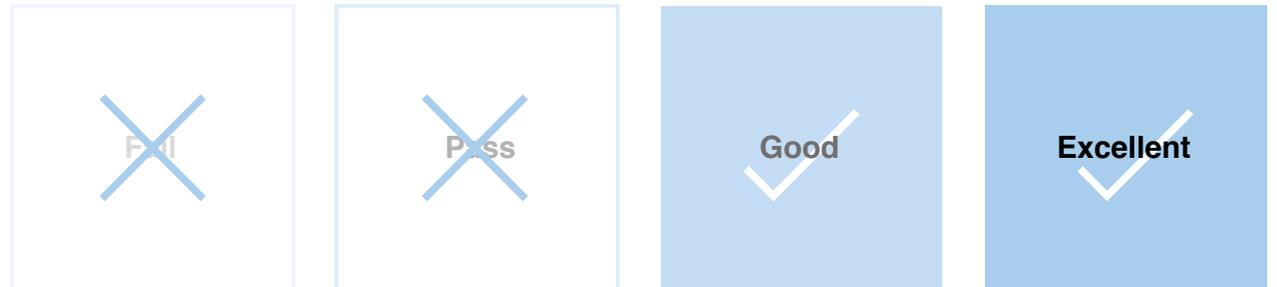
The background is a solid light blue color. It is decorated with numerous small white arrows pointing in various directions, some towards the center and some away from it. There are also several thin white lines of varying lengths and orientations scattered across the page.

ArtEZ

Here as the centre of the world

Here as the centre of the world

Institutional Plan 2016-2021



To be able to develop into a leading university of the arts, ArteZ is making the level of its top-notch courses the standard. The best ArteZ can do for its students is offer them good and excellent courses they can build on for the rest of their lives.

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Ambition

Excellence as the standard



'ArtEZ offers its students good and excellent courses they can build on for the rest of their lives.'



Developing unique talent

The ArtEZ Institutional Plan 2016-2021 derives its title from a project that the Dutch Art Institute (DAI) master course carried out before. The Here as the Centre of the World 1 project just goes to show the difference that ArtEZ makes: the university of the arts looks for those places where interesting developments are to be seen, where change is tangible and where this change is provoking a reaction. It is the students and alumni that make those places relevant. They help to shape the arts, the professional field and society. From studio to classroom; from stage to community centre; from catwalk to care centre.

ArtEZ prepares students and alumni for a professional practice as a creative artist, applied artist or lecturer. The best the university of the arts can do for its students is offer them good and excellent courses they can build on for the rest of their lives. ArtEZ has been doing that very well for the last few years: many courses are leading the way in their discipline, both in the Netherlands and abroad.

ArtEZ will further boost this position. To equip students optimally, the institute is making the level of its top-notch courses the standard for its education and research.

The Institutional Plan 2016-2021 outlines the manner in which the university of the arts seeks to realise its ambitions. Where is ArtEZ now? How will ArtEZ make the next quality leap?

ArtEZ has courses that excel

Nearly three thousand Dutch and international students have enrolled on courses at ArtEZ in Visual Arts, Architecture, Fashion, Design, Theatre, Dance, Writing or Music. Moreover, the university is the largest provider of arts teacher training courses.

Inspections and quality surveys confirm the level of the courses at ArtEZ. Most degree programmes are rated good or excellent in the National Student Survey. Over 76% of the students are satisfied or very satisfied with the education at the institute. All ArtEZ courses are accredited and not a single course requires remediation.

ArtEZ offers courses that excel or are innovative and experimental. Various master courses, such as DAI and the Typography Workshop, are absolute top quality. The master courses are held in high esteem by professionals and students alike, at home and abroad.





ArtEZ invests in education & research

The Institutional Plan 2016-2021 places high demands on the baseline quality of education and research. In the coming years, ArtEZ will be working towards a situation where most bachelor courses are good or excellent.

In the master courses, the institute will no longer accept passes; the results must be either good or excellent.

ArtEZ assures itself of robust education. It encourages and facilitates – more than ever before – an organisation-wide build-up conversation about the quality of education and research, taking the dialogue about quality to the next level. To this end, ArtEZ is further tightening the organisational structure and governance. Moreover, ArtEZ draws on the diversity of disciplines and specialised professionals to broaden and strengthen its education.

In the coming years, ArtEZ will be profiling its master courses and professorships. At the institute, research plays a pivotal role in improving the quality of education and keeping the knowledge domains up-to-date. That second aspect is reflected in, for example, the establishment of Centres of Expertise in which ArtEZ collaborates with (knowledge) partners. This enables the institute to develop into an internationally recognised haven for enterprising researchers in the arts.

Building on this, ArtEZ is reinforcing its ties with the community. ArtEZ is a university of the arts with academies in Arnhem, Enschede and Zwolle. It is aware of its role and position in the region and beyond. ArtEZ also continues to strengthen its relationship with alumni and will invest even more in enterprise.



Robust education

In recent years, ArtEZ's vision on education has continued to be relevant. The institute provides education focused on the artistic, intellectual and personal growth of students. ArtEZ prepares them for a successful career in which art, knowledge and creativity take centre stage.

ArtEZ trains students to be artists but also to fulfil a wide range of professional roles in culture, society and the economy. This educational approach ties in seamlessly with developments in society. From care centres to innovative start-ups and NGOs, more and more organisations are looking for the innovative drive and power to change of artists.

In the coming years, ArtEZ will invest in its education to respond to the changing demands from society, aiming for more flexibility. The courses generate innovative uses in science, technology and society.





1.1 Shared responsibility for quality

Members of staff at ArtEZ have a shared responsibility for monitoring the quality of education and research. They conduct an ongoing build-up conversation about what is going well, what can be improved and what needs to be done differently. ArtEZ has always invested in this contact between members of staff but will do so more than ever before in the coming years.

For example, students always receive feedback on evaluations of degree programmes and courses. ArtEZ shows more clearly what it does with student feedback. And how. And why.

This gives students an important role in the build-up conversation about the quality of the education. At ArtEZ, students do not consume education. They take active part in it, mould the course to their liking and provide conceptual input for the future of their course.

In this way, students help design the curriculum: for themselves as well as for their successors.

Paying constant, shared attention to quality, the institute promotes a healthy peer pressure among members of staff. ArtEZ would like them to ask each other more often the question of: "How do you ensure that your course constantly makes those quality leaps? ArtEZ marks the shared focus on quality with a change in the composition of the Executive Board.

In addition to a chair, the Executive Board will comprise a Dean for the bachelor courses (Undergraduate School) and a Dean for research & master courses (Graduate School). In this way, ArtEZ ensures a more specialist management of its courses and professorships. This is also necessary for research and master courses: good research is a must have for a university of the arts.

1.2 Making quality more explicit

ArtEZ makes the outcomes of its build-up conversation explicit, allowing the courses and academies to use the available knowledge and methods. The institute opts for clear, written-out didactic concepts and curricula that tie in with the developments in the disciplines or the professional fields. This approach will continue to be relevant in the coming year: curricula must have an intrinsic robustness, be shock-proof, initiate, innovate and not be swayed by the issues of the day.

ArtEZ opts for larger curricular units, which offers a more flexible choice of substantive accent when circumstances change without having to modify the entire course. Moreover, all courses are tasked with detailing their body of knowledge & skills meticulously. ArtEZ thus monitors the quality of its teaching staff, the continuity of the courses and the relevance of the curricula. The body of knowledge & skills outlines the knowledge base, skills and the process of transfer in a discipline.

Each lecturer and researcher is a co-architect of this body of knowledge & skills. In their work, they produce the knowledge and skills that are applied within the various art disciplines. It is important to make this clear: we make active use of new insights, extraordinary research results and expertise rooted in years of hands-on knowledge.

Another safeguard for preserving hands-on knowledge is ArtEZ's decision to work a lot with lecturers who not only teach but are active in the professional field as well. ArtEZ contracts lecturers on the basis of their success in professional practice. These lecturers often serve as role models for students and other lecturers.

Working with these lecturers is a success formula and makes education at ArtEZ special and distinctive. This approach brings students into contact with the newest insights and methods from practice. These hands-on experiences enable ArtEZ to keep its curriculum and its practical application up to date.

Contact with the professional field is maintained in part through the existing Professional Field Advisory Committees. Expert Committees allow courses and academies to form an additional, critical view beyond the formal framework. ArtEZ asks the committees to be brutal in their reviews of both content and educational practice. Working with experts, academies, courses and degree programmes will soon organise their own critical reflection.



**“All of old.
Nothing else ever.
Ever tried.
Ever failed.
No matter.
Try again.
Fail again.
Fail better.”**

(Samuel Beckett)

1.3 Looking beyond boundaries

ArtEZ is a diverse university of the arts and will use the diversity of its courses and disciplines in a more targeted manner for the students. Every ArtEZ student should benefit optimally from the wealth of degree programmes and international relations.

Students from different disciplines work together on projects and research. Degree programmes regularly involve external partners and companies in this. This teaches students to combine the perspectives from different disciplines.

A multidisciplinary approach fits in well with the characteristics of ArtEZ. It enables the institute to utilise the diversity of its academies, degree programmes, locations and collaborative ventures. Multidisciplinary enriches the discourse about the quality of education at ArtEZ and always helps improve that quality. Courses and degree programmes determine themselves where they prefer to add value for students, and where not.

With this multidisciplinary approach, ArtEZ is positioning itself as an attractive institute for a diverse student population. Students with different backgrounds and profiles will find the space here to develop their unique talent. This diversity is also of great importance to ArtEZ. More differences in background, environment and culture broaden the dialogue at the institute, within courses and during classes. This enriches education at ArtEZ and makes it more interesting. In the context of the arts, diversity is always productive.

By the same token, ArtEZ goes more emphatically with the flow of ambitious or multitalented students. They get the opportunity to develop into engaged professionals.

Courses invest in Bildung. They offer students ample opportunity to develop specialist expertise and a critical mind. ArtEZ encourages students to think and ask questions at a higher, contextualised level. Their work is trend-setting, opinion-forming and sometimes even activist. ArtEZ believes that students grow best when they explore and push boundaries.

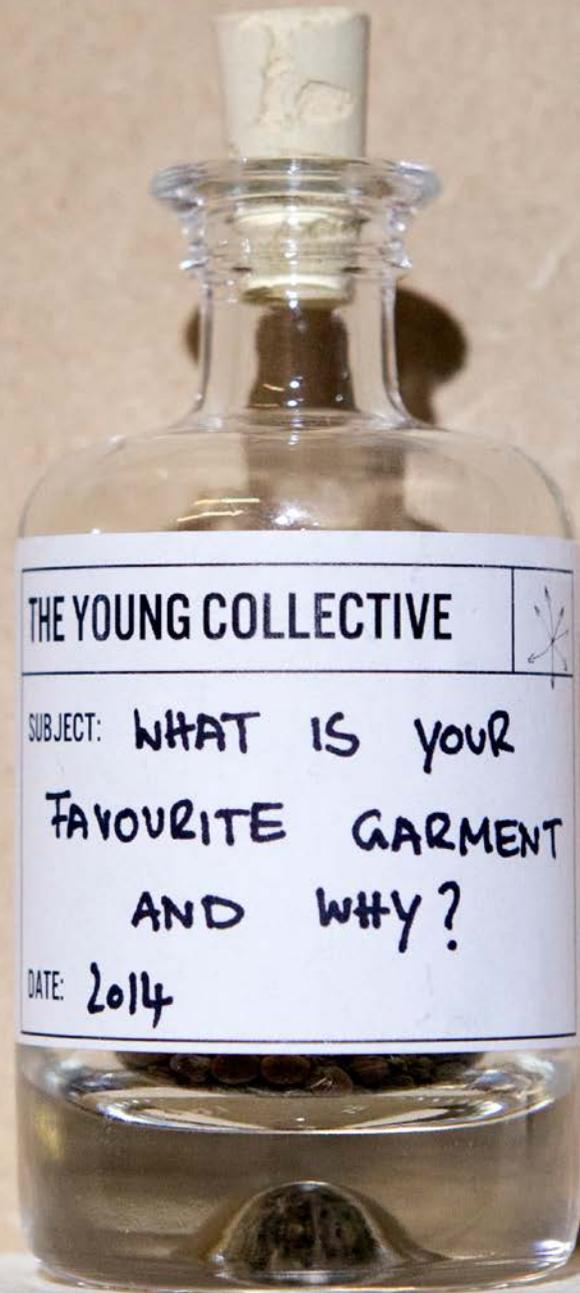
ArtEZ seeks out international partner institutes at academy and course level, and finds them on the basis of content, deepening or broadening. ArtEZ always goes for partners who excel in their field and who perfect or innovate the disciplines and teaching practice.

By doing so, these partners contribute to the development of the courses' curricula. Internationalisation at ArtEZ originates from meaningful content.

ArtEZ will work on internationalisation in a targeted manner in the coming years. Each course, degree programme and professorship will define how it maintains partnerships broad. They render their vision explicit and define the level at which internationalisation is meaningful to them.



Research and master courses



In the coming years, professorships and master courses will take research at ArtEZ to the next level in terms of quality and interconnection. ArtEZ is positioning research more firmly within the institute. Research is the key to the development of education.

The new research policy plan, Ways of Research, offers a long-term vision on research and outlines the angles from which ArtEZ will be carrying out research in the coming years. It also provides tips for the valorisation of the research, for monitoring the quality of research activities and for organising the collaboration between professorships, master courses and bachelor courses.

Research at ArtEZ is not confined to traditional research methods. Research in the arts stands out through the place it occupies in an artist's daily practice. The ArtEZ researcher's toolkit comprises not only regular research methods but also narrative, poetic and affective strategies, for example.

ArtEZ bases its research choices on practical questions and issues or on research requirements from students and lecturers – this is the idiosyncratic research. In addition, ArtEZ focuses its research on those topics, themes and central points that allow it to profile itself recognisably as a research institute.

That principle ties in with the search of the professorships for new areas of research. In the coming years, these areas will help formulate the research agenda in which ArtEZ concretises its research ambitions. ArtEZ draws up this agenda on the basis of a flexible model that offers room for responding to the topical affairs while at the same time contributing to ongoing development.

The research agenda is a co-production of the organisation: professorships, master courses and bachelor courses are working in close proximity to one another. Research topics thus gain more substance and significance at all levels. Signs, topical matters, questions from students, conversations about quality and complex practical situations that professors, researchers, heads and directors encounter in the organisation – they all count in formulating the agenda.

2.1 Research strengthens education

Professorships will be given a more distinct profile in the organisational structure. At ArtEZ, collaboration between the courses and professorships does not end at the level of a head of department or lecturer. With their expertise, the professors increasingly play a fundamental role in the quality discussions at the institute.

In addition, professorships actively seek to establish links with master and bachelor courses. In this way, research can fill the gaps in the curriculum, contribute to valorisation, promote the dissemination of developed knowledge and even transform current educational initiatives into research. Within ArtEZ, research provides an important contribution to both the innovation of education and professional practice, and to the expansion of knowledge of and connection with the international jobs market.



ArtEZ safeguards the quality of its master courses by linking a professorship to the knowledge domain. In this way, the institute assures itself of sufficient attention to research and innovative impulses in each master course. Through the closer ties between professorships, master courses and bachelor courses, ArtEZ makes its research, new insights and innovating specialist expertise relevant to all students. ArtEZ fosters the critical, inquisitive capacity of its students and members of staff. In addition, ArtEZ encourages members of staff and students to pursue a doctoral degree.





For its profiling and research themes, ArtEZ invests in both existing and new master course and professorships. ArtEZ had nine local master courses in 2015 and ten in 2017. The institute is exploring the options for temporary and flexible master courses.

ArtEZ currently has four professorships, namely Product & Interior Design, Fashion, Art & Culture Education, and Art Theory. The institute aims at a minimum of eight active professorships by 2017. This will better enable ArtEZ to support the wide range of art disciplines.

ArtEZ lays down its specific ambitions for the master courses and professorships by 2021 in the research agenda.



2.2 Inquisitive artists

In February 2015 ArtEZ started its first Centre of Expertise called Future Makers, which focuses on research, design and fashion. ArtEZ's seeks to establish more of these centres, which will enable the institute to develop into an internationally recognised haven for enterprising researchers in the arts.

ArtEZ set up its first Centre of Expertise by itself, without support from the national government. It received financial support from the province of Gelderland, the municipality of Arnhem and sectoral organisations. In addition, ArtEZ endorsed the importance of the centre by earmarking funding for it itself.

Future Makers has been off to a flying start: the centre has started working on various studies within a short period of time. ArtEZ plans to develop three new Centres of Expertise in the coming years: for Art Education, Music Therapy and the National Centre of Performing Arts. ArtEZ does this to promote the connections between the various areas of research and courses at the institute.

Moreover, ArtEZ uses the centres to go public, which contributes to its profiling within specific disciplines and enables joint research programmes.

Here as the centre of the world

The enterprising outward look that is visible within the Centre of Expertise is typical of the entire organisation. ArtEZ has academies and disciplines in Arnhem, Enschede and Zwolle, all with a unique profile and active in various networks. Moreover, activities in the area of valorisation are growing rapidly, which is why ArtEZ is developing a new Valorisation Centre.

Based in Arnhem, Enschede and Zwolle, ArtEZ springs from various academies and schools of music. The institute feels responsible for providing a wide range of art courses in the eastern part of the Netherlands. A large art institute such as ArtEZ with branches in three cities boasts power, which is reflected in the wide range of specialised art programmes on offer in the east of the Netherlands.

At all locations, ArtEZ likes to collaborate with the various municipalities, provinces, the region and partners in the city. ArtEZ also feels partly responsible for the cultural climate in its own region, where the institute provides good preparatory courses and supports production companies and cultural workshops.



ArtEZ counts internationally, which is reflected in the positions that alumni obtain in the field. Many students go abroad upon their graduation.

ArtEZ is also seeing an increase in the number of new international students and collaborates closely with leading partners abroad. The university of the arts serves as a province of Europe. It is located on the cultural axes between Amsterdam & Berlin and Copenhagen & Milan.

In the coming years, ArtEZ will be claiming its position as a global player more emphatically: it operates in its own region, in the Netherlands, in Europe, but also beyond through projects in the Middle East and Asia, for example. ArtEZ looks for those places where interesting developments are to be seen, where change is tangible and where that change is provoking a reaction. The centres in the art disciplines are in a state of flux. ArtEZ focuses specifically on the places where it is harder to reach this state of flux.

3.1 Recognisable academies; networks of the cities

ArtEZ utilises the power of the cities where it has branches. The diversity of partners and the connection with other courses and activities in these different cities contribute to the unique identity of the courses and the quality of the education provided.

Besides learning a craft, choosing Arnhem means opting for multidisciplinary thinking and working. The strengths of the autonomous arts influence one another: edgy, quirky, sassy and innovative.

With attention to the competition, starting during the course already. Various degree programmes in Arnhem are so deeply rooted in the region, with a strong national and international profile. Companies pick out the talents at an early stage.

Enschede is known for its critical and independent attitude. The degree programmes often disregard and cross the boundaries between autonomous and applied. They do this on purpose. The utilisation of (new) technology and research into materiality offer room for surprising discoveries. In Enschede, students develop a critical, curious attitude, resilience and a strong sense of inspiration. That is the basis for relevant innovation at this junctur.



ArtEZ Academies

ArtEZ Academy of Art and Design Arnhem

AKI ArtEZ

ArtEZ Academy of Art and Design Zwolle

ArtEZ Academy of Architecture

ArtEZ Academy of Theatre & Dance

ArtEZ School of Music



Zwolle offers a study environment with focus and great personal connection. This branch of ArtEZ attends to the personal development and growth of the individual towards artist, designer and lecturer in the arts. Courses in Zwolle are characterised by their attention to narrative, philosophy of life and social involvement. Moreover, Zwolle is a city of music and education par excellence, with many teacher training programmes based there.

3.2 Enterprising artists

ArtEZ will be intensifying its relationship with all alumni, who play an important role in achieving ambitious goals and projects: they propagate the profile of the institute and are distinctly 'ArtEZ'. At the same time, the alumni demonstrate the importance of an enterprising mindset. Many ArtEZ students become self-employed professionals; others manifest their enterprising spirit in salaried employment, during a study or in complex projects.

Academies and degree programmes are specifically tasked with providing innovative strength by way of successful and influential alumni, for example by using their hands-on experience in education. Moreover, directors and heads of departments explore the opportunities that the alumni network offers in order to offer students even better access to the professional field.

ArtEZ continues its activities in order to grow an enterprising attitude in students. Enterprise is embedded in the professional profile and remains part of every curriculum. ArtEZ also helps students establish start-ups. The institute helps these companies find support and investments with which to scale up, carry out research and explore new applications of the profession.

ArtEZ is starting up a Valorisation Centre that makes its knowledge and experience publicly accessible. The university of the arts contributes to innovation by sharing expertise with colleagues in the field and by looking for new applications of the arts in both existing and new contexts. This commitment to valorisation impacts upon culture, society and the economy. The Valorisation Centre provides a platform for students, lecturers and researchers to share their expertise, work and activities extramurally. They show – particularly at ArtEZ – that the arts have profound significance for society.





3.3 Enterprising institute

Artez has displayed an enterprising attitude in recent years. The collaboration with partners has been intensified through the Art Business Centre and the Centre of Expertise. In addition, Artez is constantly on the lookout for opportunities to combine a high quality of the services and housing with extra investments in education and research.

Heads of the supporting disciplines are experts in their fields. They draw on their expertise to provide staff and departments with solutions that enable them to perform better and achieve the desired quality. The departments provide customised output on demand, which requires making smarter choices. Artez therefore works generically where possible and specifically where necessary. Wherever the support is located within Artez, it always feels nearby for students and staff nearby. Its quality in terms of promptness, reliability and consistency is equal for everyone involved at Artez.

Artez makes cost-conscious choices with regard to its property portfolio. Artez's buildings fit in well with the courses and degree programmes. Most workshops, studios and libraries amply satisfy the requirements of the courses. The academies and degree programmes are often located at prime locations. This is a key proposition and quality of Artez but at the same time a challenge. The buildings are unique environments that constantly call for cost-consciousness. Artez wants to spend the available funds on education and research more than ever before.

3.4 Puzzling over talent and finance

Over the last year, directors, professors, heads of departments and heads of staff spoke intensively with one another – often at daggers drawn – about the future of education, research and support at Artez. This led to the Institutional Plan 2016-2021: Here as the centre of the world. Artez's institutional plan focuses on three core tasks. It trains students to be artists, safeguards Artez's high-quality education and research, and delivers a meaningful contribution to the arts.

The Institutional Plan also enables Artez to use the available means effectively for education and research, now and in the future. The Institutional Plan is leading. The university of the arts will continue the dialogue about the further fleshing out of goals, ambitions and plans.





Imprint

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P. 5: top left-hand corner, Finals 2015, photo: Sanne Zurné | middle left, photo: Robert Benschop | bottom left-hand corner, Final examination work by Elsemie Ebbers | **P. 6:** ArtEZ 24hours, photo: Nico van Maanen | **P. 7:** ArtEZ School of Acting, Rinoceros, photo: Suzanne Ophof | **P. 8:** Show Fashion Masters Paris | **P. 9:** ArtEZ 24Hours, photo: Nico van Maanen | **P. 10:** left, Fashion Design, final exam | right, ArtEZ finals 2015, Zwolle | **P. 12:** THEATRE IN EDUCATION: Sara van Deelen | **P. 13:** Architecture, Chris Burghouts, photo: Lukas Vlaar | **P. 14:** FASHION DESIGN: Sanne Zurné | **P. 15:** top, Josephine Goverts, Toile de Luxe, Quintin Chamard Bois | bottom, work by Kristan Kuijf, photo: Peter Stigter | **P. 16:** Product Design, work: Franciska Slaager | **P. 17:** ArtEZ Academy of Pop Music, photo: Ivonne Logtenberg | **P. 18:** Fashion Photography, Viviane Sassen | **P. 20:** ArtEZ Symphonic Wind Orchestra, Marleen de Wilde | **P. 21:** Work: Hilde Onis | **P. 22:** Photo: Robert Benschop | **P. 23:** Interior Architecture, Christiaan de Bruijne, photo: Nico van Maanen | right, ArtEZ Finals 2015, photo: Nico van Maanen | **P. 24:** ArtEZ School of Acting, Generation, photo: Suzanne Ophof

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