

DAE Annual Report 2023

D A Design Academy  
E Eindhoven



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Photo: Ben van Kemenade, Regenerated; by Ronald Smits.

Design Academy Eindhoven (DAE) occupies a prominent place in international design education. We cannot take this for granted, however, because it demands constant effort by the academy on numerous fronts. The year 2023 was one of numerous developments in the Bachelor and Master programmes aimed at enhancing the quality of education at DAE. Alongside the foundation year for the Bachelor programme, the academy launched a Pre-Master programme, thereby completing the portfolio of foundation programmes. More than ever, DAE has been seeking external connections to ensure that the education on offer aligns with the current professional field. That is why we invested successfully in collaboration with regional and international partners, which will ultimately offer new possibilities for our students.

The search for a new building for Design Academy Eindhoven continued in 2023. This is a challenge in view of the heated property market and the financial possibilities of the academy. It is not easy to find accommodation appropriate to our present and future educational needs. Nonetheless, we are fully confident that we will have clarity in 2024 about the future accommodation of the academy.

The academy is a vibrant and committed community of students, tutors and staff. The Executive Board sees it as its task to safeguard and stimulate that vibrancy and commitment. For that is what makes Design Academy Eindhoven a unique place, where we educate, stimulate and challenge tomorrow's designers.

Eindhoven, April 2024

Joseph Grima  
Chair of the Executive Board and Creative Director

Raf De Keninck  
Member of the Executive Board and Director of Education,  
Research and Organisation









## 1.1 Introduction

In 2023, DAE succeeded in further refining the recently introduced Bachelor programme, using various evaluation tools and continuous reflection. In addition, the further development of the Master programme was initiated by means of multiple surveys. On the basis of these dialogues between the head of the Master programme, the department heads and the Executive Board, various aspects were analysed, among them the current portfolio, the education model and the connective potential of the education offered. These analyses will lead to the start of a phase of education renewal in 2024.

During the past year, developments within the Bachelor programme also resulted in a review of procedures and processes. The policy office was transformed into an 'education office' to connect policy and education more closely with each other. A new head was appointed to the Education Office to realise the goal of 'making education together'. DAE wants an education office that is closely involved in the programmes.

In addition to developments in education, a lot of attention was given in 2023 to building up and strengthening DAE's own community. The 'Lecture Series' was professionalised and intensified, and a completely new structure for the opening of the academic year brought together all students, DAE tutors, heads and staff. The presence of all these people, who together make up DAE, was viewed as a ratification of what DAE stands for. From now on, this event will be organised in this way at the start of the academic year.

Alongside these lines of development, there was also plenty of attention for broad collaboration with regional, national and international partners from the professional field. DAE signed a collaborative agreement with three European design schools: Elisava University in Barcelona, Umprum in Prague and Konstfack in Stockholm. This partnership involves exchange and innovation in the area of education and quality care. A number of larger collaboration projects will take place each year.

Whether it is a question of education reforms, the building up of an internal community or links with relevant partners from the region, the academy building acts as a catalyst and accelerator of all these lines of development being pursued. The new DAE accommodation should be a model of what design can offer

society. This is particularly relevant, especially now that design is increasingly developing and playing a role in more and more areas. From Dutch Design, in which objects and materials play a big role, the field and interests of our students are greatly expanding in the area of social design and other fields where interaction with the surrounding world and with society is key.

DAE hopes to move into a new building in mid-2027. In collaboration with the municipality of Eindhoven, and with the support of a great many stakeholders, the process of achieving this goal continued.

In the final quarter of 2023, a project group was formed to shape the Institution Plan for 2024-2028.

## 1.2 Review of MACON 2023

The Management Contract (MACON) is drawn up annually and groups all action points from the DAE portfolio holders together in one document. In three report discussions each year, we review the progress of the various targets and projects and, where necessary, make adjustments.

The MACON 2023 comprises five spearheads: quality agreements, National Education Programme (NPO) realisation, positioning of DAE research, acceleration agenda for education, and systems in order.

The implementation of the Quality Agreements proceeded in tandem with education reforms, with all the main goals being achieved. Various analyses, evaluations and insights were used to improve the course being charted.

All the goals set by the National Education Programme (NPO) were reached in 2023, thereby completing the NPO. Various NPO programme elements were integrated into the DAE programme.

In 2023 the two professorships, 'Transdisciplinary Design Networks' and 'Design & Social Justice', further strengthened their position within DAE. Education and research came together structurally in two focus modules in the Bachelor programme. The DAE professors (or lecturers) Dr. Ian Biscoe and Dr. Naomi Bueno de Mesquita were able to compile a complete six-month learning module around the themes of their professorships. Moreover, the professorships were more visible than ever, with contributions to educational development projects, the Graduation Show and festivals in the city of Eindhoven.

The education acceleration agenda includes support for the realisation of education reforms within DAE. These reforms resulted in a revision of the education plan, with specific focal points from the Quality Agreements programme determining the direction.

The last spearhead concerns software systems that support our daily work, both organisationally and educationally. In 2023 Osiris was deployed more broadly, the possibilities of Afas were utilised better, and the Canvas system was implemented.

## 1.3 Quality agreements

The initial Quality Agreements plan, as agreed with the Ministry of Education, Culture & Science, places particular emphasis on the quality impulse of the Bachelor programme. The development of the new Bachelor education model forms the core of the plan.

At the mid-term assessment of the Quality Agreements in 2022, the Accreditation Organisation of the Netherlands and Flanders (NVAO) issued a positive recommendation about DAE to the Minister of Education, Culture and Science. The final assessment will follow in 2024. As the realisation of the six-year plan for the Quality Agreements progresses, we again see that there are few, if any, deviations in the implementation and allocation of the funding. The planned measures of the Quality Agreements have become a constant within DAE.

There were a number of new developments within the Bachelor programme in 2023.

Canvas was introduced in September 2023 as a Learning Management System (LMS) for Bachelor education. From now on, tutors share their education descriptions, assignments and rosters in Canvas. The formation assessment of students also takes place here. Communication with students occurs through Canvas as much as possible. The introduction of this system was not completed in 2023, and many tutors are still unaccustomed to it. Further development, instructions and expansion are planned for 2024.

To keep the range of studios as up to date as possible, DAE works with a maximum duration of eight years for each studio. That is why Studio Urgencies concluded in 2023. In the 2023/2024 academic year, students can choose from ten studios (see 2.3 for more details).

With a view to the evaluation of the new Bachelor education model, DAE has launched a revised evaluation cycle among students. At the end of each semester, an online evaluation takes place for each study element, with specific questions concerning the study component complemented by questions about communication, organisation and facilities in general. In addition, discussions are held with students in each year.

Thanks to the evaluation of the education model, Essentials has been better structured for 2023-2024. The contents align better with the studios that students can choose. Moreover, the instructions for the work-

shops are more thorough. The programme gives first-year Bachelor students a more solid basis for the rest of their studies.

#### 1.4 Quality Agreements Monitoring Committee

The implementation of the Quality Agreements is increasingly happening in line with the original plan. A number of adjustments were needed at the start of this multi-year project. Now, however, activities call for very little in the way of adjustments or revisions. The items listed in the Quality Agreements have been incorporated into the multi-year budget, and realisation is taking place as planned.

In late 2022, the monitoring committee was consulted about the contents, budgeting and planning for the various quality care projects. The expenditure and use of unspent funding in the multi-year budget were approved and determined.

The monitoring committee held no sessions in 2023. Monitoring took place through the participation council by means of consultation on developments and (multi-year) budgeting in general terms, with no adjustments at the level of the Quality Agreements. In 2024, the monitoring committee will be involved in the further implementation and completion of the plan for the Quality Agreements and their evaluation. The committee will have a partly new composition.

A critical review of the Quality Agreements for 2023 by the Institute Participation Council is included in Appendix II.

#### 1.5 Connection and dialogue

##### *Educational Day*

The Educational Days are intended as moments of exchange and learning, offering an opportunity to share experiences and gain new insights about education at DAE, with a focus on the development of didactic skills. One Educational Day took place on 5 April 2023. The day was organised for both Bachelor and Master departments, with two separate programmes. Workshop staff were also invited to attend the Bachelor Educational Day.

After the opening by the Educational Office and Bachelor Master Desk, during which some updates to the programmes were shared, Bachelor and work-

shop staff could take part in workshops during the morning and afternoon. They could choose between 'The Risk of Quality' by Annemariëk Schepers, 'The Art of Meandering' by Corrie Nagtegaal, 'Guiding Students From Diverse Cultural Backgrounds' by Laura Metwally and 'Inner Play in a Study Narrative' by Eva den Heijer and Imara Felkers.

In addition to these workshops there was a separate programme for all tutors of Fundamentals, consisting of a constructive conversation with the creative director and the director of education, research and organisation about the education reforms in relation to the Fundamentals learning path.

In the afternoon, workshop participants discussed and formulated possible improvements to Fundamentals. The day concluded with a plenary sharing of the findings of the various workshops.

For staff of the Master programme, the day was devoted to familiarisation and connection, with the various departments presenting their vision of education and sharing experiences. The similarities and differences between the departments and their learning methods were highlighted. Educational Day also included a discussion on the Thesis Proposal Pilot. In addition, a 'Toolkit Session' discussed the challenges faced by the various departments in motivating students, group dynamics, providing feedback and diversity and cultural awareness. Finally, education tools employed to tackle these challenges in the various departments were shared.

##### *Informing and sharing*

The DAE community is informed in various ways about developments in education and other current issues. The DAE Letter from the department of Communications, Presentations and Public Relations informs everybody about upcoming presentations, exhibitions and publications by DAE staff. The HR Bulletin contains information about developments in the field of HR. If circumstances warrant it, the Executive Board can issue an incidental newsletter. Non-teaching employees are updated about key developments at monthly meetings.

##### *Community*

Connection and dialogue were further facilitated within DAE by the activities of the Communications, Presentations and Public Relations department (see Chapter 3). A student-run lecture series generated additional information that students find interesting

and offered an opportunity for staff and students from various years and courses to meet and talk to one another. For example, Vivian Cintra and Ilga Minjon spoke about the subject: Whose voices are heard and how are these voices used?

Launched in 2023, the Community Experimental Grant offers students the possibility of receiving financial support in organising gatherings aimed at learning or being together. Some 21 larger and smaller sessions were organised. For instance, the Student Council organised the 'Spring Together event' to conclude the year with all students and staff. Students also developed an internal magazine, a cooking and dining club was set up, film screenings took place, and participatory and sustainable fashion shows were developed. DAE also connects with the broader community in Eindhoven and the Netherlands through Partner and Friends of DAE projects (see also 2.3, 2.4 and 2.5).

## 1.6 Diversity and Inclusion

Diversity and Inclusion (D&I) in 2023 focused on drawing up plans for the coming years, connecting, developing and adjusting policy, and further developing facilities and procedures to improve D&I. D&I Officer Leigh Tukker was responsible for this portfolio.

### *Accessibility*

Students and staff who come from abroad or are members of a minority often experience more obstacles in a new institute, a new city or a new country.

A 'chosen name' policy was introduced in 2023 after a request by students and staff to make this possible. It was already possible to choose any name upon registering. A simple procedure to change names has been introduced, accompanied by an awareness campaign about the possibilities and how to deal with changes. In addition, the use of gender-specific forms of address (terms such as mister and miss) are avoided as much as possible in DAE communications.

The Student Counsellors page on the DAE website has been expanded. The page now offers more information about subjects such as studying with a handicap, addresses of communities for minorities and mental health support, possibilities for financial support and what to do in the event of illness.

Ned Kaar took up the position of Alumni Coordinator & Housing Officer in 2023. In his role he advises students

looking for accommodation and helps graduates in transitioning to the job market, including advice about visas for international students. For more information on this, see section 3.

New students indicated that they experienced difficulty finding all locations at DAE. We have therefore improved the signposting system.

The cum laude regulation has been amended to clarify that the time limit for achieving cum laude does not apply to students whose course of study has been delayed by circumstances, as long as those circumstances were known in advance by the Exam Committee.

A review was conducted into the Space of Stillness, the room for rest, meditation and lactation. The aim of the review was to make this space more inclusive. Alterations to the space will follow in early 2024.

Accessibility initiatives from previous years continued. The building is still largely accessible for wheelchair users and toilets are gender inclusive. In 2023 DAE again organised, together with the Kubes foundation, two guided tours of the Graduation Show for people with a visual impairment. Moreover, headphones were purchased for the tours so that these are easier to follow in the busy spaces. Students from outside Europe can still work for DAE, for example on representative councils, at events, and in the Zbar.

### *Social safety*

The code of conduct and the reporting procedure were revised and extended in 2023 in collaboration with G&I International. The new version will be launched in 2024. G&I International specialises in supporting organisations in structuring their governance and integrity procedures. G&I has provided workshops for the management team, the student counsellors and the D&I officer on the functioning of the code of conduct and the reporting procedure.

The two external confidential counsellors for DAE are Tamara de Reu and Jeroen Zweerts, both from an organisation called the Vertrouwenspersoon. De Reu and Zweerts held presentations during the introductory weeks for Bachelor and Master students and on the Educational Day for staff from the Bachelor programme. The counsellors report on their activities in Appendix 3.

At the start of a series of lessons, group agreements are made in order to promote a safe and pleasant

learning climate. These can include lesson rules and expectations, practical communication methods and conflict resolution, the documentation of visual and audio material, the code of conduct and possibilities for support.

The structures underwent further development in 2023. In the Bachelor programme, students regularly switch from lesson groups and the group agreements are made by Studio leaders and coordinators in consultation with the students. In the Master programme, the students follow the same lesson programme in the same group. Group agreements are drawn up in consultation with the students, the head of the Master programme and the coordinator, facilitated by the D&I Officer.

### *Participation*

The academy believes in the importance of giving students a say in decisions that concern them. Students and staff are represented by the elected members of the Institute Participation Council (IPC), the Bachelor Education Committee (BEC) and the Master Education Committee (MEC). In addition, the Student Council regularly holds independent discussions with the Executive Board.

D&I Officer Leigh Tukker organised 'Tea with Leigh' this year. These are sessions in which students and staff can discuss D&I issues in a low-threshold and relaxed atmosphere, can raise issues, and can provide input to be taken on board in D&I plans.

### *Staff*

DAE aims to be a diverse and inclusive organisation. In 2023, job descriptions were revised to attract candidates from various backgrounds. An anti-discrimination policy was also drawn up for recruitment and selection.

An inclusive organisation also demands knowledge and expertise in the area of diversity among all staff. Two workshops on 'Working together without prejudice' were therefore organised for managers and coordinators. These workshops were given by Barbara Bos of All Aboard and based on the 'Selecting without prejudice' workshop by the Netherlands Institute of Human Rights. The workshop explored the influence of unconscious prejudice on collaboration, looked at the legal framework and offered practical guidelines.

During the Educational Day, a workshop was given by Laura Metwally of ECIO on supervising students

from different cultural backgrounds. The workshop explored cultural differences and unconscious prejudice, and offered communication strategies.

A 'train the trainer' session was also given by Willem van Hoorn, who offered a glimpse of the workshop for new international staff at TU/e, in preparation for similar workshops to be offered at DAE. The workshop explored ways of clarifying cultural differences and how these are expressed. See section 4.5 for more information about HR activities in this area.

### *Education*

The subject of Diversity and Inclusion (D&I) forms an important aspect of education at DAE. Many students work on projects in this area.

In the Bachelor programme, D&I comes to the fore in the Contextual Design subjects of the Fundamentals programme and in studios focused on social design, among them Studio Digital Native and Morning Studio. In the first year of study, theory teacher Maxime Benvenuto (Contextual Design) poses critical questions about the canon of design. He discusses, among other things, the lack of diversity in (art) historical perspectives, by the originally Eurocentric, bourgeois background of design.

The second year dives deeper into post-colonial and queer theories in Contextual Design by Michel Barchini, Sondi Rumohr, Ilga Minjon and Poppy Robathan. In late 2023, the projects of the Morning Studio focused on the accessibility of creativity at two primary schools and a secondary school. Students worked with children from a working class or refugee background. Projects were presented in early 2024 for inspiration at the teacher training college Hogeschool de Kempel in Helmond.

All Bachelor students do a semester internship. It is usual that interns receive no remuneration in the design field. That can lead to the unintended exclusion of less well-off students. Internship coordinator Miki Dai is discussing internship remuneration with all organisations that expressed an interest in taking on a DAE intern. She has also shared information with students about how to discuss internship remuneration in the case of self-chosen internships.

D&I is an issue in all Master programmes. Social Design and Contextual Design devote particular attention to issues of diversity and inclusion. For example, Gabriel Fontana gave workshops in the Social Design pro-

gramme. One workshop looked at the deconstruction of the patriarchal and colonial background of sport and the conquering of these spaces to create alternative forms of solidarity and to accommodate queer futures. A second workshop focused on public transport and how it can strengthen norms concerning race, gender and class.

The year 2023 saw a return of the Social Justice Lab, headed by Professor Naomi Bueno de Mesquita. With her arrival, the name of the professorship changed to Design and Social Justice. She is supported by DAE alum Toni Wagner, Design & Social Justice Coordinator. In the Social Justice Lab, problems with representation are addressed, traditional design methods are discussed and diverse perspectives are incorporated. To this end, use is made of methods such as PAR (Participatory Action Research). For more information, see section 2.5.

## 1.7 KUO Sector Agenda for Higher Art Education

Design Academy Eindhoven plays a crucial role in the policy development of national third-level professional Art Education (KUO). The Sector Agenda for Higher Art Education 2021-2025 from the Association of Higher Education Institutes (VH) contains key points and goals that are endorsed by DAE. In recent years these have been translated into concrete policy aims and actions that have since been developed. These are outlined below.

### Resilient sector

#### *Resilient students*

The new Bachelor curriculum at DAE offers students plenty of options and forms the basis for their development on the basis of their own strengths, supported by optimal supervision. The curriculum creates structural attention for personal circumstances, resilience and broad, personal development. DAE offers focused support through the Reflections module, provided by both internal and external support staff and coaches, during all study years. Integral coaching in the Bachelor years includes the involvement of coaches in drawing up personal study plans and graduation plans, as well as attention for peer learning from group processes. Master students receive structural supervision as a result of an expansion of the student counsellor's team.

#### *Diversity and Inclusion*

Research into inclusivity and diversity is closely rela-

ted to the professorship in Design and Social Justice. Students become acquainted with the theme through lectures and a special Bachelor module. The inclusion and diversity programme at DAE is being implemented rapidly with a four-year action plan, supported by the Diversity and Inclusivity Officer. The admissions policy and the recruitment and selection policy align with the diversity and inclusion principles, with a more open approach to recruitment since 2022. A regulation for gender transition has been drawn up for students and staff.

#### *Professionalisation of tutors*

A broad cycle of professionalisation continued in 2023. Considerable attention and resources were devoted to deepening and individual training projects for staff and tutors. Themed days for staff were held, for example, including a day on which all staff could choose one from a range of deepening programmes. In addition, a group of coordinators and tutors followed a course in didactic skills. Individual members of staff could receive training in leadership and in mastery of the English language.

### Relationship with the Environment

#### *New Friends of DAE programmes*

In 2023, new collaborations were set up with new Friends of DAE, initiated by both the studios and professorships. The Research Innovation and Advancement Office (RIA) supports programmes between internal and external lines of research, connects the academy's research and Friends of DAE programmes with the professional field nationally and internationally, and is broadening the strategic programme for Extended Labs.

#### *Professional field and job market*

DAE aims to involve its alumni more closely in the academy. A new alumni coordinator has been appointed. Strong connections with the professional field during projects in the studios, focus programmes and the graduation phase have been realised. More attention is given to entrepreneurship in the Bachelor programme. To this end, a special module has been developed in consultation with the professional field.

### Open learning environment

With RIA we bring the professional field and education closer together. The studios of the Bachelor programme have been successful in finding collaborations with

practice. The Master programme runs structural, joint projects with the field of practice, and an exploratory project has started with ASML to look at possible future collaboration.

#### *Blended Learning*

Involving the professorships more closely in education leads to cross-pollination between research and education, which in turn results in innovation in both education and extracurricular activities. Online admissions are now customary.

### **Talent development and foundation courses**

DAE has intensified the talent development of prospective students in the past year. The Foundation Year focuses on secondary school pupils aged 17 and older. Collaborations have been started (with CHV Veghel) to bring 14-to-17-year-olds into contact with the academy), and there is a collaboration with seven secondary schools in Eindhoven. In collaboration with Sint-Lucas Eindhoven/Boxtel, an initiative has also started to improve progression from vocational colleges (MBO) to institutes of higher education (HBO).

### **Research between education and professional practice**

#### *Strengthening research culture in education*

Research has a permanent place in the final year of the Bachelor programme (six-month Focus module). Its visibility is increased by presentations at the Graduation Show.

#### *Third cycle*

DAE is involved in the development of a Professional Doctorate (PD) and will in the near future educate PD students. Exploratory discussions about a joint PhD programme with Konstfack (Stockholm) have resulted in closer cooperation between the two institutes, with PhD candidates expected by mid-2025.

#### *Development of professorships*

Professors have received a doubling of the working hours, which are embedded in both the education and the organisation. A coordinator has been appointed for each professorship, and professors work with readers and other temporary researchers affiliated with DAE through projects that have been granted funding.

#### *Collaboration in research*

DAE will set up research projects with partners with the support of SIA, Horizon Europe and Erasmus+. DAE is one of the parties in the Higher Education Knowledge Pact, which unites various colleges in the province of Noord-Brabant. A provincial council with representatives of the colleges and universities meets a number of times a year to discuss collaboration.







## 2.1 Introduction

The renewed Bachelor programme was introduced at the start of the 2022-2023 academic year. This was evaluated various times during the course of 2023. These evaluations resulted in practical and organisational adjustments and changes to the admission policy.

The core of the new programme consists of three components: Fundamentals, Studios and Reflections. These programmes cover most of the Bachelor programme and put the student at the centre in the choices on offer.

Alongside these internal developments, various new collaborative ventures were entered into with the field of work. The 'Extended Labs' programme was further developed. This resulted in collaboration with the field throughout the country. These labs offer valuable development opportunities for our students.

Reflection discussions took place in 2023 within the Master programme. Discussions with the head of the Master programme, the department heads and the Executive Board resulted in a list of action points for the intended education reforms in the period 2024-2025.

A Pre-Master course was set up based on the model of the Foundation Year (before students enter the Bachelor programme). In this way, we offer Dutch students in particular the opportunity to get to know DAE in the hope of preparing them during this preparatory course for a successful start to the programme.

The professors elaborated their programmes, with the example of the focus module of the professorship 'Transdisciplinary Design Networks' followed in 2023 by the professorship 'Design and Social Justice'. Since September, the two professorships each offer a module within the Focus programme. This optional module consists of one semester and is open to fourth-year students. The Focus modules consist of fixed elements, such as the professorship module, or open choice elements chosen by students themselves.

## 2.2 Foundation Year

### *BA Foundation Year*

In April, a group of 35 enthusiastic students completed the Foundation Year. Of these, 17 progressed to the first year of the Bachelor programme after an official admissions procedure.

In September, a group 46 students started the Foundation Year in person and 6 students started the Foundation Year online. There were some changes to the programme and the teaching team, but the group that began in 2023 is very enthusiastic.

The Foundation Year proves to be the perfect springboard to the Bachelor programme at DAE or another Dutch design course.

### *Pre-master*

In October, 20 students headed by six tutors started the Pre-Master programme. The aim is for half of this group to progress to the Master programme. A total of 36 students applied. The Pre-Master programme takes place in the DAE building, which is why a number of the international applicants did not start. Students are prepared for a Master study on eighteen Saturdays spread across seven months.

Lessons focus on learning the basic principles of design research, drawing up a thesis on the basis of 'thinking through writing', adopting a position within design practice, and compiling a portfolio. All tutors involved in the programme also teach in a department of the Master programme. Students are challenged to identify the differences between the Master departments on their own. They also visited the Graduation Show and were introduced to current Master students.

## 2.3 Bachelor programme

The Bachelor programme has changed drastically in recent years. The programme focuses on the motto 'designing the designer'. All students follow three main learning paths: Fundamentals, Studios and Reflections. These equip students with the tools needed to become independent designers. That begins during the programme, in which students themselves have to make choices and take responsibility.

The final one-and-a-half years of the programme have also undergone reform, in particular the Focus module and the Exam module. The Free Focus module is very

popular among students. The Focus programme enables students to take the most important orienting steps for the subsequent graduation phase.

With the change of studios (previously Design Departments) set in motion some years ago, the Bachelor programme offers a strong range that reflects today's world.

The year 2023 was largely devoted to continuing the many changes introduced to the Bachelor programme since September 2022. In addition, some milestones were reached, among them further digitalisation and the complete reform of the Exam module.

### *Studios*

At the end of 2023, one studio ended as agreed: Studio Urgencies. Apart from that, there were no changes in the range of studios offered in the Bachelor programme. Students could choose from the following ten studios:

- *Studio Technogeographies* headed by Martina Muzi
- *Studio Do-Make*, headed by Nacho Carbonell
- *Studio Thinking Hands*, headed by Kiki van Eijk and Joost van Bleiswijk
- *Studio Body Building* (voorheen Unidentified), headed by Joost Jansen
- *The Morning Studio*, headed by Thomas Lommé
- *Studio Public Private* (voorheen Collaborative Solutions), headed by Stijn Roodnat
- *Studio Turn Around* headed by Vic Cautereels
- *Invisible Studio*, headed by Mario Minale
- *Studio Digital Native*, headed by Rhiarna Dhaliwal and Ibiye Camp
- *Studio Silva Systems*, headed by Lukas Wegwerth and Mortiz Maria Karl

Collaboration among the studio leaders has improved greatly. The exam in July was a good example of this. Studio leaders were deployed in various clusters with tutors they did not yet know, providing a much wider view of the programme for everybody involved. Moreover, the gathering in July in which the complete team of studio leaders together nominated students to graduate with distinction (cum laude) was a good step.

### *Education reform*

In 2023, the programme developed further and the following important issues were tackled and implemented:

- The Essentials programme has improved further with, among others, the drawing up of good explanations of assignments for each workshop and refinements to the assessment criteria applied during the end-terms.
- A number of new tutors started, especially on the Fundamentals team. This new crop strengthens the current team of professionals.
- The Focus module Cartographic Exploration is new and is headed by one of the professors: Naomi Bueno de Mesquita.
- The Free Focus programme has improved further and is supervised by Stefan Silvestri, Katja van Stiphout and Lucas Maassen.
- The BDB course (Basic Qualification in Didactic Skills) was followed by a group of coordinators and tutors. All completed the course successfully in June.
- The 'meet and greet' to introduce the studios had taken place online for years but returned to the academy again in November 2023. Spread over two days, it gave students an opportunity to learn about the range of studios on offer.
- The half-yearly analysis of evaluations has become a standard element of the education cycle.
- The re-registration of students was an administrative task that cost the organisation a lot of time and effort. The process has now been greatly improved. All Bachelor students in the upper years register for the studios before 1 May, after which their first, second or third preference is honoured. This new approach was very successful, with 253 students re-registering on time.
- The fortnightly meetings of students with their Reflection Coach have been further improved. The benefit and necessity of the meetings increased. Attention was paid to issues such as the portfolio, choice of studios, choice of exam supervisor and sharing of internship experience.
- Students are becoming increasingly accustomed to shaping their own course of study. They deliberately choose to follow specific studios and to compile a strong package that aligns with their personal development.
- The Fundamentals programme 3A has been totally renewed and adapted (after a first version in 2022). Results to date are promising. There is more attention for entrepreneurship, students work on a business case, and a number of guest speakers have strengthened the programme (first end-terms after this reform: January 2024).



#### *Renewed exam*

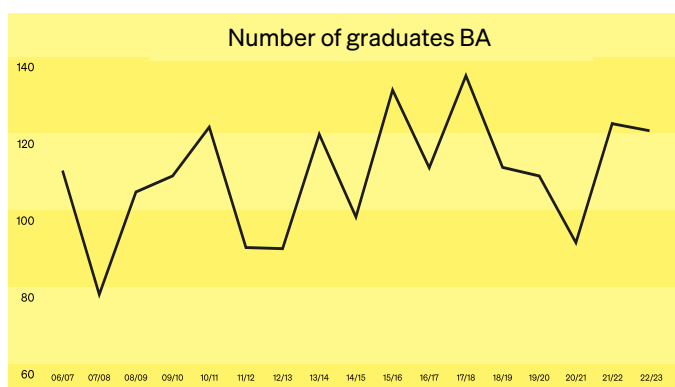
The exam that started in February has been totally reformed and was very successful. From now on, students can choose which supervisor they want to work with, and that could be any tutor within DAE – depending on availability and specialism. During the exam, clusters of supervisors are formed and overseen by a chair and assisted by a secretary. The division of roles, the process and the entire organisation has changed to such an extent that it now reflects DAE and the programme in its new form: the student is central and the team consists of a mix of studio leaders and other tutors.

Some 123 Bachelor students completed their studies in 2023. This is comparable to 2022. The exam took place at the school and the award ceremony in July. An important difference was that diplomas were presented by the supervising tutors, resulting in a very personal approach. Only the ceremony in January concerned a small group and took place at Van Abbemuseum, as envisaged in the previous set-up.

Owing to personal circumstances, two students had an opportunity to do their exam in October. The other dates were as they had been before Covid: twice a semester.

	Graduated	Re-exam	of which Cum Laude
January 2023	19	3	2
March 2023	1	-	-
July 2023	89	13	10
August 2023	12	1	-
October 2023	2	-	-
<b>Total</b>	<b>123</b>	<b>17</b>	<b>12</b>

The graph below shows how the number of graduates from the Bachelor programme has developed in recent years. Since 2020-2021 we see a strong increase and, compared to 2022, this line has remained the same.



### Support systems

In the area of digitalisation, 2023 was a notable year for the Bachelor programme. In January the entire assessment of the first semester was entered into the Osiris system. Since then, all assessments run through this student tracking system, including repeats and exams.

The Canvas system was introduced in September. All study information was digitally available for students through this system, including outlines, rosters, assignments, feedback possibilities and attendance dates.

### Bachelor Master Desk

In 2023 the name of the support service changed to Bachelor Master Desk. The name reflects that support for the Bachelor and Master programmes is clustered. The team consists of seven coordinators, complemented by Nicola Redshaw and Kim White, who form the pivot of the department. In addition, Mona Smits has transferred to the Care Team, where she and Olga Pullens have been the student counsellors since the spring of 2023.

In June, two members of the Bachelor Master Desk successfully completed the BDB course (Basic Qualification in Didactic Skills): Miki Dai-van Essen and Shreya Venkatesh Pai.

### Info Days

We organised two Info Days in 2023. The January event attracted 170 potential students and the November event 125. This second day took place on the second weekend of Dutch Design Week. The combination of a visit to the school, a guided tour, an informative introduction and a visit to the Graduation Show appeared to be successful.

### Experience Days

Four Experience Days were organised in 2023. Prospective students work on a typical DAE assignment and, in this way, learn about the hands-on learning environment at DAE. Interested people from at home and abroad attend these events. The number of participants has declined somewhat, but they still attract a total of 160 (spread across four days). Together with the Communications department, an effort to improve this figure is being made in 2024.

### Portfolio Quick Scan and Extended Portfolio Training

Portfolio Quick Scans were again offered during the Experience Days and Info Days in 2023. These sessions proved exceedingly popular at all events. The Extended Portfolio Training attracted around 10 people, just as in 2022.

### Admission and selection

Registration has taken place online since 2022. This is now a trusted method. It ensures that candidates who cannot travel to Eindhoven are not put at a disadvantage.

It is striking that many of those who are accepted do not subsequently register for the Bachelor programme. We therefore have to reserve a bigger margin.



Of the accepted students, it is notable that the percentage of Dutch students has increased this year. A possible explanation is the good transition from the Foundation Year to the Bachelor programme.

	2020	2021	2022	2023
Number of applications	549	531	574	596
Number of enrolled students	239	190	177	196
Number of started students	177	148	147	154
NL	28%	25%	21%	32%
International	72%	75%	79%	68%
Male	34%	40%	34%	32%
Female	66%	60%	66%	68%

## Collaboration projects in Bachelor Programme

DAE stresses the importance of working together with companies, government agencies and social organisations. That is because it offers students work experience and insights from practice during their studies, helping them in their career choice and in their further professional development. The students learn to communicate better and present proposals, and they find out what it is like to work for external clients.

Moreover, these collaborative projects offer organisations and companies insight into the broad domain covered by design, and into the role that designers can play.

### Collaboration with Studios

Over 220 Bachelor students developed and implemented collaboration projects in 2023. Here follows a list of companies and organisations that studios collaborated with:

- Arçelik – The Invisible Studio
- BN International – Studio Body Building
- By Borre – Studio Body Building
- EE Labels – Studio Body Building
- De Parade – Studio Public Private
- Colonies of Benevolence (province of Drenthe, municipality of Noorderenveld, Drents Archief, Veenhuizen Prison, the Nieuwe Rentmeester) – Cartographic Explorations focus module
- Royal Dutch Gazelle – Studio Public Private
- Next Nature Networks – Studio Urgencies
- NIO Life – Studio Turn Around!
- Province of Zuid-Holland – Studio Public Private
- Rick Raakt and museum de Wieger – The Morning Studio
- Saint Louis – Studio Thinking Hands

- Dutch Forestry Service – Studio Silva Systems
- Stedelijk Museum Breda – Studio Body Building
- Werkwarenhuis – The Morning Studio
- Z33 – Technogeographies

### International collaboration

In 2022, DAE started to apply for subsidies for so-called Virtual International Collaborations (VIS), an initiative from the Dutch government to offer students an opportunity to gain international experience from the Netherlands. We were able to implement the first projects in 2023:

- An international ‘Synth Design Hackathon’, in which students from various disciplines were challenged to design and build an interactive installation, sound art apparatus or music instrument in four days. The following places of education took part in this hackathon: Birmingham City University, department of Music Technology (UK); Betzalel Academy, department of Industrial Design (Israel); Berlin University of the Arts (Germany); Fontys University of Applied Sciences, department of Engineering (Netherlands); Caragiale National University, department of Music Technology (Romania); Politehnica University of Bucharest, department of Electrical Engineering (Romania); and University of Colorado, Boulder, department of Music Technology (United States of America).
- ‘Connecting through Nature’, by Studio Silva Systems, a project in which students examined and shared knowledge about seeds and plants from indigenous ecosystems in Indonesia and the Netherlands. This collaboration was with the Institut Teknologi Sepuluh Nopember, Department of Architecture & Department of Marine Transportation Engineering and Institut Teknologi Bandung (ITB), Department of Architecture & Department of Urban Design, Indonesia.
- ‘Atlas of Distances’, by Studio Technogeographies, in which students examine how proximity is created by digital transformations and stories, how places far from one another can be connected and how territorial borders can be transcended. This collaboration came about with Politehnica University Timisoara, Faculty of Architecture, Romania.

### Extended Labs

The DAE workshops offer the basic resources needed by a designer. Limited funding means that

it is unfortunately not always possible to fit out the workshops with the very latest equipment and technologies. So-called 'Extended Labs' resulted from DAE's strategic collaboration with external workshops in and around Eindhoven. That allows a large group of Bachelor students to make use of the following specialised facilities:

- EE Labels – Textile focus module
- Make Eindhoven – Studio Do Make, Studio Thinking Hands
- New Order of Fashion – Textile focus module
- Phoenix Cultuurwerkplaats – Ceramics focus model
- Schoenenkwartier – Studio Body Building
- TextielLab – Textile focus module
- GlasLab – Studio Thinking Hands

In addition, more and more graduating students could avail of help from external individuals, companies and organisations that assisted them in realising their graduation projects. Examples of external parties with which graduating students collaborated are EE Labels, Instaal, TextielLab | Textielmuseum, TU Delft and the Kloosterbos.

## 2.4 Master programme

The DAE Master programme teaches students to deepen their knowledge and vision of the world. The students are challenged to examine and further develop their role as designers within society. The two-year Master programme at DAE consists of five departments: Contextual Design, Social Design, Information Design, The Critical Inquiry Lab and Geo Design.

Within each department, students, tutors, experts and guest speakers explore the position of the designer in the world. The dialogue within the Master community receives an additional boost through special projects in which students from various graduation profiles work together during a trimester with external clients and Friends of DAE.

For the Master programme, the year 2023 focused on preparing the accreditation scheduled to take place in February 2024. A major organisational development took place in 2022; in 2023 the focus was put on bringing together the department heads of the Master programmes, introducing a Tutor Day, exploring education development issues, testing the first education development pilots and improving the group agree-

ments for students. A Pre-Master programme was also introduced in 2023 to improve the progression of Dutch students in particular.

### *Information service*

Further investment was again made in the provision of information in 2023 by organising Frequently Asked Questions sessions and improving the Study Guide. Nonetheless, we still view this as a crucial area for improvement. That is why we have started with the implementation of an LMS (Learning Management System), which goes live in 2024.

### *Design departments and leadership*

In 2023, many of the department heads offered a glimpse of their studio work during the general lecture programme at Design Academy Eindhoven. Marina Otero Verzier made a presentation about 'Data Mourning' in collaboration with Patricia Reed, Marco Ferrari held the lecture 'Cartographic Inquiries', and Afaina de Jong introduced the community to her work during the lecture 'Origins and Regenerations: Designing for Restorative Architectures'.

### *Leadership changes*

Owing to the rapid growth of design studio Forma-Fantasma, Simone Farresin and Andrea Trimarchi decided in 2023 to step down as department heads of Geo Design. Daniel van der Velden and Vinca Kruk of Metahaven were appointed as new department heads, with a focus on quality assurance and continued development of the department set up in 2020. As former DAE tutors, they are familiar with the department and the EB is convinced that the vision of Metahaven marks a wonderful new development for the programme.

Last summer, Marina Otero Verzier also decided to step down as head of the Social Design department. In 2022 she won the Harvard Wheelwright Prize, and she has now decided to focus fully on her own research. Nadine Botha has been interim head of Social Design since September 2023.

Saskia van Stein returned as head of The Critical Inquiry Lab at the end of 2023. The department now has a dual leadership of Saskia van Stein and Patricia Reed.

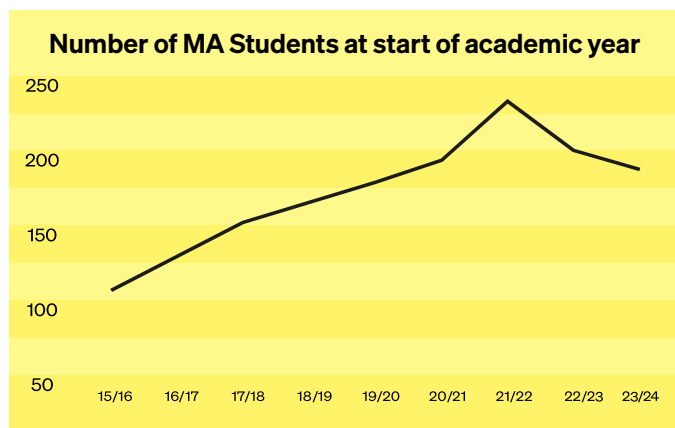
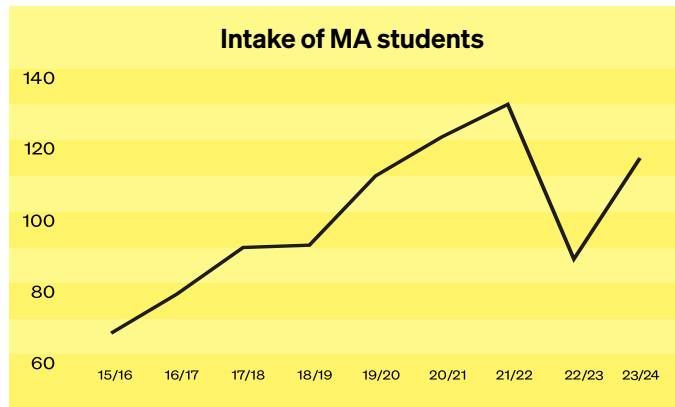
### *Applications and recruitment*

The total number of applications for the Master programme rose from 584 in 2022 to 661 in 2023. This was a record number of applications. Unfortunately, this did not lead to the envisaged growth in the even-



tual number of Master students. Once again, we saw a drop in student numbers during the registration period: many students who were admitted to a Master department did not end up joining the programme. The eventual intake of students in some departments was disappointing in 2023.

Compared to 2022, the intake of students was positive. At the start of the academic year, a total of 189 students began their Master studies at DAE in 2023. The top five of countries of origin is headed by France, followed by Italy, China, Germany and the Netherlands.



Research has shown that prospective Master students eventually decided not to follow a Master programme at DAE for the following reasons:

- the shortage of student housing in Eindhoven
- the restarting of residence programmes and additional grant schemes after the lifting of restrictions put in place because of the pandemic
- the shortage of jobs
- the rising cost of living as a result of inflation

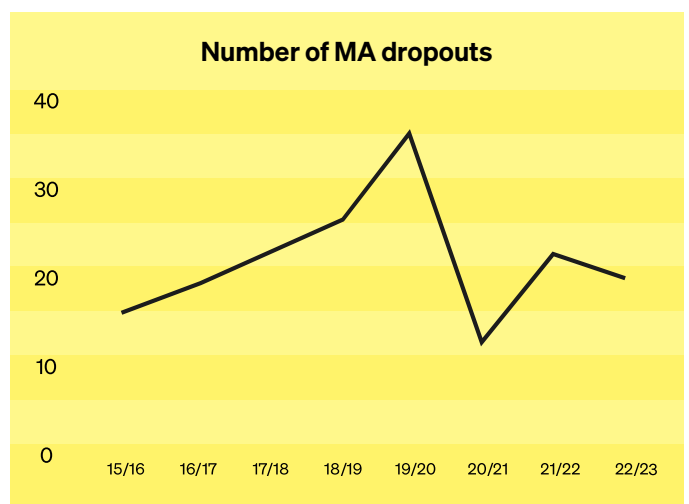
Owing to the disappointing student numbers in 2022, improvements to communications were made in 2023. In addition, a study was conducted into how students experienced the registration procedure for the Master programme. These have led to crucial points for impro-



vement, which will be tackled in the next round of admissions. Some 65% of the students come from Europe.

#### Reduction in dropout rate

In September 2022, a pilot project was introduced in the first year of the Master programme to examine the resit procedure for modules. This contributed to a reduction in the number of dropouts, as the figures for 2023 reveal.



### Final exams

In 2023, some 110 students passed their Master exams, 25 of them with distinction (cum laude). Designer Fabio Salvadori, an alum of the Information Design department, was responsible for the graphic design of the final exam. At the graduation ceremony, DAE also bade farewell to Simone Farresin and Andrea Trimarchi, who stood down as joint heads of the Geo Design department.

### Collaborations within Master programme

#### LINA

The Social Design department entered into collaboration with LINA in 2023. LINA is a platform of institutions that promote and support budding talents in the area of architecture. As a form of applied art, architecture overlaps greatly with design. Participation in LINA therefore marks an interesting expansion of our network for students, tutors, alumni and the community. LINA is co-financed by the European Union.

The collaboration will run for three years, and the intention is to organise both public and private events. We take part in projects and work together with other members of the platform. The promising architects selected through the platform will present their work in lectures and workshops that form part of the education programme. These events contribute to the semester-long Master studios and can concern subjects such as design ethics, eco-social innovations, prototyping, presentation techniques, material research and speculative design.

Marina Otero Verzier, head of the Social Design department, headed this project in 2023. The following workshops were held during the first year of the collaboration:

- Workshop 1: 'Pomo d'Orographies, Design Practices of Care', headed by Francesca Beltrame  
During her research, Beltrame used her grandmother's tablecloth as design practice. Beltrame: 'Lessons can be learned from the experience of the tablecloth. The resulting architectural proposal is to create space for dialogue and exchange, space that is currently lacking.'
- Workshop 2: 'Palace of Un/learning: Magazine of Un/Learning', headed by Bernadette Krejs & Max Utech  
This workshop posed fundamental questions about spatial production. In times of crises and

uncertainty, we must reconsider our disciplines, our education and our practice. How and what do we learn? What knowledge forms part of the canon and what remains invisible? How can we design and plan without exploiting the environment or work? In other words, what is good? Who are we?

- Workshop 3: 'Self-office', headed by Laura Solsona and Eduard Fernández  
Self-office is a small practice active in the field of architecture, landscape and the academic world. Students collectively created a visual essay about the Eindhoven Infrastructure of Resistance, which was presented at the end of the workshop.



#### Architecture Biennale Rotterdam

One of the spearheads of the Master programme is the collaboration project in the third trimester of the first year. Master students form multidisciplinary teams to learn how they can engage with an external question. How do you conduct research in a specific context? How do you work together in a team?

The International Architecture Biennale Rotterdam (IABR) made it possible for more than eighty Master students to take part in a real and socially relevant research assignment. With their research, inspiration

and imagination, the students could make a contribution to the linking of systemic, planetary and social challenges related to climate change. The results of this project can be viewed online: <https://thirst.iabr.nl>.

### *EKWC*

In 2023, two second-year Master students had residences at EKWC (European Ceramic Work Centrum, Oisterwijk). This meant that they were able to develop their graduation project within these residences for a period of three months.

### *Individual collaborations*

In addition, more and more Master students collaborate on their graduation project with companies and institutions such as Het Kloosterbos, Make Eindhoven, TextielLab | Textielmuseum, Timelab, and Wageningen University.

## **2.5 Professorships**

Research takes place at various levels within DAE. This is embedded in the curriculum of our Bachelor and Master programmes, but it is also an independent entity. Alumni and external partners are also involved in research processes during projects and collaborations.

All of this comes together in the professorships, 'research groups' headed by a professor, or lecturer, who conducts research in a specific area.

The professors Naomi Bueno de Mesquita and Ian Biscoe have elaborated their programmes, with the example of the focus module of the professorship 'Transdisciplinary Design Networks' followed in 2023 by the professorship 'Design and Social Justice'. Both professors have offered a module within the Focus programme since September.

### *Design and Social Justice*

The professorship Design and Social Justice, an initiative by Professor Naomi Bueno de Mesquita and coordinator Toni Wagner, investigates the evolving role and significance of design in a society characterised by increasing polarisation. The Social Justice Lab places great emphasis on creating a safe working and studying environment for its community. To tackle the complex challenges of our social and ecological landscape, the Lab actively promotes collaborative learning among institutions and embraces continuing education.

The devotion to social justice goes deeper than fleeting trends and aims to achieve enduring and structural change in design education. The Lab cultivates a research-driven culture within the design field. Emphasis is put on the constant quest for knowledge.

The Lab works on projects at the intersection of research-education, education-society and society-research. Through these categories, the Lab indicates the primary communities that each project focuses on. Moreover, each project is approached from a different perspective: academic, historical or future-oriented.

### **Academic perspective**

The goal of the Lab is to set up an all-encompassing research framework to translate design into knowledge and projects into building blocks. Despite the considerable research carried out at the academy, the Lab has uncovered a striking deficiency: the focus on results instead of on the underlying research that informs the design process.

Valuable universal ideas that emerge during a specific design process often remain hidden. The Lab anticipates a shift in which these research findings no longer remain limited to the internal aspects of the process, but are shared publicly, with a view to further development.

A culture of sharing knowledge within the design community is promoted. By providing access to both the designs and broader reflection on design, the Lab wants to help cultivate explicit knowledge that facilitates that commitment in various areas of knowledge. The ultimate goal is to create a collaborative environment in which the collective understanding of design is enriched and expanded through shared insights and experiences.

### *Research Festival*

One of the ways in which the Social Justice Lab wants to make this ideal of knowledge-sharing concrete is through the Research Festival. By doing away with departmental walls, the Festival seeks to create connections between various research practices within DAE. External researchers will be invited to introduce new perspectives.

The festival seeks to create an intimate space for exchange, experiment and the sharing of skills, and to promote an environment in which failing is embraced as part of the learning process. The goal is to connect various research practices to one another, to promote a new ethos for design, and to enhance the profile of the academy as a research institute.

#### *Evaluation criteria*

The Lab offers supervision in adapting evaluation criteria to prioritise process above result, and to emphasise research. This approach encourages both students and tutors to play an active role in creating fundamental building blocks.

#### *Collaboration*

Various research proposals and grant applications were written in 2023 for various collaborative ventures with the external academic community. For example, with Bettina Schwalm of Konstfack (Sweden) on circular food systems, and with Leon Cruickshank of Lancaster University on inclusive AI.

There is an ongoing collaboration with TU/e in the research programme 'Made by Insects Fellowship' by Ori Orisun Merhav (researcher) and Miguel Castilho (assistant professor of Design and processing of biomaterials). The programme will carry out experiments from a material-driven perspective, such as research into a glue produced by insects. Scientific methods are combined with Design Thinking.

#### *Workshops*

The professorship organised and initiated various workshops in 2023. For example, the workshop 'Design for Inclusion' by PJAIT, Polish Japanese Academy of Information Technology in Warsaw (see 2.7).

### **Historical perspective**

The aim of the Lab is to examine innovative methods for preserving and sharing cultural heritage with a wider audience, with particular emphasis on utilising digital technologies to share knowledge and experiences that are embedded in historical locations. To this end, Deep Mapping and Augmented Reality are investigated as research methods.

In numerous projects the Lab focuses on archives and cultural heritage by developing navigation tools to reveal stories that are deeply rooted in the landscape. The ultimate goal is to share these stories with a younger generation and a varied audience.

#### *Focus module*

As an integral component in the fourth-year Focus module, Cartographic Explorations introduces research methodologies, and offers supervision in digital mapping techniques, ethnographic field research, collaboration with local interested parties and historians, and the use of archival data for research efforts. This research module is geared to innovation in storytelling and improving the general experience of cultural heritage.

Each year a new location and thematic focus is selected for deep research, and the aim is always to set up collaborations with local parties such as the municipality. The programme concludes with an exhibition, which also helps students to prepare for the Graduation Show.

#### *Veenhuizen*

For the pop-up exhibition 'Veenhuizen: Narrating Landscape', students worked in 2023 with experts and residents and carried out archival research. By using distinctive research methods, students revealed hidden historical layers and stories from the landscape. The Colonies of Benevolence in Veenhuizen, now a UNESCO world heritage site, was originally an Enlightenment experiment in the field of social reform. Over time, it evolved into a prison cluster.

DAE works in this framework with the Province of Drenthe, Municipality of Noorderveld, Drents Archief, National Prison Museum, the Nieuwe Rentmeester, Veenhuizen Prison and KETTER&Co.

#### *Jewish Quarter*

In 2023 the Lab worked with the University of Amsterdam and the municipality of Amsterdam to explore collaboration on the Jewish Cultural Quarter project. The aim of this initiative is to highlight four centuries of Jewish history.

### **Future-oriented perspective**

#### *Climate Adaptive Water Hubs (ongoing)*

Our consumption of water exceeds our planet's limits, resulting in growing inequality between the available water from rivers and rainfall, the effects of drought, and the increasing pressure on local sources. The Faculty of Spatial Sciences at the University of Groningen, Design Academy Eindhoven and Coöperatie Kloostersland have been commissioned by the Department of Public Works and Water Management

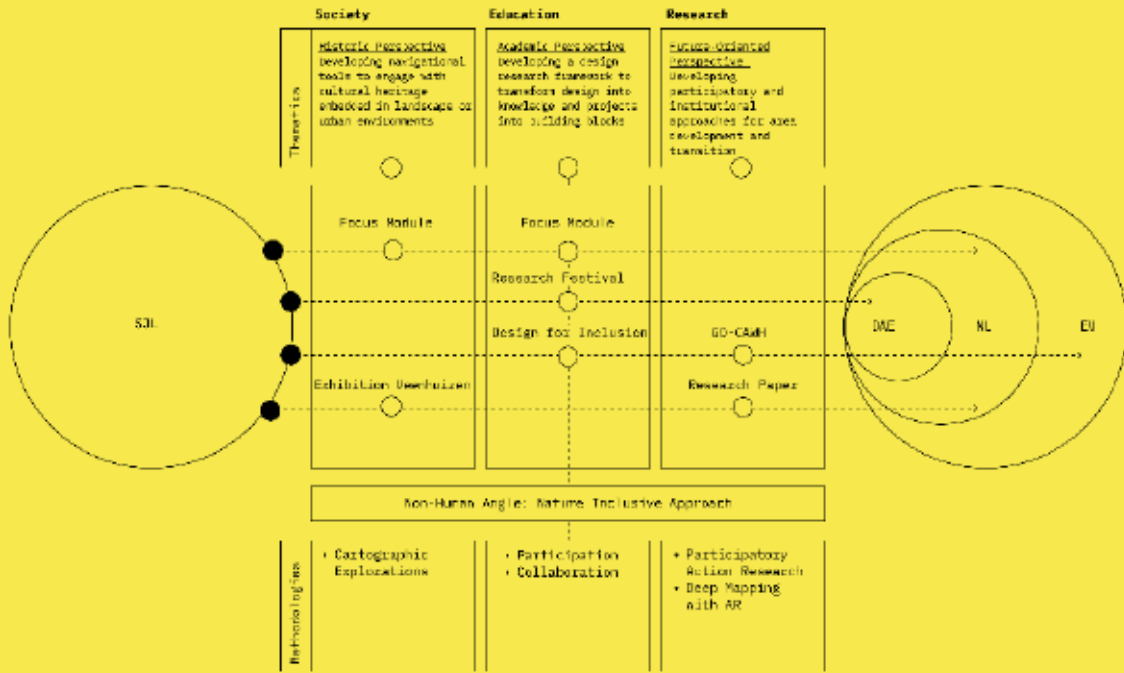


Figure 1: Conceptual illustration outlining the perspectives and some of the methodologies that are investigated in the lab.

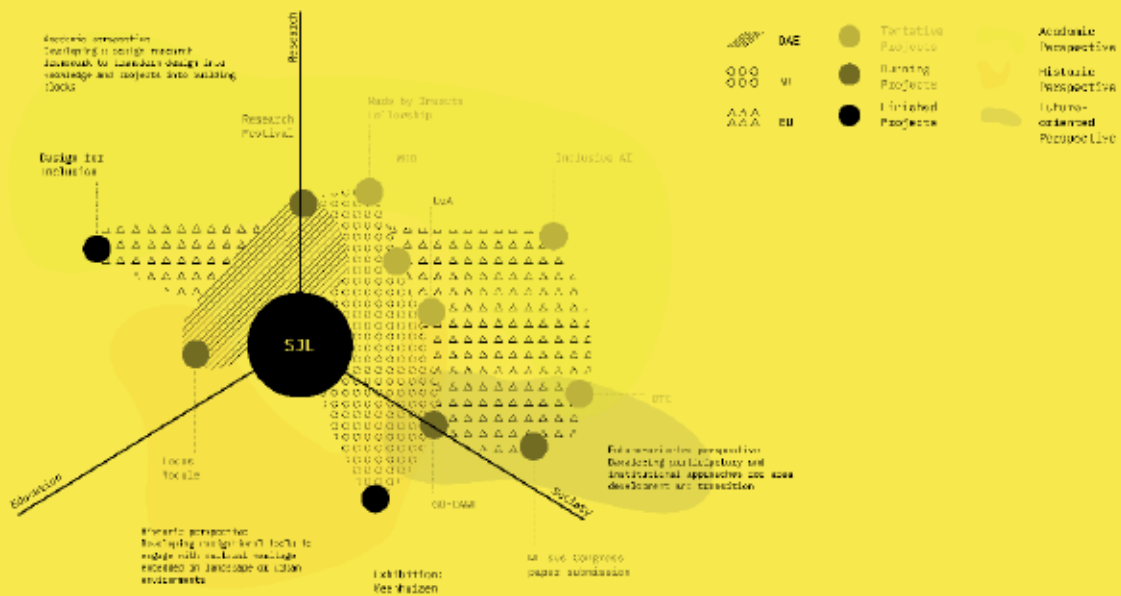


Figure 2: Conceptual illustration outlining the main communities served by the lab and the perspectives from which the lab initiates projects.



to research this problem from a community engagement perspective. We are especially interested in the way in which our three institutes (RUG, DAE and CK) use different focal points and methods in a complementary way as a means of generating knowledge and creating conditions for institutional change.

#### *WETSus congress*

Het Lab worked in 2023 on a paper for the WETSus congress: ECGIC (Economy for The Common Good International Conference), together with the Faculty of Spatial Sciences at the University of Groningen. The main research question at the conference was: How can regions utilise a multi-stakeholder perspective to switch from quantitative GDP-driven growth to sustainable growth of their non-monetary 'area capital'?

## 2.6 Quality care

Dialogue and knowledge exchange are important instruments for quality care within DAE. With a view to improving education and research, the conversation between students, tutors, department heads and other staff is conducted in various groups.

In-depth expertise is more important than hierarchal relationships, mutual inspiration is more highly regarded than control, and space for experimentation prevails above sticking to the beaten track.

There are formal quality care methods such as accreditations, assessment interviews with students, the Alumni Survey, the Arts Monitor and internal and external education evaluations such as the National Student Survey. But the DAE quality management system also provides space for spontaneous discussion and new initiatives through, among others,



the participation councils. These formal and informal quality management instruments provide input for policy and improvement plans. Quality management is an ongoing process for DAE in which new plans are initiated and existing plans are implemented and adjusted where necessary.

The quality management system aims to achieve a balance between the need for efficiency, effectiveness and standardisation on the one hand, and providing scope for individual interpretation and various working models and styles on the other. DAE aims to achieve a balance between top-down and bottom-up processes in which the necessary bureaucratic procedures should not be at the expense of everybody's contribution and the improvement of quality.

#### *Exam Committee*

The Exam Committee is the formal organ within the quality management that is responsible for ensuring the quality of tests and final exams. It is tasked with monitoring the level achieved by the programmes.

In 2023 there were no changes to the composition of the Exam Committee. Claudia Linders is chair and external member; Mieke Meijer (Bachelor tutor) and Ben Shai van der Wal (Master tutor) are members. Yolande Hezemans is the official secretary of the committee.

#### *Exam Appeals Board*

In contrast to 2022, 2023 was a busy year for the Exam Appeals Board (Cobex) at DAE. Four cases were put to the Board, three of which were examined. All three cases were settled in favour of the student. The fourth case was declared inadmissible because the student's objection was received too late and the Cobex judged that there was no question of an excusable failure to meet the term.

#### *Dispute Advisory Committee*

No disputes were submitted in 2023.

#### *Evaluation of the programmes*

An internal evaluation cycle to constantly monitor education was launched in 2023. This cycle started in the Bachelor programme and involved evaluating the programme at the end of each semester. In these evaluations students are asked for their views on the various study components, the academy facilities in general and the communication and organisation. The Master programme will be evaluated in this way in 2024.

### *National Student Survey*

In 2023, Design Academy Eindhoven again took part in the National Student Survey (NSE). In this survey students are asked to respond to statements on a scale from 1 (very unhappy) to 5 (very happy).

The rate of response among both Bachelor and Master students was 42%. This percentage was considerably higher than in 2022, especially among Bachelor students, when the response was just 24%. Nonetheless, action will be taken in 2024 to raise the response rate even further (target percentage: 55%) to ensure that the results are a more representative and reliable reflection of the views of students.

Respondents were generally happy with the programme, with a score of 3.71 among Bachelor students and 3.43 among Master students, on a scale of 1 to 5. Satisfaction with the atmosphere at the academy received a score of 4.10 (Bachelor) and 3.74 (Master). Asked whether, based on their experience, they would again choose for a programme at DAE, Bachelor students responded with a score of 3.80 and Master students with 3.11.

Bachelor students rated the subjects study pressure, safe climate, didactic skills, supervision and tutors' mastery of the English language significantly higher than last year. They rated the study facilities, communication and alignment between the various components of the study programme significantly lower than they did last year and compared to DAE's own standard. Students also noted that participation councils could be more visible. That is now the case around election time only, but after that students have no insight into the activities of these bodies.

Master students rated almost all subjects significantly lower than the national average. No subject at all was rated significantly higher than the national average of the score achieved last year. The study facilities, the assistance offered by the academy in such areas as registration, accommodation, visas, and 'On the basis of my experiences, I would again choose this programme' were all rated significantly lower than they were last year.

### *Educational Day*

An Educational Day was organised for both the Bachelor and Master programmes in 2023. Tutors, coordinators and workshop staff shared experiences and fresh insights into education at DAE, with a focus on the development of didactical skills (see also section 1.5).

## **2.7 Internationalisation**

DAE is an internationally oriented academy and its community includes staff and students from over sixty nationalities. Although there are plenty of opportunities to learn about different cultural ways of thinking within this international melting pot in Eindhoven, DAE believes that it is important for students and staff to acquire knowledge and gain experience in other cultural contexts. Moving away from the 'DAE bubble' offers a broader perspective on the world, which is vital for a future designer. DAE has a long tradition of collaborating with international academies and research institutes. For example, DAE supports student and staff mobility through the Erasmus+ programme and NL Scholarship. Partner schools offer the stability of guaranteed exchange positions and promote the sharing of knowledge and the implementation of educational projects.

In 2023, a start was made with three institutes to intensify collaboration and join forces in curriculum development, to create the possibility of a shared PhD programme, and to simplify the exchange of staff and students.

### *Preferred Partners*

EB member Raf De Keninck, together with Remco van der Zouw (Liaison & Funding Advisor) paid a visit in 2023 to Elisava School of Design and Engineering in Barcelona, Konstfack University of Arts and Design in Stockholm, and Umprum Academy of Arts Architecture and Design in Prague. Building on the insights gained during the EB study tour in 2022, discussion now focused on extending and embedding the collaboration.

Representatives of these institutes paid a two-day working visit to DAE in October 2023. After a tour of the academy building, the representatives gave a presentation about their education model. This was followed by an extensive discussion about possibilities for collaboration within the curriculum, participation in various projects and the joint development of a PhD programme. Day two focused on developing an operational plan for the first half of 2024. The signing of a Memorandum of Understanding with these 'preferred partners' is also planned for 2024.

In addition to this intensive collaboration, DAE maintains links with other international institutes as a partner and is open to visits from schools with which there are no formal links but which could lead to the

launch of interesting projects.

### *Partners*

Beyond the usual contacts involved in exchanging students and staff, sometimes there are other meetings with partner schools. Two examples:

- Within the framework of the annual series of workshops on social design at PJAIT, Polish Japanese Academy of Information Technology in Warsaw, Naomi Bueno de Mesquita gave the workshop 'Design for Inclusion' in October 2023. In this workshop she approached the subject of migration from the viewpoint of social justice. The aim of the workshop was to offer students greater insight into how designs can sometimes unintentionally lead to the exclusion of particular groups within society.
- In November 2023, a member of staff from the partner school Kadir Has University in Istanbul visited DAE. To gain more insight into the DAE assessment process, she attended the evaluations of students from various studios. Thanks to this visit, she acquired a more accurate picture of the teaching methodology and way of working applied at DAE, thereby enabling better supervision of students who want to join an exchange programme.

### *Non-Partners*

Each year DAE receives numerous requests from non-partner schools to visit the academy. Not all requests can be granted, yet DAE is sometimes open to them, especially if there is the impression that the contact can be interesting for further expansion of the network. Three examples:

- In March 2023 a delegation from the Estonian Academy of Arts (EKA) in Tallinn visited DAE. The visitors spoke at length with Ilse Meulendijks and Nicoline Dorsman about curriculum development and various teaching methods. This resulted in a very valuable exchange of ideas that will probably lead to a joint project.
- In June a delegation from the Istituto Europeo di Design (IED) in Milan visited DAE. This school is in an orientation phase for the construction of a new campus, and the visitors were shown around the academy by Tessa Blokland with that in mind.
- A delegation from ESD, Escuela Superior Diseño de Madrid, visited DDW 2023. After a visit to the Graduation Show, the delegation spoke to Janneke Schreuder and Nicoline Dorsman about the structure of the Bachelor programme and they

explored the possibilities for joint projects, which could also involve other institutes from the large and interesting network of ESD.

### *Grant to support mobility*

In February 2023 a grant application was submitted to the European Commission within the framework of the Erasmus+ mobility programme for students, tutors and staff. This application was approved; it concerns a sum of €63,360 for the realisation for 55 trips. Unlike in previous years, this grant provides support not only for 40 students who want to go on exchanges or do internships, but also for 15 members of staff who want to follow a course or give a workshop at another institute in Europe.

In addition, in September 2023 an application was submitted for NL Scholarship, previously known as Holland Scholarship. This scholarship is partly financed by the Ministry of Education, Culture and Science and partly by DAE and is intended for students arriving from places or departing for destinations from outside Europe. Five scholarships of € 5,000 for incoming students were granted for the year 2024. This funding is intended to support arriving first-year Master students from outside Europe. For each awarded scholarship, DAE contributes half the total sum. Eight scholarships of € 2,500 were awarded to Bachelor students. This is intended for students who join an exchange programme outside Europe. The co-financing ratio differs here: two-thirds from the ministry and one-third from DAE.

### *Exchanges and internships*

Some 125 students did internships in 2023. This year there was again a wide range of companies, studios and small workshops where students ended up. A number of them remained in the Netherlands and chose for internships in Amsterdam, Rotterdam or Eindhoven, but many students secured internships in places like Paris, Barcelona or Berlin. There were also internship positions outside Europe, in places like Shanghai, New York, Chicago and Bali. Twenty students availed of an Erasmus grant to finance their stay in Germany, Iceland, Spain, Belgium, Portugal, Finland, Norway, Denmark, Sweden and Lithuania.

After the lifting of restrictions imposed as a result of Covid, there was more enthusiasm among students to go on exchanges in 2023. Some 13 students went on exchanges, five of them with an Erasmus grant (these students went to Austria, Sweden, Denmark, Finland and Norway). Students also travelled to





destinations outside Europe this year. Four Holland Scholarships were available and used for exchanges with America and Asia.

Five scholarships were awarded to incoming Master students from outside Europe within the framework of Holland Scholarship. The Master students who received € 5,000 for their first year of study came from Lebanon, Colombia, Singapore and China.

### *ELIA Academy 2023*

In May, DAE staff and Master students took part in the conference 'Exploring Situatedness' in Evora, Portugal. Numerous workshops focused on preserving cultural heritage and the role of art and design within a social and cultural context. Contacts were established with staff from the University of Evora School of Arts and with the team of Evora Cultural Capital of Europe 2027.

## **2.8 Awards**

Each year DAE presents three prizes: the René Smeets Award for professionalism, the Melkweg Award for exceptional talent at Bachelor level, and the Gijs Bakker Award for exceptional talent at Master level. In addition, 2023 was the third and final year that the Planetree Design Award for innovative design in mental health care was presented.

The presentation ceremony for the Gijs Bakker, René Smeets and Melkweg Awards takes place during the Graduation Show each year. The nominees for these DAE Awards are selected during the assessment of the Bachelor and Master graduation projects and then assessed by juries of experts. The winners each receive a sum of € 2,000 and a trophy. The Planetree Design Award was presented later during DDW.

The trophies for the DAE Awards were designed by DAE alum Olga Flór in collaboration with EE Labels in 2023 for the next three years. Flór drew inspiration from items of clothing that people wear as signs of graduation. She developed a shoulder piece that can function as a cape, but also as a contemplative window to hang on the wall. After all, trophies concern two time spans: the moment the award is handed over, and the subsequent period, when it becomes a memento. Each award draws an abstract landscape that suggests a movement, an escape and a connection.

The juries were impressed by the quality of all projects and chose the following winners:

- Tin (Geo-Design) as winner of the Gijs Bakker Award 2023
- Ralf Gloudemans as winner of the Melkweg Award 2023
- Lotte Wigman as winner of the René Smeets Award 2023

### *Gijs Bakker Award*

The Gijs Bakker Award is presented to a student whose graduation research and design project display exceptional skill and imagination, perseverance and originality, personality and relevance for the profession and the surrounding world. These criteria reflect the foundations of the DAE Master programme, which was initiated by the Dutch designer Gijs Bakker. All Master departments nominate two final exam projects from their own department for the Gijs Bakker Award.

### *The jury*

The jury of the Gijs Bakker Award 2023 consisted of Adinda van Geystelen (general and artistic director, Z33, House for Contemporary Art, Design & Architecture), Flavia Dzodan (tutor at Design Department and head of the research group on algorithmic cultures at Sandberg Institute), Robert Thiemann (founder and director, Frame Publishers) and Shay Raviv (design researcher, social designer, and creative leader of Embassy of Inclusive Society).

### *The jury on the 2023 submissions:*

'The works this year show competent and ambitious researchers who bridge the gap between the visual and craft world and reality. All projects have strong emotional, personal and investigative aspects, for which the jury compliments the designers, and it also notes the multidisciplinary role on which they focus.'

### *René Smeets Award*

This prize is named after the person who founded DAE in 1947. The René Smeets Award is presented to a Bachelor graduate with a high degree of commitment and understanding of our time and its social challenges. The student displays professionalism in a systematic approach to analysis and in new (insights for) innovative solutions that impact current social problems.

### *The jury*

The jury of the René Smeets Award and Melkweg Award 2023 consisted of Daniel Arosemena (creative lead at Vlisco), Lian van Wanrooij (industrial designer at Royal Mosa), Tim Vermeulen (director at Stichting NDSM), Evelien Reich (editor in chief at ELLE Decoration, chair at DDA Young Designer committee and





scout at Hearstlab) and Arief Hühn (senior researcher & head at FreedomLab Thinktank and digital strategy advisor at Dasym).

*The jury on the nominees for the René Smeets Award 2023:*

‘The jury admired the clarity of all projects, which focus on highly delicate research subjects. The nominees present a diversity of design methodologies and effective engineering strategies with a sensitivity to the social challenges of today. That is why the jury noted how these designers were taking a crucial step in the right direction in the design field.’

*Melkweg Award*

The Melkweg Award is presented each year to a truly unique talent among DAE’s Bachelor graduates. This autonomous student displays an original and radical vision with a provocative presentation. The student reveals a unique fascination and view of the world, and the original message evokes new insights and ideas.

*The jury on the nominees for Melkweg Award 2023:*

‘The jury commends all nominated graduates for the honest commitment shown by their projects and their technical skill. It was struck by the inspiring ways in which these emerging talents introduced fresh perspectives and the high-quality aesthetics that they



employed to communicate highly imaginative stories about our future.’

*Planetree Design Award*

The Planetree Design Award was presented for the third and final occasion in 2023. This design prize is part of a three-year collaboration between the Eindhoven Municipal Mental Health Service (GGzE) and DAE. The aim of the collaboration is to bring together the worlds of mental health services and design to promote innovation in mental health care. GGzE wants to build bridges between DAE students and clients and staff of GGzE. All DAE students were invited to submit design proposals aimed at improving the mental health of vulnerable people in Brabant.





Of the 19 concepts submitted, eight were assessed by a jury of experts in terms of relevance, impact, innovation, inclusion and new perspectives on social themes.

### *The jury*

The jury of the Planetree Design Award 2023 consisted of Valentijn Visch (associate professor of Industrial Design Engineering, TU Delft), Marita Bossers (director of Planetree Nederland), Yvonne Korsten (member of Central Client Council, GGzE), Richelle Semil (chair of Central Client Council, GGzE), Harrie Smetsers (agogic officer, GGzE de Boei), Rik Konings (sociotherapist at the Woenselse Poort), Ingrid Willems (board member, GGzE).

The jury decided unanimously to award the Planetree Design Award 2023 to Daisy Dawson for her project 'Inclusive Club Collective Kit'. The prize was presented to the winner during DDW at Design Academy Eindhoven by Marita Bossers, director of Planetree Nederland. Dawson received a sum of €2,500 and a trophy designed by DAE alum Willem van Hooff in collaboration with clients of GGzE de Boei.

## **2.9 Profiling fund**

The Profiling Fund, as mentioned in Article 7.51 of the Higher Education and Academic Research Act, offers students an opportunity to apply for financial support in exceptional circumstances. No applications were received in the financial year 2023.











### **3.1 Introduction**

The department of Communications, Presentations and Public Relations (CPPR) plays a pivotal role in DAE's internal and external communications and presentations. The department organises numerous events, stimulates and facilitates information exchange and international engagement, and manages content for social media channels and the DAE website.

CPPR also oversees collaboration with Friends of DAE, alumni, partners and sponsors, all of whom contribute to DAE's goal of offering excellent and internationally unique design education.

In 2023, the department took a proactive approach to building up a diverse and inclusive community. The success of the Graduation Show on location in the Heuvel shopping centre, featuring 223 participants, demonstrated a unique approach to design presentation.

### 3.2 Communications, Presentations and Public Relations

Thanks to a mixture of permanent and freelance employees, CPPR was able to tackle peak times around big events and important dates during the academic year.

Major changes in the department organisation were the appointments of a new Events Producer, Carline Zoete, and, at the end of 2023, a new Creative Publisher, Andy Norstrom. The role of Ned Kaar was temporarily expanded as project leader for DAE's participation at the Salone del Mobile in Milan, with the long-running project 'Elevator Radio'. Nikita Hurkmans was again contracted on a freelance basis in 2023 as project manager for the academy's biggest annual event: the Graduation Show. Freelancers Martina Muzi and Nadine Botha formed the curatorial team for the show.

#### Communities

In 2022, Pete Fung joined the department as Community Organiser. In 2023, he was responsible for building up and supporting communities within DAE in various ways. This position was created to facilitate and help in the organisation of student-led activities and events. This is achieved through the Community Experiment Grant, set up in 2023, and in unison with existing initiatives such as the Material Bank, Student Council and Elevator Radio.

The Community Organiser also has an advisory role, working closely with other DAE departments on internal communication aimed at developing and implementing strategies, posing questions and devising alternatives to education reforms. The organiser also contributes to events and activities aimed at benefitting the welfare of the community, such as elections for the Participation Council, internal research and the DAE Letter.

### 3.3 Community Building

In 2023, CPPR continued to work proactively to build up a community based on transparency and inclusivity. Instead of viewing DAE as one single community, the department prefers to see the academy as a community of communities, in which a range of views and perspectives can coexist and blossom.

This multiple approach, in which the Community Organiser plays a key role, is elaborated in two ways:

- Through editorial management. Focus is put on existing communications channels and on assessing information that repeats from year to year and, where necessary, revising it.
- Through extracurricular activities. The department has the unique ability to create contacts outside the official curriculum, to provide support and to work with individual students and collectives.

#### Main editorial developments

##### *Who's Who*

'Who's Who' is a series of interviews with members of the community by members of the community. The aim is to highlight and acknowledge those who often operate behind the scenes. People who work tirelessly to support, assist and improve the community that we share and live among.



In 2023, the series took on its second and third editions, entitled 'Who Knows' and 'Who Programmes', which zoomed in on the general and embodied knowledge within the academy and on the people behind the Fundamentals, Reflections and Extracurricular programmes and the DAE Lecture Series. Twelve inter-

views and portraits were compiled by recent alum Sean Fisher and current student Anwyn Howarth.

The interview series remains popular and informative, with consistently strong scores on social media and appreciated by staff and students alike.

#### *Academic year welcome campaign*

Building on the success of the 2022 poster campaign, the Community Organiser worked with Toni Wagner, a brand-new alum, on an extensive welcome guide for new students. The nineteen chapters cover a wide range of subjects: from what's on in Eindhoven to the care and support system within DAE, from general events and data to specific information for non-EU students.

The guide takes the form of an open source document for easy access and each member of the community can contribute, revise articles and provide updates. The document has been consulted more than 2,000 times in the past six months.

#### *Campaign for participation councils*

After the restructuring of the communications strategy for the three councils and committees in late 2022, the CPPR team helped to organise two elections in 2023, one in January and one in October. The voting turn-out varies between 40 and 60%, depending on the voting group. New members were elected to the Institutional Participation Council and the Bachelor and Master Course Committee to represent their constituencies for the next two years.

#### *Other internal campaigns*

The CPPR department continued to provide support for and work closely with other departments. The department responds to various internal issues, devises promotional campaigns and develops strategies. Examples include offering advice on satisfaction surveys among staff for Human Resources, implementing re-registration campaigns for the Education Desk, introducing Mirro for the Care Team, and elaborating a wayfinding strategy for Facility Services.

### **Main developments in extracurricular activities**

#### *Community Experiment Grant*

A micro-grant scheme, called the Community Experiment Grant, was introduced in January 2023 to encourage students to view DAE as a laboratory, a

thinktank, a testing site for alternative ways of thinking and doing. The grant is intended to stimulate initiatives that let the academy function as a platform for interdisciplinary, experimental, community-focused projects.

We achieve this by making the academy's support for student-led activities and events transparent, responsive and accessible. An application form has been designed to lower the threshold. Oral applications are also possible to make the process as inclusive as possible. Successful applicants receive financial support and supervision from the Community Organiser in realising their projects.



In 2023, some 38 grant applications were received from over 50 students, 28 of which were approved. These include design debates, community cooking series, a fermenter lab, participatory fashion shows, a designer winter market, an alternative graduation catalogue, a drag club, incivility workshops, Commit Magazine, yoga for designers, a collective exhibition, a design film festival and screenings.

Students respond enthusiastically to the programme throughout the year. The platform is positioned outside the official curriculum and pays no heed to departmental remits, semester deadlines, evaluation hierarchies or the separation between Bachelor and Master. It offers a way of creating communal space, albeit temporary. In that space we can explore the possibilities for design education and discover forms that learning together might take.

October 2023 saw the publication of the Extracurricular Report, which documents all extracurricular activities at the academy. This first edition discusses the various events, workshops, exhibitions and radio programmes initiated by students during Dutch Design Week, as well as publications and graduation projects that were presented during the Graduation Show and supported by the Community Experiment Grant.







### *Bzar Material Bank*

Bzar Material Bank pursues its mission to cultivate circular material economies within the academy. In addition, a lending programme for tools and presentation podiums was launched in 2023.

Another striking development is the first student-run residency: B-ZAREZIDENCY. Through an open call, two graduating students, Thaïs Busnel (Bachelor) and Daniela Tokashiki (Master) were selected to be sponsored by the material bank and to receive free material during their graduation year.



### *Elevator Radio*

In the fourth year since its launch, Elevator Radio demonstrated its value throughout the year, with regular live broadcasts and DJ performances. In February, Elevator Radio organised its Big Annual Radio Workshop Week, a series of workshops and lectures on and related to sound design, open to all staff and students. In April, the collective worked with the editors on a week of live broadcasts from SaloneSatellite during Milan Design Week (See also: 3.5).

### *'Spring Together' by Student Council*

Spring Together took place for the second successive year on 21 June 2023. Initiated by students, this party creates a collective moment after a busy year in which spending time together can often be a rarity. Some 200 students, tutors, workshop supervisors and staff members gathered on the fifth floor of the Witte Dame building to celebrate the end of the academic year.

The event is organised in collaboration with other student initiatives within the academy. The space was designed by Bzar Material Bank and the Trash Club,

Elevator Radio provided tunes and beats. In addition to the usual beer and wine, students from the Tutti Cooking Series and Conbini provided tasty snacks and served the Fermentors self-made kombucha.



## **3.4 Graduation Show**

The Graduation Show is the biggest and most important event of the academy year. As a major element of Dutch Design Week (DDW), the graduation exhibition has also become a fixture on the global design agenda. With the presentation of the exam work of 219 Bachelor and Master students, the 2022 Graduation Show was the biggest in the academy's history. The 2023 Graduation Show was even slightly bigger, with over 223 participants (119 Bachelor and 104 Master graduates). During the nine-day event, the public could view all graduation projects and follow a public programme both online and on location. For the first time ever, part of the exhibition was also open, free of charge, to shoppers.

This year the show was again financially supported by DDW, the municipality of Eindhoven and many sponsors, among them Heuvel shopping centre and Kiggen Electra.

- Venue — The Graduation Show 2023 took place in Heuvel shopping centre in the centre of Eindhoven.

The venue was transformed into a place where the experimental, curious and provocative design projects of our graduates intersected with the bustle of everyday city life. As visitors strolled through the vibrant commercial space, their experience of 'window shopping' was turned upside down. Visitors were encouraged to think about how design shapes the way we now live, work, travel and play in cities, and how this will inevitably change as we tackle the social, technological and ecological challenges of today.

The presentations were held in two places: on the ground floor and first floor of Heuvel shopping centre. A unique opportunity for visitors to navigate through the research findings of graduates and savour the huge diversity and scope of the design contexts they had tackled. This approach was supported by a dynamic public programme that reflected the constantly expanding mixture of media that our graduating students use to communicate their aspirations and concerns as designers. They included the following:

- Cinema — A selection of compelling films, stimulating performances and installations by graduates in a multimedia environment. This space was open to shoppers.
- Workshops — A space with workshops based on graduation projects that encouraged interaction and connection with one another and the planet. Visitors could take part on the spot or sign up for group experiences. This space was also open to shoppers.
- Bookshop — A cosy library-cum-bookshop with theses, process books, visual magazines and other publications by graduates. Visitors to the Graduation Show could browse and read at their leisure.
- Activities — A programme of interactive demonstrations, performances, games and other events inspired by the graduation projects in various exhibition spaces. Graduation Show visitors could enjoy all this every day.
- Elevator Radio — A student-initiated collective that broadcasts interviews, debates, music and news about graduation projects in the exhibition. The Elevator Radio station could be visited in the Lounge or online.

#### *Team and Curatorial design*

The team that designed and implemented the Graduation Show and everything connected with it consisted of staff from the CPPR department and affiliated freelance employees. The transition from our educational environment to

the very public space of this edition of the Graduation Show was made possible by the vision of curators Martina Muzi and Nadine Botha, the display concept and production by Mark van der Gronden and the campaign and graphic design by whywhynot Collective.

#### *Catalogue*

The 2023 graduation catalogue documents both Bachelor and Master students and is complemented by a 'Community Glossary' that helps readers navigate their way through the over 200 projects. Each graduate was asked to come up with three words that describe their own project, with the possibility of also choosing non-English words and expressions. The result works as an infographic, because readers can see how many graduates chose the same or similar words. The catalogue was designed by the Rotterdam collective whywhynot, which is made up of DAE alumni. The designers highlighted the academy community by visualising flowing connections between individual and collective actors within DAE.

#### *Graduation Show Tours 2023*

Since 2014, the academy has been organising guided tours of the Graduation Show for Friends of DAE and other close relations. Demand for these tours rose over the years, as did the interest among our graduates to become involved in the programme of guided tours.

In addition, the Guided Programme, an initiative by students, has existed since 2021. This concerns individually tailored guided tours of the Graduation Show that are organised, produced and supervised by the graduating designers. The aim of this programme is to offer guests a unique and personal experience of the Graduation Show through the eyes of DAE graduates.

Each year the Graduation Show attracts international attention and the school receives requests for tours of the show. In 2023, we started to research the possibility of commercialising the tours.

The primary aim of the Graduation Show Tours is to represent as many graduate projects as possible and to offer graduating designers the possibility to present their work and that of their colleagues to national and international organisations and institutions. Although not every graduate is guaranteed attention during this supervised programme, we can nonetheless offer a structured form in which the interests of the graduates and those of the Graduation Show visitors are aligned as far as possible.

The second goal of this programme of guided tours is to create a source of revenue for the DAE Alumni Society. The society can use the proceeds from the guided tours to finance new initiatives for its community.

Ornamenta, Tech to Market, Cultuur and Ondernemen, HNI, Manifesta, Catawiki, GGzE, Rotary Eindhoven, Lowlands and the MA accreditation panel were among the groups to visit the show through this programme in 2023. In addition, the Kubes foundation toured the show with a group of partially sighted people.

#### *Public*

Taken together, all these components set a new standard for the Graduation Show. The 2023 show attracted over 45,000 visitors. Around one third (34%) of DDW visitors (52%) come from the Brabant region. Half of visitors come from other parts of the Netherlands, and 14% of DDW visitors come from abroad.

#### *Media*

The graduate exhibition attracted over 100 journalists. Articles appeared before, during and after the event in national and international media, among them specialised design publications such as Dezeen, Frame, DAMN, Elle Decor, Wallpaper, Interior Design, Disegno Journal, Design-milk, Adformatie, Architonic, Vogue and daily newspapers such as NRC, AD, de Volkskrant, de Gelderlander, de Limburger, Eindhovens Dagblad and Het Financieele Dagblad.

In addition, three graduates (proposed by CPPR) took part in the television programme 'VPRO Tegenlicht', broadcast live during DDW, which explored the theme: 'Imagine that we could shape the future in a better way using the power of design.'

### **3.5 Elevator Radio in Milan**

In 2023, DAE took part in SaloneSatellite, a special space for budding talent and the world's leading design schools, during the Salone del Mobile. The fair, which is held at Rho Fiera during Milan Design Week, is one of the world's most important annual design events and takes place over a period of six days in April.

#### *Concept and organisation*

The DAE presentation consisted of an experimental radio project headed by students, staff and alumni. The student-led initiative Elevator Radio worked with the DAE's own editorial group to create a week entitled 'X', in which this letter was embraced as

a symbol for the unknown and a sign that stands for collaboration.

Through a series of public debates, discussions and workshops that were broadcast live from the fair, the team asked how we educate designers for an uncertain future in which more seems to be on the line than ever before. These activities generated direct contact with the design community and visitors to the Salone del Mobile. We invited them to explore the future of design education with us.

The project team comprised Anna Winston (chief editor, DAE), Pete Fung (Internal Community Organiser, DAE), Chloe van der Smitte (Creative Publisher, DAE), Matilde Patuelli (Social Media Manager, DAE), Nick Monro-Meares (Elevator Radio coordinator), YP Wang (MA), Guanyan Wu (MA), Ever Peng (BA), Noa de Sousa Costa (BA) and Zoe Bruhat (BA). The project was produced by Ned Kaar (DAE Alumni Coordinator & Housing Officer) and supervised by the CPPR department.

#### *Programme*

The stand at SaloneSatellite was a place for research, production and engagement. Transformed into a radio studio, it staged a series of live discussions with students and staff from other academies, professionals from the industry, and critics, as well as DAE tutors and alumni. Tensions and unease within design and design education were investigated. Fundamental questions concerning Milan Design Week also surfaced, such as: How can we reconsider the existence of the design fair in a world of 'peak stuff', looming material scarcity and escalating climate crisis?

Each day was devoted to one theme:

- Crisis x criticism
- Words x objects
- Known x unknown
- Individual x algorithm
- Public x private
- Performance x production

To connect Milan Design Week with daily life and the reality of the academy, the broadcasting schedule contained moments of connection between Eindhoven and the Fiera, with live telephone conversations and shows produced by students and alumni that resulted from an open call.



The space was open to all other academies and students taking part in SaloneSatellite 2023 to learn new skills through workshops given by the Elevator Radio team.

To reduce the project footprint, the stand was designed entirely with existing furniture and discarded material. Chairs and tables used at the academy were brought to Milan and the space was finished with materials donated by the DAE Material Bank, project team members and alumni, among them curtains provided by DAE alumni Daphna and Laurens (Studio DaphnaLaurens). At the end of the fair, these materials (and extra materials donated by other academies at SaloneSatellite) were returned to the DAE Material Bank for reuse in student projects.

Some highlights of the programme:

- Daily live editorial meetings that took place at 10 am and were open to passers-by and Salone visitors.
- Daily live round-table discussions that explored each programme theme, with alumni, designers and critical voices. Participants included Alice Stori Liechtenstein, Libby Sellers, Nic Monisse (Monocle), Max Fraser (Dezeen), Oli Stratford (Disegno), as well as alumni Noemi Biasetton, Alexandre de LaSalle, Delany Boutkan, Bom Noh, Ginevra Petrozzi, Ramón Jiménez Cárdenas, Leá Cadieux, Ilse Meulendijks, Francesco Pace, Mario Minale and many others.
- Daily live nature tours of the Salone.
- Reports from venues where DAE alumni presen-



ted work in Milan.

- Radio essays and audio experiments by DAE students and alumni.
- Daily live telephone conversations that connected students in Eindhoven with the Salone.

The complete programme can be watched and listened to on [designacademy.nl](https://designacademy.nl).

#### Visitors

The visitor numbers of the six-day Salone del Mobile in 2023 amounted to 307,418 people from 181 countries. SaloneSatellite hosted 27 other design colleges and universities from 18 countries.

Of great significance during the week was the visit of Her Majesty Queen Máxima to the DAE presentation at SaloneSatellite, where she was interviewed by Guanyan and Zoe, aired live on Elevator Radio.

### 3.6 Lecture Series

The entire English-language Lecture Series at DAE is intended for the complete DAE community and for interested individuals from outside the academy. The lecture series also serves to reinforce DAE's position as a knowledge hub. Each lecture is followed by drinks to enable visitors and speakers to meet and chat informally.

In 2023, the series featured a total of 17 lectures. This was the first time that DAE organised an average of two lectures a month.



Some twenty speakers took part in the lectures. Five speakers were MA Heads and BA Studio Leaders at DAE, and 15 speakers were designers, artists, architects, design theoreticians, filmmakers and activists from Eindhoven, the Netherlands, the United Kingdom, Italy and Germany.

The lectures covered the following subjects:

- a short history of women's emancipation in Iran
- the future of data storage
- the role of design and designers in interdisciplinary and transdisciplinary research constellations
- climate justice activism
- post-capitalist design research
- sonic methods to understand climate change
- the complexity of design methodology and its epistemological foundations

#### *Organisation*

The lecture series is organised and hosted by a team consisting of a programmer, DAE's Event Producer and a student-led Lecture Series Committee (LSC). The working structure was revised and streamlined on the basis of discussions about the roles within the Lecture Series team. From September on, working students were deployed to assist with the physical aspects of hosting the lectures, serving drinks and documenting the events through photos and videos. This new structure reflects the realistic capacity of the team.

The lectures took place on Wednesday evenings from January to May, with an average of fifty attendees per lecture. The lectures took place on Thursday evenings from September to December, with an average of 78 attendees. We think that this marked increase in the size of the audience is down to the fact that Thursday is a busy day for both Bachelor and Master students at the academy. That is why for many students there is a lower threshold for attending a lecture on that day.

Due to maintenance work in the Witte Dame Hall, the lectures took place in LAB-1, a cinema close to DAE, from January to May. From September on, the lectures usually took place at the WZ, except when the Trans Realities Lab needed this space.

### **3.7 Alumni**

The DAE alumni network is a unique community of designers working in numerous sectors, many of them outside the design sector. In 2021, we started to

improve communications with alumni to strengthen the sense of community and connection. The Communications, Presentations and Public Relations department (CPPR) set up a bimonthly newsletter for alumni, followed in 2022 by the Alumni Interview.

In 2023, a specific job description was drawn up for the position of Alumni Coordinator at DAE. This position was taken by Ned Kaar, who graduated from DAE in 2021 and did the research and production for the Inter-Generational Graduation Show in Milan in 2022.

#### *Alumni newsletter and bulletin*

The Alumni newsletter is a valuable vehicle to keep alumni up to date on what's happening at DAE. The newsletter also informs them about interesting activities of their colleagues, upcoming events and job openings. The number of published issues rose in 2023 from four to five a year. Moreover, the newsletter was complemented by a new format, the Alumni bulletin, which consists of short and highly topical items. It was used to inform the alumni community about exclusive discounts and new possibilities, complementing the activity of alumni on Facebook and LinkedIn.

The number of readers of the Alumni newsletter grew steadily during the year, from 50% in April to 68.9% in October. This growth was also reflected in the number of clicks: from 5% in April to a peak of 9.3% in August. This increasing attention revealed that the alumni community is particularly interested in job openings, open calls and events, as well as in specific news stories from the DAE world.

The three most clicked links of 2023 were:

1. A link to add your event to the DAE Alumni Map for Dutch Design Week 2023 (112 clicks).
2. A link to the death notice of Max Barenbrug, inventor of the Bugaboo pram (68 clicks).
3. A link to a DAE news story about the BA graduates of 2023 (63 clicks).

#### *Interviews with alumni*

The alumni interviews are mostly intended to show the diversity of the alumni community. The formula is that a DAE alum interviews another alum. They talk about their career after graduation and how their education shaped them. Some interviewees have also worked as tutors at DAE, broadening their view of the academy. In 2023, the focus was put on alumni who have been deploying their design skills in unconventional ways over the past decade.

In 2023, the CPPR department produced alumni interviews with: Sander Manse, Pauline Wiersema, Kuang-Yi Ku, Audrey Large and Julia van Zanten. All interviews are shared with the DAE community through the DAE newsletter and the Alumni newsletter. The interviews can also be read on the academy's social media channels and website.

#### *Collaboration with alumni*

The Communications, Presentations and Public Relations department (CPPR) continued to collaborate with and support alumni in 2023.

Alumni were deployed as freelancers to generate content for the DAE website and other communications platforms. They wrote articles, produced photography, made illustrations and did the graphic design of publications. The alumni with whom the CPPR department worked with in 2023 are: Sean Fischer, Tiiu Meiner, Sofia Topi, Colin Keays, Ceola Tunstell Behrens, Karin Fischnaller, Marco Pagan and many others.

In addition, 23 alumni played a central role in the Graduation Show. They headed the Curatorial Editing Team, the Construction Team, the Public Programme and the Guided Programme.

#### *No Panic Class*

The year 2023 also saw changes to the structure of the annual No Panic Class, which helps graduates prepare for the transition to professional practice. Previously the class was segmented, varying from a one-day course to a series of four evenings on which alumni were invited to return to the academy to share their expertise. Some of the alumni who were involved in these events were Dewi Kruijk (Creative Industries Fund), Minsung Wang (Bron van Doen), Conor Cook, Ashardeen Sultan, Jiin Yoon and Lukas Volp.

#### *Alumni Review*

The first Alumni Review was completed this year and resulted in a preliminary report on the activities and professional profiles of DAE alumni. The focus for 2023 was put on documenting the job titles, companies and locations where alumni work, and collecting sources of information about the impact and economic role of alumni in the Brainport Eindhoven region.

The Alumni Review investigated how the career trajectory of graduates from the 75-year history of the academy led them to positions as independent designers, thought leaders or cultural players, professionals who create social and economic value in the

city of Eindhoven and the wider region. The Alumni Review provides a solid basis for future evaluations and opens the door for a quantitative analysis of the role of contemporary designers in the Netherlands and the role of Design Academy Eindhoven in educating active and engaged participants in a wide range of creative and commercial industries. The report was made by the DAE Alumni Coordinator and designed by Marco Pagan (MA, 2023).

#### *Homecoming Breakfast*

During the Graduation Show, DAE invites its alumni to an annual Homecoming Breakfast, which took place in 2023 in the Music Building in the Heuvel shopping centre. This event welcomes a new generation of graduates to the DAE alumni community and is a festively collective moment for classmates from the academy's long past.

The event was a resounding success this year: the maximum capacity of 500 tickets were sold out within nine days. In response to the great interest among the alumni community, a second round of 175 tickets were released, providing access to the preview to the Graduation Show, which also sold out quickly.

#### *Various alumni projects*

The Alumni Coordinator has initiated various collaborative ventures and projects to link alumni with the academy and increase the reach of the communications department. Some highlights from 2023:

- DAE alumni signed a letter of recommendation for Baltan Laboratories, a cultural interdisciplinary laboratory based in Eindhoven. The letter was successfully used to secure funding from Kunstloc Brabant within the framework of the Raise Your Voice programme, which promotes the professionalisation of graduates in the design industry.
- In collaboration with Marco Ferrari, head of the Master department, DAE alumni played a key role in connecting the Bundeskunsthalle in Bonn with three recent graduates of the Master programme in Information Design. Headed by Marco Ferrari and Louisa Wolf (MA 2022), the designers are presenting the results of this collaboration as part of the exhibition 'Designing Democracy' in the Bundeskunsthalle in May 2024.
- Seven graduates showed their work in the Big Dutch Art Calendar 2024.
- DAE alumni hosted a visit by alumni Tim Teven and Tom Neeoms and Mayor Jackson of Highpoint, where they were invited to initiate a cultural





- project together with other DAE alumni.
- Articles about major design events in which DAE alumni took part – Milan Design Week, Dutch Design Week and Object Rotterdam – are published on the DAE website.

### 3.8 Social media

DAE deploys social media for various reasons – communicating with the existing community of students, staff, tutors, alumni and friends, as well as with potential partners and prospective students; and offering a public 'voice' for the academy. It is a vital PR instrument and a powerful means of communicating. The strategy is largely geared to Instagram, LinkedIn and Facebook, although the academy also uses Twitter, TikTok and Snapchat as secondary platforms.

The DAE Instagram account is the academy's largest social media account, with over 81,300 followers. This figure has risen by more than 5,000 since 2022. Content posted on the DAE Instagram account reaches over 16,000 Instagram users every week.

The contents were supported by various initiatives of the editorial team within the CPPR department. These include campaigns to involve and give visibility to the DAE community, such as the Who's Who campaign, to promote events within the Lecture Series and Research Department, to highlight images of graduation projects from the catalogue, and to feature DAE's Weekly Stories on Instagram, which offer quick updates about DAE news and events, open calls, workshops and alumni exhibitions.

#### *Demographic and geographic spread*

DAE speaks to various target groups on its social media platforms. A large portion of its audience on Instagram and Facebook is aged between 25 and 34 (42.5%), followed closely by the 18-24 age group (33.6%), and spread across the whole world. Most DAE followers are located in the Netherlands, Italy, United Kingdom, United States and Germany, although the percentage differences among them are small.

On LinkedIn, DAE's most important audience is defined not by age but by years in a job position, with more than 36% of the audience currently in an entry-level job, followed by seniors (22.7%), owners (8.2%) and directors (7.2%), and mostly based in the Randstad, Eindhoven, Paris and London.



On Instagram, most followers are located in: 1, Amsterdam; 2, London; 3, Eindhoven; 4, Paris; and 5, Shanghai, with small differences between them.

On Facebook, most readers are located in: 1, Eindhoven; 2, Amsterdam; 3, Paris; 4, Rotterdam; and 5, Shanghai.

On LinkedIn, most followers are located in one of the following cities or regions of the country: 1, Noord-Brabant; 2, the Randstad; and 3, Paris and surrounding region. From the fourth place on, our LinkedIn account reaches further abroad to people living in London, Delhi and Berlin. From January to December 2023, the DAE social media platforms reached new heights, with a total of 124,500 followers on all platforms.

#### *Strategy*

In the social-media strategy of Design Academy Eindhoven, emphasis is put on Instagram, Facebook and LinkedIn. TikTok and Snapchat are used as secondary platforms to advertise events for student recruitment. DAE has over 110,000 followers on all platforms; the DAE Instagram account is the largest, with almost 81,900 followers.

In 2023, social media were used to advertise events aimed at student recruitment and admission rounds, to share information about graduation projects and editorial content on the DAE website, and to offer insight into events such as the Graduation Show.

Advertisements for recruitment purposes that were boosted on Facebook, Instagram and TikTok reached up to 1,002,389 people. Organic posts with editorial

content reached an international public of up to 1,007,285 people on Facebook and Instagram alone.

### 3.9 Identity and website

One of the main projects of 2023 was the continued development of the DAE website, which forms an important element of the internal and public identity of DAE.

A lot of attention was given to the further technical development of the website and collaboration with the IT departments to further streamline the process of implementing new functions, updates, maintenance and security.

The databank of Graduation Projects expanded with a total of 236 graduates in 2023 (added to the existing archive covering the period 2008-2022), together with an ongoing archive of all Lecture Series. The research section of the website underwent a major overhaul, with extensive information about the professorship Transdisciplinary Design Networks and the professorship Design & Social Justice.

Within the existing possibilities of the website, an archive was created for earlier lectures and projects, as well as an extensive catalogue section with downloadable catalogues from 1966 to 2023.

A section entitled 'Housing Guide' has been added to assist students in finding accommodation. This page offers information about sources and applications and also includes standard letters and templates to use.

A new plan was drawn up in late 2023 to improve the back-end functionality and CMS (Content Management System).

### 3.10 Opening of Academic Year

DAE celebrated the opening of the 2023-2024 academic year on 5 September 2024. Besides welcoming the new students, it was also an opportunity to announce new directions and changes. This year's event took place in the Effenaar pop venue and attracted 587 students and staff. The opening of the academic year started with speeches by Raf De Keninck, director of education, research and organisation, and by Joseph Grima, creative director, followed by a performance by the band Cavolo Nero.

They were followed on stage by the DJs from DAE's Elevator Radio, while Jasmijn played music in the Effenaar restaurant.

### 3.11 Friends, partners and sponsors

Design Academy Eindhoven is viewed as an A-level brand among educational and research institutions. DAE aims to provide unique and high-quality education to talented students from all over the world. To achieve this goal, DAE wants to work with national and international partners who strive for an equally high standard and quality and who endorse the DAE vision.

The implementation of the Friends of DAE programme has made an important contribution in this area in recent years. There is also the broader 'relation programme', which develops and maintains a valuable network of leading national and international companies and organisations who want to be actively involved with the academy. This group includes companies, NGOs, cultural organisations, government bodies and public and semi-public agencies, educational institutions and research institutes.

The Friends of DAE programme serves educational, functional and financial goals. The main aim is to strengthen interaction with the commercial, social and cultural worlds.

#### *Educational*

DAE thinks it is essential to work with commercial partners, government bodies and social agencies. They can offer students practical experience and insight that they can draw on in determining their career paths and further professional development.

Over the years, educational projects and research programmes have been developed that align with the DAE curriculum and that are aimed at preparing students for a future as a design professional or researcher. These projects and programmes increase students' awareness of working in the industry and of their own design practice. Students gain experience in professional communication and presentation, and they learn what it's like to work for clients. External parties gain insight into the broad domain covered by design, and into the role that designers can play.

#### *Functional*

The DAE workshops offer the basic amenities that a designer needs. Limited funding unfortunately means

that it is not always possible to equip the workshops with the very latest equipment and newest technologies. In 2023, we started to set up so-called Extended Labs: a network of companies and organisations where students can contact professionals and experts with specialist knowledge and new technology. The close collaboration with this maker industry keeps DAE up to date on the latest developments in numerous sectors (see also 2.3).

Extended Lab partners include the Textielmuseum | TextielLab, Phoenix Cultuurwerkplaats, Make Eindhoven, and New Order of Fashion.

#### *Financial*

Big events such as the Graduation Show and fairs like the Salone del Mobile help in communicating the vision of DAE and attracting international talent. They also strengthen ties between the academy and external parties, because they can financially support DAE activities. This third source of funding enables DAE and its students to realise their ambitions. The extra financial resources can be used for education or research projects, to cover the costs of materials, presentations or travel, or to invite inspiring speakers and guest tutors.

#### *Friends of DAE in 2023:*

- Bruns
- Canon / The Creative Playground
- De Nieuwe Rentmeester
- Drents Archive
- Municipality of Eindhoven
- Municipality of Noordenveld
- Municipality of Valkenswaard
- National Prison Museum
- Grote Beek Mental Health Service
- Ketter&Co
- Royal Dutch Gazelle
- Royal Mosa
- PI Veenhuizen
- Province of Drenthe
- Textielmuseum | TextielLab
- Van Engelen & Evers | EE Exclusives
- Vescom
- Vlisco
- Dommel Water Board

#### *Collaborations with DAE in 2023 (see also 2.3 and 2.4):*

- Adam & Wolf Immigration Lawyers

- Arçelik
- Bio Design Challenge
- BN International
- BNO (Association of Dutch Designers)
- By Borre
- De Parade
- Department of Waterways and Public Works
- EE Labels
- EKWC
- Gijzenrooi housing association
- Glasmuseum | Glasblazerij
- International Architecture Biennale Rotterdam
- LINA
- Magis Spa
- Make Eindhoven
- Next Nature Networks
- Phoenix Cultuurwerkplaats
- Royal Gazelle
- Royal Tichelaar
- Saint Louis
- Schloss Hollenegg
- Schoenenkwartier
- State Forestry Department
- Sympany
- Textielmuseum | TextielLab
- TU Delft
- Universitatea Politehnica Timișoara
- Werkwarenhuis

As always, Friends of DAE and other relations were invited to an exclusive preview of the final exam work. In June, they enjoyed a special guided tour of a number of graduation projects in the Master and Bachelor programmes.

In addition, Friends of DAE, sponsors of the Graduation Show and individual sponsors of graduating students were welcomed to the Friends and Sponsors breakfast, which took place during the Graduation Show. The event took a different form this year. We set up a match-making event between students who have graduated with distinction (cum laude) and our Friends. In specially curated 90-minute tours, these students guided the close relations of DAE around, the idea being that both parties could expand their networks in the process.







## 4.1 Introduction

The core mission of Design Academy Eindhoven is to facilitate the best quality education and research, the main goal being to prepare students for a professional role in society today and tomorrow. As one of the leading design academies in the world, DAE is future-oriented and constantly undergoing development. Changes within the organisation and in design education are initiated from the professional field, and content is always the main concern.

Our vision calls for the involvement of all members of the organisation in shaping the structure of the organisation and education. This places great demands on our organisation, requiring customised service that must consider the legal framework and regulations that govern higher education.

The organisational staff are responsible for carrying out this task, creating the right conditions for excellent education provided by motivated and committed staff who work in a professional culture.

In 2023, DAE devoted a lot of energy to the personal and professional development of tutors and other staff. Various employees followed courses in professionalisation, and tutors attended specially organised tutor training and themed days.

## 4.2 Administration, management and policy

### *Executive Board*

As in 2022, the Executive Board (EB) consisted of Raf De Keninck and Joseph Grima. Raf De Keninck is a full-time member responsible for the portfolios Education, Research and Organisation. Joseph Grima is a part-time creative director for 0.4 FTE. He is also Chair of the EB.

### *Management team*

The management team has had the same composition for some time and, as a result, has a clear structure, shared agenda and defined responsibilities. The Bachelor Programme Coordinator and the Master Programme Coordinator occupy a central position within the management team. Other members are the Head of Finance, Head of Operations, Head of Communications, Head of HR and board secretary. Each year the management team draws up a management contract (MACON) and a management report is prepared three times a year (MARAP 1, 2, 3) for the EB. Various members follow personal leadership training at, among others, the Baak and TIAS.

### *From Policy Desk to Education Desk*

In 2023, the Policy Desk was renamed the Education Desk. This new name clarifies the position of the desk, because the desk works with our teaching staff on educational matters. A new Education Desk Head has been appointed, supported by various people from the earlier Policy Desk and staff working on the education side.

The focus areas are: quality care, development of research and education, management and legal affairs, policy development and implementation related to professionalisation, scholarships and grants.

### *Bachelor Master Desk*

Both the Bachelor and Master programmes each have a head who is responsible for budget, organisation, staff recruitment and special projects. Each course of study has a coordinator who is tasked with budget management and the practical organisation of the study programme. This structure ensures an effective and integrated approach at both Bachelor and Master level.

The Bachelor Master Desk, made up of coordinators from the Bachelor and Master programmes, is responsible for the practical aspects of DAE education. In 2023, the role of the Master coordinates was revised,

analogous to the previously introduced role of the Bachelor coordinators. This has resulted in, among other things, an improved presence of the coordinators at the academy and a more rapid exchange of information. These changes have considerably boosted the professional development of the educational organisation.

### *Student counsellor and mentor*

The student counsellor and mentor are available for Bachelor and Master students who have questions about the academy, the programmes or personal issues. The student counsellor, operating directly under the EB, works independently, and can advise and support students and, if necessary, refer them to external advisors. Because our student counsellor has focused more on our Master students since 2022, we have decided to expand the team since mid-2023 with two counsellors.

The mentor is the first port of call for students who encounter problems or need help. The new Bachelor programme provides for a sizeable coaching programme, for which 12 coaches are available, who work closely with the student counsellor and mentors.

### *Research, Innovation and Advancement Office (RIA)*

RIA groups together positions such as the Relation Manager Educational Collaborations, the Internationalisation Advisor, the Research Officer and the Funding Advisor. Grouping these positions improves effectiveness when setting up new projects, finding the right contact inside and outside the DAE community, and securing subsidies.

### *Communications Presentations and Public Relations*

The Communications, Presentations and Public Relations department (CPPR) is responsible for internal and external communications, and also for both private and public events and major projects. The department therefore provides information for students and staff, stimulates substantive dialogue and organises gatherings. In 2023, for instance, the frequency of the Lecture Series was raised from monthly to fortnightly and, in collaboration with the Effenaar, a new concept is under development for the opening of the academic year.

At the same time, the department seeks to connect with the world outside to increase the potential and visibility of projects and research. The results are

spotlighted internationally through publications and events, among them the DAE Graduation Show (highlight of DDW) and presentations at the Salone del Mobile in Milan. This contributes to the recruitment of students both nationally and internationally and to bolstering our international reputation.

The department also plays a crucial role in navigating DAE through the sensitive and constantly changing issues related to inclusivity and culture within academic institutions, and by providing support for both students and the Executive Board in this area. Always searching for new possibilities, platforms and pathways for editorial content (see Chapter 3 for more on this subject).

### 4.3 Participation

At the end of the calendar year there are annual elections for the three participation bodies. They are the Institute Participation Council (IPC), the Bachelor Programme Committee (BOC) and the Master Programme Committee (MOC). The natural turnover rate on the three panels is high, especially among student members owing to graduation or maximum tenure.

The Institute Participation Council consists of four students and four members of staff; the Bachelor Programme Committee and the Master Programme Committee each consists of two students and two tutors from the programme. Besides these formal participation bodies, there is the Student Council, an informal advisory body consisting of eight students. New council members take up their positions at the start of the calendar year and receive a general introduction. They are also offered joint schooling organised by the Amsterdam office TAQT.

#### *IPC*

The IPC met 14 times in 2023, including 5 meetings with the Executive Board (EB). These consisted in part of preparatory discussions among IPC members (the so-called A meetings) and in part of discussions with the Executive Board (B meetings). The IPC considered, among other issues, the Graduation Fund, the collective holiday closure 2024-2025-2026, plans concerning the academy's relocation, workshop reservations, the state of play concerning the job classification system of all the positions within DAE, the cost of materials for students, theft at DAE, the student statutes, the election of IPC members, and the visibility of the IPC for the DAE community.

IPC members 2023:

- René van Binsbergen (staff member)
- Peter van Casteren (staff member, chair)
- Macarius Eng Chern Yu (BA student)
- Carri Harwig (staff member)
- Rupert Jasper (BA student)
- Griet Menschaert (staff member)
- Theo Galliakis (MA student, until September 2023)
- Ana Robles Perez (MA student, until September 2023)
- Yolande Hezemans (staff member, official secretary, not a member)

#### *Bachelor Programme Committee (BPC)*

The BPC met twice physically for meetings in 2023. Discussions were also held digitally. Subjects discussed included the Graduation Outlines, the evaluation cycle in the Bachelor programme, entrepreneurship on the curriculum, adjustments to the B-OER (Bachelor Programme and Exam Regulations) and study coaching.

BPC members in 2023:

- Michiel Alberts (tutor, until May 2023)
- Eibert Draisma (tutor, until May 2023)
- Cara Jacobs (BA student)
- Hanna Matera (BA student)
- Joyce van Wanrooij (staff member, minute taker, not a member)

#### *Master Programme Committee (MPC)*

The MPC met four times, one of which was with the EB. Subjects discussed included the development of the Master programme, especially assessments, the Master Programme and Exam Regulations (M-OER) and a plan, initiated by the MPC, to improve facilities and support Moving Image in the Master programme. The plan received the support of the EB and will be gradually implemented, starting in the 2023/2024 academic year.

MPC members in 2023:

- Antonia Wagner (MA student, until September 2023)
- Martin Alaya Chavez (MA student, until September 2023)
- Gabriel Maher (tutor)
- Daniel van der Velden (tutor, until September 2023)
- Yolande Hezemans (staff member, official secretary, not a member)



### *Student Council (STUC)*

The Student Council (STUC) is an informal advisory body that conducts regular meetings with the EB, about once every six weeks. The EB attaches great importance to these meetings because they enable the Board to remain in direct contact with students. For example, the EB can use these meetings to inform or discuss with students planned policy and specific changes. And in these meetings, students can discuss all sorts of subjects and put proposals directly to the Board. One of the members of the Student Council is also a member of the formal IPC, ensuring that the formal council is kept posted about discussions within the STUC.

STUC members in 2023:

- Adèle Visser – 2nd year BA – Studio Silva Systems
- Rupert Jasper – 2nd year BA – Studio Thinking Hands
- Lena Kamińska – 1st year BA – Studio Public Private
- Benji Sheppard – 1st year BA – Studio Public Private
- Adi Romański – 1st year BA – Studio Technogeographies

## **4.4 Operations**

The Operations department ensures that all spatial, infrastructural and technical facilities at DAE function properly so that study activities, learning processes, collaborations and group activities are optimally facilitated.

The Operations department is responsible for the building management, reception, concierges, catering facilities such as Zbar, workshops, ICT, student administration and the library. It also assists during DAE events.

### *ICT*

In 2023, ICT made great strides in improving the use of laptops. They are now fitted with a security program so that they can be used safely on standard workstations.

We have contracted a new partner to maintain our network. We have also successfully carried out a project with this partner to replace our firewall and host with SURF.

To respond more effectively to the latest developments, more activities are carried out externally. These concern both equipment and applications.

### *Zbar*

The aim of Zbar, to provide students and staff members with a good base and offer them healthy food, has been achieved again. No major changes were implemented in 2023.

Owing to inflation, Zbar was forced to raise prices, primarily because of the rise in purchasing costs. Despite this increase, we were able to keep prices at Zbar lower than those charged in commercial venues.

### *Staff development*

In 2023, there was further investment in the coaching programme for coordinators in order to achieve increased task maturity and improve their leadership abilities and responsibilities.

### *Service Desk*

In 2023, two tendering processes took place. The first concerned the cleaning contract for DAE. This process was carefully carried out on the basis of a European tender with the assistance of an external specialist. The result was a contract agreement with EW Facility Service. This company takes over from GOM, which has ceased operations after thirty years.

The second tendering process concerned waste disposal. This process was also carefully carried out with the help of an external party and led to a contract agreement with Prezero, a partner whose sustainability principles align perfectly with those of DAE.

### *Emergency and first-aid personnel*

In 2023, a campaign was launched to expand the group of in-house emergency personnel within DAE and to modify its composition to be a better reflection of the academy community. This campaign resulted in four new members and two first-aid providers. Members were subsequently trained in the latest standards.

### *Concierges*

Within the team of concierges we recruited a team coordinator and invested in a coaching programme. This programme is aimed at personal growth and team building.

### *Workshops*

The professionalisation of the workshops remains a point of constant attention, because new ways of working, the application of new materials and technological developments constantly demand new forms of support for students.

In 2023, there was further attention for alignment with the education programmes. This also led to a process in which the various job profiles were assessed and better aligned with one another.

#### *Student administration*

The student administration is constantly working to adapt and improve the Osiris student tracking system on the basis of feedback from users and changes to the education programmes. This occurs in close consultation with the Educational Office (Policy) and the Bachelor Master Desk.

In addition, the student administration ensures that an up-to-date overview of the progress of applications and registrations is always available for the Executive Board and for the heads of the Bachelor and Master programmes.

In 2023, a big step was taken in getting a grip on the study pathways of students who deviate from the standard route (scenario students). Owing to the switch to the new Bachelor programme, some students have had to follow an adapted pathway. Study delays can also lead to a non-standard study pathway. These exceptional pathways are now registered in Osiris for each student, offering a clearer overview of where each student is within the education programme.

## **4.5 Human Resources**

The professional development of our staff members and teams was a priority issue in 2023. Progress was made in further professionalising processes, systems and procedures.

#### *Development Talks*

In response to the professional development needs of our staff members, an interview cycle called 'Development Talks' was elaborated. These discussions are aimed at improving the professionalism of staff members. The cycle will start in 2024.

#### *Staff member satisfaction survey (MTO)*

A satisfaction survey was carried out among staff members in 2023, which was discussed later in the year with senior staff. Various focus points were immediately tackled through suggestions for improvement. Steps will be taken in 2024 on the basis of the acquired insights to achieve further improvements within the organisation. A questionnaire will also be handed out to again assess the development of staff satisfaction.

#### *Guidelines and Policies*

A plan of action was drawn up in 2022 to reform staff policy and accompanying procedures. Attention turned in 2023 to making staff policy and procedures explicit. The aim here was to make policy transparent and accessible to all members of staff. Some examples of this are the Professionalisation Plan, the Instructions for the Deployment of Working Students and the Attention Scheme.

#### *Professionalisation*

To safeguard continuous development and to continue learning from one another, workshops on the subject of absenteeism were organised. These included introductions to the absenteeism consultants from the occupational health service provider, with whom we have worked closely since 2021 to manage absenteeism at DAE because of illness or otherwise. These training sessions dived more deeply into the various roles, rights and obligations of staff members, senior managers, HR, absenteeism consultants, nurse practitioners and occupational physicians. Other subjects covered included picking up early signals and opening up discussion on altered behaviour and other concerns.

In addition, workshops were organised on the subject of working in various teams without unconscious prejudices, specifically aimed at managers and coordinators. After all, people with a variety of backgrounds, identities and capacities work and study at DAE, and they pose particular challenges when it comes to working together.

Another workshop focused on working with international staff members. Subjects discussed included work permits and regulations governing working in the Netherlands.

In addition, investments were made in both individual and team development issues relating to the internal organisation.

#### *Salary administration*

It was decided in 2023 to outsource the salary administration. A suitable partner has since been found, and preparations were made in the third and fourth quarters. The outsourcing will take effect in January 2024.

#### *Personnel systems*

Investments were made to optimise the personnel systems.



### *Interns*

As a place of education, we recognise the importance of working with and training future talented individuals. In 2023, the HR department was supported by two interns. In addition to their involvement in the daily work of the department, the interns helped to develop and test an intervention aimed at improving collaboration between HR and the managers and coordinators. One intern will continue her work up until the summer of 2024. This contribution provides operational support and helps in developing improvements.

### *Annual meetings schedule*

A schedule has been drawn up for meetings between HR, managers and coordinators in 2024. We ensure a future-oriented strategy and an organised and structured approach to the meetings.

### *Safe working environment*

In consultation with an external advisor, work took place in 2023 on the final report for the RI&E (Risk Assessment and Evaluation), in line with the relevant laws and regulations. At the same time, a prevention employee received training. In addition, considerably more staff members are now certified as in-house emergency personnel and first-aid providers. They are able to offer assistance rapidly on all study and working days and thus more effectively guarantee the safety of students, colleagues and visitors (see also 4.4).

## **4.6 Relationship with the region**

DAE has been a household name for almost thirty years in the international world of design education. However, this international orientation has meant that links with the local region have been somewhat neglected in the past. The current board acknowledges that a strong relationship with the region is vital for the further development of DAE. Instead of viewing these two aspects as contradictory, DAE wants to draw on its international experience and contacts to stimulate regional partnerships, thus strengthening the local region. In this way, DAE can carve out its place in the flourishing Brainport Eindhoven region and contribute to the growing significance of that region.

Over the past year, the focus was put on collaboration with stakeholders from the design field, such as: Kazerne, EHV365, Make Eindhoven, New Order of Fashion, Van Abbemuseum, Textielmuseum | Textiel-Lab, SchoenenKwartier, EKWC, Nationaal Glasmuseum and GlasLab, Phoenix Cultuurwerkplaats,

Strijbos & Van Rijswijk. In addition, collaboration was sought with industrial partners active in the Brainport Eindhoven region, such as: Vlisco, Philips Design, ASML, Microtuin, CBRE Eindhoven, Bruns, Van Engelen & Evers | EE Exclusives, Vescom and RICK.

Moreover, there was collaboration with various municipalities, provinces and government agencies, among them the municipalities of Eindhoven, Valkenswaard, Noordenveld, Leidschendam-Voorburg and Haarlem, the provinces of Drenthe and Zuid-Holland, the Dommel Water Board, State Forestry Service, Department of Public Works, GGzE, Prisma, Muziekgebouw Eindhoven and Gijzenrooi housing association.

## **4.7 Accommodation**

Design Academy Eindhoven has been housed in the former Philips factory the Witte Dame since 1997. In 2022 the Executive Board, in consultation with the Supervisory Board, decided not to extend the current rental contract, which ends in 2027.

In consultation with the municipality of Eindhoven, DAE searched for new accommodation in Eindhoven that is better suited to the form of education offered by the academy, and that is flexible enough to facilitate future changes in education. There is a need for more space where students can work and study, and this is not possible at the Witte Dame. The collaboration with the municipality is set down in a letter of intent.

The search is based on three principles:

- The new building satisfies the descriptions in the design brief in terms of layout, size and location.
- Some 250 permanent student homes will be provided for DAE in Eindhoven. In this way, every first-year Bachelor and Master student will be provided with a student home.
- The design ecosystem must remain rooted in Eindhoven. At present, many of our Eindhoven stakeholders – mostly alumni of our academy – are coming under extreme pressure in terms of accommodation and development opportunities in the city. If we want to preserve the health of the ecosystem, guarantees will have to be offered.

An examination of all possibilities within Eindhoven took place on the basis of these principles. In the end, the Microlab building at Strijp-S proved to be the most suitable for DAE. The feasibility of this scenario was



examined and it should become clear by mid-January 2024 whether the relocation of DAE to this building is feasible. R-effect, an advisory firm in sustainable property management, is supporting and advising DAE during this relocation study. Tarra Architecture & Urban Design drew up the sketch design for the new accommodation.

The realisation of the new accommodation is only possible with the involvement of a number of other parties. Since the autumn of 2023, DAE has been in discussions with the Ministry of Education, Culture and Science about the possibility of 'treasury banking', a form of borrowing from the government. In addition to its own accumulated capital, DAE is calling on the support of the City of Eindhoven, the province of Noord-Brabant, and the business community in the Brainport Eindhoven region.





More than ever, our rapidly changing world needs creative imagination. Talented individuals from all continents come to Design Academy Eindhoven to shape the future. Together they form the DAE community.

A lot happened in 2023. The reform of the Bachelor programme, with Fundamentals, Studios and Reflections, began in September 2022, and was further implemented in 2023. The professorships gathered momentum, and a start was made on reforms to the Master programme, scheduled for 2024. In addition, the Education Office and the student counsellor office underwent renewal. A highlight was, again, the Graduation Show, which took place this year with great success at Heuvel shopping centre. A key subject continues to be the accommodation issue, because DAE plans to move out of the Witte Dame building in 2027. In July 2023, the preferred new location was announced: Microlab in the Strijp S district. A lot of work is taking place behind the scenes to elaborate plans that align with the financial possibilities and other limiting conditions.

The Executive Board and the DAE community have made great progress in this area over the past year. The Supervisory Board strongly supports these developments.

### *Board structure*

The Design Academy Eindhoven Foundation was established by notarial deed on 21 February 1947. In accordance with the provisions laid down in the Higher Education and Academic Research Act, the statutes stipulate a separation between management and supervision. The Executive Board manages the academy and is accountable to the Supervisory Board as the legally prescribed supervisory body.

The Supervisory Board (SB) of Design Academy Eindhoven aims to be broadly representative and is therefore made up of six members from various professions in the fields of culture, education, communication, business, finance and government.

### *Composition of Supervisory Board*

The SB was composed as follows on 31 December 2023:

- Meta Knol – chair/ member of Remuneration Committee  
Position: Art historian and independent entrepreneur at the intersection of culture, science and society  
Other positions: board member of Rembrandt Society, board member of Kunsten92, board member of Hope Foundation, chair of Stichting Tonality, member of advisory council of Veerstichting, chair of jury of Abe Bonnema Prize, member of NWA programme committee, joint initiator of Ministry of the Future
- Willemien Boot – secretary/ chair of Audit Committee  
Position: CFO Bolsius Group  
Other positions: treasurer of foundation Medisch Werk Mumbai, member of supervisory board of Anna Zorggroep, Geldrop, member of supervisory board of Mars BV.
- Judith Meeng – member/ chair of Remuneration Committee/ member of Accommodation Committee  
Position: JCM-Changeworks: consultancy in interim management, team and executive coaching  
Other positions: member of supervisory board of Salvation Army, member of supervisory board of RPO, member of supervisory board of PC Uitvaart, member of supervisory board of Thyssen Krupp Veerhaven
- Samir Bantal – member/ chair of Accommodation Committee  
Function: Director of AMO at OMA  
No other positions
- Steven Jongejan – member/ member of Audit Committee/ contact IPC

Position: Programme manager Amsterdam University of Applied Sciences

Other positions: member of supervisory board of Stichting Spinoza Lyceum Amsterdam

SB members are appointed for a period of four years. In line with the Code for Good Governance, members can sit on the board for a maximum of two periods.

### *Changes in 2023*

The vice-chairperson of the SB, Paul Depla, decided in January 2023 to step down before completing his term. His busy schedule no longer enabled him to take on additional positions unrelated to his job as City Mayor of Breda. He left the SB on 28 February 2023.

The second terms of chairperson Dick Rijken and member Paul Scholte ended in 2023. Paul Scholte stepped down on 30 April. Although Dick Rijken was to have stepped down on 30 April, it was decided to postpone his departure until 31 August to ensure a smooth handover to the new chairperson.

In early 2023, the SB completed the recruitment of a chairperson and member of the SB. This process started in 2022 and the SB was supported along the way by the executive headhunting office Colourful People from Hoofddorp. It was decided to delay the announcement of the third vacancy for a member of the SB until the end of 2023 to give the two new members from this procedure to be sufficiently worked in. After a process with two rounds of interviews, Meta Knol and Steven Jongejan were selected as chairperson and member of the SB as of 1 March 2023. Their appointment was ratified in the meeting held on 15 February.

The vacancy for the sixth member of the SB was announced in November 2023 by Partners at Work from Baarn. The first round of interviews took place in December. The second round and the completion of the process took place in early 2024. After the closing date, Elies Lemkes-Straver was appointed as a member of the SB.

### *Meetings*

The Supervisory Board normally comes together six times a year for meetings with the Executive Board. The same number of meetings were planned for 2023, but this was increased with two additional meetings (devoted entirely to the future accommodation of DAE) and a brainstorm session on teambuilding for the SB and EB. This brought the number of sessions



in 2023 to nine. One of these meetings took place online. All other meetings were held at DAE. In addition to the question of DAE accommodation already referred to, the other subjects discussed in 2023 were:

- Quarterly financial reports
- Student housing
- Application of WNT
- Approval of 2022 annual report and annual account
- Approval of 2024 budget
- Reappointment of EB member
- NPO funding
- New Code for Good Governance in higher professional education (HBO)

The board has supervised the legitimate acquirement and the effective and legitimate use of public funds allocated to DAE. In addition, the SB has supervised the quality care system of DAE.

#### *Future accommodation of DAE*

The future accommodation of DAE demanded by far most attention from the SB. The subject is important because of its long-term impact on DAE strategy. There are of course risks attached, such as the effects on the multi-year financial security, which the board is tasked with overseeing.

In 2027, DAE's rental contract on the Witte Dame building ends. The building no longer meets the needs of the students or the education on offer. In recent years, the nature of education has changed fundamentally. The EB has been considering its future accommodation needs since 2021. Its aim is to purchase rather than rent a building because it will strengthen the long-term financial security of DAE. Despite an overheated property market and high prices, DAE wants to remain in Eindhoven, since it is home to more than 75 years of DAE history and design is embedded in the DNA of the city.

The SB Accommodation Committee supported the EB during this process. To perform its supervisory role adequately, the board hired external property experts for a number of months.

#### *Reappointment of member of Executive Board*

The first term of EB member Raf De Keninck ended on 31 October. In the lead-up to his reappointment, the SB commissioned a '360 degrees' by GITP among a select number of respondents, among them tutors, students, Bachelor studio leaders, Master heads and IPC members. The questions put to them concerned

the theme of 'leadership'. The IPC was also invited to answer the questions. This method was also applied in 2022 prior to the reappointment of EB chairperson Joseph Grima.

During the meeting of 26 April, the SB decided to reappoint Raf De Keninck for a second and final four-year term as of 1 November.

#### *Graduation Show*

The entire SB attended the opening of the annual Graduation Show 2023 on Saturday 21 October. Before the opening, SB members were given a guided tour of the show.

#### *SB committees*

The SB has three committees:

#### *Audit Committee*

Composition 2023:

- Willemien Boot – Chair
- Paul Scholte – Member (until 30 April 2023)
- Steven Jongejan – Member (from 1 March 2023)

In 2023, the Audit Committee met three times with the EB member responsible for the Organisation portfolio and the Head of Finance. One of the meetings took place online. An external accountant from PricewaterhouseCoopers attended two of the meetings, which focused on the annual accounts for 2022 and the budget for 2024. The minutes of the meeting were shared with the Supervisory Board.

#### *Remuneration Committee*

Composition 2023:

- Judith Meeng – Chair
- Dick Rijken – Member (stepped down 31 August 2023)
- Meta Knol – Member (per 1 September 2023)

The Remuneration Committee conducted a discussion in 2023 with the EB member Raf De Keninck. Among the subjects discussed were the findings of the 360-degree feedback. A report of the discussion was drawn up and shared with the Supervisory Board.

The discussion with EB chair Joseph Grima was postponed until January 2024. On account of his reappointment in 2022, two discussions took place between him and the committee, and the committee wanted to review the entire calendar year 2023 with him.

### *Accommodation Committee*

Composition 2023:

- Samir Bantal – Chair
- Judith Meeng – Member

The purpose of the Accommodation Committee is to function as a sparring partner for the EB is dealing with the subject of future accommodation. Prior to the meeting of the Supervisory Board, documents relating to this issue are reviewed by the Accommodation Committee during online discussions. In addition, online meetings took place when necessitated by developments. In 2023, the Accommodation Committee met on eight occasions with the board secretary and the EB member in charge of the Organisation portfolio.

### *Governance & Good Management*

The Code for Good Governance in higher professional education (HBO) was observed in all aspects by Design Academy Eindhoven. A new branch code took effect in the autumn of 2023. In 2024, the DAE governance regulations will be assessed for compliance with the new code and amended where necessary.

The Board supervises the responsibility of the EB in maintaining the horizontal dialogue with relevant internal and external parties of DAE. The Board has insight into the implementation and important results of the internal risk system.

The Board supports the risks described by DAE. These are monitored by the Board's Audit Committee through the quarterly reports.

### *Independence of Supervisory Board*

The Supervisory Board is independent and able to perform its supervisory role adequately. The Board adopts a critical attitude and the dialogue with the EB is open.

### *Conflicts of interests*

No transactions were entered into in 2023 by the SB, nor were they involved in any decisions to enter into transactions that constituted a conflict of interests that were of material significance for DAE and/or for a member of the SB. No transactions were entered into by the EB that could constitute a conflict of interests of material significance. No such transactions took place.

### *Private activities*

DAE had no private activities in the report year 2023. All activities were funded publicly.

### *Finally*

It is great to see how DAE is continues to develop. We would like to thank the Executive Board and the entire DAE community for their passion, inspiration and perseverance. Together, with their phenomenal design power, they have so much to offer society.

'You can't use up creativity. The more you use, the more you have' (Maya Angelou).

Eindhoven, 24 April 2024

Supervisory Board of Design Academy Eindhoven

Meta Knol  
Willemien Boot  
Judith Meeng  
Samir Bantal  
Steven Jongejan  
Elies Lemkes-Straver





## Appendix I Quality agreements

Quality agreements Thema	Financial responsibility in k€										Progress during the report year		
	Budget 2019	Realisation 2019	Budget 2020	Realisation 2020	Budget 2021	Realisation 2021	Budget 2022	Realisation 2022	Budget 2023	Realisation 2023	Progress of the actions and measures in 2022*	Budget 2024	Total budget
<b>1. More intensive and small-scale learning</b>													
Foundation Year: extra hours, focused on reducing group size	10	0	40	5	50	43	60	60	60	60	In accordance with what was set out in the QA plan, from 2020 on additional teaching hours were added to the Propaedeutic programme to ensure the desired quality of education. The costs are partly included in the regular budget and partly in this QA budget. From mid-2022 on, this has applied to all education lines within the Bachelor programme (Fundamentals, Studios, Focus and Graduation). 10 percent preparation time and extra hours of feedback and meeting time have been added per lesson. In addition, we have added extra development hours to support the individual programme development.	60	280
Studio-model: extra hours, aimed at reducing group size	0	0	0	0	84	72	127	127	127	127	In 2023 there were 10 studios available for students, in the framework of 'student central', with more offers of choice and more intensive and small-scale learning. Extra hours are included in the overall studio budgets.	127	465
Studio-model: development of new Studios	10	0	10	10	10	13	10	10	10	10	In 2023, work continued on the development and further implementation of the newest studios of 2022. Additional travel costs are covered, owing to the international character of these studios.	10	60
Studio model: competence development / new assessment model	0	0	0	0	14	12	0	0	0	0	Completed in 2021.	0	14
Studio model: tutor development teams / structure of BA model	0	0	0	0	24	37	0	0	0	0	Completed in 2021.	0	24
<b>2. More And Better Supervision Of Students</b>													
Study guidance	0	0	0	0	31	0	62	62	62	62	In 2022 the new "Reflections Line" started. The first 62K of the development and the basic structure are covered by the QA budget. The remaining costs are covered by the regular budget.	62	218
<b>3. Studie success</b>													
Guest lessons MA alumni	0	0	5	5	5	5	5	5	5	5	To increase the study success among Master students, Master alumni were invited to hold lectures for current Master students. This has become part of the general curriculum of the Master programme.	5	25
Diversity Officer (diversity and inclusion officer, Development of role and training)	0	0	7	0	10	26	10	26	10	10	The total annual costs are 52K plus 15K operational budget. These costs are mostly covered by the multi-year general budget. 10K is covered by QA funding, in line with the budget.	10	47
<b>4. Education Differentiation</b>													
Development of DC&W in MA (> CIL)	5	5	0	0	0	0	0	0	0	0	Completed in 2109.	0	5
Development of GEO_DESIGN in MA	5	5	10	7	0	0	0	0	0	0	Completed in 2020.	0	15
<b>5. Suitable Education Facilities</b>													
Studio model: strengthening of education office	5	5	75	75	46	62	46	78	46	46	In 2023 the strengthening of the Education Office (previously the policy desk) was completed. The team now consists of three education specialists.	46	264
Workshops 2.0	10	5	60	83	200	163	200	200	200	200		200	870
Development LMS (Learning Management System)	0	0	0	0	25	0	25	25	0	25	In 2022 the Canvas licences were purchased and introductory sessions were organised in preparation of their implementation as LMS. In early 2023, further preparations were made for the launch for use in the Bachelor programme in the 2023/2024 academic year.	0	50
Liaison & Funding Advisor (fundraiser for Education and Research)	0	0	0	0	0	8	0	0	0	0	The costs for the Funding Advisor are covered in the general DAE multi-year budget.	0	0
<b>6. Professionalisation Of Tutors</b>													
New role of tutors: Description, development and training (HR policy)	27	0	23	36	23	0	22	23	22	23	In 2023 the budget was grouped and used for training and education development for, among others, the Tutor Day.	22	139

Tutor training: feedback / feed forward	10	0	20	0	20	72	20	40	20	40	Tutor development was elaborated in the form of a BA Staff Day (an extensive form for both tutors and workshop staff) and an MA Tutor Day in the first semester of 2023.	20	110
Third professorship	0	0	31	4	33	71	34	71	34	71	As planned, since 2021 the costs of one of our professorships are covered within the framework of the QA.	34	166
Development of continuous learning pathways	0	0	5	5	5	5	5	5	5	5	The horizontal team has become a system with representatives of the Fundamentals continuous learning pathways. The extra costs are covered by the regular budget.	5	25
Training study guides (focused on positioning of the student)	0	0	5	16	5	20	5	0	5	0		5	25
Instruction of tutors and study guides	0	0	5	0	5	5	0	0	0	0		0	10
SKE for core tutors	0	0	25	0	30	0	0	0	0	0	This activity has been postponed indefinitely. Ways of offering aspects of SKE (Senior Qualification Examining) to selected tutors and staff members are being studied.	0	55
Planning/monitoring	14	19	5	14	5	3	5	5	5	0	No meetings of the QA monitoring committee took place in 2023.	5	38
Pre-investment in Study Guidance	110	110	110	110	110	110	110	110	110	110		110	660
Pre-investment in minors	140	140	140	140	140	140	140	140	140	140		140	840
<b>Total</b>	<b>346</b>	<b>289</b>	<b>575</b>	<b>510</b>	<b>876</b>	<b>861</b>	<b>886</b>	<b>987</b>	<b>861</b>	<b>934</b>		<b>861</b>	<b>4,405</b>



## Appendix II Critical review of Quality Agreements by Institute Participation Council

2023 was the fourth year devoted to the implementation of the Quality Agreements. The positive advice in the previous report year from the Accreditation Organisation of the Netherlands and Flanders (NVAO) to the Minister of Education, Culture and Science has confirmed the trust in the participation: DAE met, without comments, both criteria from the protocol of the Quality Agreements. Moreover, the decision of the ministry to incorporate the funding for the Quality Agreements in the lump-sum financing of DAE ensures that the quality boost can be extended beyond 2024. The EB had already ensured multi-year security in the regular budget of DAE. A strong foundation has therefore been laid for a lasting effect.

The budget and the projects of 2023 have been approved by both the Quality Agreements monitoring committee and the Institute Participation Council (IPC) at the end of 2022. No separate meetings were held in 2023 with the Quality Agreements monitoring committee. The IPC was involved in the developments and decision-making process concerning the Quality Agreements and approved the budget at the end of 2023 (including the 2024 projects). The Quality Agreements monitoring committee, of which the IPC is a part, will receive a new update of the state of affairs in 2024. The monitoring committee will be involved in this way in completing the Quality Agreements as a specific project.

Peter van Casteren – chair of the Institute Participation Council (IPC), tutor member

## Appendix III External confidential counsellors

### *Introduction*

The duties of the external confidential counsellor stem from the right of complaint for students and members of staff, as regulated by the so-called ‘quality act’ of 1998 and further elaborated in the Code of Conduct at Design Academy Eindhoven. The duties concern the care and support offered to individuals in cases of ‘reports of or complaints about conduct and decisions, or the lack of conduct and decisions, by other individuals’. In practice, these reports and complaints are of an educational or organisational nature or highlight inappropriate behaviour.

Both students and staff are covered by the scope of this code.

The annual report is drawn up in such a way that the identity of individuals who lodged complaints or reported incidents cannot be traced. Concrete descriptions of cases are therefore omitted from this report.

This report covers the following subjects:

- the contact details of the confidential counsellors
- the duties of the counsellors
- the work of counsellors
- an overview of the number of reports and complaints over the past year
- the nature of reports and complaints
- analysis of the reports and complains
- other duties of counsellors (e.g. developing policy, providing information)
- conclusions and recommendations

### *Contact details of external confidential counsellors*

The collaboration between Design Academy Eindhoven and the Vertrouwenspersoon office started in September 2021. Since then, students and staff of Design Academy Eindhoven can contact the following permanent external confidential counsellors:

Jeroen Zweerts  
zweerts@devertrouwenspersoon.nl  
088-1119910

Tamara de Reu  
dereu@devertrouwenspersoon.nl  
088-1119903

The confidential counsellors can deputise for each other in the event of absence or illness. In addition, students and staff are free to choose whichever advisor they prefer. This can help to lower the threshold.

Both advisors are affiliated with the Vertrouwenspersoon office and, where necessary, they can make use of a network of experts (lawyers, psychologists, education experts). The Vertrouwenspersoon is specialised in the area of school safety and is active in that area on a daily basis.

Both counsellors are available to students and staff of Design Academy Eindhoven for care and advice regarding matters related to inappropriate behaviour and issues concerning integrity.

### *Tasks of the confidential counsellors in relation to inappropriate behaviour*

The four main tasks of the confidential counsellors regarding inappropriate behaviour are care, prevention, signalling and advising. Inappropriate behaviour can be defined as any act, conduct or factuality (physical, psychological, verbal) that offends another individual, or that can reasonably be assumed to offend another individual. Strictly speaking, inappropriate behaviour is taken to mean sexual intimidation, bullying, aggression and violence, intimidation and discrimination. But it is not possible to give an exact definition of inappropriate behaviour. For example, it also includes digital forms of misconduct or mistreatment of individuals. Cases also concern intimidating behaviour, which, on the basis of jurisprudence, should be considered an expression of aggression and violence. In practice, it can be stated that reports and complaints often concern the manner and style of communication, or the lack thereof.

### *Care and advice*

Care is aimed at situations where inappropriate behaviour has occurred. The individual who is the victim of this can contact the confidential counsellors. If the nature and seriousness of the situation reasonably allows it, they will try to find a satisfactory solution in an informal way, together with the victim. In more serious cases, or where the informal route has not led to a solution, the counsellors can assist the victim in a formal complaint procedure and/or in reporting the matter to the police. They can also refer the victim to other specialists if further assistance is needed.

### *Prevention*

In exercising their preventative role, the confidential

counsellors provide information about the terms 'appropriate' and 'inappropriate' conduct and offer guidelines about ways to prevent it from occurring.

### *Observing and advising*

The confidential counsellor observes difficulties in relation to social safety within the organisation and advises the client on policy to be adopted to combat inappropriate behaviour and ways to implement such policy.

### *Overview of reports/complaints (inappropriate behaviour)*

1 January 2023 to 31 December 2023. The table below lists cases that were reported to the confidential counsellor.

	2023 Staff member	2023 Student	2023 Official complaint	Dealt with
<b>Nature of complaint:</b>				
Intimidation	3	-	-	-
Sexual intimidation	1/2	1	-	-
Psychological intimidation	-	1	-	1
Discrimination / Racism	1/2	-	-	-
Aggression and violence	-	-	-	-
Bullying	1	-	-	-
Communication & treatment	-	-	-	-
Other, e.g. labour dispute, conflict, private matters, no response	4	3	-	7
<b>Total:</b>	<b>9</b>	<b>5</b>	<b>0</b>	

### **Analysis of report(s) made to the confidential counsellors**

#### *Three reports of intimidation: cases 7, 8, 11*

One report concerns a staff member who experienced a heavy workload in a situation where the immediate superior repeatedly disrespected personal boundaries. The individual saw no prospect for a constructive discussion with the superior and therefore decided to resign.

One report concerned an individual who experienced intimidation from a superior in relation to conditions of employment discussed. After considering filing an official complaint or discussing the matter, the individual decided to leave the issue behind them, primarily for fear a solution would not be found and, as a result, there would be no possibility of continuing to do the work they love.

One report concerned a problematic situation at work. Upon advice, the individual was able to solve the issue in a positive way.

#### *One report of psychological intimidation: case 4*

The report concerned a conflict with the school

regulations in which an individual felt intimidated and treated unfairly. They were advised to discuss the issue and to organise support. Registering the report gave the individual a sense of 'safety'.

*One report of sexual intimidation: case 3*

The report concerned an unpleasant sexual experience with a fellow student. We were able to support and advise the individual.

*One report of sexual intimidation/ discrimination: case 5*

The report came from an individual who felt unsafe within the culture of DAE. She reported of misogynistic comments and felt discriminated against. She was advised to share her feelings within the organisation. She did this in a manner she was satisfied with.

*One report of bullying: case 2*

The report concerned a case of group exclusion of a student. The individual was offered advice on how to deal with such situations and the matter was dealt with internally.

*Seven reports in 'other' category: cases 1, 6, 9, 10, 12, 13, 14*

The external confidential counsellors received three reports concerning the same labour dispute. The three individuals affected by this conflict reported on inappropriate behaviour by colleagues resulting from a difference of opinion on policy to be implemented. We advised them separately about possible follow-up steps to defuse the conflict.

One report about a labour dispute was referred for legal advice.

Two reports concerned private matters and we were able to provide counselling and advice.

Finally, one report concerned an individual who, after the first email message, did not respond to our replies.

In addition, repeated support was requested by two members of staff who had already filed complaints in 2022. In both cases, a number of discussions took place in order to arrive at a solution, some in the presence of the counsellor. One of the cases is still ongoing.

*Multi-year overview (inappropriate behaviour)*

The complete overview lists the reports per calendar year submitted to the confidential counsellors.

	2021	2022 Staff	2022 Student	2023 Staff	2023 Student
<b>Nature of complaint:</b>					
Intimidation	-		-	3	-
Sexual intimidation	1	1	-	1/2	1
Psychological intimidation	1	1	4		1
Discrimination / Racism	-		-	1/2	-
Aggression and violence	-		-	-	-
Bullying	-	1	-	1	-
Communication & treatment	1	3	2	-	-
Other, e.g. labour dispute, conflict, private matters	2	4	2	4	3
<b>Total:</b>	<b>5</b>	<b>10</b>	<b>8</b>	<b>9</b>	<b>5</b>

**Other activities during the report period**

A safe working climate is important for a healthy and vibrant community. Design Academy Eindhoven values a good and safe working climate and pleasant working conditions. The policy of Design Academy Eindhoven is aimed at revealing (sexual) intimidation, discrimination, bullying, aggression and violence, raising these matters for discussion and tackling them within the organisation. Preventative measures can then be taken within the framework of improvements to overall working conditions.

To achieve this, it is essential that the confidential counsellors fully understand what is expected of them so that they can offer support in a positive and constructive way and, if necessary, can direct people further in the event of reports or complaints.

In addition, it is important that the confidential counsellors are known within the organisation and are easy to find.

With this in mind, at the start of the new academic year the Academy invited the confidential counsellors to personally introduce themselves to all Bachelor and Master students.

The proposed recording of an introductory film by the confidential counsellors was not realised this past year. This is now planned for 2024.

Within the framework of the Scientific Integrity Code Conduct, as per 1 January 2023, the confidential counsellors are the first point of contact for any issues of integrity concerning Design Academy Eindhoven.

There is a national initiative from the confidential counsellors on integrity affiliated to other creative colleges to come together periodically to share experiences and work together in this relatively new

role. The confidential counsellors of DAE are part of this initiative. In that capacity, the counsellors took part in a discussion on behalf of DAE with the national Complaints Committee on Scientific Integrity. This committee has requested that a professor from DAE join its ranks as a committee member.

#### *Training and development*

On numerous occasions during the year covered by this report, the confidential counsellors participated within their own network in collegial advice sessions devoted to case histories, with a view to reflecting on one's own actions, sharing experiences, and learning from one another's knowledge and expertise.

#### *Conclusions and recommendations*

In the design industry, various trends and challenges can influence inappropriate behaviour. Although we have no specific information about 2023, we can highlight a number of broader trends that are relevant in the design sector:

##### *1. Creative collaboration and dynamism*

A feature of the design industry is intensive collaboration within creative teams. It is important to observe the dynamics within such teams and to ensure that all members feel a sense of equality.

##### *2. Inclusivity and diversity in design*

Calls for more inclusivity and diversity in design are growing. Organisations will probably aim to create a working environment that is representative of diverse backgrounds, and to proactively deal with inappropriate behaviour based on discrimination.

##### *3. Freelance culture and temporary projects*

Many designers work as freelancers or are hired for specific projects. This brings challenges related to ensuring the psychological safety of temporary employees. Clear policy and communication are essential.

##### *4. The impact of criticism on the creative process*

Designers can be sensitive about criticism of their work. It is important to promote a culture in which constructive and respectful feedback is given, thereby stimulating the creative process rather than damaging the mental health of the budding designer.

##### *5. Technologische innovaties en virtuele samenwerking*

The design industry evolves with technological progress. Virtual collaboration tools and online platforms can introduce new challenges in the

area of communication and the prevention of inappropriate behaviour.

##### *6. Creative freedom and borders*

While creative freedom is stimulated, organisations should also set clear rules concerning workplace behaviour. Designers must be aware of what is acceptable and what is not, especially in the context of a collaborative environment.

##### *7. Support for heavy workload and stress*

Design Academy Eindhoven can be a demanding environment, with tight deadlines and high expectations. It is important for the organisation to provide support in dealing with workplace stress and the pressure to achieve creative results.

##### *8. Training in ethics and professional behaviour*

Training and courses on ethics and professional behaviour can help designers to become aware of possible integrity issues and how to deal with them.

For more precise information about trends in 2023, it is advisable to consult branch-specific sources and, possibly, to discuss the issue with professionals within the design industry.

Over the past year our response to reports has again contributed to the prevention and/or avoidance of further escalation of conflicts related to transgressive behaviour.

This year there was also attention among students for the position of the confidential counsellors within DAE. For DAE staff members, the confidential counsellors are easily found, but nonetheless that attention could do with a fresh boost next year. It is important that staff realise that they are not alone when it comes to unsafe situations, and that there is always a confidential counsellor available for confidential and expert support, advice and guidance.

#### *Recommendations*

The confidential counsellors would like to attend a meeting of the Institute Participation Council and the programme council so that they can find out, through these bodies, what is happening within the organisation and whether there are issues raised that could be relevant to their work.

In addition, it is important that the availability of the confidential counsellors and of other forms of (psychological) support within the framework of

social safety continues to be actively and repeatedly communicated, through the intranet and/or (periodical) publications and meetings where social safety is discussed. Moreover, it should be actively made known that the confidential counsellors are available to answer any questions from people in management positions as a form of assistance in cases concerning staff and social safety, and they can be called upon for training purposes concerning the role of management staff in relation to this theme.

Familiarity and alignment with the implementation of the Code of Conduct is also relevant. The necessary steps in this area were taken in 2022. Where necessary or desirable, the confidential counsellors can be called upon.

Finally, the external confidential counsellors wish to remain informed in broad outline about organisational changes when they occur. Any future reports or complaints (or the lack thereof) can therefore be placed in the right perspective.





## **Colophon**

Annual report Design Academy Eindhoven

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