



Royal Academy of Art, The Hague

Culture survey report

Rotterdam, March 23, 2021

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1. Introduction

In late October 2020, the Royal Academy of Art in The Hague (hereinafter: KABK) was the subject of publications in a national newspaper about a former student who allegedly displayed serious transgressive behaviour during his time at KABK. Around the time of this publication, and especially after, numerous posts were placed on various social media about the allegedly socially unsafe study and/or work climate at KABK. Posters were also put up in the KABK building referring to the perceived social insecurity.

2. The assignment

The Supervisory Board of the University of the Arts The Hague has decided to commission an exploratory culture survey, asking Bezemer & Schubad to work with students, staff members and members of the management team to map out mutual interactions, the annoyances and nuisances experienced by students and staff members, what they appreciate, what is important to them, what is (possibly) to blame for the situation, what they want to 'keep' and what they would like to do differently. Based on the researchers' interviews with these students, employees and managers, an analysis will be made of the need for change, the necessity for change and the possibilities for change in regard to the psychosocial conditions in KABK's study and work climate. The researchers will also scrutinise the current reporting structures for transgressive behaviour and provide recommendations where applicable. Suggestions regarding possible follow-up intervention(s) or measures are explicitly addressed in the analysis.

As part of this assignment, KABK decided to open a hotline at Bezemer & Schubad for students and staff, where they could also sign up to participate in the survey. Respondents could also report to the student counsellor, the internal confidential advisor, and the board secretary, as well as to the online platform Mores.online.

In addition, KABK alumni who felt the need to share their experiences as a student were given the opportunity to get in touch with an external confidential advisor via an external hotline, which was staffed by a Bezemer & Schubad professional.

For current staff and students who needed support, an external confidential advisor, though still affiliated with University of the Arts The Hague, was made available in addition to KABK's own confidential advisor.

Bezemer & Schubad had regular contact with the sounding board group assembled for this survey, which consisted of students and employees representing KABK. This group stressed the importance of giving prospective participants ample opportunities to sign up and made a great effort to communicate about this on numerous occasions. With a total of 168 respondents participating in the survey, the response rate was certainly good.

Concluding remark: this exploratory survey was expressly not a study directed at or against certain individuals. The brief for, the approach to and the techniques used during the survey, the open invitation to participate, and the decision to work only with anonymised statements from respondents constituted a method that is suitable only for a broad, exploratory survey.

3. The researchers

The survey was conducted by:

- Ms Janny Kamp, principal researcher affiliated with Bezemer & Schubad
- Ms Betty Driessen, researcher affiliated with Bezemer & Schubad

The researchers were supported by

- Ms Sita Humalda, secretary affiliated with Bezemer & Schubad
- Ms Paulien Heijne, secretary affiliated with Bezemer & Schubad
- Ms Rosa Doreleijers, secretary affiliated with Bezemer & Schubad

Mr Ernst-Jan Schubad, who acted as Bezemer & Schubad's project manager.

4. The framework

For the researchers, the Occupational Health and Safety Act was the legal framework on which this survey was based, at least for the employees. In this framework act, which stipulates that employers are obliged to implement policies against unwanted behaviour (Article 3, paragraph 2), said unwanted behaviour is considered a form of 'psychosocial workload'. Employers must pursue a policy that addresses both unwanted behaviour and transgressive behaviour displayed by colleagues or managers, as well as unwanted behaviour displayed by third parties. The objective of such policy is to prevent or, if the former proves impossible, limit psychosocial workload. Policy is to be designed according to the state of the art and latest insights in professional services.

In addition to the Occupational Health and Safety Act, the Code of Conduct (January 2011) and the Institutional Plan 2019-2024 of the University of the Arts The Hague were also examined as part of the survey.

5. The method

Soon after the hotline was introduced (appendix 1), reports started pouring in, with respondents proving very eager to participate in the survey. Prompted by the high response rate, the interview process was started quickly and the first interview took place on November 24, 2020.

Initially, respondents came in through the internal confidential advisor, the student counsellor, and the complaints desk and the Bezemer & Schubad email address set up for that purpose. After a few weeks, respondents came in only through Bezemer & Schubad.

Many respondents chose submit their written experiences to the researchers, while even more respondents preferred to share their story in person.

The interviews were semi-structured, which means that a list of topics and themes to be discussed during the interviews had been prepared in advance.

Interviews with respondents began on November 24, 2020 and the final interview took place on February 3, 2021.

A total of 102 interviews were conducted and 66 respondents shared their experiences in writing without meeting with the researchers. Some respondents shared their experience in writing and also spoke to the researchers in an interview. Some of these written

contributions included personal experiences, which could not be mentioned in this report due to the risk that they may be traced back to individuals.

The distribution of respondents who were interviewed was as follows: 27 students, 31 alumni, 22 members of the teaching staff and 22 members of the support staff. In addition, we spoke with several respondents who are not or no longer employed by KABK.

The interviewed respondents came from the following departments:

■ Fine Arts	19
■ Graphic Design	14
■ Interactive Media Design	5
■ Textiles & Fashion	4
■ Interior architecture and Furniture Design	5
■ Photography	11
■ Fine Arts	21
■ Industrial Design	1
■ Staff	22

Currently, KABK students and lecturers can be broken down by department as follows. With respect to lecturers, the following applies:

- the figures represent small appointments averaging 0.35 fte
- a fair number of lecturers teach in multiple programmes and were therefore counted multiple times.

Bachelor programmes	Students	Lecturers
■ Fine Arts	175	38
■ Graphic design	163	56
■ Interactive Media Design	45	25
■ Textiles & Fashion	64	27
■ Interior architecture & furniture design	84	57
■ Photography	189	60

Master programmes	Students	Lecturers
■ Artistic Research	22	5
■ Interior Architecture	21	20
■ Photography & Society	25	15
■ Type & Media	12	10
■ Industrial Design	16	16
■ Non-linear narrative design	28	10
■ Preliminary programmes	200	30

Of the respondents whose nationality is known to the researchers, approximately 100 respondents were of Dutch nationality, with 64 respondents being of another nationality.

The female/male ratio among respondents corresponded to the overall ratio at KABK, namely two-thirds female and one-third male.

Most of the interviews took place via Zoom or Teams, while four interviews took place live in The Hague. The interviews held via Zoom or Teams generally took place without any technical issues and the researchers do not feel that this medium hindered respondents in sharing what was on their mind.

6. Summary of findings based on analysis

A great deal of material was provided by respondents, both during interviews with the researchers and through documents provided by respondents, with researchers considering it a 'bountiful harvest'. All of these findings have been analysed and are summarised below.

7. Analysis

This analysis presents the picture painted by the verbal and written input from the 168 respondents mentioned above. Although this constitutes a good response rate, it also means that many students, lecturers and members of staff opted not to contribute to the survey. It is likely that many of these people felt it was unnecessary to take part because they are satisfied with KABK, but it cannot be ruled out that some may have felt insufficiently socially secure to participate or may have had too little confidence in the added value of participating. In some cases, employees or students may come from backgrounds without a culture of speaking up. Due to this multitude of reasons for not wanting or being able to participate, it cannot be said that the picture painted by the respondents will be endorsed by all individuals affiliated with KABK.

In this regard, it is important to note that respondents also mentioned positive, good, nice and fantastic experiences.

Also, experience has taught us that a broad culture survey, in which participants are called to report through an open hotline as was the case here, generally tends to attract primarily those in need of change.

More satisfied people feel less inclined to share their stories in such a survey, as they feel that everything is going well and do not feel compelled to spark change, which, incidentally, is what drove most respondents who met with the researchers.

However, this does not alter the fact that the voice of the respondents should be heard and the above is also in no way an impediment to analysing the response and formulating recommendations accordingly.

As mentioned earlier, a semi-structured questionnaire was used, which gave respondents the opportunity to elaborate on everything that concerned and still concerns them regarding social security in the broadest sense, from the academy's organisational structure to suggestions on the layout of the building. There are many factors at play here that all influence and interact with each other, which is why the researchers will also

look into to KABK's organisational structure, personnel policy, vision and all other factors that make the social culture what it is.

7.1 The publication about the former student

Section 1 of this chapter represents the picture painted by respondents who experienced the period mentioned in the NRC article. In summary, respondents to the Bezemer & Schubad hotline reported experiencing an unsafe, sometimes hostile environment at the time, in which "bad boy behaviour" was glorified by some. At the same time, respondents reported that not meeting the prevailing norm of making yourself seen and heard clearly and always having a rebuttal often meant that you received less attention. Also, many respondents reported that the people in charge were aware of much of what was happening and did not intervene, under the guise of 'we are artists, we are special, and this gives us more freedom'. Finally, many respondents reported feeling traumatised and mentioned nightmares, voices that they can still hear echo in their minds, and therapy. Several respondents indicated that this period of time at KABK still has a significant effect on their daily lives.

Said period is not covered in this survey. However, it is undeniable that what has been published in the press about this period prompted respondents to participate, to revisit this period of time and to scrutinise the organisation as it is now, possibly through a different set of eyes than they would have prior to the publication.

7.2 Current organisation

Currently, KABK is governed by a director and, since February 2018 (with a lacuna from May 2020 to September 2020), a deputy director of education.

The departments are managed by a cadre of department heads and coordinators, while some departments also have team leaders, study coaches, class coaches and so on.

The 2019-2024 institutional plan mentions a mission and a vision:

Mission: *Art is invaluable, both intrinsically and to make the world a liveable place. The University of the Arts contributes to this by training artists who can play an inspiring and leading role in the creation, development, performance and innovation of the arts in an international context.*

Vision: *The dynamics in society and the arts require artists who know how to combine high artistic values with an open investigative attitude. Through teaching and research, we offer our students an ambitious artistic-educational environment in which they can develop their skills and qualities to the highest level, focused on international professional practice.*

The researchers found that this vision is not known and experienced by everyone, and that it is, perhaps, not shared as pervasively as it should be. In this respect, KABK hardly differs from most institutions and companies in the Netherlands: employees rarely know their employer's formal mission and vision.

Each of the departments emphatically has its own culture, which is to be warmly welcomed. However, it seems that these separate cultures are sometimes too internally focused to achieve togetherness and harmony regarding the vision. This leads some

respondents to believe that KABK is 'a mess' and that there is little educational vision or know-how.

With respect to the department heads, it is suggested that they are largely autonomous and probably want to keep it that way, with respondents repeatedly stressing the insular nature of the departments and the lack of management by the Board. However, the researchers also observed positive developments: the departments heads seem to be more united in their pursuit of improvements and are joining forces in order to achieve results. This is a good development, of course, but it is currently still overly dependent on eager individuals who are willing to take charge. Reinforcing each other and keeping one another on one's toes are not sufficiently embedded in KABK's culture, and the absence thereof is keenly felt.

The role played by management, which has so far failed to unite the departments heads and foster a sense of togetherness, must be considered in this respect. The plenary meetings (or so-called 'hodos') also seem to have contributed little to greater unity until recently, although respondents admitted that positive developments had taken place in this respect.

Previously, bilateral meeting between department heads and management were common, which did not benefit transparency. Too many bilateral meetings, without plenary sessions, can lead to a sense of insecurity because of the apparent lack of openness. This survey has shown that KABK is rife with people who feel unsafe.

There is another mechanism at stake here: managers are role models. Without suggesting that department heads unquestioningly copy the director's behaviour, it is plausible that the director's leadership style influences how department heads manage their departments. Subconsciously, department heads may be less inclined to listen to others because they do not feel heard themselves.

Department heads seem to rule over their departments as monarchs, with each head taking a different approach. A positive consequence of this system is the rich diversity of cultures, but there also seems to be a missed opportunity, in the sense that departments and their heads have stopped trying to learn from each other or enrich each other.

Few respondents are in favour of the fact that the directors of KABK and the conservatoire, respectively, make up the Executive Board, with several respondents feeling that their director is not held accountable by anyone and can do as she pleases.

Both the lack of connection and failure to learn from each other indicated by respondents and the perceived dissatisfaction with the governance structure contradict what is stated in the advisory report of the Accreditation Organisation of the Netherlands and Flanders (NVAO) with regard to the Institution Quality Assurance Assessment (published in February 2020):

Profile of University of the Arts The Hague

The UA is governed by a Executive Board (EB) consisting of two members, who are also faculty directors. Thus, the members of the EB have a dual role: on the one hand, they set the strategic policy of the university and ensure that the best conceivable conditions are created for the faculties at the institutional level; on the other hand, they are responsible for providing high-quality education and implementing the established policy within their own faculty.

The EB is accountable to the Supervisory Board (SB). Following the policy cycle of the academic year, management information is systematically discussed. In

addition, the Executive Board and Supervisory Board plan for the future together, both financially and in terms of content. Within the UA, participation is organised at both a central, university-wide level (CPC, Central Participation Council) and at the decentralised faculty level (DPC).

From the review panel's findings:

The panel believes that there is broad-based support within the university for the system of two director-managers. Because institutional and faculty management consists of the same people, an additional layer of governance is avoided, which greatly increases accessibility in the organisation. Moreover, the Board is not isolated but is competently supported by good deputies and by a committed Supervisory Board with relevant and complementary expertise.

According to the panel, the university has a clear vision of quality that enjoys strong support from those involved and is consistent with the principles of the university's vision on education. Moreover, all the bodies and individuals the panel spoke to, with the Executive Board at the helm, demonstrate a high level of quality awareness. For example, since the previous Institution Quality Assurance Assessment, significant efforts have been made at all levels to address the concerns raised in the review report, particularly with regard to reflecting on and ensuring consistency in the governance structure. Staff and faculty from both faculties now meet more frequently, share information and learn from each other's expertise. Where possible and desirable, joint, university-wide action is taken.

There seem to be major discrepancies between the perceptions of the respondents in the current survey and what is mentioned in this NVAO report. With respect to meeting, sharing information and learning from each other's expertise, the researchers cannot explain this large gap.

It seems that the lack of openness is to blame for the notion that the director is not held accountable by anyone and can do as she pleases, as was indicated by several respondents. The researchers do not know whether, for example, agendas and decision summaries are made public. The advice given a little further on in the NVAO report will also certainly lead to improvements in this area:

With regard to policy development and shaping strategic policy at the Plan stage of the PDCA cycle, the university can engage students and faculty/staff by not only soliciting feedback on draft versions of strategic policy documents but also involving them in identifying themes for the university's long-term vision and policy plans.

With regard to staff services, it can be concluded that both staff and faculty believe the cooperation between both parties is complicated. Staff services try to implement policies, but department heads are not always inclined to do so or do not have the time. In the experience of the staff services, the director plays an insufficiently active role in actually implementing the policy and directing the department heads to do the same. As a result, the departments heads perceive the staff services as burdensome, disruptive and time-consuming, while the staff services feel they have no place to go. They were supposed to implement policy, but the department heads frequently refused to accept this and went over their heads, taking matters straight to the director. This has led to the departure of several heads of staff, which is a particularly alarming finding. Many respondents mentioned the departure of these heads off staff, adding that they deeply regretted this exodus because the employees in question were all excellent at their jobs.

To the extent that there is some shared idea as to the positive sides of KABK, lecturers seem to agree that students are given ample opportunity to develop, discover themselves and determine where they stand in the world. These opportunities for self-actualisation are mentioned considerably less frequently by students, even though the institution's strategic plan also stresses the importance of self-actualisation.

4.1 OUR EDUCATIONAL VISION

Individual students and their artistic talents and ambitions are at the core of our teaching. After all, successful artists are not interchangeable with others, but distinguish themselves with their own approach and signature. Artistic and professional development, personal growth and broad social cultivation (Bildung) go hand in hand for us: all three are important for successful artists. We train our students for the current professional practice, as well as for roles and positions that do not exist yet and that will be created by our graduates and ourselves. Through small-scale, intensive teaching, we provide an environment in which students develop into graduates who can emerge as leaders in their fields. They will be able to contribute to the evolution and innovation of their fields, whilst being aware of the role that the arts can play in society and how they relate to it. Our programmes are well-structured and imbue in students in-depth knowledge and an expert command of their own discipline, whilst leaving plenty of room for students' own preferences. We encourage students to look beyond boundaries, both within the arts and beyond. We expect students to develop their personalities and discover the position they wish to occupy in society as both a person and an artist.

Most students, and especially bachelor students, arrive at the Conservatoire or KABK at a stage in their lives at which they are still discovering their own place in society. We offer them plenty of room to do so, but also expect them to take responsibility for their own development. Students 'own' their own study process, which they can tailor to their own interests and fascinations, translating them into an artistic practice and the presentation thereof to the world at large. Although students are responsible for their own learning process, this does not imply that they have unlimited freedom of choice. We offer well-structured programmes that allow students to make informed decisions, while we give them the necessary guidance in doing so.

To achieve the ambitions described above, the researchers believe that KABK, as a whole, must answer the following questions: How do we make sure that students take ownership of their own development; what does guidance and support consist of; should everyone become a leader in their field; how can we monitor personal growth; and what do we think is most relevant, the student or our 'end product'? There have been a few exceptional cases in which department heads did happen to meet and discuss these matters, but there are no structural meetings with a view to reflecting on the current situation and learning from each other embedded in the organisation.

The researchers noted the frustration of some respondents, who expressed their delight at being able to share their suggestions with the researchers, either because there is little room in the organisation to discuss such issues or because they felt completely unheard. The researchers have seen numerous creative and considered plans pass by and it is certainly a shame that these plans were not given the attention they clearly merited. Admittedly, organisations cannot involve everyone in the decision-making or strategy-building process and cannot listen to all ideas, but systematically ignoring anyone seeking to make a contribution is far from beneficial.

In short, as far as the organization is concerned, employees feel they were never encouraged to reflect on their own actions together or to learn from each other. There appeared to be little latitude to contribute ideas or suggestions and due to the complicated relationship between staff and faculty, proactively and constructively sharing and discussing issues did not always seem an option.

It should be added that the Deputy Director of Education intends to make some improvements, but had only been employed for a short time at the time of the interviews for this survey.

The KABK has a Deputy Director of Education. This job title may give the impression that education, which must be considered KABK's core business, appears to be less important than the director's duties. The researchers would like to place this comment in a broader context: several respondents indicated that they felt that issues such as the academy's reputation and bringing in internationals were more important than the students. Putting a deputy director in charge of education may give the impression, the respondents argue, that other matters outweigh students and teaching.

7.3 Temporary contracts

The problem of temporary contracts is partially an organisational problem, but the researchers believe that is much more a matter of personnel policy and quality of education.

The impact of lecturers on temporary contracts should not be underestimated and is multifaceted, affecting lecturers' motivation, effort levels and perceived appreciation, although it must also be noted that these effects differ from one individual to another. Whereas some teachers aspire to become indispensable by putting in a lot of effort, others choose to stay as invisible as possible in the hope that their contract will be extended 'automatically'. Due to the many lecturers on temporary, small part-time contracts, there is little unity between lecturers, while making time for didactic training is made considerably more difficult. Lecturers on temporary contracts generally do not feel safe enough to voice criticism for fear of losing their temporary, part-time, but often highly appreciated contract. Another effect of mainly employing lecturers on small, part-time contracts is that departments struggle to stimulate engagement with the department, while regular intervision sessions or other meetings are all but impossible. The fact that lecturers on temporary contracts have to spend 6 months a year away from KABK disrupts the continuity of the programmes, and department heads find themselves constantly looking for substitute lecturers.

Leaving aside the question as to whether KABK is doing the right thing in ignoring the true intention of the Flexibility and Security Act, one might wonder whether treating employees this way, in some cases refusing to give them any sense of certainty or security for up to nine years, is ethical. Given the multifaceted impact of temporary contracts and the awareness of the issue, KABK could have been expected to make efforts to turn the tide. If such efforts have been made, they have certainly gone unnoticed by the respondents. The researchers are aware that KABK has to deal with the CLA of Universities of Applied Sciences, but this CLA does not prevent creative solutions. Several respondents shared carefully considered ideas with the researchers, prompting the researchers to conclude once more that the organisation is not open to the well-meaning input of others, allowing problems to fester and resulting in growing frustration among people looking to contribute their ideas, employees on temporary contracts and department heads alike.

KABK's core business is providing high-quality education. As such, various respondents think it would be desirable to hire a permanent core team, staffed by lecturers on permanent contracts, surrounded by a flexible shell, without using temporary contracts on the current scale, for example by working more with more self-employed professionals. The researchers recommend that this be discussed in order to arrive at solutions that will improve both the quality of education and the wellbeing of lecturers with respect to their employment by or affiliation with KABK.

Temporary contracts have a non-negligible effect on insecurity and lack of safety. Young, enthusiastic lecturers are reluctant to offer input, the current permanent core team, which is generally not all that diverse, continues to leave a heavy mark on teaching, and innovation fails to materialise.

Temporary contracts are disliked by the employees involved and affect the quality of education in a way that must not be underestimated. As such, this issue warrants urgent attention.

7.4 HR and personnel policy

Several respondents expressed their dissatisfaction with staff policies and HR, ranging from micro-level issues such as "*Requesting maternity leave takes a lot of effort*" to department-wide issues such as diversity and inclusion.

As was touched upon in section 7.1, the relationship between staff and faculty is complicated and the same applies to the relationship between faculty and HR. This seems to stem partly from a certain degree of task ambiguity, e.g. in cases where HR knows that certain legal requirements must be met, but meets resistance from the department heads in ensuring compliance. These discussions then get stuck in the mud, as the department heads appear to occupy a particular position in which they are less held accountable for their management duties, because they are artists, after all. Such views make it impossible for HR to function properly and unjustly reinforces the position of the department heads. The researchers in no way wish to suggest that the department heads ever explicitly aimed to acquire such a strong position, but merely want to show that the current situation complicates the day-to-day running of the organisation and means that HR is in no way challenged to come up with innovations and improvements. The director's attitude, which respondents perceived as being particularly uninviting, was also mentioned, as well as the fact that she is perceived as having a limited need for dialogue with and input from others.

HR has also struggled to get performance interviews up to par, in terms of quality and frequency, while the department heads tend to turn a blind eye to the recommendations of HR, for whatever reasons, all of which prompts HR to adopt a more wait-and-see, cautious attitude. Although others are partly to blame for the insufficient authority held by HR, such as the department heads and the director, it must also be said that HR does little to demand authority itself. HR can be expected to do more than simply execute the decisions made by the director. Sharing criticism and input, developing initiatives, providing urgent advice and claiming space for sound HR policy are all typical HR duties and this would have been conceivable if HR had sounded the alarm sooner, for example by informing the Supervisory Board about the state of affairs.

Several respondents mention task ambiguity. When tasks are not clear, employees run the risk of displaying unwanted behaviour: they are uncertain, they do not know where they stand and can - often unintentionally - intrude on other peoples' 'territory'. In this context, it seems advisable for faculty and HR to restart from the ground up and discuss

each other's conceptions, positions, tasks and expectations, with the aim of ensuring that the HR department can function well at both policy and implementation levels and that faculty can learn to see it as a truly supportive department. To help create a blank slate, the researchers suggest that HR staffing and its (remote) location in the building should be scrutinised.

7.5 Artists and norms

Studying at an art school is different than studying law, for example. Students are vulnerable; their work is the product of their very being, their own ideas and beliefs. Also, students are often young and still searching for their own identity, which will be reflected in their work. An art school is expected to be aware of this and should therefore be extra committed to offering students a safe study environment in which they can develop freely.

Several respondents (students) who told their stories to the researchers did not experience this sense of safety. Some experience that they are expected to comply a certain norm, most dominantly that of the expressive, firm, confident artist. The researchers can imagine that this prevailing norm, which is experienced more strongly by some than others, is one of the legacies left by the culture of the 2010s. Back then, extravagant, brash students with the loudest mouths may not have been appreciated by everyone, but at least they were hardly corrected or rebuked. To illustrate, the researchers quote the following passage from an article in *Mister Motley*, December 21, 2020, written by Judith Boessen:

'Autonomous,' 'authentic,' and 'avant-garde' are values that have been central to arts since the Romantic era. They are part and parcel of the conception of the artist as a genius, as a maladjusted, alienated, misunderstood loner. Everyday life with all its banal mores and social conventions are vale of tears for this high-flyer, whom others simply do not understand. In order to think and create, they withdraw from social and societal platitudes and lose touch with society. They stand above us, just a little closer to the other Creator, free from the trivialities that mere mortals must make do with. Their maladjusted, incongruous behaviour is forgiven by art aficionados, gallery owners, fellow artists and lecturers alike, as their enigmatic posturing only adds to the sublime halo that radiates from their genius.

Possibly, these mythologised ideals and ideas of autonomy and artistry are what complicate professional art teaching and the management thereof. Of course, much has changed in the past decade and the situation is considerably less extreme than described in the NRC article, but remnants of this culture are still discernible. Not so much in the sense that inappropriate behaviour is accepted, but in the sense that some things at KABK are the way they are because "they are artists". The director does not want to over-manage the departments heads, because they are artists. The department heads do not want to curtail their employees too much because they are artists. Several lecturers even indicated that they did not know in what capacity they were employed by KABK, as an artist or a lecturer. Students are told that they are well-nigh embarking on an impossible task, for it is virtually impossible for a mere mortal to make a living as an artist. The following quote from a lecturer illustrates how they may experience their desire to preserve their autonomy: *'I want to retain my artistic freedom and will not be censored.'* The KABK could focus on striking the right balance between the indispensable autonomy of the artist/designer and providing high-quality and safe education.

Today, KABK students still come face to face with outdated beliefs and ideas as to what constitutes art and what makes an artist or designer. Extolling artistry whilst also making it virtually unattainable, hiring lecturers because they are a good artist or designer without equipping them with the necessary didactic skills and the occasional glorification of bad boy behaviour are all vestiges of a time past. The intrinsic norm that glorifies students who dare to open their mouths, show a degree of boldness, and express themselves explicitly still shines through at times, in the sense that calm, quiet students who soldier on in the comfort of their attic room are less likely to have their efforts praised.

In order to create a culture in which everyone feels safe to develop and learn, it is important that some parts of the KABK re-evaluate issues that have been dismissed up until now 'because we are artists'.

7.6 Didactic skills and educational knowledge

With regard to didactic skills and knowledge of what constitutes education and what conditions are attached to it, it can be said that many respondents believe that the quality is substandard, with a large number of respondents being targeted by damaging, demotivating comments and, occasionally, being treated in a discriminatory way. With regard to didactic quality, NVAO mentions the following in the review report of the Bachelor's degree programmes in Autonomous Visual Arts and Design (2014):

All lecturers are skilled in their respective fields and offer very thorough professional training, teaching students the fundamentals they need to get started as an emerging visual artist.

However, seven years have now passed and the researchers wish to draw attention to the treatment experienced by respondents, which is entirely at odds with stimulating education and seems to be a consequence of a lack of didactic skills.

It must be noted that the researchers also heard encouraging stories about the increasing awareness of the importance of raising the quality of teaching and recommend that this trend be continued and strengthened.

The researchers are still at a loss as to why, in an educational institution, so little attention has been paid to the didactic qualities of those who teach there. Previously, lecturers would go to Utrecht University of the Arts for courses in didactic skills, which were generally satisfactory. When Utrecht University of the Arts discontinued these courses, the decision was made to have three employees take train-the-trainer courses, so that they KABK could offer the courses itself in the future. Unfortunately, two of the three prospective trainers have since left KABK and the courses in didactic skills have been discontinued. Some lecturers had started following the train-the-trainer course at Utrecht University of the Arts, but have not yet been offered a follow-up course. Whereas KABK states that corona is to blame for this temporary delay, it could also be argued that the corona measures mean that, until everything is back to "normal" and the regular courses can be resumed, employees must be given the opportunity to follow courses online. A basic training course that answers questions such as how do people learn, how to be a good motivator, and how to set up a good study programme will be a huge help to many lecturers.

In offering these courses, KABK must find an answer to the dilemma of voluntary or compulsory participation, which will depend in part on how KABK intends to organise its flexible shell of teaching staff in the future. If the permanent core team were equipped with sufficient teaching skills and didactic skills, lecturers in the flexible shell could coast along on the knowhow and motivation of the fixed core team.

The researchers note that strengthening didactic and teaching skills is a relevant area for improvement. A good induction programme for new lecturers, focusing on KABK's vision on good teaching, will also usher in certain improvements.

Having students structurally evaluate lecturers can lead to improvement, but no structural evaluation system appears to be in place as of yet, with the researchers speaking to various students who had never been asked to evaluate a lecturer before. Others recounted that they had been sent a form to fill in at the end of the year, but indicated that the questions were of a rather general nature and that they were not asked to provide feedback about specific lecturers. It is recommended that the evaluation tool be restructured and, possibly, be made mandatory.

7.7 Assessments

Assessment methods are an area of great concern, with virtually all respondents, apart from several lecturers, uttering scathing remarks about the assessment methods used.

Some mainly took issue with the intimidating nature of the method used, due in part because multiple people are given the opportunity to assess work and because assessments are shared in the presence of fellow students.

It is the researchers' understanding that the departments are currently exploring ways to alter the methods used by working with colours, self-evaluation, or by allowing students to choose whether to stay to hear how their fellow students performed should they have 'failed' themselves, etc.

Respondents also mention the subjectivity of the assessment methods used. Although clear criteria are set, they often turn out to be ambiguous, with students having the feeling that they can never know for sure whether they may have to make surprise changes.

The biggest pain point is the way feedback is given. In a learning environment in which students are vulnerable, assessors should be particularly aware of the strength and power of their feedback. They should be firmly guided in this, but such guidance seems to be lacking, and the researchers were given the impression that lecturers frequently let fly their opinions of students and their art without any didactic knowledge. Although this seems to result much more from a lack of ability and know-how rather than hurtful intent, this does not change how it is perceived by students. Respondents recounted not only the nerve-wracking days surrounding assessments, but also the long-lasting effects of incompetent feedback. For example, a number of respondents indicated that KABK skilfully stripped them of their confidence, even years after graduation.

The method of breaking students down before rebuilding them, a strongly outdated didactic principle, still appears to be in use at KABK, despite the fact that it is formally rejected. In this, the organisation seems to lack self-correcting ability, with colleagues refraining from holding each other accountable for their actions. The researchers did not

get the impression that such topics are regularly discussed at team meetings or hodos. The culture at KABK cannot be typified as 'see something, say something'. Much is observed, little is discussed.

The notion that students are given harsh criticism to teach them how to cope with the world outside the comforts of KABK is often given as an argument in favour of the method of breaking down and rebuilding, but the researchers reject this argument. There are certainly also non-damaging ways in which students can be prepared for what they might encounter after graduation. In this context, the researchers would like to quote the one of the respondents who said that a study programme should train students not only to be good artists, but good people too. People who care about each other and who can work with each other amicably. Perhaps, KABK should strive to train a new type of person, different from the graduates of earlier generations, and thus contribute to a more pleasant, amicable art world.

In addition, assessors seem to have little understanding of the intertwined nature of the student's identity and their work. On the contrary, several respondents experienced teachers displaying transgressive behaviour by acting like psychologists or therapists, even when this was met by evident resistance.

There is another serious concern to address: respondents (students) in a number of departments report feeling that they are constantly being assessed. Assignments and deadlines pile up, excellence is expected at all times, and feedback is often dreaded. In addition to creating a high workload, which will be addressed in greater detail later on, this is a harmful source of continuous stress. Normally, most people can handle stress just fine, as long as stressful moments alternate with stress-free moments. When living under constant stress, people do not have the chance to rest and recover, which can ultimately lead to myriad problems and conditions, including depression.

With respect to assessments, the researchers note that they are too dependent on the individual beliefs of the assessors without there being a shared vision on assessment methods or the purpose of assessing students. The researchers were told that efforts are being made to improve assessment methods and make them safer, but are still under the impression that the improvements being sought will not stem from a clear vision on and knowledge about assessments. It seems as if people are ignoring the significant body of knowledge that already exists on this subject and are choosing instead to reinvent the wheel. It is quite possible that the arrival of the deputy director of education will prompt greater professionalisation, and it is important that the deputy director be given sufficient powers to perform her duties properly.

7.8 Workload

High workloads were indicated as a pain point by many respondents, including both lecturers and students, with several issues standing out in particular.

There seems to be little knowledge, at least among the department heads, about the potential impact of high workloads. Just like the feeling of constantly being assessed, high workloads can also cause chronic stress. Chronic overwork often has health consequences and should not be underestimated.

The problem of high workloads is not a new one, but has been frequently discussed at various levels and several attempts have been made to reduce workloads. This makes it all the more striking, in the researchers' opinion, that not all department heads were

familiar with the concept of perceived workload. Examining workload in a broader context, both objectively quantifiable and perceived workload, can make a meaningful contribution to solving the problem. This can also open up avenues for discussions with students about how they deal with matters such as planning, procrastination, relaxation, organising, and KABK may even offer relevant training courses. The researchers would like to emphasise, however, that objectively quantifiable workload warrants at least as much attention, as assuming that high workloads are caused by students' inability to plan effectively would be an incorrect conclusion.

Department heads indicate that they have already taken measures to reduce workloads and that they do not understand why respondents insist that they have noticed no changes.

Incidentally, workloads are perceived differently in different departments, and not all respondents complained about their workload. In the department with the highest perceived workload, students were given the same reasons that are used to justify harsh feedback: an artist's life is not easy, you have to work hard, not everyone is nice, and you just have to get used to it. However, this line of reasoning perpetuates an essentially undesirable practice, or at least a practice that has undesirable elements, such as an unhealthy work/life balance. Moreover, it is a line of reasoning that stems from lecturers' own frame of reference: I had to work hard as a student, I have to work hard now as an artist/lecturer, so I expect the same of you. However, since KABK claims to teach students to view the world through a critical lens and determine their own position in it, it can be expected to do more than perpetuate its own frame of reference because "some things will never change". It seems necessary to reassess workloads for lecturers and students in an attempt to achieve a healthier work/life balance.

Workload is perceived as an unvanquishable monster that has been fought for years without much to show for it. One of the arguments presented to the researchers was that lecturers have much to offer and want their students to excel, and that because these lecturers generally have small, part-time contracts and often spend long periods of time away from their students, they are often unaware of students' overall workload. Department heads must surely have an important part to play here, as they must be able to keep an eye on the bigger picture and occupy a position in which they can tell lecturers about the programme followed by students. This will probably require a painful process of 'killing your darlings', which the researchers would still imagine to be preferable over 'sacrificing your students'. The researchers use the term "kill your darlings" because they understand that it will not be easy to make certain choices in and restrict the curriculum somewhat.

Not all students will suffer from high workloads, but there will always be students who work themselves into the ground. KABK would do well to organise training sessions for students on topics such as good scheduling, what to do when stressed, how to spread your work and how to make time for relaxation, as this could be a welcome contribution to a healthy study/life balance.

A clear study guide that shows students exactly how the academic year is structured can be helpful in this regard.

The researchers noted that virtually none of the respondents mentioned that failure was accepted: it appears that people see failure as an option.

7.9 Diversity and Inclusion

Diversity and inclusion are topics that many respondents have an opinion about with various intensities and along various spectrums. For some respondents, this topic revolves primarily around gender, while others are particularly concerned with internationals, and others still indicate that they consider the total spectrum to be important, from queer people to people of colour to internationals and everything in between.

When it comes to diversity and inclusion, we find ourselves dealing with the perceptions of individuals in a highly diverse environment on the one hand and the efforts of the academy to achieve an inclusive environment on the others.

With regard to individual perceptions, it appears that some respondents feel misunderstood and have to deal with inappropriate comments about their appearance and background, mainly from privileged white, Dutch men and, to a lesser degree, white, Dutch women. They note that white, Dutch people tend to go on the defensive as soon as someone broaches a topic such as colonialism, or the academy's limited notions of what constitutes art, in the sense that KABK is perceived as a Eurocentric academy in which the western canon is particularly dominant. Some women indicated that there was still work to be done with regard to gender, while other respondents highlighted the lack of knowledge and understanding of their country and culture of origin.

In this regard, the researchers call special attention to KABK's vision on recruiting international students. Considerable efforts have been made in the past year to bring in internationals and now that 65% of students are internationals, the director believes this mission has been accomplished and marks a significant achievement. However, the influx of so many internationals also requires KABK to make investments that have not, or at least not visibly so, been made. Internationals feel left to their own devices, there is no warm welcome team, there is no buddy system and KABK seems to be able to do little for internationals in terms of housing, helping them get their bearings, insurance, social events, and so on. Admittedly, the corona pandemic has further complicated such efforts, but there is no suggestion that KABK did make considerable investments in order to make internationals feel at home prior to the pandemic. The researchers do not doubt that certain students and staff members did lend a helping hand, but KABK does not seem to support internationals in any structural way.

The institution's strategic plan for 2019-2024 says the following about internationalisation, among other things:

Our programmes are explicitly international in nature. We discuss the meaning of internationalisation among each other, exploring its significance for the content and quality of our teaching. We relate practical and theoretical education to international contexts, for example through the use of international frames of reference and literature, through trips abroad, and through participation in and attendance at events outside the Netherlands.

Respondents, however, paint a different picture. Both Dutch and international students have noted that the focus of the teaching is Eurocentric and seems to be unadapted or inadequately adapted to the majority of internationals. Several did mention a course for workshop supervisors on 'students with other backgrounds', which is certainly a hopeful sign, but this does not change the fact that the overall situation is rather bleak and that not enough is done for international students and possibly for international lecturers.

There seem to have been no fundamental discussions about what it means to create such an international study environment and which measures have to be taken to offer everyone the best possible education. People are especially concerned about Asian students.

With regard to KABK's efforts to achieve a diverse and inclusive culture, respondents stated that they noticed little of this. Although they admit that attempts have been made, and that there is an international office and a dedicated working group, respondents indicated that they had seen precious few effective efforts. Creating a diverse and inclusive culture is a task that cannot be underestimated and hiring a diversity officer or setting up a working group is simply not enough. Creating an environment in which people feel free to communicate openly with each other and to question each other critically, in which the curriculum offers something for everyone, and in which lecturers have enough intercultural knowledge to be able to assess all students objectively is a mammoth task. Such a process only has a chance of succeeding if, at least in the Executive Board, there is a sincere conviction that KABK must become truly inclusive and if the Board is truly eager to create broad-based support among individuals and departments as a whole. This will not be an easy process, given KABK's current, rather closed culture.

Hiring a diversity officer and putting them in the right position can help, provided they are given sufficient authority to scrutinise current practices and take action where needed. Even more importantly, KABK will have to pursue a vision on diversity that goes beyond drafting a document, and recognising that there is still much to be gained in this respect can be a first step towards a more inclusive culture.

Actively involving students in furthering this cause is also an indispensable condition for success.

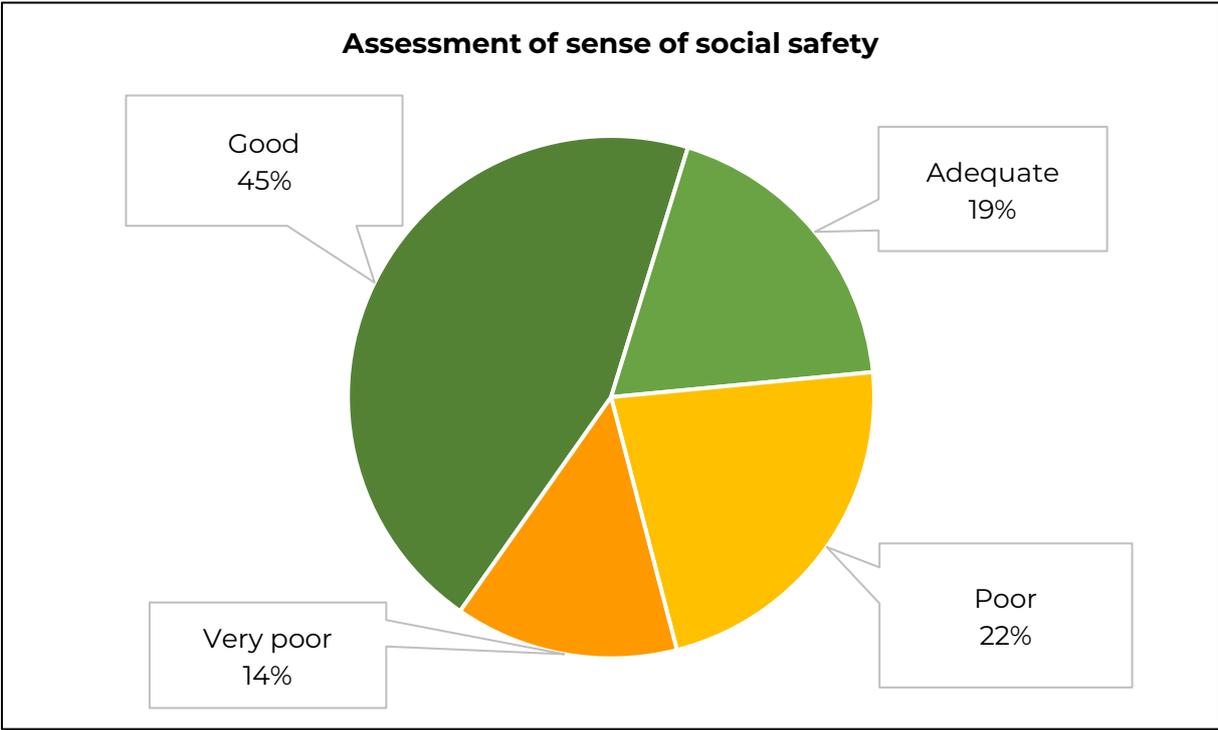
7.10 Social safety

The researchers asked the respondents what score they would assign to their own sense of social safety.

- The researchers asked respondents how they would rate their own sense of social safety on a scale of 1-10.
- 64 respondents gave a single mark, with several others giving their sense of safety two marks (15 people). A total of eighty marks were given.
- When giving two marks, respondents indicated that time was a factor, usually in a negative sense (*'First year an 8, at the end a 4 or 5'* and *'When I enrolled a 10, now a 2'*). Gender was also mentioned as a factor (*'As a man, a 6. As a woman, a 2 or a 3'*). Moreover, having or not having a permanent contract also prompted individuals to give a higher or lower mark.

Assessment of respondents' sense of social safety:

Assessment	Marks given by respondents	Number of respondents giving this mark
Very poor	1	1
	2	4
	2 or 3	1
	3	2
	3 or 4	3
Poor	4	9
	4 or 5	1
	5	7
Adequate	5,5	2
	6-	2
	6	5
	6,5	6
Good	7	11
	7 or 8	3
	8	11
	8 or 9	4
	9	4
	10	3



Supervisors saw no reason to intervene with regard to social safety. Indeed, these high scores did not warrant any real concerns.

And yet, the researchers are now critical of social safety at KABK, having spoken to many respondents who feel or felt uncomfortable, unsafe, hurt and damaged. The fact that 30 alumni took the trouble to report to the open hotline and tell their stories was a signal to the researchers that some issues have been deeply embedded in KABK's culture for some time, raising the question of how the discrepancy between the survey conducted in March 2019 and the current survey in 2020/2021 can be explained. In March 2019, most respondents rated their sense of social safety as adequate and were very satisfied.

In the current survey, respondents expressed significantly more negative views, with the researchers suspecting that the publications about the former student played a major role. A number of respondents, for instance, indicated that they no longer felt safe after reading the NRC article and Instagram posts, whereas they had felt safe before then. Even respondents who had not had any unpleasant experiences themselves indicated that the fact that so many of their peers apparently had experienced unwanted behaviour made them think that they should be more alert.

The second effect of the articles and posts on the former student was that they triggered new interactions, with people realising that what had happened to them was not 'normal' and that others had experienced or were experiencing the same thing. People have started discussing such topics openly and now look back at how they were treated and how they felt about it at the time in a different light.

On top of that, it cannot be ruled out that COVID-19 measures contributed to a different, perhaps more negative view of things. Although the researchers spoke to few respondents who explicitly mentioned COVID-19 as an important factor, it is possible that the measures may have influenced subconsciously affected people's perceptions.

All these current (2020) circumstances, whether viewed in isolation or not, may explain the results of this survey, which do differ from the mostly positive picture painted by previous student satisfaction surveys.

7.10.1 Sexual harassment, discrimination, bullying, aggressive and violent behaviour

With regard to social safety, the interviewers specifically asked questions about sexual harassment, discrimination, bullying, and aggressive and violent behaviour. Although several respondents mentioned specific, damning instances of unwanted behaviour, it should be noted that the vast majority of respondents indicated that they had not experienced or witnessed unwanted behaviour themselves.

From a quantity point of view, it is striking that the majority of respondents mentioned never having experienced unwanted behaviour, with especially few respondents encountering bullying and aggressive or violent behaviour. People who had encountered such behaviour had often been significantly affected by the experience, to the extent that they felt the need to tell their story, but as far as the researchers have been able to determine, there is no structural, dominant culture at KABK that is marked by frequent bullying or aggressive and violent behaviour.

Several respondents had experienced discrimination and sexual harassment, but it must be noted once more than the vast majority of respondents had never experienced or witnessed such behaviour.

With respect to discrimination, the researchers call attention to people with physical disabilities. It may be evident that making the building more accessible will not be an easy task, but bespoke solutions and accommodating for people's limitations are certainly plausible options that can be achieved with some effort. Regarding discrimination, the researchers refer to the chapter on diversity and inclusion.

The examples mentioned by respondents who had experienced sexual harassment were diverse, ranging from inappropriate comments to unwanted touching and involved harassment of fellow students and lecturers alike.

With regard to lecturers, it is clear that the risk of mixing private and professional life is especially prevalent in art education, as feedback sessions or other discussions can quickly become personal. Lecturers who do not maintain sufficient professional distance and exhibit amicable behaviour may find themselves on the sliding scale of complimentary comments, which the other person may perceive as unwanted. For example, respondents recounted comments about their appearance that made them feel uncomfortable.

The Code of Conduct of The Hague University of the Arts does mention this pitfall:

4. Employees, especially teaching staff, are aware that they are role models and abide by the standards laid down in the Code of Conduct in their words and actions.

5. Employees, particularly teaching staff, shall maintain appropriate distance in their dealings with individual students and shall remain professional at all times. They shall not abuse the relationship of trust that exists between staff and students.

6. Employees, particularly teaching staff, are aware of the dependency and power imbalance within their relationships with students. This is especially true when dealing with underage students, including those enrolled in the School for Young Talent.

7. Employees and students shall take care not to mix personal and professional relationships. If a relationship of a personal or intimate nature develops between an employee and a student, the employee shall ensure that they do not have to evaluate the student on their performance or otherwise make decisions regarding that student. The employee shall also inform their supervisor of the relationship.

8. Employees shall not, under any circumstances, enter into a relationship of a personal or intimate nature with underage students.

Based on what respondents told us, the researchers do not have the impression that there is a strong awareness of the importance of adopting a professional attitude, with the accompanying distance, at KABK. Rather, the culture is characterised by close, amicable relationships between lecturers and students, rather than a professional relationship.

This does, admittedly, differ from one department to the next, as this awareness is clearly present in some departments, where lecturers adopt an expressly professional attitude.

Within the aforementioned amicable relationships between lecturers and student, flattery and comments about a person's appearance are probably innocently intended and do not

appear to constitute intentional sexual harassment. The issue is, however that there is or seems to be a lack of awareness of boundaries, which has caused students to experience unwanted, transgressive behaviour and sexual harassment.

The researchers expect that more attention for and a greater commitment to creating awareness of the desired professional attitude and professional distance will successfully counteract such behaviour.

In an environment such as KABK, where lecturers and students are at risk of developing overly close bonds, KABK should have looked into this issue more in the past.

With regard to what is described under point 7 of the Code of Conduct, the researchers believe that the impact of a possible relationship between a lecturer and a student is underestimated. Prohibiting such a relationship is obviously out of order, but KABK does have a responsibility that stretches beyond ensuring that a lecturer cannot mark a student with whom they are in a relationship and reporting the relationship to a manager. While both the lecturer and student might state that the relationship is consensual, there remains a significant power imbalance between the two. A student who had a relationship with a lecturer a long time ago said that even though everyone knew about it, no one asked her how it was for her or how she felt. She is now saying that KABK failed to protect her and, looking back, resents the fact that no one seemed concerned with her situation, even though the love was, admittedly, mutual.

After all, such a relationship can also affect people who are not part of the relationship themselves. It is plausible for two people involved in a relationship to speak to each other frequently about what is going on at KABK, which may result in fellow students and colleagues adopting a reserved, cautious attitude towards the couple, which will affect the work and study climate.

The researchers recommend that point 7 of the code of conduct be recalibrated in the sense that, in the case of a lecturer-student relationship, KABK should not give the impression that it is in no way concerned about this type of relationship provided that it is reported and that the lecturer in question can no longer mark the student in question.

Finally, the fact that faculty and students do not have any truly private space to retreat to within the Academy contributes to this ongoing closeness, as was mainly pointed out by lecturers.

7.10.2 Reporting structure

If one does encounter unwanted behaviour, it is very important that there be a safe place to report this. The researchers asked respondents who they sought help from or would seek help from if they came across unwanted behaviour, with many mentioning the student counsellor and several respondents mentioning the confidential advisor, colleagues, managers and HR. People are particularly satisfied with the student counsellor, but it is important to note that the confidential advisor should be the go-to person to whom to report such issues. The current confidential advisor has been doing this work for a long time, is employed by KABK and even belongs to a department. She is, in effect, intertwined with the organisation: she is friends with her colleagues and seems to have too little distance to serve as an effective confidential advisor. This could lead to doubts about her independence, which means that she is by no means always called upon in cases that warrant the involvement of the confidential advisor.

Also, it does not seem clear (at least to respondents) what the duties of the confidential advisor are, and people do not seem to realise that a student counsellor does not have the duty of confidentiality that a confidential advisor does.

Several respondents, when confronted with forms of sexual harassment, reached out managers through the student counsellor and/or confidential advisor, but this did not always lead to satisfactory results. The researchers determined that there is little knowledge of how to deal with signs of unwanted behaviour at KABK. In the examples mentioned, while managers appeared to take the matter seriously, they also seemed to be under the impression that a single conversation with the person exhibiting the alleged behaviour would be sufficient to put a stop to said behaviour. Feedback to reporters, which is absolutely necessary in the context of social safety, was also generally lacking. This could suggest to respondents that nothing was being done with their report, making them feel even more unsafe.

People will generally feel safe in organisations in which they believe they can safely report misconduct. If they are under the impression that the reporting process itself is safe, it matters less to whom misconduct must be reported, whether that be formal officers such as confidential advisor or to one's tutor or department head. As long as reporters feel they are taken seriously and the report is handled appropriately, trust will grow and willingness to report will increase, which has a positive effect on social safety. A prerequisite for this is that employees have sufficient knowledge of how to act in the event of a report and, in this respect, there is still a lot to be gained.

The researchers are convinced that everyone at KABK has a genuine desire to create a safe environment, but because there have been no efforts to increase awareness of unwanted behaviour over time and no investment in knowledge about the roles and responsibilities of managers in combating and dealing with unwanted behaviour, everyone acts according to their own best judgement, which can often leave something to be desired.

It can be argued that KABK has not done enough in the area of developing policies to counteract psychosocial stress experienced by students and employees, both in a preventive and curative sense. Knowledge in this field is lacking throughout the organisation. Also, the reporting structure for reporting unwanted behaviour is unsatisfactory.

7.11 Miscellaneous

The researchers would also like to mention the following issues.

- The workshop staff is a specific group within KABK and in a group discussion with the researchers, they indicated the problems they experienced. The main issue they brought up was the feeling that they were not heard or taken seriously, and that they were occasionally even made to feel inferior. They also indicate that physical and technical safety sometimes leaves something to be desired, that the CLA is not always complied with and that no RI&Es are performed.
- Cronyism was mentioned by several respondents, not only with respect to students, but also with respect to lecturers who are brought in because they are friends with the department head or coordinator, for example. Although the researchers were under the impression that open applications are increasingly common, many still appear to perceive cronyism. It is advisable to communicate transparently about this.

- Currently, students are emphatically told that few of them will make it as artists, which, apart from being particularly uninspiring, betrays an underestimation of one's own teaching. One recent graduate student commented that he found this particularly unfortunate, as the programme was so versatile, although he also mentioned that none of the career opportunities he had identified himself had been mentioned during his time as a student.

8. Summary Conclusions

Lack of unity and a vision with broad-based support

People experience too little unity in the academy's vision, in dealing with each other, in notions of good education, in professionalism and in cooperation. For a long time, complaints and problems were only scrutinised and handled on a case-by-case basis, rather than exploring the context of the problem or report, even though this context was often to blame. The director has not invested enough in creating unity and harmony, which prompted many to act according to their own best judgement.

This leads to unpredictable situations, does not provide enough clarity to students and leaves many students and lecturers feeling unsafe and insecure.

Because too little attention is paid to cooperation and mutual reinforcement, people sometimes experience each other as disruptive, whereas they should, in fact, support each other. As a result, relevant issues, such as reducing temporary contracts, improving didactic skills and lightening excessive workloads have not been addressed in the eyes of many respondents.

Diversity and inclusion: no broad-based approach yet

Themes such as diversity and inclusion warrant more attention than they are currently getting. Having a working group and appointing a diversity officer is a first step, but is certainly not enough.

Vision on how to approach students requires more attention

The view that students should be treated as if they were already working in the "harsh world" of art, while not shared by everyone, is present. Many believe this view and the resulting "approach" to be damaging.

Department heads are culture carriers

It is very important that the department heads be fully committed to pursuing a safe culture. This commitment will have to be sincere, since department heads are culture carriers and some department heads will have to learn a fundamentally different management style than they are used to.

Different management style

The researchers were told by several respondents that significant efforts have been made at KABK to get a grip, to fine tune procedures and to get things in order. The researchers also understand that the survey has prompted people to talk to each other more and that people are eager to urgently make much-needed improvements. This is a positive sign, as it is important that those responsible learn to liaise with each other - which they have already started doing -, work on the findings of this report and are given

the space to confidently chart a new course. This will call for a different approach to managing department heads.

No persistent unwanted behaviour, but poor knowledge leads to high risk

With regard to unwanted behaviour, there are no indications of notorious bullies or of people who structurally engage in harassment, sexual or otherwise.

Bullying seems to be non-existent or rare: virtually no respondents mention it explicitly. Aggressive and violent behaviour or severe structural forms of discrimination were hardly mentioned, if at all.

However, this does not unequivocally mean that social safety is guaranteed. Why do respondents feel socially unsafe? Rather than being caused by the few people who actually engage in unwanted behaviour, there is a confluence of factors that mean that people:

- do not have the courage to report issues, because the reporting system is not safe enough;
- experience a dominant culture based on the idea that "*we are artists, we have different values and norms*", which discourages/problematises reporting issues. Reporting is not "the norm".
- experience a dominant culture in which they see that teachers who observe inappropriate behaviour in their colleagues do not speak up about it. "*Because we do not have a feedback culture*";
- see people being treated improperly in plenary meetings but do not see anyone intervene. This creates the notion that all these practices/behaviours are considered normal.

According to the analysis of the findings of this survey, these factors are responsible for many of the feelings of social unsafeness mentioned by respondents.

On top of that, there is little knowledge of unwanted behaviour in the organisation: What is unwanted behaviour? What should you do when you witness unwanted behaviour? Or if unwanted behaviour is reported to you? There seems to be a lack of a broadly shared awareness of and knowledge on the topic. There are few people at the academy who are sufficiently aware of their position as a role model and who are capable of intervening properly where necessary. This increases the risk that the aforementioned feelings of social unsafeness can persist. In all organisations, and therefore also KABK, management is mainly responsible for this. It is therefore important that management learn more about this topic and disseminate/share this knowledge to and with employees and students.

Targeted interventions aimed at tackling the aforementioned causes of the perceived social unsafeness should pave the road for improvement

9. Recommendations

On the organisation:

- ✓ Prepare an Action Plan addressing at least the following:
 - Temporary contracts

- Collaboration between staff and faculty
 - Reducing excessive workloads
 - Diversity and inclusion
 - Policy on unwanted behaviour
 - Assessment policy
- ✓ Strengthen HR and put HR in the position to exert real influence.
 - ✓ Organise meetings with workshop employees about their dissatisfaction with the current state of affairs.
 - ✓ Create spaces at KABK where faculty and students can retreat separately from each other.

On culture:

- ✓ Communicate the desired course of action clearly and investigate whether all employees are willing to and capable of staying this course. Invite employees who do not agree with this approach to voice their concerns.
A promising approach could consist of creating a culture based on the following principles:
 - Prioritise education
 - Make failure an option
 - Students are developing as professionals and people
 - Professional distance
 - Bad news can also be delivered respectfully
 - Feedback
 - Being a learning organisation

On social safety:

- ✓ Appoint two external confidential advisors, striving for diversity. Give these confidential advisors a platform to present themselves, explain their duties and roles and give them the necessary resources to do their job.
- ✓ Investigate whether or not it is desirable to appoint different confidential advisors for faculty and students
- ✓ Appoint a university psychologist with a curative remit who can also support students and employees with psychological problems.
- ✓ Put the confidential advisors, the student counsellor, and the university psychologist in a position where they exert real influence, in the sense that decision-makers will take their findings into consideration.
- ✓ Communicate and continue to communicate about this 'hotline'.
- ✓ Organise training sessions for managers and employees on how to recognise and acknowledge undesirable behaviour and on their responsibilities.
 - Such training is not optional but a legal obligation. (Occupational Health and Safety Act article 2.15).
- ✓ Educate students about unwanted behaviour.
- ✓ Set up an ongoing cycle/embedding of providing information on disclosing the inappropriate behaviour policy to new students and new employees.
- ✓ Quickly organise training courses in didactic skills, in the broadest sense of the word (professional distance, assessment methods, the position of the lecturer, etc.)

- ✓ Organise training sessions, on a voluntary basis, for students on planning, work-life balance, organising, etc.
- ✓ Together with students, establish a protocol for the use of social media with respect to KABK. It is true that the use of social media cannot be 'managed', but a protocol with broad-based support, describing, for example, how to act in the case of anonymous posts and taking a stance on mentioning names in posts, can contribute to greater safety.
- ✓ In the context of the Working Conditions Act (Article 3, paragraph 1), start performing a Risk Inventory and Evaluation, with the aim of structurally monitoring social safety within the KABK, among other things. This social safety could be measured digitally among all students and employees every year, as a part of student and employee satisfaction surveys.
- ✓ Get in touch with the group of reporters who are still experiencing harm from the episode surrounding the former student (publications 2020). Consider whether they have a need for more aftercare.

Finally, involve students in all these steps toward improvement wherever possible.