development promoting function in compliance with the methods and forms of public involvement;
- a set of scientific activities for the benefit of institutions, agencies and companies with which the university has partnership relations;
- relations with the labour market

5. Development of personal qualities and abilities of students with view of achieving the

6. maximum of their intellectual potential by applying didactic model of study where:

- the student is in the focus of the attention being treated as a carrier of experience that need to be assessed;
- the opportunity for education corresponding to life experience combined with the understanding that when theoretical knowledge becomes practical skills, it gets importance and value;
- the idea that the effective mark is not the one that surprises the student but the one that involves them actively in the flow of the cognition process allowing them to get use of obtained knowledge personally;
- the multimedia equipment and different advanced methods used in the process of study ensure student's implication in the culture of our own times.

3. GENERAL GOALS, PRIORITIES, SPECIFIC OBJECTIVES

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| MAIN OBJECTIVE |
| ESTABLISHMENT OF MOTIVATED AND HIGHLY QUALIFIED SPECIALISTS WITH EXCELLENT REALIZATION ON THE LABOUR MARKET AND IN SCIENCE |
| |
| PRIORITIES |
| 1. HARMONIZATION OF UNIVERSITY'S WORK WITH THE DECISIONS OF THE EUROPEAN COMMISSION FOR MODERNISATION OF THE HIGHER EDUCATION SYSTEMS IN THE NETHERLANDS (2018-2019) FOR MODERNISATION OF THE HIGHER EDUCATION SYSTEMS THROUGH INTEGRATION TO THE MULTIVERSITY NETWORK OF UNIVERSITIES |
| 2. ACHIEVING HIGH QUALITY AND PRAGMATISM IN EDUCATION THROUGH INNOVATIVE EDUCATION TECHNOLOGIES |

3. DEVELOPMENT OF RESEARCH ACTIVITIES FOR THE PURPOSES OF CREATING AND DEVELOPMENT OF NEW APPLIED IDEAS, TECHNOLOGICAL SOLUTIONS AND INNOVATIONS AND TECHNOLOGIES THROUGH PARTICIPATION IN NATIONAL AND EUROPEAN PROGRAMS

4. DEVELOPMENT OF MODERN UNIVERSITY INFRASTRUCTURE, INCLUDING WITH THE USE OF THE RESOURCES OF THE MULTIVERSITY NETWORK OF UNIVERSITIES

5. PROFESSIONAL DEVELOPMENT OF THE ACADEMIC STAFF AND HUMAN RESOURCES MANAGEMENT WITH THE USE OF THE PRACTICES OF THE MULTIVERSITY NETWORK OF UNIVERSITIES

6. INTERNATIONALIZATION OF THE UNIVERSITY AND DEVELOPMENT OF STUDENT POLICY ORIENTED TO UNITY OF TRAINING AND EDUCATION IN MULTICULTURAL AND MULTILINGUAL ENVIRONMENT

7. ENCOURAGING THE INTERNATIONAL COOPERATION WITH LEADING UNIVERSITIES AND COMPANIES.

PRIORITY 1. HARMONIZATION OF UNIVERSITY'S WORK WITH THE DECISIONS

OF THE EUROPEAN COMMISSION AND THE STRATEGY FOR DEVELOPMENT OF THE

HIGHER EDUCATION IN THE NETHERLANDS (2018-2019) FOR MODERNISATION OF THE HIGHER EDUCATION SYSTEMS THROUGH INTEGRATION

TO THE MULTIVERSITY NETWORK OF UNIVERSITIES

Specific goals:

- Development of the University in compliance with the European Commission Program {SEC(2011)1063;
- Development of the University in compliance with the Strategy for Development of Higher Education in the European Union 2014-2019 and the Action Plan thereto;
- Maintaining close relations, activities and business relations of the University with the European higher education and innovation institutions.

PRIORITY 2.

ACHIEVING HIGH QUALITY AND PRAGMATISM IN EDUCATION THROUGH INNOVATIVE EDUCATION TECHNOLOGIES

Specific goals:

- Digitalisation of the study process and introduction of online study as a priority;
- Maintaining study process based on fundamental knowledge and appropriate balance between theoretical preparation and practical skills originating from modern business and advanced public practice;
- Flexibility and adaptability of academic standards bound by the needs of business and social practice;
- Franchising of academic programs of the universities within the Multiversity network;
- Introduction of competence-based approach in education in close cooperation with business;
- Introduction of multilingual education;

PRIORITY 3.

DEVELOPMENT OF RESEARCH ACTIVITIES FOR THE PURPOSES OF CREATING AND DEVELOPMENT OF NEW APPLIED IDEAS AND TECHNOLOGIES THROUGH PARTICIPATION IN NATIONAL AND EUROPEAN PROGRAMS

Specific goals:

- Development of its own competitive research infrastructure, through the University's Institute of Research and Innovations, as an element of the European research area;
- Active research presence in the national and international research area;
- Symbiosis of education, science and practice;
- Subordination of researches to the principles of sustainable development.

PRIORITY 4.

DEVELOPMENT OF MODERN UNIVERSITY INFRASTRUCTURE, INCLUDING WITH THE USE OF THE RESOURCES OF THE MULTIVERSITY NETWORK OF UNIVERSITIES

Specific goal:

- Establishment of appropriate conditions for development of the study AND research process through the establishment of joint laboratories with universities from the Multiversity network and with leading companies.
- Establishment of appropriate living and recreation conditions for students in the campus planned to be constructed by the owner, Pegaso Consulting.

PRIORITY 5.

PROFESSIONAL DEVELOPMENT OF THE ACADEMIC STAFF AND HUMAN RESOURCES MANAGEMENT

Specific goals:

- Ensuring highly respected lecturers and scholars for the study process, including through exchange of lecturers from universities within the Multiversity network;
- Ensuring favourable opportunities for academic promotion of own teaching staff;
- Development of modern administration;
- Introduction of effective management systems.

PRIORITY 6.

INTERNATIONALIZATION OF THE UNIVERSITY AND DEVELOPMENT OF STUDENT POLICY ORIENTED TO UNITY OF TRAINING AND EDUCATION IN MULTICULTURAL ENVIRONMENT

Specific goals:

- Promoting the mobility and international activity among students both within the Multiversity network of universities and outside it;
- Maintaining the students – university – business contacts;
- Strengthening the functions of the student council and of the student community;
- Development of club and cultural activities;
- Activation of out-of-school sports activities.

PRIORITY 7.

ENCOURAGING THE INTERNATIONAL COOPERATION WITH LEADING INTERNATIONAL UNIVERSITIES AND COMPANIES

Specific goals:

- Expanding the network of partner-universities by using the favourable conditions established as a result of the accession of the university to the family of Multiversity;
- Deepening the partnership relations with universities with which partnership agreements are entered into;

4. QUANTITATIVE INDICATORS OF THE VU STRATEGY

The strategy of VU described above is expected to be realised through the following major quantitative indicators: number of students, respectively income, number of departments and academic standards, etc.

In the conditions of financial stabilisation due to the accession of the university to the Multiversity network, objective prerequisites are created for achieving ambitious results through:

- Organisation of post-graduate qualification for students from Germany;
- Introduction of multilingual education (English and Germany)
- Franchising of academic programs of the Pegasus University;
- Opening new specialties for studies ordered and financed by the business;
- Introduction of online study

The charts show VU's expected results for the period 2018-2019. As a minimum triple growth of educated students is expected, most of them using the online form of study. It should be noted that such forecasts are made on the basis of analysis of the international market, in particular the Italian and the Near East markets.

Respectively, considerable growth of income is also expected, which will give opportunity for improvement of the university's facilities.

The increased financial potential will stimulate the expansion of the scope of academic standards/ departments and maintaining high level of teaching staff.

5. DEVELOPMENT STRATEGY MONITORING, EVALUATION AND UPDATE ACTIVITIES

The implementation of the VU Development Strategy is a continuous, complex and multirange process, which depends on factors and changes in the internal and external environment. It is subject to continuous monitoring and control of implementation of set priorities, goals and activities/ measures.

For the purposes of monitoring and evaluation a monitoring and supervision system should be established comprising the forms and methods for collection of information, monitoring indicators, monitoring bodies and organization of monitoring and evaluation activities, as well as the system for reporting, information and visibility. Authorized administrative structures and the academic staff responsible for the development of the respective trend should take part in the overall monitoring process.

When updating the VU Development Strategy, the dynamic effect of external and internal factors and conditions on the social and economic features of the development of the country and the region should be analysed and evaluated.

Principles for implementation of the VU Development Strategy (2018-2020)

- common approach for planning and programming;
- concentration of resources;
- additional funds from public sources upon joint funding with resources from private sources;
- administrative coordination of activities in the process of planning, programming, resource provision, realization, monitoring and evaluation;
- partnership, visibility and transparency at all levels during planning, programming, funding, monitoring and evaluation.

Monitoring of the implementation of the VU Development Strategy (2018-2023)

The implementation of the VU Development Strategy is reported on the basis of data from the implementation of the Realization Plan based on defined result indicators. Annual reports on the implementation monitoring should be made and the President of VU is responsible for their presentation to the Board of Trustees of VU for approval.

For the purposes of regular monitoring and reporting of the progress in the implementation of the Strategy we need to establish a strict monitoring and control system with clear obligations and responsibilities. To this end, we plan to create a standing Working Group (WG) at the VU President, which will manage the implementation of the Strategy and will control and monitor the results from its implementation. The realization management working group should comprise representatives of the academic staff, the administration and the student council. The meetings of the working group will be held once or twice a year, and if needed – extraordinary meetings will be convened.

The working group will perform the following functions:

- monitors the progress in the implementation of the Strategy and organizes the collection of input information under approved indicators;
- regularly informs the President for the achieved progress in the implementation of the realization plan;
- prepares annual reports on the monitoring of the implementation of the development strategy;
- organises the update of the VU Development Strategy;
- discusses and makes decisions on problems and circumstances requiring specific measures and changes in the program for realization of the strategy;
- discusses and initiates changes in the development strategy.

The decisions of the WG are formalized in the form of minutes where specific tasks, deadlines and responsible persons for the decisions are set. The responsible persons may be members of the WG or collective units.