



## SUSTAINABLE IN HIGHER EDUCATION OF WAGENINGEN UNIVERSITY & RESEARCH

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### ABSTRACT

Concerns about sustainability are shared by the corporate and academic groups. Organizations have become more knowledgeable about sustainability-related issues during the past 20 years, including what sustainability is, why it's significant, and how to manage and measure it. In 2016, the Dutch government unveiled its policy plan, "Circular Economy in the Netherlands by 2050." The Netherlands will use fewer abiotic (mineral, metal, and fossil) resources thanks to the policy strategy. How Wageningen University & Research maintains its success in the field of higher education is the subject that this study seeks to address. We use a narrative approach. Wageningen University & Research's synergy has improved since the merger. It is the focus of many academic publications and has a substantial impact on environmental sustainability. Because we examine the story of Wageningen University & Research's success, a qualitative study is suited for this subject. The University of Indonesia, National Taiwan University, The Higher Education, the Government of the Netherlands, and particularly Wageningen University & Research are the primary targets of this study's narrative methodology, which focuses on published materials. The coordination of environmental, technological, and financial factors has been done by Wageningen University & Research. The importance of education in preserving the deteriorating environment that societal injustices have caused is growing. This study shows how Wageningen University & Research has expanded and continued to be successful. Environmental quality, sustainability, and governance have all been strategically managed.

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## 1. INTRODUCTION

Both business and academic communities are worried about the issue of sustainability. Over the past 20 years, organizations have become more aware of issues related to sustainability, including what sustainability is, why it is important, and how to manage and measure it. Interventions including reengineering, reorganization, restructuring, financial incentives, layoffs, and top-down initiatives are supported as they are results-driven. Others make the equally compelling case that these metrics are, at best, insufficient and may actually damage a person's commitment to learning. They claim that it is the only organizational development technique that can aid a company in developing the abilities necessary for high achievement and long-term emulation benefits [1].

According to [2] education for sustainable development is the process of teaching people how to make choices that will contribute to the long-term economic, ecological, and egalitarian well-being of all societies (ESD). Demands for autonomy and accountability have increased as a result of governance reforms in higher education over the past 20

years [3]. The social-ecological system approach should take into account the biosphere's capacity to protect the environment and lessen environmental catastrophes in order to enhance human welfare [4]. The reorganization of university governance is ostensibly a symbol of the more pervasive renewal tendency in the political-governing system and community. Academic autonomy and highly focused professional standards have contributed to shaping the distinctive organizational and cultural stream of the higher education industry. There are valid reasons to believe that common changes are inconsistent with these and challenging to implement in this sector.

The Dutch government released its "Circular Economy in the Netherlands by 2050" policy plan in 2016. With the help of the policy strategy, the Netherlands will consume fewer abiotic (mineral, metal, and fossil) resources. A reduction of at least 50% from 2014 to 2030 is the interim objective. By 2050, it is intended to use as few abiotic resources as possible. The policy strategy uses three strategic objectives to help attain this objective: The following three requirements must be met: (1) abiotic resources must be replaced with sustainably extracted, widely available, and renewable resources; (2) abiotic resources must be used more efficiently in the current product chain; and (3) abiotic and biotic resources must be used more efficiently in new product chains [5].

According to the UI Green Metric (<http://greenmetric.ui.ac.id/rankings>), Wageningen University & Research is ranked first for the assessment years 2017–2022. Wageningen University & Research is established through the cooperative integration of Wageningen University and the Wageningen Research Foundation. Corporate social responsibility and sustainability are essential values for Wageningen University & Research (WUR). Investigating "how nature could boost human well-being" is the mission of Wageningen University & Research. In a nutshell, Wageningen is an example of sustainability. They not only gain high-quality skills but also assist the application of their knowledge around the world. In 2014, 46% of garbage was produced and processed, 37% of it was recycled (in green, paper, glass, plastic, construction & demolition, and other ways), and 17% of it was processed using other methods. Wageningen University & Research reduced waste burning by 46%, achieving the target of the Dutch waste strategy to reduce waste by half [5].

Wageningen University & Research outperformed National Taiwan University from 2012 to 2022 in terms of agricultural rankings, and for 2023, Times Higher Education ranked it 59<sup>th</sup> globally among all universities<sup>1</sup>. Reputable institutions rank these universities among the best in the world for agriculture and forestry. For the eighteenth year in a row, Wageningen University & Research has been selected as the best university in the Netherlands by its own students, as reported by Keuzegids University 2020<sup>2</sup>.

The Agricultural College of the local council in Wageningen was taken over by the Dutch government in 1876. In the Netherlands, this marked the start of a nationwide program of agricultural education. The curriculum at Wageningen had advanced by 1904, and the college is now known as the National College of Agriculture, Horticulture, and Forestry. In 1968, a law governing other universities was extended to the College of Agriculture at Wageningen University. Wageningen University & Research continued to operate as a single entity in 2016, according to their website<sup>3</sup>.

This study aims to provide an answer to the question of how Wageningen University & Research's success in the world of higher education is maintained. We adopt a storytelling strategy. A work that conveys or reports information about an event or set of events that are connected chronologically is referred to as a "narrative" (Czarniawska 2004, page 17) [6]. We investigate and analyze the prevalent trends in the university movement, paying particular attention to institutional growth and leadership sustainability.

The coordination of environmental, technological, and financial factors has been done by Wageningen University & Research. The importance of education in preserving the deteriorating environment that societal injustices have caused is growing. Considering the government's role in funding and regulation, an educational institution should be prepared to serve its stakeholders in an era of rapid technological advancement. Students should receive perceptive knowledge in school that will benefit everyone's quality of life. In education and governance, analytical thinking must be developed in addition to conceptual robustness. By focusing on green sustainability, Wageningen University & Research can stop the upheaval caused by environmental degradation, pollution, and food scarcity.

## 2. RESEARCH METHOD

### Selection of Analysis Approach

A qualitative study is appropriate for this topic because we explore the narrative of the success of Wageningen University & Research. This study uses a narrative method which targets published material from the University of

<sup>1</sup> <https://www.timeshighereducation.com/world-university-rankings/wageningen-university-research>

<sup>2</sup> <https://www.wur.nl/en/wageningen-university/rankings.htm>

<sup>3</sup> [www.wur.nl/en/About-WUR/History-of-Wageningen-University-Research.htm](http://www.wur.nl/en/About-WUR/History-of-Wageningen-University-Research.htm)



Indonesia, National Taiwan University, The Higher Education, the Government of the Netherlands, and especially Wageningen University & Research. published material, including web resources, annual report, and sustainability report.

The first point we will discuss is the capability of Wageningen University & Research in 2016 and after. We continue with the sustainable programs' impact on the stakeholders and world community. The people-profit-planet balance is the main subject.

Table 1. Data Source

Data source	Data type	Use in the analysis
Wageningen University & Research	Publication: <ul style="list-style-type: none"> <li>Annual Report 2016</li> <li>Annual Report 2017</li> <li>Annual Report 2018</li> <li>Annual Report 2019</li> <li>Annual Report 2020</li> <li>Annual Report 2021</li> <li>Strategic Plan 2015-2018</li> <li>Strategic Plan 2019-2022</li> <li>Sustainability Report 2019</li> <li>Sustainability Report 2020</li> <li>Sustainability Report 2021</li> <li>2020-2022 Multi Year Environmental Plan</li> <li>WUR Impact Portfolio 2018</li> <li>WUR's circular economy policy Vision &amp; strategy 2019-2030</li> </ul> Website: <ul style="list-style-type: none"> <li><a href="https://www.wur.nl/en/wageningen-university/rankings.htm">https://www.wur.nl/en/wageningen-university/rankings.htm</a></li> <li><a href="https://www.wur.nl/en/About-WUR/History-of-Wageningen-University-Research.htm">https://www.wur.nl/en/About-WUR/History-of-Wageningen-University-Research.htm</a></li> </ul>	Recognize the key dates and developments in the change at Wageningen University & Research. In particular: (a) the timing and manner of changes to the mission, scope, context, and sources of competitive advantage; (b) the function of external collaborators.  Recognize the information in the organizational narrative about the change at Wageningen University & Research.
University of Indonesia	Website: <a href="http://greenmetric.ui.ac.id/rankings">http://greenmetric.ui.ac.id/rankings</a>	Knowing Wageningen University & Research's reputation for green campuses and environmental sustainability.
The Higher Education	Website: <a href="https://www.timeshighereducation.com/world-university-rankings/wageningen-university-research">https://www.timeshighereducation.com/world-university-rankings/wageningen-university-research</a>	Knowing Wageningen University & Research's international reputation.
National Taiwan University	Website: <a href="http://nturanking.csti.tw/ranking/ByField/AGR">http://nturanking.csti.tw/ranking/ByField/AGR</a> <a href="http://nturanking.csti.tw/ranking/bySchoolName/Wageningen%20University">http://nturanking.csti.tw/ranking/bySchoolName/Wageningen%20University</a>	Knowing Wageningen University & Research's agricultural reputation among universities worldwide.

### 3. RESULTS AND ANALYSIS

#### Stakeholder Theory

Stakeholder theory has experienced several changes throughout its history. Stakeholders are individuals or organizations with legitimate interests in the substantive and/or procedural aspects of a company's operations [7]. In terms of describing the nature of stakeholder relations in regard to decision-making within an organization, stakeholder theory has flourished tremendously [8].

The study records that there are different categories of stakeholders and identifies three types of stakeholders based on their attributes: power, legitimacy, and urgency. The power of influence of each stakeholder depends on the extent to which the stakeholder corresponds to these three attributes [8]. Depending on how well each stakeholder matches up to these three qualities, we can gauge their level of influence. Demonstrating the government, which is the key shareholder in universities due to its authority, the need for higher education, and power.

Universities are supposed to produce exceptional research and instruction, but they must also do it in quantities, formats, and ways that support economic growth and the formation of a knowing society [9]. Some have described it as a fundamental shift in the social compact between the state and institutions of higher learning in the sciences, with the latter having far more explicit expectations about the output in the face of a return on investment [10].

When higher education policy is seen in terms of redefining the social compact, there is potential for misunderstanding because some higher education students have adopted extremely particular and operational definitions into their lexicon. Although not always used, it can be found in contract agreements and is currently used in several higher education institutions. Contracting currently only applies to one specific area, namely resource allocation [10].

#### **Transformative Sustainability Education Approach**

Although it has a favorable impact on student learning and behavior change, transformative sustainability education is a pedagogical practice that is not frequently used in higher education [11]. With a relational ontology that emphasizes the system as a whole, including the individual context, the relational network between human and nonhuman relationships, and a broad standpoint of cultural, social, economic, and political characteristics, transformative sustainability education illustrates a system as a whole [12]. The primary goal of contemporary worldwide education policy reform has been to mold young people's growth and development so that they can take part in the future economy. Reforms that prioritize innovation are frequently presented as a reaction to the global economy's widespread adoption of networked technologies [13].

#### **Top-Down Approach**

Results-driven top-down adjustments have a history of being the preferred method for organizational transformation because they can compel increases in economic value and accomplishment [1]. Numerous studies on organizational change demonstrate that senior management support is essential for the transformation and success of an organization.

People, identity, and connections should be the focal points of change management in the public sector. Public service reform must acknowledge the complexity of reality and pay close attention to how identities and connections are formed within organizations [14]. Academics who "respect their individualism, analytical talents, and inventiveness" can be found at Universitas [15].

#### **Bottom-Up Approach**

According to the bottom-up strategy, academics who are devoted to sustainability are expected to drive change and have an impact on every faculty member's or department's culture [15]. The challenges encountered in top-down attempts are resolved by the bottom-up approach, which places more emphasis on establishing culture and capacities than on leadership and system transformation. Research by Moore et al. (2005), The University of British Columbia's involvement in sustainability research revealed that the construction of comprehensive institutional adjustments for sustainability and the timely deployment of resources were both hampered by a lack of top-level commitment to Education for Sustainable Development [16].

### **3.1. Context**

After merging, Wageningen University & Research has improved its synergy. It has a significant impact on environmental sustainability and is the subject of numerous research publications. We can track how the content of these stories changes over time because of the Wageningen University & Research's ability to oversee the dissemination of stories regarding implication activities that are appropriately narrated. The stakeholders who were involved in Wageningen University & Research's findings were taken into account in those publications. These accounts inspired the company's staff, pupils, stakeholders, and readers to see the value of preserving the harmony between people, profit, and the environment.

#### **Transformational Change at Wageningen University and Research**

Universities of applied sciences (UAS) and research universities (RUs) make up the two main types of higher education institutions in the Netherlands (UAs). RUs are focused on the independent practice of research-oriented activity in a professional or academic setting. Professional programs in the applied arts and sciences are available at UAs, preparing students for a variety of occupations. Both industries significantly progress the country of the Netherlands' internationalization. This tiny nation provides the most international programs of any European non-English speaking nation, with more than 1500 study programs taught in English [17].

The more people there are, the more space they occupy and the greater stress they place on the climate, environment, and natural world. The Netherlands has strengthened its position in this region and has prospered as a result of a targeted government policy, strong entrepreneurship, reliable research, and ongoing innovation. Based on



its understanding of the optimal use of space, natural development, and water management, the Netherlands is continually enhancing the sustainable use of the living environment.

In this movement, Wageningen University & Research already plays a significant role and wants to expand it even more. Close cooperation with the government, business, partner institutions and universities in the Netherlands and abroad will be used to achieve this. Strong roots in the area and a key location in Food Valley have emerged in close coordination with real-world experiences.

Incredibly well-equipped to address the issues is Wageningen University & Research, which consists of Wageningen University, the Van Hall Larenstein University of Applied Sciences, and (nine) applied research institutes (the Dienst Landbouwkundig Onderzoek or Agricultural Research Department Foundation, now known as Wageningen Research). The three mutually related components are as follows, each with a distinct function and role in the knowledge and innovation process: (1) high-quality university research and education focused on frontier research, with a strong appeal to the world's best scientists and students; (2) professional education with a professional program of study and internationally relevant themes closely embedded in regional innovation processes; and (3) applied research with a solid scientific foundation and a firm position in the contract research market specializing in the advancement of green technologies [18].

### 3.2. Chronological Transformational Change in Wageningen University & Research

Wageningen University and Wageningen Research maintain separate legal identities. Within the Wageningen University & Research partnership, strategic and tactical alignment of objectives and activities is implemented across these distinct entities. Operational management of specific components is conducted collaboratively. The relationship between these components is not governed by a policy framework. Organizational resources of each entity are exclusively dedicated to the fulfillment of their respective objectives and primary operational duties.

Table 2. A timeline of significant events in the history of Wageningen University & Research

Year	Key Events
2004	Van Hall Larenstein University of Applied Sciences becomes part of Wageningen University
2016	Wageningen University and research institutes continued as a unit under the name Wageningen University & Research

### 3.3. Narrative Practices

#### Strategic Plan for the 2015-2018

Based on the Annual Report Wageningen University & Research 2016, the goal of Wageningen University & Research is to significantly contribute to addressing the most pressing societal challenges in our field of knowledge through world-class research and education. Five significant innovations are included in the direction that is set forth in the Strategic Plan for the period of 2015–2018 [19]:

1. By tackling multidisciplinary issues from both a fundamental and applied perspective across their science groups, the organization can strengthen and increase its synergy (“One Wageningen”).
2. Constructing a new method of instruction for a system of education with a larger student body (the institution is engaged in the production of online learning resources, which will be adapted for use by a spectrum of learners, including those attending campus, those studying remotely, and those participating in both initial and continuing education).
3. More emphasis is being placed on generating economic and social values that support business innovation and social interaction.
4. Attempting to enhance the joint market strategy and increase the research institutes' revenue in the public-private and private markets.
5. Consolidating their international ties.

#### Creation of Value 2015-2018

The goals of Wageningen University & Research (WUR) are value creation, research, and education. At Wageningen University, national and international students are trained at the beginning of the educational value chain. The knowledge that students acquire at WUR during their Bachelor's and Master's study programs follows them into their future workplaces in the Netherlands and other countries. In Annual Report Wageningen University & Research 2017 [20], The new Corporate Value Creation staff department was established by the Executive Board, and together with the Sciences Groups (WU and WR) and other staff departments, it will advance value creation at WUR. The four main goals of this new department are to make knowledge valuable (tech transfer), promote knowledge-based entrepreneurship, create societal value by sharing knowledge, and improve the campus ecosystem by facilitating access to research facilities and generating community buzz.



For multinational corporations, nations, and institutional clients on a national and international level, the Relationship Account Management (RAM) teams at Wageningen University & Research combine their efforts. At the conclusion of 2018, the procedure for handling accounts was assessed. In conclusion, both the client and Wageningen University & Research benefit from the RAM approach with One Wageningen team. For further development, several suggestions were made. In 2018, Wageningen University & Research introduced "Company Day." Entrepreneurs, innovators, and decision-makers gather on that day at the Wageningen Campus under the banner of "Future Perspective" to learn about the most recent advancements made in the city and how they are being applied to society [21].

#### **Strategic Plan for the 2019-2022**

The strategic plan encourages both new and current partners, students, alumni, and citizens to collaborate in order to explore the potential of nature, gain a deeper understanding of the problems Wageningen University & Research faces, and resolve conflicts of interest. Wageningen University & Research wishes to collaborate in developing solutions that are socially inclusive, scientifically supported, and capable of shaping transitions. In the strategy plan, twelve Change Performance Indicators (CPIs) were defined. These CPIs act as a template for execution. Additionally, Wageningen University & Research is carrying out the strategic plan by entrusting the line with the task of accomplishing the intended objectives and aims to the greatest extent possible. Wageningen University & Research is making use of already-established procedures and tools, such as the budgeting cycle, existing forums, and meetings. Wageningen University & Research fosters ownership at all organizational levels by assisting teams in taking ownership of the aspirations and objectives outlined in the strategic plan. Only by working together can we fulfil the strategic plan.

In the course of Wageningen University & Research (WUR) realization process, the CPIs will be further operationalized and quantified as follows [22]:

1. Constant development to preserve research excellence.
2. Major social and scientific influence on the three investment themes.
3. Increased attention on and assessment of team performance.
4. The education ecosystem will be further integrated and innovated.
5. More adaptability in educational environments and learning pathways.
6. Increased use of the entrepreneurial mindset and practices in research, education, and value creation.
7. Expansion of the campus ecology and collaboration on shared research resources.
8. WUR employees are more mobile, diverse, and refreshed.
9. Greater organizational harmony and satisfaction with internal procedures and systems.
10. Connection with society and partners has improved.
11. Increased trust and willingness to take calculated risks.
12. Higher customer volume and profit margins for WUR contracts and applied research.

Wageningen University & Research cannot achieve all of its goals at the same time. As a result, an annual implementation plan will be established in which Wageningen University and Research will choose a number of priority areas that will be given extra attention that year. The objectives will be defined in greater detail in these implementation plans than in the current plan. Wageningen University & Research will choose leaders for priority areas and actively evaluate progress throughout the year [23]. Naturally, they will continue to observe their surroundings in order to adjust their route in response to new occurrences.

#### **Creation of Value 2019-2021**

Based on the Vision for Education and research undertaken by the Education and Learning Sciences chair group into the efficacy of education innovation projects, among other things, education innovation was reorganized in a novel fashion in 2019. In an effort to enhance teaching, "Brightspace," a digital learning environment, was implemented. Around a variety of innovation-related subjects, Communities of Practice were developed. Through skills, feedback, cooperation, team management, and wet laboratories, eager instructors share their ideas and experiences in these communities. In partnership with the Wageningen Centre for Development Innovation, Wageningen University & Research created six new Massive Open Online Courses (MOOCs) on topics like landscape development, drainage, the financial gap, drones in agriculture, and drainage and nutrition.

Lecturers from diverse scientific fields and the Wageningen Data Competence Centre have created a wide number of courses in the subject of data science. In 2019, these courses were incorporated into thirteen distinct study programs. Based on continuing initiatives and building on the achievements made by study programs and chair groups in recent years, Wageningen University & Research continued to work on the comprehensive realization of the education vision. The process of developing norms for skill instruction in bachelor study programs has begun [22].

Wageningen University & Research fosters student entrepreneurship and provides comprehensive support for business development. Successful student-initiated ventures are afforded the opportunity to establish a presence on the



Wageningen Campus. Professionals and startups operating within the agri-food sector, beyond the Wageningen locale, are invited to leverage their expertise. Wageningen University & Research facilitates the complete entrepreneurial trajectory, encompassing student inspiration and motivation, as well as the connection of scale-up enterprises with investment funds.

In the year 2020, Wageningen University & Research initiated a substantial number of sustained public-private partnerships, encompassing funded initiatives and programs, with a particular focus on participation within the agro-food and horticulture & propagation materials sectors. Notably, Wageningen University & Research actively engaged in numerous consortia within the Foodvalley ecosystem and region, facilitating the development of research, education, and innovative business clusters at the regional level. Furthermore, 2020 saw the establishment of the FoodSwitch consortium. In furtherance of valorization objectives, Wageningen University & Research introduced the Road-to-Innovation Grant.

Many of Wageningen University & Research's concepts and information are too basic for immediate practical use. Road-to-Innovation Grants provide targeted funding to assist creative and translational research with an emphasis on identifying potential applications, a path to valorization, and end users [24]. Societal-based education, in which issues from society are linked to academic topics, can benefit businesses, governments, and research institutes.

The institution introduced fifteen new professional training programs, including, but not limited to, an online summer curriculum in glasshouse horticulture, a virtual course on data-driven agri-business, and a blended learning program concerning the planning, design, and management of public space and transitions. These new classes were attended by more than 500 students. About 150,000 people registered for Massive Open Online Courses (MOOC) in 2021, bringing the total number of enrolments since the first MOOC's debut in 2015 to over 1.2 million [25].

The sustained generation of added value through education and research constitutes an ongoing process involving a diverse array of stakeholders, with Wageningen University & Research occupying a central position. These stakeholders encompass governmental bodies, commercial enterprises, entrepreneurs, regional authorities, and societal organizations. The business sector, the Royal Netherlands Academy of Arts and Sciences (KNAW), governmental agencies, and research funding entities require demonstrable evidence of impact and value creation. The institution's expertise significantly contributes to both innovation and societal progress. Knowledge and technology transfer are facilitated through various mechanisms, including intellectual property rights, licensing agreements, and the establishment of spin-off companies. Contract research and public-private partnerships are integral modalities of collaboration in this context.

### **3.3. Discussion**

Environment, technology, and economic factors have been coordinated by Wageningen University & Research. Education is becoming more and more crucial to maintaining a deteriorating environment brought on by societal inequities. The economic, environmental, and social components of sustainability are all included in the triple bottom line (3BL) framework [26]. Due to its accomplishments, Wageningen University & Research has a solid international reputation.

An educational institution should be equipped to serve its stakeholders in an era of rapid technological development, taking into account the government's role in funding and regulation. The top management-created plan considers all values, not just for the purpose of reputation but also for environmental considerations in bordering nations. Deguchi, Kajitani, Nakajima, Ohashi, & Watanabe (2020) predicted the dynamic changes in our everyday lives and consumption habits brought on by the digital revolution are predicted by, and they also have insight into the potential effects on our economic systems and interpersonal relationships [27].

In the Netherlands, educational institutions have created the regional learning environment in conjunction with other community partners [28]. The regional learning environment's overarching goals are to promote students' academic and professional growth as well as that of other parties, as well as to contribute to long-term regional development. Nearly all Dutch schools for higher education in urban and landscape planning, where the study was done, are among the many higher and vocational education institutions in the Netherlands that include the regional learning environment in their curricula [29].

Executive Board President of Wageningen University & Research Louise Fresco on opening of the academic year: 'More scope for serendipity and masterful failures' said:

"... We need to have the courage to allow research to fail so that we can discover the unexpected beauty in it."<sup>4</sup>

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<sup>4</sup> <https://www.wur.nl/en/newsarticle/opening-of-the-academic-year-more-scope-for-serendipity-and-masterful-failures.htm>

How and where we learn and work, how we spend our money and free time, and how we interact with one another are all profoundly impacted by science and technology on a daily basis. The majority of people have completely come to rely on technology and the scientific developments that make it feasible for them. The majority of individuals have little to no grasp of how technologies they use operate, how they were created, or the scientific principles that underpin them. It is quite frightful to think about how people and communities might manage to continue operating if access to our modern, high-tech infrastructure and the power that runs it were suddenly withdrawn for any extended period of time [30].

Through education, universities can alter the course of history. The information from an organization's bottom line gives top management a more complete picture before making decisions. Education should give the students insightful knowledge that can improve the world for everyone. Not merely conceptual robustness but also analytical thinking must be developed in education and governance. As their education, research, and community involvement can result in long-lasting environmental effects and societal change, universities play a crucial role in tackling the world's environmental concerns. Universities have many, multiplier effects on society through using best practices in their operations, research, and teaching [31].

Universities should keep a positive reputation in the community as part of their accountability duty. Higher education institutions all over the world are being compelled to comply with the metrics and make changes in order to achieve world-class status by the growing influence of global rankings. The management implications of that study are threefold [32]. First, the strategic decisions made by the autonomous higher education institutions must take into account the desires of the stakeholders. The results demonstrate that both internal and external stakeholders, in the form of institutional demands and market pressures, are motivated to make changes in order to achieve world-class status.

To create more effective strategies for large-scale, sustainable educational innovation, it is essential to comprehend the process of educational innovations' conception, design, execution, and embedding in higher education. It can be difficult to pinpoint lessons learnt when early educational innovation projects are not reviewed adequately. The findings demonstrate that the innovators were able to recognize problems (primary appraisal), suggest potential solutions (secondary appraisal), and take practical actions (coping efforts) to address problems when developing and putting into practice open online educational innovations. Bottom-up initiatives can raise awareness and have the ability to locate local resources to establish support for embedding innovations locally. However, top-down action that is appropriate, coordinated, and timely is required to establish a sustainable and institution-wide support system for experimentation and the embedding of educational innovations [33].

#### 4. CONCLUSION

This study demonstrates the growth and consistent success of Wageningen University & Research. Governance, sustainability, and environmental quality have all been strategically handled. Programs in education and research have teamed up to address stakeholders' concerns. Innovative programs have been put into practice, with successful outcomes and acclaim on a global scale.

Wageningen University & Research can prevent the upheaval brought on by environmental deterioration, pollution, and food scarcity by emphasizing green sustainability. The students can act as agents to preserve a positive interaction between people, money, and the environment. If we want to create a successful future for many years, we must educate the populace. Through collaboration, Wageningen University & Research has impacted not only the students but also the government, the business community, entrepreneurs, regions, and social organizations.

Wageningen University & Research successfully joined the two main types of higher education institutions in the Netherlands (universities of applied sciences and research universities). The students are well prepared for a variety of occupations, and research activities are intense. In the Netherlands, the entrepreneurial spirit is encouraged and has benefited agriculture. By conducting lectures in English, internationalization becomes rapid and spreads around the country.

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