

UNIVERSITETET I BERGEN

# Dokumentasjon fra kartleggingskaféer KMD

*verden*  
**TRENGER  
TANKENE  
DINE**

UNIVERSITETET I BERGEN

# Kunstakademiet

*verden*  
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DINE**

	Utdanning	Samspill	Forskning
Styrker	<ul style="list-style-type: none"> <li>• Individuality, close contact and autonomy in the programme</li> <li>• Trust ( from management)</li> <li>• Research and practice based teaching undervisning</li> <li>• The BA og MA programmes</li> <li>• Interdisciplinarity</li> </ul>	<ul style="list-style-type: none"> <li>• Short distance to the professional field</li> <li>• Active on relevant arenas</li> <li>• Link to art institutions in Bergen and internationally</li> <li>• Competent and international staff</li> <li>• Dialogue / trust between students, peers, tutors</li> </ul>	<ul style="list-style-type: none"> <li>• Open-minded</li> <li>• Open for experiment / new collaborations</li> <li>• We have a diverse staff with different fields</li> <li>• High research percentage in contracts</li> </ul>
Svakheter	<ul style="list-style-type: none"> <li>• Lack of space and storage</li> <li>• Lack of and variable presence ( staff and students)</li> <li>• Lack of admin support for teachers</li> <li>• Lack of resources / staff in the workshops and access to workshops</li> <li>• Students lack prior knowledge when they start their studies</li> <li>• Too much focus on subjects ( emner) and too little focus on developing practical competences / skills</li> </ul>	<ul style="list-style-type: none"> <li>• Unsure if art is understood or taken seriously at UiB</li> <li>• Lack of overview of staff activities and functions</li> <li>• Lack of outreach and communication between KMD and UiB</li> <li>• Lack of openness</li> <li>• Individual networks (are hidden)</li> <li>• Lack a strategy for increasing diversity and inclusion</li> <li>• Time to develop cooperation, long term /outside the field</li> </ul>	<ul style="list-style-type: none"> <li>• Language / local focus</li> <li>• Small fields of research, feeling alone / isolated</li> <li>• Far away from the rest of the world</li> <li>• Lite strategisk styrt, vanskelig nasjonalt + internasjonalt + tverrfakultært</li> <li>• Lack of supportive / strategic leadership (in research)</li> <li>• Disorganization + lack of clarity + leadership within planning and teaching</li> <li>• Instituttleder</li> <li>• Forskningsleder</li> <li>• Personalansvar</li> <li>• Forskningsledelse – forvaltning av forskningen – synergi</li> <li>• Forskningsledelse – kompetanse</li> <li>• Kompetanse – prosjektledelse stab</li> </ul>
Muligheter	<ul style="list-style-type: none"> <li>• Increase diversity</li> <li>• Utilise the high levels of engagement more</li> <li>• Access to studyprogrammes across the department</li> <li>• Connect teaching and research together more</li> <li>• Collaborate more about teaching and increase teaching competence</li> <li>• PhD and realted structures – holistic view</li> <li>• External financing</li> </ul>	<ul style="list-style-type: none"> <li>• Work cross disciplinary, integrate art within scientific research</li> <li>• Common events that are attractive to the public</li> <li>• Seek national and international collaboration</li> <li>• Better information</li> <li>• Potential to use international staff's networks</li> <li>• Include society in processes/workshops</li> <li>• Establish unformal arenas/meeting points for art and design</li> <li>• Establish classes within Continuing Education (EVU)</li> </ul>	<ul style="list-style-type: none"> <li>• Possibility to work in many fields / directions transdisciplinary</li> <li>• Experimental freedom – work outside the box</li> <li>• Interdisciplinary, crossdisciplinary -&gt; both within department and faculty</li> <li>• Crossdisciplinary (embedded within the university)</li> </ul>
Trusler	<ul style="list-style-type: none"> <li>• Use of canvas and the tool in itself</li> <li>• Too many students</li> <li>• Too much focus on the unindividuak which can lead to a lack of flexibility and the programme may not «survive»</li> <li>• Interdisciplinary vs need for depth</li> <li>• Lack of art specific focus on study quality</li> <li>• Finance and marketorientation</li> <li>• Mental health for students and lack of support</li> </ul>	<ul style="list-style-type: none"> <li>• Funding at government level and the education system</li> <li>• Temporary positions /lack of presence at department arenas</li> <li>• Lack of interest of cooperation and resistance of sharing</li> <li>• Not participating in the public discourse</li> <li>• Lack of local art criticism (focus on Oslo)</li> <li>• Lack of dissemination of artistic activity</li> </ul>	<ul style="list-style-type: none"> <li>• Allocation of time for research</li> <li>• Too much admin / surveys / obligations -&gt; more work (admin) than play (research)</li> </ul>

# UTDANNING

# Innspill

**Styrker:**

- Individuality, close contact and autonomy in the programme
- Trust ( from management)
- Research and practice based teaching undervisning
- The BA og MA programmes
- Interdisciplinarity

- Individual tutor(ing) and student contact, they have their own tutor for year 1 on BA, individual student projects
- Autonomy and openness ( own organisation and research)
- Access to resources: courses, diverse staff, tutoring and stipend
- Study trips
- Interdisciplinarity
- Freedom to conduct international research / support
- Generous opening hours for students

- Contact between students and tutors ( tutor-groups)
  - Good teacher –student ratio
- BA og MA
  - Good assessment process
  - Strong identity as a cohort through joint exhibitions ( shows) for each class
- Institute ensures the particular character of visual art education
- Courses combine conceptual / contextual and mediums specific content

- Management has a high level of trust in teachers, autonomi in designin cpurses, fleksibility
- Researchbased teaching and practical teaching
- Interdisciplinarity
- In depth learning vs diversification
- Hybrid practices
- Individual feedback
- Engagement and competences among staff
- Workshop facilities
- Social: an artcommunity in Norwegian context

**Svakheter:**

- Lack of space and storage
- Lack of and variable presence ( staff and students)
- Lack of admin support for teachers
- Lack of resources / staff in the workshops and access to workshops
- Students lack prior knowledge when they start their studies
- Too much focus on subjects ( emner) and too little focus on developing practical competences / skills

- Space, studios are too small and not enough storage space
- Lack of «preschools», students have little prior knowledge
- At PhD ses på på fakultetsnivå
- Too many admin tasks
- Lack of fair and transparent distribution of resources and transparent education structures
- Communication
  - Between levels and academic and admin staff
- Lack of plaster and ceramic technicians / workshopmasters
- In depth learning in workshops, lack of in depth modules and developing of skills
- Access to the workshops is difficult due to HMS restraints

- The courses / subjects are too important and get too much input
  - Not enough focus on developing practical competences and skills
- Lack of administrative support at the institute, educational support « from a distance»
  - A lot of responsibility and tasks for the individual teacher
- Workshopmanagers are overworked a lack resources, they are not acknowledged for teaching and do not take part in teaching planning
  - No teaching in wood / metal workshops, teachers can't use the equipment due to HMS
- Unclear / inefficient communication channels in sensitive student cases ( SiFra?)
- Do BA students who apply for MA get through too easily?
- Organisation of student workplaces and facilities
- Limited «take away» from studiobarometeret due to lack of responses

- Presence ( students and staff )
  - Inconsistent contributions
  - Lack of continuity
  - Vulnerable, dependent on individuals
- Different degrees of engagement among staff, clarify expectations
- Lack of onboarding / training for new staff
- Unclear assessmentcriteria
- Competence guide ( PED og PhD)
- Fragmentation
- Unclear management lines and slow processes (changes take too much time)
- Reproduction of social groups
- Lack of art history component and context in current structure
- Lack of sharing culture »
- Workplanning and linemanagement
- Re-use more
- Careerdevelopment
- Information and communication;; dates, / deadlines, events etc ( between staff)
  - Lack of practical information ( budgets etc)

**Muligheter:**

- Increase diversity
- Utilise the high levels of engagement more
- Access to studyprogrammes across the department
- Connect teaching and research together more
- Collaborate more about teaching and increase teaching competence
- PhD and realted structures – holistic view
- External financing

- Opportunities to study at other institutes
- Increase teaching competence through UIBS own pedagogical courses
- Research based teaching and get research «into» the teaching
- Student initiatives
  - Gallery / exhibitions
  - Facilities ( f.eks radio project/ podcast)
- Open up for more eksperimenting
- Open up the departments COMPLETELY,, «field stations», create research
- More collaboration across the faculties at UIB and with other institutions (competitors)

- Increase diversity
  - Staff
  - Students, contribute to critical questions in art practice
- Holistic view on PhD and relating structures ( fakulty and nationally)
  - Difficult for PhD students to understand the admin.systems and they don't get enough support with that
- Develop the pedagogical discourse
  - More training to increase competence relating to feedback, as tutor for BA, MA og PHD
- Develop support to students with different diagnoses
- Develop specific quality parametres for art education
- More examples and support in activist and critical art practies ( BA, MA)

- High levels of engagement
- External financing ( Nordplus, Erasmus m.m)
- More collaboration in teaching
  - More research in teaching
  - Interdisciplinary
  - Sensitivity for different approaches to teaching, «de-colonisation» of teaching and learning
  - Focus on sustainable materials
  - The art school as a «tool of resistance» , conservatism, rasism, xenophobia, transphobia, agism
- Workshop culture
- Onboarding ( new employees)
- Possibility: we are «at the edge of the world»

**Trusler:**

- Use of canvas and the tool

- Canvas / communications tool between students and staff
- Efficient acces to resources for example workshops
- Organise joint lessons

- Too many students
- Too general and formalistic focus on quality without an art specific perspective

- Too much focus on the individual, the programme can « fall apart»
  - Lack of flexibility to respond to changes
- Too much focus on interdisciplining, need room for depth in the field;

# SAMSPILL

# Innspill

## Styrker

- Short distance to the professional field
- Active on relevant arenas
- Link to art institutions in Bergen and internationally
- Competent and international staff
- Dialogue / trust between students, peers, tutors

- Possibility to quickly incorporate external projects into teaching and research
- Local interaction: Short distance to the professional field
- Open minded and welcoming behaviour coming from the faculty towards staff, students and outside projects
- "Monday lectures" – investment in an international scene + involvement of students within this initiative
- High rate of artists professionalization after study
- Kunsthall and Bergen Kjøtt collaboration for the MA Program

- Staff participation on many arenas that are relevant
- Artistic staff is very active in the general international art scene
- Good link to art institutions in Bergen
- Competent staff
- A highly international group of staff
- Active, curious, motivated students
- Institutions communicate

- Connection with the field is good
- Stor kontakflate i feltet utenfor KMD/UiB
- Regional/national profile
- Art is in society
- Trust between tutor and students
- Dialogue with students and peers
- Tverrfaglighet / inter/multidisciplinary artisty
- Under one roof (art and design)

## Svakheter

- Unsure if art is understood or taken seriously at UiB
- Lack of overview of staff activities and functions
- Lack of outreach and communication between KMD and UiB
- Lack of openness
- Individual networks (are hidden)
- Lack a strategy for increasing diversity and inclusion
- Time to develop cooperation, long term /outside the field

- Understanding of art in other faculties at UiB
- Art is not taken seriously as research tool within UiB
- Physical and mental divide between art academy and UiB
- Lack of outreach from KMD to UiB in the relation to artistic research capabilities and opportunities
- Lack of communication with the faculty (between staff, admin and students and the entire UiB)
- Local interaction: Low percentage in traditional public arenas like BT, NRK – lav deltakelse i det offentlige ordsdiskfiet

- Lack of overview of all activities and functions across institutes – where to find info?
- Overall system that does not facilitate but stifle communication and give more workload and less overview (limits spread and attention)
- UiB/KMD are not aware of the staff activity
- Lacking diversity, there is not an explicit priority to support students, staff, faculty of diverse demographics – harms international credibility + dept of dialogue
- How to increase /nurture diversity and inclusion on student/staff intake?
- Hiring /HR practice to support non Nordic staff retention
- Lack of knowledge and interest of national debates
- Not so much publication activity
- Lack of sharing ideas
- Too much focus on funding and economy
- A difference in the conceptualization of what is "artistic research"

- Lack of openness
- Silo cultures
- Hidden networks
- Individuelle personbaserte nettverk – institutt/miljø må krysses
- De fleste kontaktpunkter og aktiviteter er ikke på KMD
- Tid til investering i langsiktige samarbeid
- Tid til å utvikle samarbeid utenfor "feltet" f eks kommunen
- Bad feelings between admin + teaching staff
- Bad feelings between art and design
- Miscommunication / cultural differences
- Research platforms for KU, nasjonal, International
- Generation disparity, Generation Z, snowflake (digitalization etc)

## Muligheter

- Work cross disciplinary, integrate art within scientific research
- Common events that are attractive to the public
- Seek national and international collaboration
- Better information
- Potential to use international staff's networks
- Include society in processes/workshops
- Establish informal arenas/meeting points for art and design
- Establish classes within Continuing Education (EUV)

- Work truly cross disciplinary, integrate art research within scientific research, create "Field stations"
- More state supported institutions organizations in cultures than commercial structures – allows more space for research rather than individual self-supporting security
- A lot of opportunity in culture within Bergen (Bergen Assembly, Pixel, etc.
- Potential collaboration with outside cultural spaces (BEK, carte blanche, BIT etc.) more local interaction
- External funding: classes/activities run from alumni to give croquis, art classes within KDM to amateurs
- EUV
- Easy to include "offentligheten" in activities with the institution

- More organized common events and good advertisement
- Focus on making our own venues attractive for the public
- Hubs-platforms for sharing and finding information. System that reaches everyone and make them connect – website, newsletter, talks etc.
- Better information
- More networking with other institutions
- Potential to use/develop the international networks of the staff
- Local collaboration
- Potential of cross-disciplinary research activity across the university
- Work with Bergen kommune, arts plan 2021-2030
- Working with organizations that support non Nordic staff faculty artists

- Ikke bare søke ut, men invitere inn
- Seek local, national and international partnerships
- Inclusive processes (society)
- Including other groups in our workshops, Resources
- Synlight /visibility in the community
- Under one roof (art and design)
- More informal, non hierarchical interaction (access) to coffee machines, student bar etc.
- More sharing platforms – show not tell, work process
- Herd knowledge within fields (capacity) etc.
- New knowledge understanding
- Needed competence in society
- Smoother digital platforms (user friendliness)
- Pedagogical methodology – course, institutional

## Trusler

- Funding at government level and the education system
- Temporary positions /lack of presence at department arenas
- Lack of interest of cooperation and resistance of sharing
- Not participating in the public discourse
- Lack of local art criticism (focus on Oslo)
- Lack of dissemination of artistic activity

- Very low presence on media critics (kunstkritikk) – they mostly focus on Oslo
- Nødvendig synlighet for å legitimere og ivareta virksomhetens mål
- Formidling av kunstnerisk aktivitet
- Presence /tilstedeværelse i Bergen
- Lack of trust
- Massive issues with payment and contracts for staff and guests – very negative impact on KDM's reputation
- Art as societal glue /fills a vacuum – artist as problem solvers

- General growth system in education
- Trends in educations and funding at government level + no recognition of how we can organize to change this
- Not all staff are present at the departments arenas
- To many temporary positions
- Overall system that does not facilitate but stifle communication and give more workload and less overview (limits spread and attention)
- Geographical location in city – separate from the city center
- Not enough focus on mediation
- The art world not interested in artistic research

- Local presence engagement in the environment in Bergen
- Not writing in newspapers etc. - ikke delta i det offentlige ordsdiskfiet
- Time commitment capacity (damage risk of incomplete or bad PR/content)
- Usynliggjering, mindre finansiering
- Nasjonal politikk og global ideologi
- Grunnskoleutdannelse og mangel på gode videregående skoler
- Instrumental thinking
- Manglende interesse for samarbeid inne i institusjonen og/eller på vegne av institusjonen
- Protectionism – resistance to sharing
- Kunstnerisk frihet, akademisk frihet. Samfunnsrelevans? Hva er relevant?
- Unclear and misused communication systems
- Economic autonomy? Institution, department, as teacher
- Supersedece of systems (fallibility)
- Kunstens nytte?

## Styrker

- Open-minded
- Open for experiment / new collaborations
- We have a diverse staff with different fields
- High research percentage in contracts

- Good practice / Nordic history phd
- Idyllic environment / nature culture / geography
- Research close to one's individual practice
- Open-minded
- Open for experiment / new collaborations
- We have a diverse staff with different fields
- International staff. Network – knowledge -> expansion
- Generous support / financial conditions

- A focus on visual arts as a specific area of knowledge
- Instituttet verner en samlet forestilling om artistic research
- Applying for funding (research – BOA) is supported by administration
- Forskeskolen lager godt nettverk nasjonalt og på tvers av fordypringer

- Freedom to choose own research
- Faglig frihet = relevant for fagmiljø
- Den norske modellen
- PKU
- Phd courses shared by other peers on other institutions
- Through the phd program, national meeting, summer school
- Sterke fagmiljø
- Sterk faglig kompetanse KU dekanat
- Access to financial support
- Research leaders available for help with applications
- High research percentage in contracts
- Phd programme KU
- Meetings to discuss research
- UiB + KMD – scale capacity (profile etc)
- Diversity of community
- Individual responsibilities (finding possibilities creating collaboration)

## Svakheter

- Language / local focus
- Small fields of research, feeling alone / isolated
- Far away from the rest of the world
- Lite strategisk styr, vanskelig nasjonalt + internasjonalt + tverrfakultært
- Lack of supportive / strategic leadership (in research)
- Disorganization + lack of clarity + leadership within planning and teaching
- Instituttleder
- Forskningsleder
- Personalsvar
- Forskningsledelse – forvaltning av forskningen – synergi
- Forskningsledelse – kompetanse
- Kompetanse – prosjektledelse stab

- Lack of common discourse / terminology
- Distance between researcher and workshop / workshop leaders
- Lack of meeting point and exchange of research focus – difficulty in allocating time
- Structure: Needs of clear understanding and awareness from each individual roles
- Lack of communication miscomprehension & miscomprehension of tools for linking staff and students at both department and faculty level
- Phd defence failures
- Mismatch between the external evaluation commity and the phd program
- Workshop regulations for use – no art scholl but health and safety school
- Constant restructuring / change / renewal
- Very slow administration / chaotic communication
- Language / local focus
- Small fields of research, feeling alone / isolated
- Far away from the rest of the world

- Unclear definition of artistic research
- Instrumentalization from UiB/KMD economically
- Unclear definition of "academic environment"
- We could use more training in research paradigms so assumptions of research are clarified + strengthen dissemination + evaluation
- We need clarification of what distinguishes art from artistic research
- Forskerskolen har lite kontakt internasjonalt, litt I Norden men er "lukket" rundt seg selv nasjonalt.

- Difficult to find relevant information (financial opportunities, who does what, who will help)
- Weak culture for sharing
- Lack of clarity of how funding applications should be shaped
- Lack of overview, change of phd administration
- Lite strategisk styr, vanskelig nasjonalt + internasjonalt + tverrfakultært
- Lack of supportive / strategic leadership (in research)
- Disorganization + lack of clarity + leadership within planning and teaching
- Instituttleder
- Forskningsleder
- Personalsvar
- Forskningsledelse – forvaltning av forskningen – synergi
- Forskningsledelse – kompetanse
- Kompetanse – prosjektledelse stab
- Karriereutvikling
- Tidspillegging – ind forskning
- Ressurser
- Division of KMD is counter to interdisciplinary agenda
- Having many tasks that don't account for research component of contract (in terms of time)
- Lack of interest in distribution of research projects (books etc)
- KU som fortsatt lite synlig innen forskning. UiB har en job å gjøre
- Manglende nasjonal finansiering (NFR) PKU?
- Lack of dedicated department admin
- Unstability (brain drain) research admin
- Ressurser forsk admin
- Ansettelsar – strategisk forskning
- "Floating island"
- Focus area insularity

## Muligheter

- Possibility to work in many fields / directions transdisciplinary
- Experimental freedom – work outside the box
- Interdisciplinary, crossdisciplinary -> both within department and faculty
- Crossdisciplinary (embedded withing the university)

- Workshop facilities (but HSE restrictions)
- Peer to peer experience and research within the workshops (between researchers and workshop technicians)
- Possibility to work in many fields / directions transdisciplinary
- Experimental freedom – work outside the box
- Interdisciplinary, crossdisciplinary -> both within department and faculty
- Crossdisciplinary (embedded withing the university)

- A strong profile build on the portfolio of staff projects
- How the phd research projects could be more facilitated in teaching
- KMD har very good work shops How they are put to use can be a challenge for research
- In art you need a strong structure as an institution for large projects. Could they be strengthened?
- More cross disciplinary research across UiB / other institutions
- Fasilitere mer støtte til kandidatene / kunstnerenes egne nettverk. Og støtte reise / internasjonalt utveksling
- Using open calls to develop some specific medium / discipline area
- To have open calls for phd candidates not related to any research project (open invitation)

- Distribusjon av resultater, avt. Med for forlag? Serie av utgivelser?
- New system for research leadership
- Discipline (sub) competency
- Research groups
- Mer faglig arbeid – forskningsgrupper, delingskultur
- Room for competency training within budget
- In-house guest researchers who also teach in addition to phd program
-