

NEW

PRACTICES

HKU

Institutional Plan 2019-2024

HKU University of the Arts Utrecht: New practices, new solutions

Institutional Plan 2019-2024

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PREFACE

THE PATH AND THE GOAL

You see before you the text of the new HKU University of the Arts Utrecht Institutional Plan, on which more than 200 people from HKU University of the Arts Utrecht and elsewhere have been working for several months. It has been a great journey. We have visited many places and taken the time to enjoy it and to let the impressions sink in. We have exchanged experiences and continually sought to reopen the dialogue. It has all resulted in this text – one step on the path.

The process that has led to this new plan is at least as important as the resulting text you see before you. Because when you go on a journey together, you get to know one another better. We now have a better understanding of what drives us, what unites us, and what divides and distinguishes us. The social engagement that characterises HKU University of the Arts Utrecht has become very apparent in this process and has gained definite shape in this plan.

The plan in itself is not actually a result, but rather an indication of the path we want to follow in the coming years: a direction indicator. And even the ambitions we outline in it are not goals in themselves, but support our shared objective: to provide the best education for our students, and to conduct the best research that forms the foundation for that education. So that the students can use their talent to achieve the social impact they are striving for. And to find their own, distinctive way in the world.

We are en route

We are not travelling alone, so this plan relates to the shared agenda we draw up with our colleagues from art education (the KUO Next agenda), to the agenda we share with all the universities of applied science ('HBO #2025; wendbaar en weerbaar' [agile and resilient]), to the agreements we make with the Minister (Sector Agreement 2018) and to the agendas of our partners in the city and region of Utrecht.

We look back and see where we have come from, and we look forwards and see the direction we want to go in. This Institutional Plan continues to build on what we achieved on the basis of the previous Institutional Plan. Based on the new plan, our annual plans outline the concrete steps we take en route to our ambitions, for which we give account each year – to ourselves and to our surroundings.

THEMES EN ROUTE TO 2024

HKU University of the Arts Utrecht has undergone great change in recent years. In the physical sense, the city campus has been set up. All the courses given at HKU University of the Arts Utrecht are located a short distance from one another in the centre of Utrecht and are easy to reach on foot, by bike and by public transport. The facilities are modern, and the workshops, labs, studios and other practical spaces are attractive to our creative makers.

HKU University of the Arts Utrecht is a network organisation, in which courses and professorships are recognisably positioned and connected to one another. Our organisation is ready to meet the challenges of the coming years.

Our education is highly valued and is relevant to today's society. Our students are in high demand in very diverse and increasingly hybrid [professional contexts](#). This dynamic makes great demands on our education and research. We link our education to these professional contexts through regional, national and international networks and partners. And, of course, through our lecturers and researchers, who operate on a practical level with one foot in this variety of professional contexts. In the coming years, we aim to reinforce this network through forming learning communities, which link up education, research and practice (alumni, professional field, etc.) and provide scope for crossovers.

HKU University of the Arts Utrecht relates explicitly to themes that are relevant to our [society](#).

We are active in the city and the region, and promote our activities with confidence.

To an increasing extent, students and the professional field need [new forms of education](#) that provide scope both for broadening and deepening, and for more far-reaching integration of working and learning. In providing these new forms, we focus not only on the initial education, but also on later stages of life as a creative professional within the variety of professional contexts. Along with students and the professional field, HKU University of the Arts Utrecht develops new, flexible forms of education, based on the concept of [lifelong learning](#).

Creativity, or what we call 'creative makership', is the heartbeat of HKU University of the Arts Utrecht. In our education and research, we link creating, learning and researching together. An important role is played in this by [technology](#).

Technological developments are both unpredictable and inevitable, and are therefore an essential part of all our courses. This requires great effort on our part, with regard to the content of our education, the design of our courses and the setup of our facilities. Our research can boost this effort, helping us to reflect critically on these developments and to determine our relationship to them, so that we can continue to develop our own creative agency.

Creativity requires [scope for experiment](#). Development is the result of learning from setbacks as well as successes. This applies both to our students and to the organisation as a whole. In order to take the opportunities and meet the challenges of the coming years in our network organisation, we need more than ever before to give each other the scope to achieve results while learning. HKU University of the Arts Utrecht is made up of learning communities, in which students develop into excellent artists and creative professionals who are headed for a career of personal and social value. A rich learning environment demands the [active participation](#) of students, both in shaping their own studies and in contributing to HKU University of the Arts Utrecht communities. The same applies to our staff. HKU University of the Arts Utrecht involves its students and staff in various ways, both formally and informally, through course committees and representation regarding the policy to be pursued. In addition, we continue to invest in the quality of education and the training of staff. A transparent network organisation makes it possible for everyone to make a personal contribution.

Six themes

The developments outlined above give direction to HKU University of the Arts Utrecht en route to 2024. In the following sections, we go into more detail about our ambitions for the 2019-2024 period, based on six themes:

1. New professional practices

HKU University of the Arts Utrecht trains creative professionals who operate smoothly in the different roles and contexts required by today's dynamic society.

2. HKU University of the Arts Utrecht at the heart of society

People studying or working at HKU University of the Arts Utrecht relate to changes in society and are continually looking outwards. We link up with external partners and shared agendas.

3. Lifelong learning

The rapidly developing job market and new professional practices demand new forms of education, in which learning and working come closer together. HKU University of the Arts Utrecht is developing education where students and professionals learn together.

4. Creative Technology

Technology gives us agency in our creative processes, which is why we integrate it in all our education and research.

5. Active participation

Students and staff are active participants in our learning and working community. This is apparent in the responsibility taken by students and staff – both on a personal level and for the HKU University of the Arts Utrecht community.

6. Learning organisation

Learning and working together ensures that we learn more effectively as individuals and as an organisation, and are therefore able to achieve our goals sooner.

WHO WE ARE AND WHAT WE DO

HKU University of the Arts Utrecht positions itself as a HKU University of the Arts Utrecht, media and creative industry at the heart of society. And our ambition is to live up to this description.

Our location in the heart of the city (and thus at the heart of society) is a deliberate choice. It also underlines our engagement with current social issues. Every day, the training we give in art, media and the creative industry inspires and motivates us to provide innovative education and research.

This engagement motivates us not only as an institution, but also as individual students, lecturers, researchers and members of staff. We are creative individuals, who use our talent, our professionalism and our distinctive ways of thinking, researching and creating to generate social value. Through our creative power, we aim to move, disturb and transport people and to show them new perspectives. Our guiding principle is that art and creativity are sorely needed for bringing movement and innovation to modern society.

This is why we offer high-quality education that provides above-average challenges to students and is given by lecturers who visibly convey their passion. Along with innovative research focusing on creativity, this forms a firm foundation for the core of our social task as an educational institution.

As an institution, we continue to build on the profile HKU University of the Arts Utrecht has developed over the past 30 years. HKU University of the Arts Utrecht links up art, media, new technology and entrepreneurship. We make a big contribution to the innovation of creative professional practices through including technology, media technology, economics and management in our curriculum. We have an outwardlooking view and stimulate collaboration between disciplines. Our students learn to make their contribution to a variety of social fields and economic sectors. We have the courage to go beyond the traditional boundaries of our professional fields and into other contexts. Our critical engagement allows us to link up with others, with respect for a different perspective, but always on the basis of our own strengths.

Our shared ambition is to excel in crossovers and to live up to and reveal our multi-faceted and connecting story every day – within HKU University of the Arts Utrecht and outside its walls.

In the coming years, we will live up to this ambition by making our education even more ‘versatile’, organising it in a way that links up to the social and professional need for lifelong learning.

We will do so by opening up the network of our education and research, the four expertise centres and the schools to our partners in education and creative technology. Our workshops and labs form the hub of HKU University of the Arts Utrecht, where ‘creation’ actually takes shape collectively. For us, working and learning overlap and are done together: with other people at HKU University of the Arts Utrecht, with people from the professional field and with colleagues from other disciplines. These same partners and colleagues challenge us to make everything that is great about HKU University of the Arts Utrecht even more visible. And this is something we will do – emphatically and with confidence.

This Institutional Plan sets out the ambitions for the coming five years. It reflects our current profile and lends new significance to HKU University of the Arts Utrecht’s core values *‘Inspiring, Learning and Open’*: we learn from one another, we give high priority to engagement and social relevance, we are innovative in our education and research, we work together, we value variety and actively search for diversity of perspective.

These core values and ambitions arise from who we are, and from the dialogue with students, lecturers, researchers, staff and representatives from society and professional practices. This dialogue is at the heart of the process that underlies this Institutional Plan.

THEME 1

NEW PROFESSIONAL PRACTICES

HKU University of the Arts Utrecht wants to help shape the ambition to make the Netherlands the most creative economy in Europe. Not only are the creative sectors a boost to innovation in the economy as a whole, but creativity in general has an important role for professionals in a wide variety of professional practices: the ability to experiment, to forge links with other disciplines and social fields, to operate outside a rigorously defined professional perspective and to operate smoothly in different roles. HKU University of the Arts Utrecht has always been concerned with innovative professional practices, creative innovation and creative entrepreneurship. Our aim is to continue to lead in these areas – in the Netherlands and in art education.

Ambitions for 2024

HKU University of the Arts Utrecht is an open professional network for education and research in the arts and the creative industry in the broadest sense of the words.

By bringing our social partners' current (design) issues into HKU University of the Arts Utrecht, we prepare our students for professional practice. In order to achieve this, we involve alumni from an open professional network. The goal is to give students a bridge to finding a flexible place in current, innovative practice.

Facilitating these encounters forms an important guiding principle in our didactic concept. It takes place on the HKU University of the Arts Utrecht city campus, as well as outside it – with partners in their studio or workshop, or at their place of work.

The city thus functions as a playground.

Our schools, professorships and expertise centres give shape to the organisation of this network, enabling us to actively build the bridge for our students to professional practice. Alumni play an important part in this. The Centre for Creative Entrepreneurship spurs on the development and use of these networks and shares its expertise in this area with the education side.

Our education portfolio is up-to-date and 'versatile' with regard to new professional practices

Our motto 'new practices, new solutions' drives the continual revision of our professional and innovative curriculum. Our partnerships ensure that our course portfolio links up well with new developments. At the same time, we are taking a new step in our didactic concept and curriculum organisation, in order to increase the versatility of our education. In doing so, we direct our view outwards. The innovation and expansion of the course portfolio is inspired by developments in professional practice and by the learning needs of creative professionals. For example, HKU University of the Arts Utrecht students also study outside their own school or outside HKU University of the Arts Utrecht and work with partners from the professional field, and lecturers represent the diversity, complexity and dynamism of that professional practice.

We actively present a realistic idea of the new professional practices of artists and creative professionals.

We are confident in propagating the narrative about developments in the arts and the creative industry, and the role our graduates play in these developments. They definitely have a strong position on the job market – much stronger than many outsiders think – even though it is hard work in the network economy of the creative sector. We tell an honest and cogent story about the value of our expertise, about the success of our students and graduates, and – more generally speaking – about the economic and social value that is added by artists and creative professionals. We do so in a critical way, aligning matters with our environment and stakeholders, so that they can continue to identify with our story.

THEME 2

HKU UNIVERSITY OF THE ARTS UTRECHT AT THE HEART OF SOCIETY

HKU University of the Arts Utrecht puts creating and designing right at the heart of society, in co-creation with various parties, in crossovers between several disciplines and in different social contexts. We draw on our creative and design knowledge and skills to enrich and accelerate innovation processes in society. Our wish to make a meaningful contribution means that we need to look over the borders of our professional discipline. We attach great value to diversity of perspectives.

Our students are involved in what is happening in society and are able to reflect critically on how they can contribute to these issues on the basis of their creativity. Our education and research seek out social relevance: education continually searches for different contexts and research is always practice-based. We use the results of our research into creative processes, co-creation and interactivity for increasing our added value to society.

Learning to collaborate and deal with cultural differences is, of course, part of our set of values and is embedded in our work. We are aware of the limitations of everyone's individual perspective. We make active use of the different cultures and perspectives we have under our own roof, in order to broaden our views, and we deliberately strive to increase this diversity.

We engage with local, regional, national and international partners. We have positioned HKU University of the Arts Utrecht in the city and region of Utrecht through our city campus. It is now our task to use this position to the full and to build on it further.

Ambitions for 2024

We form learning communities with our external partners, in which all parties learn from one another.

Our external partners are important and enrich our work on the basis of a long-term relationship. Our research and education link up with themes that concern our partners. Our partnerships are embedded well in our organisation. External partners – in the 'vo-mbo-hbo-wo' education chain

and the professional field, as well as social institutions – take part in our education and research with regard to lifelong learning. They are part of our learning communities, in a reciprocal relationship. While they keep their knowledge and skills up-to-date, we draw on their knowledge of the field at HKU University of the Arts Utrecht. Our students benefit from this. We learn from and with one another. The supporting organisation also has partnerships with fellow organisations for exchanging knowledge and experience.

We are visible and accessible for people and organisations in the city and region of Utrecht, and join our regional partners in realising the municipal agenda.

HKU University of the Arts Utrecht's city campus establishes the university firmly in Utrecht. Our presence is tangible and visible. We look for new ways to propagate HKU University of the Arts Utrecht's story and the highlights and dynamism of our work, and to embed them with our partners.

We are a valued partner of various cultural and educational institutions, authorities, companies and social organisations in the region. Our students work equally well on a project for the local library or for a hospital, game developer or big ICT company. We make an active contribution to the agenda for a healthy urban life.

In collaboration with our fellow educational institutions, we work specifically on innovative education solutions for training enough teachers for the future and we steer towards solutions for job market issues in the region. Along with the City of Utrecht, our cultural partner institutions and the business community, we create a rich cultural infrastructure and an enterprising cultural and creative climate. After all, our students and graduates cannot operate without such a climate.

For us, being accessible to a diverse student population is self-evident – and yet not so. Although we embrace diversity of perspectives as a core value, we know all too well that actually realising a population of students and staff with a diverse composition demands very focused attention. HKU University of the Arts Utrecht is gaining in diversity, mainly on a cultural level, through a deliberate policy (on the selection and intake of students and

staff; on student guidance; on the content and organisation of education, and on communication).

Finally, through our visibility in the city, we want to show how we also contribute to sustainability. We show the way our students and lecturers/researchers do so, in and through their work, and how HKU University of the Arts Utrecht itself applies sustainability in its life and work.

We are at home on the international playing field.

The world is bigger than Utrecht, and the Netherlands is not the cradle of civilisation. For many of our students and graduates, the world is their playing field, whether virtually or physically.

In our education and research, therefore, we regularly opt for an international perspective on content. On each course, students have several opportunities to gain study experience abroad.

We are attractive to international students and provide English-language Bachelor's and Master's courses in domains where it is relevant and logical to do so.

Our professors contact their peers abroad and measure themselves against the international standards applicable to our research domains. They publish in the Netherlands and abroad, and are part of networks that are held in high international regard. In this international context, developing a third cycle for art education (a PhD or research degree in the arts) is a logical and necessary step.

THEME 3

LIFELONG LEARNING

Nearly all professional groups struggle with the high tempo of social dynamics and the necessity of keeping up-to-date with professional knowledge and skills. Lifelong learning is not just a wish, but a necessity. This also applies to creative professionals.

This means that an increasing number of students of different ages, with different learning needs and learning styles, are to be found at our university. Some want to get a degree, while others just want to enrich their knowledge and skills or to do research. We believe this to be part of our public task. Lifelong learning will form the main driving factor in our educational innovation in the coming years. This has an impact on the whole organisation, including the alumni.

Ambitions for 2024

We have an attractive new education concept, which is flexible, personal and outward-looking, and provides scope for students and professionals within the same learning community.

The concept of lifelong learning means taking a different view of your whole education system. Our Bachelor's courses prepare students for life-long learning. Learning after gaining a degree is part of the development of all professionals. We meet the needs of these target groups through new forms of education, repositioning HKU University of the Arts Utrecht in the education chain. Bachelor's and Master's students, professionals (including our lecturers) and clients come together in education and research and collaborate in learning communities. They learn from one another. Our lecturers continually adjust their role to what is needed in the learning community.

We choose for an organic development of lifelong learning and a new educational concept. We innovate through experimenting. Simplicity is a priority. In collaboration between professional field partners, research, education and workshops, we identify new opportunities. We reflect on our experiments, share what we learn from them and ensure that others can use our findings.

For these innovations, we continue to enter into active collaborative ventures with other partners in the 'vo, mbo and wo' education chain.

The processes 'behind' the education have been developed in co-creation and are so simple that they support this flexible education.

The personal, flexible and outward-looking education of lifelong learning makes different demands on our organisation, which requires investment in this organisation. We opt for simplicity in the education setup and support, with an emphasis on adaptability, versatility and our own scope for regulation. This creates the opportunity for flexibility and experiment in the education.

We realise that we need to develop educational and supporting processes in co-creation, as this is the only way to achieve a shared ambition. We adhere to this standard as a working method. We have also developed our workshops in this way.

We have simple routines that ensure a good provision of services on all levels: accommodation and facilities, HR, finances, education and student affairs, communication and relationship management. This ensures an attractive physical and digital learning and work environment, which invites encounters and collaboration. We open up our environment to alumni, specialists and other professionals in the creative sector.

We regard lifelong learning as part of our public task. We use the financial means provided by the government for this, and collaborate actively on developing new finance models where necessary: with the government and with parties from the professional field, based on the Fair Practice Code.

THEME 4

CREATIVE TECHNOLOGY

For us, technology is more than an inevitable development or a way of updating tools. It has become an agency in our society, influencing our lives and our creative process. At the same time, we remain critical with regard to this development, questioning how we, in turn, can use our creative and artistic autonomy to manage technology. Technology therefore occupies a prominent place in HKU University of the Arts Utrecht's education and research.

HKU University of the Arts Utrecht has long been a pioneer with regard to combining art and technology, and we challenge ourselves to continue to fulfil this position.

Ambities voor 2024

We position our university on the basis of technology in art education.

All our curricula focus on the impact of technology on arts disciplines, on creative processes, on economics and society, and on people's ideas and actions. Our students research this impact and the questions it raises. We encourage them to use their artistic and creative talent to help influence these technological developments, so that they add value to our society. Our students learn the practical use of technology themselves (tech skills) in HKU University of the Arts Utrecht's workshops, which are equipped with the latest technology and inspire students to new forms of creation. The workshops (including the labs, auditoriums and media libraries) boost 'new creativity' and continually keep pace with technological developments. As a learning environment, they occupy a central place in our education.

Our research provides knowledge about how technological developments influence creative processes.

Our professorships explicitly research the impact of technological developments on creative processes and vice versa: how they play a role in co-creation, interaction and interdisciplinarity, how technology is an agent in this, and how insights into this can, in turn, help artists and designers to

rediscover their own agency. This knowledge is interpreted in the education, among other things.

The Innovation Studio is recognised for its expertise in iterative design of and with technology, for users in healthcare and education.

HKU University of the Arts Utrecht staff, lecturers and students are tech savvy to a higher than average degree.

At HKU University of the Arts Utrecht, we become adept at creative technology. And then we rise above it. In the workshops and future labs, lecturers and workshop assistants work on their own creative tech skills, where they experiment, and design and make their own work, in order to eventually create better education. Technology also influences education and didactics. Our lecturers make great demands on themselves when it comes to blended learning, new didactic working methods and the ability to use new educational technology. Within HKU University of the Arts Utrecht, they are given every opportunity to develop in this area. Our digital learning environment and the support for it are well up to standard.

THEME 5

ACTIVE PARTICIPATION

Our learning and working community relies on the active participation of students and staff, who feel a part of the HKU University of the Arts Utrecht community, just like our alumni and partners from the professional field. Active participation goes hand in hand with ownership. Students are owners of their personal study path, staff are owners of their personal development prospects and teams are owners of their assignment. We expect students and staff to have broad interests, also outside their own course, professional field, department or personal interest. We foster these interests.

HKU University of the Arts Utrecht staff are concerned with the core values of the organisation: 'inspiring, learning and open', and are familiar with their meaning and relevance.

Active participation also takes place through active representation. We make every effort to use the formal and informal structures that exist and are created for this, and we continually seek out horizontal dialogue. In doing so, we involve our external stakeholders and partners from the city and region of Utrecht, alongside the representation bodies within HKU University of the Arts Utrecht.

We also organise regular talks with them about our shared ambitions and how we can best achieve them.

Ambitions for 2024

Students take responsibility for their own study path.

Students determine their own pathway and choices. Besides informing them of this responsibility, we also challenge them to take it. HKU University of the Arts Utrecht's flexible education enables students to determine their pathway practically, without getting bogged down in bureaucracy or delaying their studies. There are plenty of structural opportunities for crossovers to other courses and areas, both within HKU University of the Arts Utrecht and outside the university. Students receive proper professional guidance in taking these opportunities, taking their personal situation into account. We ensure that lecturers are equipped for this task. They

provide frameworks, support and inspiration. They are familiar with current professional practice, they recognise the sometimes pressing demands of student life, and they have a thorough knowledge of HKU University of the Arts Utrecht.

Lecturers and staff operate in several HKU University of the Arts Utrecht communities.

Lecturers and staff know what is going on at HKU University of the Arts Utrecht: within their own team and outside it. We expect lecturers and staff to participate actively on several different levels. And we expect them to play a linking role: between teams and between various disciplines. They make the crossover themselves, whether in education, in research or in support, organisation and management. This provides lecturers and staff with plenty of opportunities for personal development, for which they take responsibility themselves.

We do not expect the same of everyone, as things depend on the scope and the nature of the appointment. However, everyone makes an essential contribution to the network organisation of HKU University of the Arts Utrecht.

Representation is professional and balanced, and the active dialogue between students, staff, management and board is productive.

This is the result of deliberate investment in the training, professionalisation and support of our representation bodies. The composition of these bodies is such that everyone feels well represented. The formal representation is largely fuelled by the continual informal dialogue between students, staff, management and board in many different ways, ranging from pizza meetings to roadshows. We consciously pay a great deal of attention to this.

THEME 6

LEARNING ORGANISATION

‘Practice what you preach’. We train our students for lifelong learning and continually changing professional practices, and to have a critical and reflective attitude. Our success in this is determined by the extent to which we, as a public institution, are able to respond to the fundamental transitions in society. As an organisation, we must therefore show responsiveness and flexibility, based on responsibility and engagement.

As a network organisation, HKU University of the Arts Utrecht provides the preconditions for this responsiveness: a flat structure with generic posts, which invites people to work in roles and shifting constellations, and to form horizontal networks and learning communities. It requires dialogue, collaboration, experimentation and learning from one another.

For HKU University of the Arts Utrecht, the core task and the core value is to learn. Learning gains momentum through working together, entering into new contexts and exploring the insights of others, within your own work environment and outside it. Learning also means maintaining the qualifications and competencies of our people, through up-to-date knowledge from practice-based research and expertise centres. Professional personal development and organisation development go hand in hand at HKU University of the Arts Utrecht.

Ambitions for 2024

The network organisation on top form.

As an organisation, HKU University of the Arts Utrecht is flexible and versatile. Education, research, expertise centres and support facilities work together intensively as equal partners, in order to offer students the best possible education. Professorships and expertise centres function as hubs for sharing knowledge about research and projects, from within HKU University of the Arts Utrecht and outside the university. This also requires investment in the support organisation. We are making great progress with the setup of our procedures. In co-creation with parties concerned, the setup has been designed clearly and simply, and everyone knows what they

have to do at any given time, on the basis of their role. Standardised procedures form the basis for short cyclic working, and they support flexibility in the form and content of education and research. This also requires a smart and cohesive ICT architecture, as well as effective and open communication. We are taking a major step in this direction.

Mutual commitment to learning and to developing people and organisation.

HKU University of the Arts Utrecht's fundamental attitude is one of learning. We think it is self-evident to continue to develop and are continually looking to create the best opportunities for doing so, both for our people and for the organisation.

We challenge one another to learn, within a culture of giving and receiving feedback, whether in the meeting room or the classroom. Our interview cycle is based on the dialogue about learning and development. The board and management set a good example by visibly learning themselves. Making mistakes is part of professional life. What matters is that we learn from them. We work on the basis of trust and transparency. The board and management are close to the teams and are clear about policy and goals. This ensures that teams take their own responsibility for achieving goals in their own way, within parameters.

Between HKU University of the Arts Utrecht and its staff, there is a two-way commitment to learning and development. Learning and development are not arbitrary and not free of obligation. HKU University of the Arts Utrecht upholds spearheads in the development of its staff, which include creative technology, creative entrepreneurship and innovation in education and research. HKU University of the Arts Utrecht offers plenty of opportunities for development, and the staff make active use of these opportunities, investing in themselves and actively steering their personal development. We make explicit agreements about this with everyone that comes to work with us. This is how we want to present HKU University of the Arts Utrecht as an employer.

We turn HKU University of the Arts Utrecht inside out.

‘Preach what you practice’. At many places in HKU University of the Arts Utrecht, students, lecturers and researchers fulfil the ambition to excel in crossovers between disciplines or engagement with social partners. The schools respond to new professional practices, and students, lecturers and alumni are successful in various sectors. There is a lot happening, which we continually make visible, and we like to tell our story through every possible means. We do so for ourselves, for our external partners and in the public space. We take an integral view of our image, our communication and our partner strategy. We regularly ask our stakeholders for feedback on this point, as they are well placed to show us where we are not yet the dynamic, open, effective and communicative organisation that is needed. We make effective investments in our communication, both internally and externally. This means we are recognised for our profile, for the values we represent (‘inspiring, learning and open’) and for our social contribution.

THANK YOU!

In the period between January 2017 and September 2018, over 200 people from within HKU University of the Arts Utrecht and elsewhere contributed to this Institutional Plan: during round-table sessions, contributing to our inspiration magazine, at the 2017 management conference, at meetings with students and stakeholders, during management development days, in meetings and in writing sessions. Without them, this plan could not have turned out the way it has.

ALBERT HENNIPMAN, AN JANSEN, ANDRÉ SCHAMINÉE, ANKE JONGEJAN, ANKE VAN HAARLEM, ANNE VAN BRUNSCHOT, ANNEKE NIEUWDORP, ANNELIE PRINS, ANNELIES BOUTELLIER, ANNEMARIJN ALONS, ANNEMIEKE VERSTEEG, ANNO DIJKSTRA, ANOUK MASSON, ARJAN MOERBEEK, ARJEN DE VREEDE, ARLETTE KERKHOF, ARWEN VAN PUTTEN, AUDREY ZIMMERMAN, BART VAN ROSMALEN, BART WITTE, BEA DE VISSER, BEERTJE DE SAVORNIN LOHMAN, BENJAMIN HOEBOER, BOUDEWIJN PLEIJ, BRIGHT RICHARDS, CAROLINE DOKTER, CASPAR DE KIEFTE, CASPAR NIEUWENHUIS, CÉCILE DE VOS, CECILE RONGEN, CHARLEY VAN VELDHOVEN, CHRIS VAN DUIJN, CHRISTIAN BOEL, COBIE DE VOS, CORNÉ VAN DELFT, DAAN GIJZEN, DAAN VAN DE VEERDONK, DANIQUE KAMP, DAVID CROMBIE, DEBBIE STRAVER, DÉsirÉE MAJOOR, DICK DE WOLFF, DIEDERIK VAN DE HEG, ELIANNE DE WAARD, ELLEN NILEZEN, ELLIS VISCH, EMILE BIJK, EMRYS KLEINTJENS, ERIC HOLTMAN, ERIK VAN DER VEN, ESLI DE VRIES, ESTHER BOS, ESTHER KOOIJMAN, EUGENIE BOON, EVA TRIP, FARIDA AYOJIL, FELIPE SALVE, FERDINAND BOLAND, FIA SANDERS, FLEUR DE BOER, FRANK KOOLEN, FRANK TROMP, FRANK VAN DER WEIJ, FRANK VAN GAALLEN, FRED DE JONGH, GABRIËLLE KUIPER, GERT-JAN VAN DER VOSSSEN, GERWIN WEIDENAAR, HANKE LEEUW, HANNIE VAN VELDHOVEN, HANS VAN DER SLUIS, HANS VAN SOELEN, HARMEN VAN WIJNEN, HARTMUT KOENITZ, HELEEN VAN DEN REEK, HELEEN VAN DER Wouden, HELMA VAN DER VEERDONK, HENK HEUVELMANS, HENK SLAGER, HENK VERMEULEN, HENNY DÖRR, IMARA FELKERS, IMRE VAN DEN BOSCH, INGEBORG VAN SCHAYK, INGRID MOOY, INGRID SCHUFFELERS, ISA VRIESE, JACOBINE VAN LEEUWEN, JALBERT KUIJPER, JAN BOGERD, JAN IJZERMANS, JAN-PIETER VAN SEVENTER, JANNY RODERMOND, JELKO DE RUIJTER, JEROEN JAGER, JEROEN KOSTER, JEROEN SCHOKKIN, JEROEN VAN ITERSson, JET VOS, JETTE BAGGEN, JIM ZONDERVAN, JOHAN SPRONK, JOHN LEEK, JON DEKKER, JORIAN VAN DER WERF, JORIS RENSKERS, JORIS WEIJDOM, JOS SCHILLINGS, JUDITH DE HAAN, JULES VAN DE VIJVER, JURIAAN GREGOR, KARIN BLOKZIJL, KEES BOOT, KEIMPE DE HEER, KELLY WEIJ, KIKO LUIJTEN, KIM LEUNEN, LAMBERTHA SOUMAN, LAURI KRAMER, LEANDER VAN GEFFEN, LENNO VERHOOG, LEONARD VAN OORD, LILIANNE VAN DER BEEK, LISELOT HOEKSTRA, LISELOTTE HARTKAMP, LISETTE BOEREN, LISETTE VAN HOOGENHUIJZE, LOTTE DIJKSTRA, LOUISE VAN TUIJL, LUCIA CLAUS, MACHIEL VELTKAMP, MAITE TER WAL, MAITE VAN HELLEMONT, MANJU SHARMA, MARCEL DOLMAN, MARCEL SCHAAP, MARGIT ODEMS, MARGRIET VAN KRAATS, MARIA HLAVAJOVA, MARIA THOMAS, MARIANNE DUNNEWIJK, MARIEKE DIK, MARIEKE LAUWRIER, MARIEKE NOOREN, MARIEKE VAN SCHIJNDEL, MARIELLA VAN DEN HAM, MARIELLE JAKOBS, MARINDA VERHOEVEN, MARINKA COPIER, MARJANNE PAARDEKOOPEr, MARJOLEIN JOOSSE, MARJOLEIN VAN BOKHORST, MARK GELLEVEIJ, MARK LIPPE, MARLIZ VAN TIL, MARTIJN HAK, MARTIJN VAN BEST, MATHIEU WEGGEMAN, MATHIJS VERBOOM, MAUREEN BAAS, MAYA BERKHOF, MAYRA WESTERIK, MELISSA KRAGTEN, MICHELLE KRIESELs, MIEKE GRESNIGT, MIEKE MOOR, MISCHA APPEL, MONIQUE MOURITS, MYLAN BANGOURA, MYRTHE NAGTZAAM, NADIA MAROUF, NADINE VAN DEN BERG, NELLY VAN DER GEEST, NICOLE MUIZELAAR, NICOLINE MEIJER, NIELS KEETELS, NIELS KERKKAMP, NIELS SINKE, NIRAV CHRISTOPHE, OLIVIA KRAMERS, PAUL DE VRIES, PAUL VAN AMEROM, PAULIEN OOSTERHUIS, PEGGY LIEBREGTS, PETER COOPMANS, PETER DE VRIES, PETER LINDHOUT, PETRA REMMEN, PIETER CORNELISSEN, QUIRINE DOB, REMCO VAN LUNTEREN, RENATE VAN DER HEIJDEN, RENCO BAKKER, RENÉ DIJK, RENÉ VAN DER VEN, RENS MACHIELSE, RIANNE SCHOEMAKER, ROBERT WILLEMARS, ROLF JURGENS, RONALD VAN SCHAİK, ROSEY JONES, ROWAN GROES, RUBEN JACOBS, SABINE BARSUKOFF, SABINE DEHNE, SANDER BAKKER, SANDER HUIBERTS, SANDER OVERMEER, SANDER VAN DER DONK, SANDER VAN UNEN, SANDRA VAN BEEK, SEM KETELAAR, SHARON EERDMAN, SHARON GESTHUIZEN, SIGRID VAN WILLIGEN, SILVA DE WAARD, SJEF VOGEL, STEFANIE GRÄTZ, STEN DUINDAM, STEVEN LOEFFEN, SUSAN BINK, SUSANNE BAKKENIST, SUZAN KLAVER, TANJA VAN DER LAAN, TEIJE TER MAAT, TET KOFFEMAN, TEUN DUBBELMAN, THEO PULLES, THERA JONKER, THIEU BESSELINK, THIJS VEERMAN, TIAGO DOS SANTOS PEDROSA, TIJMEN LOHMEIJER, TIJN VAN SEETERS, TIM JANSEN, TINA DE GROOT, TIRTSa HUISKAMP, TJAARD HORLINGS, TOM VAN DE WETERING, TOM VEENEMAN, VERONIKA AKMETCHINA, VIKTOR WIJNEN, WESLEY MULDER, WILLEM-JAN RENGER, WILLEMIEN VAN AALST, WOUTER STROET, YARA CAVALCANTI, YENTLE VAN STOKKUM

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Fia Sanders

Peter de Vries

Lambertha Souman

Design

Anton Feddema

HKU University of the Arts Utrecht

Nieuwekade 1

Postbus 1520

3500 BM Utrecht

T: 030 209 1509

W: HKU.nl

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