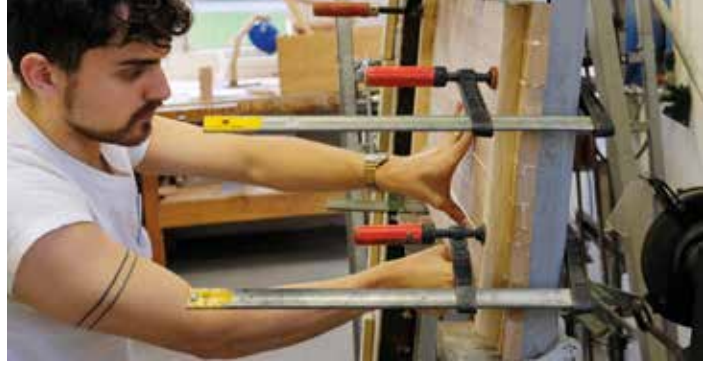




# Creating futures together

**Strategic Plan 2022-2026**



# Creating

## Strategic Plan 2022-2026

Introduction	4
Strategic course 2022-2026	6
Our values	8
Our course and ambitions	19
Organisational development and operations	23
Epilogue	26

# together



ng



# futures together



# Introduction

**ArtEZ University of the Arts hereby presents its strategic plan 2022-2026: *Creating futures together*. In this plan, we describe the strategic course for the coming years, in other words: the ambitions stemming from our aim and from our values. We want to realise these ambitions in the coming years. This strategic plan has been prepared for our entire community, for all the students, lecturers, researchers and other members of staff, in all their diversity. Together, we are ArtEZ. The ambitions in this strategic plan therefore apply to everyone. Before we outline where we want to go, we would like to first look back on where we have come from and where we are now.**


## **Where we have come from**

This plan *Creating futures together* builds on the previous strategic plan Here as the centre of the world, which covered the period from 2016 to the end of 2021. In 2020, the coronavirus pandemic broke out and we opted to take a year to work on an action plan, to prevent ArtEZ's strategic future plan from becoming primarily a reaction to the COVID19 pandemic. In the previous strategic plan, the emphasis was on *excellence, robust education, research and master's courses and profiling in the cities and in entrepreneurship*. This emphasis has benefited ArtEZ a great deal over the past several years. Together, we rolled up our sleeves and set about further developing education and research, the essence of our work. Over the past few years, a vision of education and research took shape which has provided direction for the development of both the separate components in this institute and the organisation as a whole. This is also what this strategic plan is geared to.

## **Where we are now**

### **Under development**

ArtEZ is constantly 'in the making'. We are developing on all sorts of fronts: in our education, for instance, with increased flexibility and education at context-rich locations, by expanding the courses on offer and by encouraging lifelong learning. In our research, by setting up a cohesive research portfolio that we carry out in collaboration with partners and which is financed substantially from the second and third funding streams. And as an organisation, by embedding inclusion and diversity more explicitly throughout the organisation, by shaping our organisation as a large, connected network, and by engaging in partnerships between our education and research and our services.



**'How do we define  
excellence and who  
actually decides that?'**

## **Balancing act**

As a nationally and internationally renowned University of the Arts, ArtEZ offers a number of top courses. We are the most important educator of art teachers in the Netherlands and were assessed as 'excellent' by CEKO (the committee for the evaluation of the quality of research) for our research. Excellence was included as a goal in the previous strategic plan for good reason. At the same time, that term also caused plenty of headaches: because how do we define excellence and who actually decides that? We continue to strive for excellence, however, now more as a means rather than as a goal in itself, so that we can keep an eye out for the well-being of our students and our members of staff. It is a balancing act, juggling professionalism and operating in the famous vanguard that characterises our educational institution. In this way, excellence becomes more the result of our efforts, experiments and development, instead of a value that we aim for directly.

Understanding our significance, connecting in equality and renewed openness is the movement ArtEZ is making in its development. A movement also from ego to the collective eco.

## **About the creation of this strategic plan**

This strategic plan was created through a collective effort. In the period from the beginning of 2019 to the end of September 2021, we spoke with many students, researchers, lecturers, representatives and professionals who provide guidance in their field during more than 35 meetings and discussions in the various cities where ArtEZ is located. Directors, the Participation Council and the Board of Governors were also involved, as were the municipalities, the provinces and external stakeholders. These parties shared their ideas, passions, dreams and visions to help bring ArtEZ a step further. This strategic course is based on all the input that yielded.

## **In conclusion**

The core of this strategic plan are five values. These values provide direction for our ambitions in the years to come. They originate from the leadership process of the directors and the Executive Board, and were discussed and given meaning in the meetings described above over the past year. We therefore assume that these values are recognisable.

This document is not a detailed plan with meticulously formulated aims and objectives. It can be regarded as the main points of a strategic plan, which gives inspiration and direction to all parts of the organisation. Based on the strategic plan, the multi-year plans are drafted and elaborate the ambitions in measurable goals, with a budget, timeline and outcomes. We work according to the same system as developed for earlier plans (quality agreements plan, NPO), in which joint goals are worked out per course and unit and results are shared and exchanged. These multi-year plans constitute the basis for the annual plans. These annual plans also look carefully at what ArtEZ's members of staff need in order to strive for the five values in the coming years.

ArtEZ is a heterogeneous organisation with a wealth of perspectives and interpretations. We cherish that, while at the same time, in this plan we give substance to what connects us. Naturally we give every course and every discipline at ArtEZ the room to flesh out their own multi-year plan based on their discipline. This is how we enable ArtEZ, our education and research and the students to develop.





# Strategic course 2022-2026

## Who we are: a University of the Arts, the heart of art and education

ArtEZ educates professional makers and teachers who are at the heart of society, and conducts research into their professional fields. The higher goal of ArtEZ is at the heart of what lends us our *raison d'être*, where the arts and education come together. In everything we do, the arts and education form our reason for being, and education and research are the pathways by which we reach our goals.

In order to find a path in a world full of uncertainties, we want above all to help our students, but also our members of staff, researchers and alumni, strengthen the following competencies (which are also described in the OECD report *The future of education and skills. Education 2030*):

- Creating value. This can be done by acquiring new knowledge and skills or by looking at existing knowledge and skills in a new way.
- Discussing tensions and dilemmas. This means learning to see things from a different perspective or from multiple perspectives. Weighing different points of view. But also learning to deal with the differences between us.
- Taking responsibility for what we do and make. Thinking about what is important and acting accordingly.



**‘To take responsibility  
for what we do  
and make.’**

# The art of education & the education of art

## Art

can connect people and worlds. **Art** is a universal human need, whether this involves putting art in the world or enjoying the fruits it produces. **Art** can start revolutions and liberate people. **Art** can be the last straw in a person's life, yes, people can derive hope and life force from art and it can help them develop their own voice. **Art** can bring people to greater heights and **Art**

...

## Educa-

**tion** can connect people and worlds. **Edu-**  
**cation** is a universal human need, whether this involves putting **edu-**  
**cation** in the world or enjoying the fruits it produces. **Education** can start revolutions and liberate people. **Edu-**  
**cation** can be the last straw in a person's life, yes, people can derive hope and life force from **edu-**  
**cation** and it can help them develop their own voice. **Education** can bring people to gre-  
ater heights and **edu-**  
**cation**

...

**...is capable of guiding people to a more  
meaningful and better life; as maker,  
as student, as person..**

# Our values

**The following five values express what we stand for and we will continue to develop them, now and in the years to come:**

<i>Values</i>	<i>What we aim for and stand for</i>
<b>1. Inclusion and diversity</b>	Plurality of voices in a safe environment
<b>2. The importance of making</b>	Concept development, professionalism and the power of expression go hand in hand
<b>3. Impact</b>	Making, thinking, connecting and innovating in (relation to) society
<b>4. (Self) confidence</b>	Awareness of our power and added value for society
<b>5. Continuing development</b>	Together on our way to the best conceivable, always new forms of research and education

These values cannot be viewed in isolation, but are clearly related to each other. How these are fleshed out is also not static, but move along with the changes in the world around us. These are living topics that we share with students, members of staff, stakeholders and society. They fit in with our organisational philosophy, in which we make the move from ego to eco: these values form the basis of our network organisation. This creates a solid foundation for our institute to continue developing into a future-proof organisation at the cutting edge. Collectively, therefore, we will review everything we do in the coming years against these values. We want to consciously work on our education and research and in doing so, ensure ArtEZ continues to develop into an institute with which everyone in the arts, education and research wants to connect.

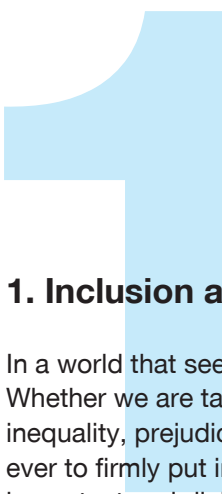
These values express what we, collectively, as ArtEZ stand for and aim for. At the same time, these values give courses and individuals the room for their own interpretation - each from the basis of their own individuality, discipline, working style, method and culture or subculture. We will explain each value below.

**‘We move from ego to eco.’**





**‘We respect and celebrate differences.’**



## **1. Inclusion and diversity: plurality of voices in a safe environment**

In a world that seems increasingly polarised, inclusion and diversity cannot be taken for granted. Whether we are talking about institutionalised discrimination, the existence of social and societal inequality, prejudice, or the fact that minority voices are not listened to: it is more important than ever to firmly put inclusion and diversity on the agenda in all areas of our organisation. We remain in contact and dialogue with all the ‘voices’ in our community: both those who take a step forward and those who remain in the background. We formulate not only what we are against, but also precisely what we advocate. We equip our lecturers, students and members of staff to engage in this discussion.

It is more important than ever to respect differences, celebrate differences and in so doing prevent exclusion. The notion of inclusion refers not only to ethnicity or origin, but also to invisible factors, such as psychological conditions and mental well-being, and other views and beliefs, even if we do not share them. ArtEZ wants to provide a learning and work environment that is safe in every sense of the word.

As an institute, ArtEZ wants to actively work for inclusion and diversity. We have therefore taken the initiative to develop the Social Security Code for arts education. We also look at our workforce, for example, to see how we can ensure as much diversity as possible among members of staff. And in the influx of students, we want to make room for a wider range of diversity. After all, the topic of inclusion and diversity appeals to what art refers to at its deepest level: an individual expression that prompts a different way of looking at reality. Art itself carries in it the power to confront the world with exclusion, to show a fundamentally different perspective, to allow multiple voices to be heard, and to confront people with uncomfortable messages.

Art and education are given space at ArtEZ to be meaningful in connection with people: in connection with yourself, with other individuals, with different disciplines, with different organisations and in connection with different societal groups.

We promote the following principles in relation to this topic:

- We remain in dialogue with each other
- We welcome different perspectives, voices and opinions
- We show respect for each other’s background, positions, points of view and interests
- We show solidarity with each other and look out for each other
- We continue to engage in these difficult conversations and to seek connection

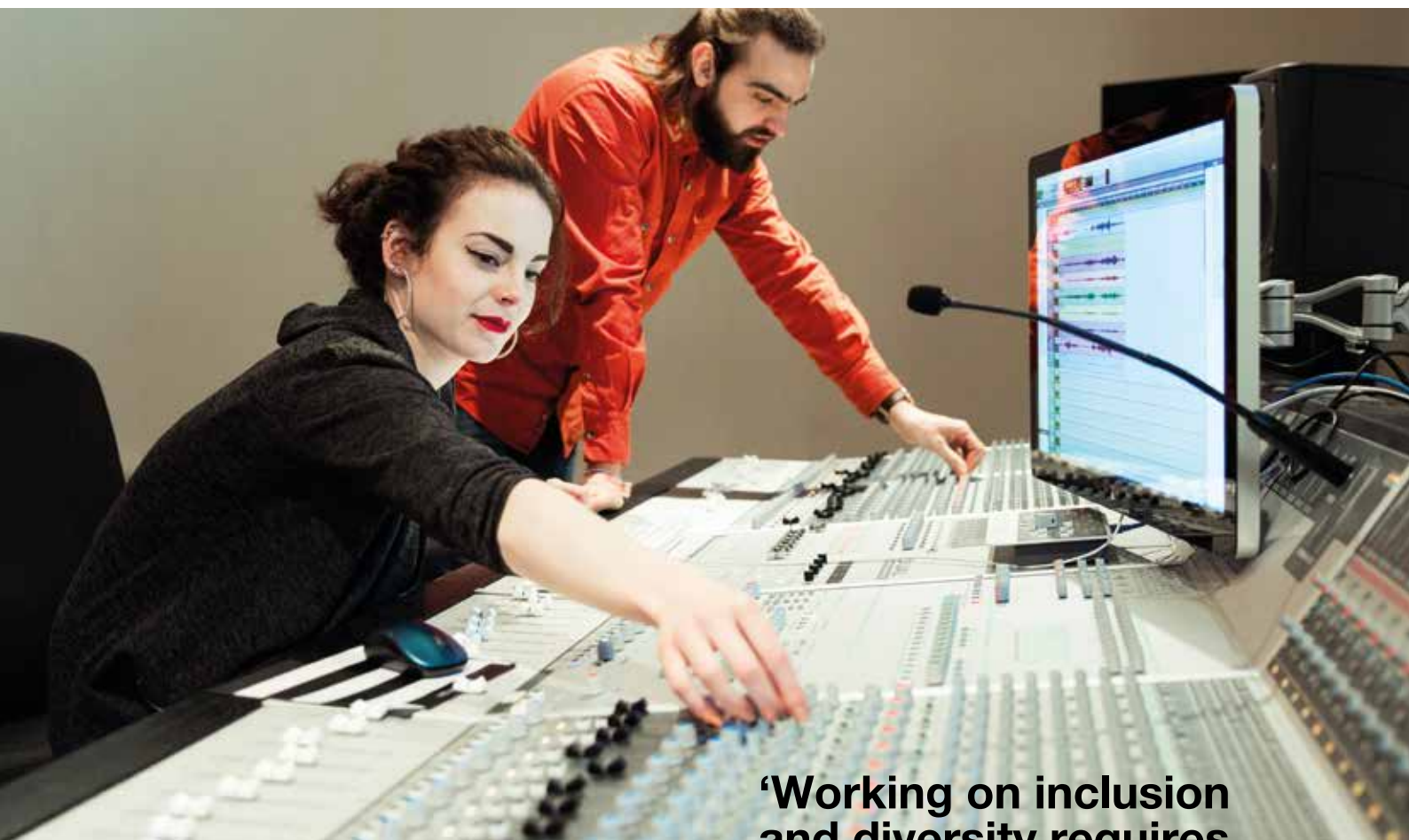
In order to provide everyone with an inclusive learning, working and research environment, we work on inclusion and diversity on four levels:

**On the individual level:** Working on inclusion and diversity requires something from all of us. We may all have unconscious prejudices, and that is why a sincerely interested and open dialogue with each other continues to be necessary. Ultimately, inclusion and diversity at ArtEZ is the sum of all our individual actions; no one is exempt.

**On the structural and procedural level:** We invest and continue to invest in making inclusion and diversity a topic at all levels of the organisation: in individual learning paths with a personal touch, a diverse and personalised counselling offerings, a smooth student care chain (including independent confidential counsellors) and appropriate schemes for international students and members of staff. We also scrutinise the notion of talent by asking ourselves what our view on talent is based on.

**On the leadership level:** Leaders and leading learners are important role models in every context, and especially in our educational context. Leaders on all levels are therefore accountable in relation to this topic. We feel it is important that members of staff feel secure in their performance as a result.

**On the cultural level:** ArtEZ invests in the development of competencies among lecturers, members of staff and students for the benefit of a more inclusive study and work environment. In collaborations, we embrace so-called jam cultures, in which curiosity, an inquiring attitude, being open to each other and admitting not knowing are the starting points for unexpected meetings and partnerships.



**‘Working on inclusion and diversity requires something from all of us.’**

**‘We want to be able to explore the possibilities of expression in the broadest sense.’**



## **2. The importance of making: concept development, professionalism and the power of expression go hand in hand**

In a future - largely unknown to us - it is an important quality to develop skills in making. Makers know that based on the present, the best way of predicting the future is by shaping it yourself.

*In a rapidly changing society, we are preparing students for jobs that do not yet exist, in which they will be using technologies that have not yet been invented, to solve problems that haven't been discovered as problems yet.<sup>1</sup>*

We are educating professional makers who already have an excellent understanding of their craft, whether that is on the stage, in a museum, in front of a classroom, or increasingly in new contexts. By focusing on making itself - the mastery of your discipline - we prepare students optimally for a meaningful life, even if the world will change drastically. It is our translation of the 21st century skills. It is not only about 'learning to learn' well, but also passing on the skills that enable our students to always be able to create something new - no matter the situation or circumstances.

Art can have, among others, a creative, educational, therapeutic or exploratory function. With its offering, ArtEZ wants to provide for all of these functions of art. The importance of making means that we want to provide room for becoming acquainted with all facets of materials, concepts, instruments, performance and ourselves. With this, we want to be able to explore the possibilities of expression in the broadest sense. That is why we work with excellent lecturers and good facilities.

The power of making is mainly a capacity to be developed individually in every course. We also work with this on the institutional level. In order to encourage making on all levels, we have embraced a number of principles:

- We stand for professionalism, from the idea through to the development and representation of concepts
- We encourage an experimental and inquiring attitude
- The making itself is the essence
- Developing a concept and making and performing it go hand in hand
- We work iteratively, according to Samuel Beckett's motto: 'Ever failed? Fail again, fail better.'
- We believe aesthetics are important



**Professionalism is paramount**

Professionalism constitutes the basis for all our courses, from the capacity to develop ideas through to mastery of material, or the ability to challenge others to interact, participate and create. After all, professionalism is not the same as craft, it is also the skill to think conceptually, to develop concepts in the broadest sense. This is reflected in the way we accept students, what we offer them and what level we expect from each other per course, per year and per person. A solid foundation of knowledge and professionalism is crucial for students to be able to hold their own in their discipline and to flourish, nationally and internationally, after graduation as well.

**Makers make it with us**

Developing concepts and making and performing those concepts hold an important place in our curricula and in our research. Both within and outside the university, we therefore facilitate that these processes of making and these performances remain possible in studios, on stages and in workshops. We do this not only in our own courses and in the work fields of our alumni, but also beyond: for instance, we let people in primary and secondary education and in the care sector experience the importance of making. We encourage bringing the work field in and bringing students out.

**‘We work with  
excellent lecturers  
and good facilities.’**

**3. Impact: making, thinking, connecting and innovating  
in (relation to) society**

Art, like education, has the potential to make a significant impact through engagement with society. Whether it is showing a different path, providing social criticism, offering a healing effect, confronting people with their current world view and habits, or putting problems on the agenda in an original way: art can do this.

Impact also brings change into view. All art disciplines know how to make sustainable change possible through, among other things, social criticism and an autonomous, different view of things. Artists have always been a driving force behind fundamental changes in society, with arts education being the cradle for this. Impact can never be separated from the cause you are committing to. This makes the impact of our arts education in this era inextricably linked to the challenges of our time and world: from globalisation and the climate crisis to migration and inequality.

Impact is therefore a reciprocal term for us. Professional makers and their artistic expressions have a measurable, tangible and perceptible influence on society and bring about changes in it: at the same time, societal issues have an impact on our educational and research practices. This reciprocity fits within the ecosystem that we are trying to build as an institution.

ArtEZ is confident that the cultural and creative sector can play an essential role as a binding agent for society, as a source of imagination and creativity, as a lever for major societal issues and as a breeding ground for new solutions. We have therefore embraced the following principles in relation to impact:

- Critical issues are the starting point of our education and research, and we also put them on the agenda outside of the classroom
- We are visible in the educational field, the cultural sector and in the communities of which we are a part
- We work together with other disciplines, outside the arts as well
- We make impact visible: the impact of our students, of our research and of ArtEZ as a whole
- We learn inside and outside of the university

### **The marriage of art and impact**

For ArtEZ, art and creation are inextricably linked to impact. Training students to become professional artists, musicians, therapists, performers, writers, teachers and designers remains our priority. In doing that, we teach them to be conscious of the impact they can have. Education, research and impact reinforce each other.

### **ArtEZ actively endorses the Sustainable Development Goals (SDGs)**

Impact can be large or small, and expressed in quality or quantity. ArtEZ endorses the United Nations' Sustainable Development Goals, a compass with seventeen goals for tackling challenges such as poverty, education and the climate crisis. Within ArtEZ, for example, we focus on SDGs 4 (inclusive, equal and good education), 10 (reducing inequality), 12 (waste reduction and recycling), 13 (tackling climate change) and 16 (peace, security and justice). The various organisational units work out the goals that are appropriate for them in their multi-year plans. Impact as a reciprocal concept can also serve as a yardstick for actually critically evaluating these goals.

**‘It’s also bringing  
in social issues.’**







**‘Self confidence  
is also a form of  
well-being.’**

**‘We teach them to convey this to the outside world with self assurance.’**



#### **4. (Self) confidence: awareness of our power and added value for society**

Only in a safe environment can you experiment and reach your full potential. In developing professional makers, attention to the inner process is as important as attention to the outer process. It is precisely creative makers who are often open to early signals from society. That sensitivity deserves protection. At the same time, we want our students to enter the field and shape its future with self-confidence - in themselves, in their work and through the contribution they can make together. That is why a safe learning and working environment is essential for us, and not only for our students: ArtEZ members of staff, too, must at all times feel safe to do their work. The multi-year plans will comprehensively examine what our members of staff need in order to build confidence, not only in their students or immediate colleagues, but also in themselves. After all, having (self) confidence is also a form of well-being, both for students and members of staff.

In the arts sector, confidence begins firstly with an awareness of the value of art and culture in society: the indispensability of art and culture for the vitality and well-being of us all.<sup>2</sup> As an arts university, we want to contribute to this and convey this confidence with self assurance. This value has everything to do with the courage to stand up for your identity as a creative maker - be it as a musician, a writer, a designer, a teacher or a music therapist, anything in between or beyond.

ArtEZ aims to give students confidence, self-awareness and resilience during their education. The aim is to train students to be professionals who stand firmly in their shoes, are secure and resilient and can look ahead. The concept of (self) confidence also means something different to each individual, and ArtEZ does its best to interpret this value as broadly as possible and to consider how it can best be pursued in each individual case. Because the work field also needs people who can clearly state who they are, what they stand for and who are conscious of what they have to offer with their profession and degree. The professionals who have studied at ArtEZ are moreover engaged, critical, innovative, enterprising and experimental in their approach.

We train students to be professional makers who know who they are, makers who, through their profession, contribute to society in their own way. We learn together and each time anew what it means to develop into and as a professional maker. Makers must be able to experiment as part of this: they are allowed to make mistakes. This is precisely what learning is all about. Confidence is also about showing vulnerability, daring to admit that you do not know something, having doubts and being open to other perspectives.

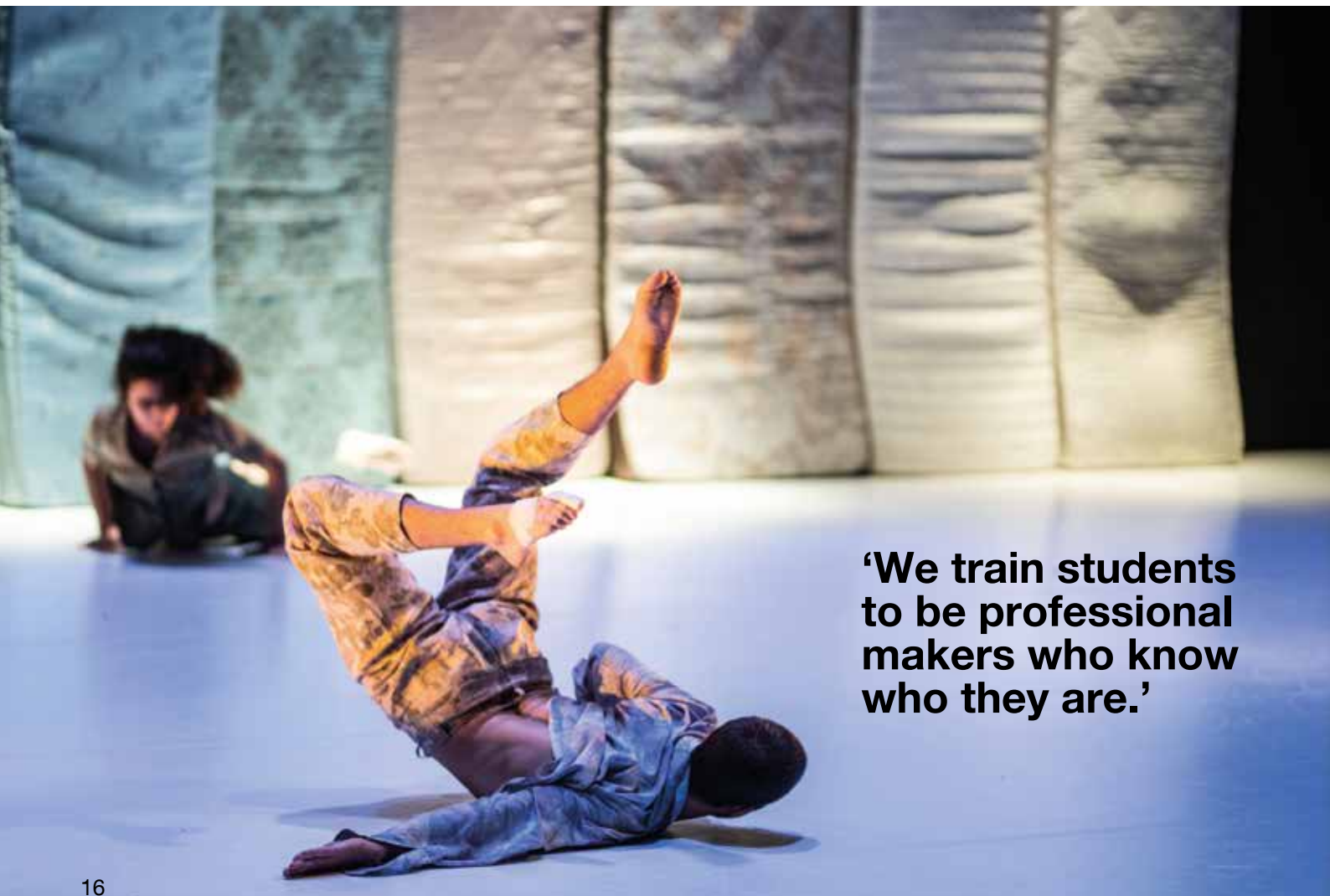
In order to prioritise confidence at ArtEZ, we work on the basis of the following principles:

- We regularly look at ourselves in the mirror, and do so together
- The development of a professional maker is the same as the development of a person
- We give feedback on work and always respect the person in doing so
- We offer appropriate challenges
- The talent of our students is our starting point

### **Qualification, socialisation and personal development<sup>3</sup>**

In the education, we focus on three functions of (self) confidence: qualification, socialisation and personal development. We also provide a safe learning environment, the ability to choose one's own position and the responsibilities that go with that. The mix of these three can vary, but all three are addressed. Key topics in providing guidance to students are their academic career counselling, preparation for a professional career, learning to cope with stress and study pressure and studying with a study impediment.

We make students aware not only of the artistic and social value of their work, but also of its financial value. We teach them to convey this to the outside world with self assurance. ArtEZ prepares students to make a living as an artist, musician, writer, teacher, therapist, researcher - and probably in a mix of roles. We prepare students to be able to find paid work, either in employment or as self-employed makers. We also see the importance of training in entrepreneurship and dealing with competition, and of preparing our students well for hybrid professional practices.



**‘We train students to be professional makers who know who they are.’**

**‘It is never finished:  
we are *in the making*. Also ArtEZ  
as an organisation  
and community.’**



## **5. Continuing development: together on the road to ever new forms of research and education**

Art - and education - are constantly evolving. Sometimes development takes place in increments, sometimes we take a step back and sometimes it comes in leaps and bounds. If you focus on getting a little further each day, you will have reached the next point by the end of your study. This is only possible if we continue to learn and professionalise as a course, as the ArtEZ community, as an organisation and with our ecosystems.

Professionalism is the foundation for a professional maker. It is only when you have mastered enough techniques within the discipline as a whole that you can express yourself optimally as an artist. ArtEZ strives to offer a broad and diverse range of techniques within each field and to support collaborations with other fields, both within and outside the arts and education sector.

Professional makers and teachers challenge themselves over time, again and again. They reshape their profession and thus explore new paths. This characteristic of professional makers and teachers is the inspiration behind this principle of ‘ever better’, of ‘reaching higher’. It is never finished: we are ‘in the making’. That also applies for ArtEZ as an organisation and community.

Our starting point is that everyone with talent and development potential should be given the opportunity to study at ArtEZ and get the most out of it. We believe that flexible education, good facilities and intensive counselling provide the basis for that. As an institution, we are committed to continuously improving ourselves and our staff. Usually in steps, but always with the possibility of enabling our people to make leaps. We want to attract the best staff, we want to work with renowned makers and the best lecturers. ‘Better’ does not mean striving to work more or harder, it can also manifest in seeking a balance between work and rest, and creating healthier work rhythms that improve the mental well-being of both students and members of staff.



What applies to students also applies to us. If they are able to shape their own learning, this benefits their personal development. We encourage the contribution of this individuality.

In order to embed 'continuous improvement' at ArtEZ, we apply the following principles:

- We want to continue to work at the cutting edge and pass this on
- We are always looking for new opportunities, we remain curious
- Each day a bit better: we recognise the power of small steps
- Mistakes are allowed: you learn from mistakes. Fail fast, learn fast
- Learning and development does not stop when you graduate

### **Learning as a social process**

We learn with each other, in interaction with fellow students and lecturers, and thus continue to develop. Our students enter the field as professional makers who know where they stand and what they stand for. Besides our students and our institute as a whole, alumni and fellow professional practitioners also want to constantly improve. In the coming years, we will focus on creating opportunities for lifelong development.

### **Quality improvement**

The continued development of our education and research remains at the heart of our institute. In order to do that, we need to make explicit what we consider quality, so that we can discuss it with colleagues (peer reviewers) and external assessors (formal accreditations) - sharply in terms of content, but always with respect for the individual. This goes hand in hand with professionalisation, which is why, in the coming years, we will offer our lecturers and members of staff more opportunities to learn with and from each other.

**'We learn with each other, in interaction with fellow students and lecturers.'**







**‘We give our education a clear place in society.’**

# Our goals and ambitions

**Based on our raison d’être - the arts and education in arts - together we have made ArtEZ into what it is today: a University of the Arts with a solid reputation for arts education and research. From this solid basis, we use the five values to build on what we have achieved in the past period (2016-2021) and take the next step.**

Our goal for the coming years is to continue to develop ArtEZ into a renowned arts university, with high-quality education and ground-breaking research, where there is a healthy working atmosphere for both students and members of staff and where young talents and alumni in particular enjoy developing themselves further in an inspiring and safe environment under the guidance of passionate and competent lecturers and researchers. We also see this guidance as a mutual cooperation, in both directions, in which the arts, education and research complement, broaden and improve each other.

We translate this goal into the following ambitions for the 2022-2026 period:

## **1. At the heart of society**

We want to be even more firmly anchored in the cities, regions and communities where we are located. They are the breeding grounds for our talent, and the source from which we innovate in the East of the country and contribute to the arts and culture nationally and internationally. Our strength lies in our desire to contribute to societal developments with our professionalism. Our profiles in the three cities are:

**Arnhem:** on the edge - critical social attitude - entrepreneurship

**Zwolle:** nuanced criticism - the power of collectivity in personal development

**Enschede:** self-willed - art and technology - enterprising students

In the coming years, ArtEZ also wants to develop into the leading institute where students come to study how they can contribute to society through the arts. We want to touch people during their education and teach them how they can touch others through the arts. Through emotion and agitation, but also through innovative ideas and their professional implementation. A (growing) part of our education therefore takes place outside our buildings, in society, with the questions that arise there as subject matter. Consequently, our alumni are professional makers at the heart of the world, who use their profession to create mutual links in learning communities, by teaching or working in neighbourhoods, or with science and technology to solve problems or launch new ideas. We give our education a clear place in society.

## **2. Research: reinforced cooperation**

ArtEZ strives to be a top institute with a central role for research, in addition to a wide variety of nationally and internationally highly regarded courses. As far as research is concerned, we continue to build on the quality that NVAO already assessed as excellent. We are launching a new research strategy, centred on collaboration with education according to a taxonomy of research that we are developing. Research is something you do with others, so we are strengthening ties with top universities through shared appointments and collaborations in research projects. A goal for this strategic period is also to provide support for the profitable growth of second and third flow of funds.




### 3. Personal colour and lifelong development: making education more flexible

Boundaries between professional fields are blurring and students increasingly have individual wishes and needs on their way to the professional practice that suits them. We are therefore offering more and more room for learning paths whereby students have more input into what they learn. This can be done at different levels, depending on the nature of the discipline and the needs of the students.

In the coming years, we want students to benefit more from the variety of disciplines, courses and educational facilities that ArtEZ has to offer. Where appropriate, we facilitate exchanges for study or internships with institutions inside and outside the Netherlands. Our curricula offer flexibility to enrich or accelerate the learning path of students, of course with a clear eye on the learning objectives from the course profile. Our teacher training institutes play a pioneering role in this, boosted by national agreements on tackling the teacher shortage. We are also redefining what we mean by talent and who decides what talent is, and how they do so.

Learning does not start in our course, nor does it end on graduation. Lifelong development is central for everyone in society, including professional makers who have graduated. Making education more flexible gives us an additional opportunity to fulfil an important social task: educating adult entrants. We are growing towards offering continuing education to a broad group of alumni and professional lateral entrants into the arts and arts education.

A photograph of four models in a studio setting. On the left, a woman in an orange t-shirt and red trousers stands with her back to the camera. Next to her, a woman in a light blue t-shirt and dark trousers stands in profile. On the right, a woman in a black turtleneck and green trousers stands in profile, with a man in a red t-shirt and blue trousers standing behind her. The background is a solid purple color, and the floor is a light grey. The lighting is dramatic, with strong highlights and shadows.

**‘We are offering more and more room for learning paths to colour the content.’**





**‘We would like to move towards a network organization: an ecosystem in which we actively manifest ourselves both inside and outside the organisation in various teams and communities.’**



**‘Jointly making an impact on relevant social issues.’**

# Organisational development and operations

**In order to realise the three ambitions just mentioned, we are making the following choices in our organisational development and operational management:**

## **ArtEZ as a network organisation**

We would like to move towards a network organization: an ecosystem in which we actively manifest ourselves both inside and outside the organisation in various teams and communities, so that we can learn from each other’s knowledge and expertise and jointly make an impact on relevant social issues.

In all the different networks, it is always a matter of finding a balance between individuality and connection, diversity and unity, organising together and doing it yourself, and rules and agreements versus freedom to manoeuvre. This balance demands of us:

- That we create more networks in which teams and people work together on a common goal, not on the basis of hierarchy, but on the basis of their own expertise. We have a shared sense of urgency to bring about changes that are geared to our ambitions or that the world demands of us. This means:
  - We work on the basis of collective and individual responsibility, under the leadership of a committed Executive Board.
  - We invest responsibilities lower down in the organisation, based on clear tasks and on knowledge and expertise. To achieve this, for example, the job classification system will be revised and we will have employee participation at all organisational levels.
- An inquiring attitude, being open to the input of students and members of staff and anticipating or initiating developments. You work in a network because you complement each other. Conflicts and differences of opinion are part of this, as is talking about them and respecting each other’s opinions.

ArtEZ is ready for this next step; there is confidence in the strength of the organisation.



## Partnering

To facilitate an agile network organisation, we are strengthening the stable core of support and operations. We attune the use of these to the wishes from education and research as well as to the requirements from outside (such as legislation, accountancy regulations, NVAO, Inspectorate of Higher Education, etc.) In this context, we aim to provide high-quality, effective and the most efficient support and operations possible at all levels of the organisation for the longer term, by, among other things, making the best possible use of the expertise of support professionals. We aim for partnering in this process: education and research and the services are jointly responsible for supply and demand. We do this by jointly setting goals and making agreements on the quality to be achieved and by jointly taking responsibility for progress and outcomes. This requires that we gain more insight into each other's processes and understand each other better.

## Investing in education and research, housing and digital security

We invest in the future of education and research at ArtEZ. A future-proof learning environment must be a safe learning environment, which actively anticipates the sense of belonging, the feeling of having a home base. We will also be developing a digital strategy for ArtEZ in the coming years, in which we will set out which technologies we want to use to realise our ambitions and which investments will be required for this. Digital security (cybersecurity) and privacy are an integral part of this.

In concrete terms, we will:

- Prepare a master plan for housing, outlining our choices for the next fifteen years. Where necessary, we will draw these investments from our own capital.
- Make our housing more flexible in order to facilitate the demand for more flexible education, both during the course and after graduation (lifelong development).
- In the coming years, we will invest in digital security and our approach to privacy. We want to make sustainable choices here based on good preliminary research.
- Further develop our digital education vision by drawing the necessary lessons from the challenges posed by the coronavirus pandemic. This will require the further development of hybrid education and digital educational tools. This also requires a new pedagogy and didactics.

## Cohesion with quality agreements and NPO funds

The funding for the implementation of this strategic plan is in line with the quality agreements and our commitment to the NPO funds. The projects we fund with these temporary cash flows are strategically aligned with this strategic plan and will strengthen its implementation. With this, we aim to better connect with the various (learning) needs of students. ArtEZ also uses its own policy funds, for which projects can be applied for that are assessed in terms of our five values. This makes it possible to honour initiatives and developments that come directly from lecturers and researchers, and to continue to steer them strategically.

**‘This requires that we gain more insight into each other’s processes and understand each other better.’**

**‘Actively anticipating  
the sense of belonging,  
the feeling of having  
a home base.’**



# Epilogue

Our five values are central to this strategic plan. We have discussed these separately, but we are not shaping them separately. In order to find appropriate challenges for everyone, we regularly work with Safe Spaces & Brave Spaces.<sup>4</sup> This term brings together inclusion and diversity, impact and confidence. We also have the ambition to train professional makers in a safe learning environment. This ambition brings together inclusion and diversity, impact, the importance of making and (self) confidence.

We dedicated the beginning of this strategic plan to two concepts at the heart of our raison d'être: art and education. It is to this higher goal that we want to dedicate the last words of this plan.

All professional makers, from painters to writers, from musicians to art teachers, from dancers to music therapists, can give a new meaning to the chaos of the world or, on the contrary, can radically overturn the existing reality. There is no spoon. Ceci n'est pas une pipe. Artists can in fact surprise, move, shock, silence and set things in motion. Art is true and false at the same time.

When it was suggested to Winston Churchill, British prime minister during the Second World War, that extra money should be made available for the war by cutting back on the arts and culture, Churchill is reported to have said: 'But then what are we fighting for?'

Once again: art is true and false at the same time. For example, it turns out that Winston Churchill never said the line attributed to him above, but that line nonetheless contains more truth than ever. Art is freedom, and the possibility of bending what most people see as a straight line.

Those who invest in art, culture and learning, in education and research, invest in people, in humanity and thus in our common future.

<sup>4</sup> Palfrey, John (2017). Safe Spaces, Brave Spaces: Diversity and Free Expression in Education.

**'Those who invest in art, culture and learning, in education and research, invest in people, in humanity and thus in our common future.'**





## ArtEZ University of the Arts

PO Box 49  
6800 AA Arnhem  
The Netherlands

info@artez.nl  
artez.nl

December 2021

### *Design*

Smons en Boom

### *Photography*

Jelle Bakker, Daniëlle Corbijn, Duncan de Fey, Bart Grietens,  
Christein van Hoffen, Annabel Jeurig, Nico van Maanen,  
Menno van der Meulen, Isabelle Renate la Poutré, Rachelle Stoffels.  
Picture page 9: Kitchen Table Conversations - programme 'Diversity  
for What?' (ArtEZ Studium Generale).

### *Work of students*

Daniel Ge van der Hoek (p26), Jamie Lugtenberg (p14),  
Noortje Rap (p13), Adinda Rensen (p12), Jueun Seo (p5)

We have done our best to track down any copyright holders of  
photos to request permission for publication. Any rightholders who  
have not been named can contact w.mossink@artez.nl



