



ANNUAL  
REPORT



→	Foreword .....	5	5	Report by Supervisory Board .....	65
1	Vision and Policy .....	7	→	Appendix I .....	71
1.1	Policy developments			Quality Agreements	
1.2	Reflection on MACON 2022 ambitions				
1.3	Quality agreements		→	Appendix II.....	73
1.4	Quality Agreements Monitoring Committee			Critical reflection on the Quality Agreements	
1.5	Connection and dialogue			of 2022	
1.6	Diversity and inclusion				
1.7	Sector Agenda for Higher Art Education		→	Appendix III.....	75
2	Education and research .....	21		2022 annual report from external	
2.1	Introduction			confidential advisor	
2.2	Preparatory courses (Foundation Year)				
2.3	Bachelor course				
2.4	Master course				
2.5	Professorships				
2.6	Quality care				
2.7	Internationalisation				
2.8	Awards				
2.9	Profiling Fund				
3	Presentation & Debate .....	41			
3.1	Introduction				
3.2	Department of Communications Presentation				
	and Public Relations				
3.3	Community building				
3.4	Graduation Show				
3.5	Intergenerational Graduation Show, Milan				
3.6	Lecture series				
3.7	Alumni				
3.8	Media and social media platforms				
3.19	Identity & website				
3.10	Other events				
3.11	Friends and partners				
4	Organisation.....	57			
4.1	Introduction				
4.2	Board, management and policy				
4.3	Participation				
4.4	Operations				
4.5	Human resources				
4.6	Relationship with region				
4.7	Accommodation				



The year 2022 will be remembered as the year of liberation from corona. The year began with restrictions imposed because of the pandemic but, as the months passed, almost all restrictions were lifted. After a long and difficult period of online and hybrid learning, in-person classes resumed in our 'Witte Dame' building. Students, tutors and staff found their place again and the DAE community became more tightknit again.

Nevertheless, the corona pandemic did change something. More than previously was the case, events in the world took their toll on the students. Feelings of uncertainty and restlessness were fed as a result, and they had an effect on education and the relationship among students, tutors and staff. DAE is a small institute where tutors and staff feel strongly committed to the wellbeing of students and are concerned about their welfare. We try to teach our students that designers can never change the world on their own. On the other hand, a world without their contribution is difficult to envisage.

In 2022 DAE took some crucial steps that will influence the years ahead. Various working groups, participatory bodies and reflection groups have, under the supervision of the Policy Office, completed the development of the new Bachelor course. In this learning programme the student learns to adopt a position vis-a-vis the broad field now covered by design, and there is plenty of space for reflection. The introduction of this new Bachelor curriculum in September 2022 is a milestone. However, the project

is not yet finished; in the coming years the new curriculum will be intensively evaluated and improved where necessary.

In the Master course a lot of energy has been put into professionalising the educational support structure. The role of the coordinators has been redefined so that they are better positioned between the tutor team and the students.

At the start of the year the DAE research programme was accredited by the Dutch-Flemish Accreditation Organisation (NVAO). The programme was introduced at the end of 2020 with three new research programmes, each headed by a new professor. Even though there was no track record, the accreditation committee praised the vision on which this programme is based and the direction that DAE is taking.

The implementation of the Quality Agreements is proceeding at full speed and is making progress in all areas. This is also true of the allocated NPO funding, which leads to better supervision of students during their study and internships.

Great strides were also taken within the renewed participation structure and the various bodies (Institute Participation Council (IPC), the Bachelor Course Committee (BCC) and Master Course Committee (MCC)) are defining their position within DAE in an increasingly better and more structured way.

DAE has a long tradition in presenting the work of its students to the world. In June 2022 the academy mounted a remarkable show to

Milan to mark 75 years of Design Academy Eindhoven. The Graduation Show 2022 could take place without corona restrictions. After two difficult years, it was an historic and festive moment, which drew 35,000 visitors.

Finally, in 2022 the new Research, Innovation and Advancement Office (RIA) opened. This office focuses on partnerships with stakeholders, new projects, the development of national and international collaborations, and the connection between research and education at DAE.

Design Academy Eindhoven occupies a prominent place within international design education. We do everything to maintain this position by continuing to excel in our work.

Eindhoven, April 2023

Executive Board

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 VISION & POLICY

**Bachelor Program**  
**Design Academy Eindhoven 2022-2023**  
**Student-centred**

Year 1		Year 2		Year 3		Year 4	
S1A	S1B	S2A	S2B	S3A	S3B	S4A	S4B
Fundamentals 15 EC   15 EC		Fundamentals 10 EC   10 EC		Fundamentals 5 EC	Internship 25 EC	Focus 25 EC	Graduation 25 EC
Essentials 10 EC	Studio 10 EC	Studio 15 EC	Studio 15 EC	Studio 20 EC			
Reflections 5 EC   5 EC		Reflections 5 EC   5 EC		Reflections 5 EC   5 EC		Reflections 5 EC   5 EC	

## 1.1 Policy developments

In 2022 important steps were taken in the development of the new Bachelor course. All parts of the curriculum have been elaborated further and made ready for the start of the new Bachelor course in September 2022.

The new course consists of three parts: Fundamentals, Studios and Reflections. Studios form the creative heart of the course. It is in Studios that the students conduct research and design. They learn how to progress from designing to making, and how to arrive at designing through the process of making.

Fundamentals provide the students with a basic range of skills and knowledge. The programme consists of three learning paths: Design Studies, Production Studies and Contextual Studies. These cover the first three years of the Bachelor course.

Reflections is the space in which students can reflect on their study and their future practice. This programme teaches the students to profile themselves and adopt a personal position.

The Fundamentals tutors work on compiling the contents the three learning paths in various development rounds under the supervision of the Policy Office and external supervisor Inge van Laarhoven. The entire programme is set down in schematic descriptions, with the learning outcomes determined for each learning unit.

The Osiris student tracking system was reorganised according to the new assessment system. In addition, steps were taken to elaborate the digital learning environment with the so-called Canvas Learning Management System (LMS). The LMS will be integrated in 2023 in the student tracking system in order to be able to start with the Osiris-Canvas combination in the 2023-2024 academic year.

Developments in the Bachelor course in 2022 also resulted in a reappraisal of the procedures and processes. The Policy Office is now preparing new assessment forms. For the assessment of Bachelor and Master students, flowcharts have been drawn up and the formal letters issued to students have been revised.

## 1.2 Reflection on MACON 2022 ambitions

In 2022 the entire DAE community of students, tutors, management, heads and support staff contributed to positive dialogue and connection. On the basis of a strongly connected community, a critical dialogue was conducted with respect for every individual and their work. In working sessions, open discussions, tutor days and staff days, important steps were taken to gain insight into the needs of the DAE community.

In all these gatherings, the participation bodies were expressly involved, which helped to improve the position of the three participation bodies (IPC, MPC, BPC).

The goals outlined above are founded on three pillars:

- 1 Quality Agreements
- 2 Research within DAE and the link with education
- 3 Realisation of educational reforms with the name Acceleration Agenda.

The implementation of the Quality Agreements proceeded in tandem with educational reforms. All the main goals were achieved. The postponed purchase of an LMS took place in 2022.

The Quality Agreements programme also included the appointment of a diversity officer, thus giving substance to the strong wish for this within the organisation.

Educational reforms led to the rewriting of the education plan, whose direction was determined by specific focus points from the Quality Agreements programme.

The second pillar stems from the desire to strengthen ties between research and education at DAE. This became concrete in a research festival in which education and research explored the Metaverse together.

The Transdisciplinary Design Networks organised the six-month education Digital Focus programme for the Bachelor course. The growing ties between education and professorships drive the further development of DAE in general, so in the future we will continue to devote attention to this.

The third pillar supporting the changes is the Acceleration Agenda, in which the steps to develop and implement the new educational model are set down. This agenda is followed closely, which enabled us to accelerate the process so that the Bachelor course could start in its new form in September 2022.

## 1.3 Quality Agreements

2022 is the mid-point for the Quality Agreements, which cover six years, and the fourth year of the quality impulse projects of the entire DAE education. The initial Quality Agreements plan, as agreed with the Ministry of Education, Culture & Science, places particular emphasis on the quality impulse of the Bachelor course.

The implementation of the quality care plan proceeded in tandem with the development of the new Bachelor education model. The themes of the plan align perfectly with the proposed reform of the Bachelor course. The plan therefore required few modifications, except perhaps that the implementation started later. As the implementation of the six-year plan for the Quality Agreements proceeds, we see fewer deviations in the implementation and in the expenditure of funding. Quality care has become a permanent factor within DAE.

New developments within the Bachelor course during 2022 concerned the time devoted to preparation and consultation. Hours for these activities were added to the teaching hours. In addition, education development hours were also added.

A start was made with preparations for two new Studios, which were introduced in the 2022-2023 academic year. The Reflections programme, which builds on the study guidance, has received additional funding. Up until 2022, the diversity policy fell under the responsibility of one of the professorships. With the appointment of a Diversity and Inclusivity Officer, the responsibilities have been broadened and DAE has shown its serious intention to make work of its diversity policy.

At the end of 2022 the Accreditation Organisation of the Netherlands and Flanders (NVAO), in its mid-term assessment of the Quality Agreements, judged that DAE meets both criteria in the Quality Agreements protocol. It has shown that it has made sufficient progress in realising its intentions and that the participation bodies and other relevant parties are involved in the implementation of the plan. The NVAO will therefore issue a positive recommendation to the Minister of Education, Culture & Science.

## 1.4 Quality Agreements Monitoring Committee

The working group that oversaw the development of the Quality Agreements remained in an almost unchanged composition in 2022 as the Quality Agreements Monitoring Committee. The only change along the way concerned the student member, because she graduated in 2022. As a result, the Monitoring Committee could keep a close eye on implementation and progress.

The Monitoring Committee consists of a student member (a member of the Bachelor Course Committee), a number of tutors from the Bachelor and Master courses, the chair of the DAE participation council (IMR) and a member of the Supervisory Board. The involvement of the participation members and the Supervisory Board ensures that the Quality Agreements are supported and followed by the entire organisation.

Since 2022, the committee has been composed as follows:

- Gert Staal, MA tutor
- Mieke Meijer, BA tutor, member of exam committee, learning path representative Fundamentals
- Ilga Minjon, BA tutor
- Sterre ter Beek, BA student (until September 2022), former BPC member
- Cara Jacobs, BA student and BPC member (since October 2022)
- Peter van Casteren, Foundation Year Coordinator and chair of IPC
- Willemien Boot, Supervisory Board, chair of Audit Committee
- Yolande Hezemans, Senior Policy Officer, Quality Agreements project leader (not a member)

The committee met twice in 2022. It was consulted about the contents, the funding and the planning of the various quality care projects. Strategic choices were discussed in consultation with the committee. The costs and the allocation of unspent funding in the multi-year budget were approved.

Appendix I contains a critical reflection on the Quality Agreements by the participation council for 2022.

## 1.5 Connection and Dialogue

### Tutor Days

The Tutor Days are intended as moments of exchange

and learning, offering an opportunity to share experiences and gain new insights into the education at DAE, with a focus on developing didactic skills. Two such Tutor Days took place in May and November 2022.

The gathering in May, which was for Bachelor tutors, was well attended. Joseph Grima's keynote address touched on the positioning of DAE, and Raf de Keninck spoke about the new Bachelor course model. Educational themes discussed during the workshops included 'Feed up, back and forward' by René van Binsbergen, and 'Didactics for student central learning' by Aukje Hubers.

Other workshops centred on the new Bachelor course, and two new Studios, Silva Systems and Digital Native, were introduced. The Fundamentals tutors worked in their sessions on the contents of their programme.

The workshop staff were invited for the first time to attend the Tutor Day in November. This day was fully devoted to the new Bachelor course, covering such aspects as assessing, teaching and making. In the plenary session of the day, Janneke Schreuder, Head of the Bachelor course, explained the education model and discussed the state of affairs concerning its implementation.

This was followed by sessions with speakers on the theme of diversity and inclusion, the DAE Confidential Advisors were introduced, and the DAE Code of Conduct was explained. The afternoon consisted of two workshops, 'Inner Play' and 'It takes two to tango'. Eva den Heijer introduced in the first workshop 'Ludo didactics'. With this teaching method, educational tools can be developed on the basis of the principles of play. In her workshop 'It takes two to tango', Mieke Jaspers explained how effective feedback can enhance the ownership of students by stimulating activating learning and through the feedback of peers and tutors. The day closed with a dialogue session moderated by Allard Boer, Team Coordinator of the

DAE Workshops, which was aimed at improving interaction between the education and the workshops.

### 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, Relations and Events 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, the Executive Board can issue an incidental newsletter. Non-teaching employees are updated about key developments at monthly meetings.

## 1.6 Diversity and Inclusion

Diversity and inclusion remain important themes at the academy. In this regard it sees itself as a learning and developing organisation, with space for improvement. It is the ambition of DAE to be an organisation where everybody feels welcome and safe. To achieve this, DAE draws inspiration from other creative colleges, but it charts its own course. The year 2022 saw the start of a number of new activities as well as preparations for other activities. It was also a year of reflection on the diversity and inclusivity policy. Here follows an overview.

### Code of conduct

A code of conduct was introduced in 2021, and development continued in 2022. A formal complaints procedure has been set up in collaboration with G&I International. This office is specialised in supporting organisations in elaborating their procedures for governance and integrity.

Steps have also been taken, by means of a new website, to ensure that the DAE code of conduct is known throughout the academy. The launch of this website was accompanied by a self-produced video that explains the code and emphasises its importance. A

day earlier, G&I International held a training session about the code of conduct for Bachelor employees.

The academy has decided to modify the structure of confidential advisors. Tamara de Reu and Jeroen Zweerts are the permanent external confidential advisors for DAE students and staff. They work for the organisation Vertrouwenspersoon. De Reu and Zweerts gave presentations during the introduction days for Bachelor and Master students and on the Bachelor Employee Day. Awareness of the confidential advisors has demonstrably increased among students and staff. They were consulted more often in 2022 than in previous years. This is a positive indication of trust in the safeguarding of social safety within DAE.

### Group agreements

Art education in the Netherlands has in recent years had to deal with a number of highly publicised integrity issues. This prompted DAE to commission the agency Bezemer & Schubad to examine and make recommendations concerning how to safeguard social safety at the academy. One of the recommendations from the Bezemer & Schubad report of 2021 was to reach group agreements with the students. These were implemented in 2022. The group agreements concern all aspects of education such as class rules, a safe learning environment, expectations, practical communication methods, conflict resolution and defining boundaries for physical contact between tutors and students and their contact on social media.

Owing to the differences in the structure of the Bachelor and Master courses, these agreements are reached in different ways. In the Bachelor course the group agreements were made by the studio leaders and the coordinators in consultation with the students. In the Master departments, the group agreements were drawn up in dialogue with the students, the head of the Master course and the coordinator. If people felt it was necessary, the D&I Officer could facilitate this conversation and convey the resulting agreements to the Master tutors.

## Student participation and activities

The academy believes in the importance of giving students a say in decisions that concern them, and giving them space to organise matters for themselves. For this reason, student representatives sit on the Institute Participation Council (IMR), the Bachelor Course Committee (BOC) and the Master Course Committee (MOC). The students are also involved in the Anti-Racist Committee (ARC) and the Student Council, which regularly discusses themes such as diversity and inclusivity.

To stimulate such initiatives, a micro grant fund was set up to increase opportunities for self-organisation by students. This micro grant was introduced in January 2023. The fund is aimed at innovating and stimulating activities by students, for students. Diversity and inclusivity are expressly part of the assessment criteria for securing a financial contribution.

## Staff recruitment

The majority of academy students come from outside the Netherlands, attracted by the academy's reputation. A considerable number of the employees and tutors are DAE alumni who were recruited by co-option. However, to promote diversity and to ensure that it reflects society and the student population, DAE finds it important to recruit staff from outside academy circles.

Modifications have therefore been made to the recruitment and selection process. Job announcements specify that DAE aims to be an inclusive employer that treats all applicants equally. If new team members are sought, then the diversity of the team is a strong consideration, as is the importance of being able to work with people from different backgrounds, because that enriches perception.

This is a lengthy process of change of course, but the results are already apparent. In 2022 it led to an increase in staff numbers with a non-Dutch cultural background and of staff who are openly neurodiverse or are members of the LHBTI+ community.



## Diversity and Inclusivity Officer

Leigh Tukker began work as Diversity and Inclusivity Officer on 15 August. DAE created this position on account of the need for one contact person for questions and queries related to this subject. The ARC, one of the organisations that expressed this need, formed part of the selection committee.

Tukker has experience with academic research in the area of diversity and inclusivity and previously worked a policy officer with an international human rights organisation. Tukker aims to promote diversity and inclusivity at DAE through tactical and strategic changes.

The year 2022 was for Tukker one of making connections and analysing the organisation. Plans were also

developed for the coming years. On the Bachelor Employee Day, Tukker gave an introduction to the subject of diversity and inclusivity. On their advice, the procedure for changing first names in the DAE administration will be simplified in 2023.

### **Professor of Design and Social Justice**

Dr Naomi Bueno de Mesquita returned to DAE in August as Professor of Design and Social Justice. Before completing her PhD at KU Leuven, she worked as a researcher within the DAE Professorship Places and Traces. Dr Bueno de Mesquita will focus on research into community types inside and outside the academy.

### **Bachelor Studio Leaders**

In 2021 it was decided to hold an open call for studio leaders who were not educated at DAE for the new Studios. The entire DAE community, including the students, was involved in the selection. One of the new Studios is Digital Native, which focuses on diversity, inclusion and social justice in relation to design.

### **Possibilities of work for international students**

For students from outside the EU, it was made easier to carry out paid work within the academy in 2022. Previously, these students could not receive a work permit, so DAE was unable to pay them for their activities as members of the representative bodies or for their involvement in events or in the zBar. Students who do work for DAE can easily register through Maqqie and are quickly reimbursed.

### **Education**

Diversity and inclusivity forms an important aspect of education at DAE. Many students work on projects in this area, under the supervision of tutors with the right knowledge and expertise.

The popular Studio Digital Native started in the Bachelor course. This Studio examines how systems of oppression operate through digital infrastructures and the media. The studio also investigates how these

systems manifest themselves in our material world.

Within the Master course, the Social Design department in particular focuses on diversity and inclusivity. But the other departments also devote attention to this subject. For example, in The Critical Inquiry Lab, where tutor Angelo Custdio, in his lessons on trans\*-materialising, explored the conditions for diversity and inclusivity, such as wanting to listen and allowing oneself to be vulnerable.

The subject also has the attention of the educational support departments. DAE's Policy Office paid particular attention in 2022 to the legibility and accessibility of texts and course descriptions.

### **Mental health**

Most students are young adults, a phase of life in which a lot happens and they become independent. For most of them, this process happens in fits and starts. That is why DAE acquired Mirro in 2022. Mirro consists of online modules in which students can seek advice, in a low-threshold and anonymous way, about money worries, fears and mood swings, self-image, addictions, relationship problems and stress. Mirro will be introduced at the start of 2023. It is an extra facility for students, alongside the existing support offered by the mentor, student counsellor and external parties.

### **Accessibility**

DAE stresses the importance of making its facilities and events accessible to everybody. The DAE building is therefore fully accessible for wheelchair users. So too is the annual Graduation Show, which in 2022 provided gender-inclusive toilets. During the Graduation Show special guided tours were organised for people with a visual impairment, who could touch the work of students. DAE worked on this initiative with Stichting Kubes and the Dutch Design Week organisation.

## Events

Throughout the year, DAE organises regular events such as the student-led Lecture Series and the Arena debates during the Graduation Show. One of the subjects of the Arena debates in 2022 was mental health. Students from the Social Design department presented their projects, which they developed in collaboration with the Municipal Mental Healthcare Agency in Eindhoven.

Diversity was the red thread in the choice of subjects and speakers in the Lecture Series. This resulted in a programme with familiar and unfamiliar speakers who discussed subjects that some people were familiar with and others weren't.



D&I officer Tukker delivered a lecture about intersex and human rights, there was a panel discussion with the well-known feminist group Guerilla Girls, and Professor Madina Tlostanova discussed Eastern European philosophy from a decolonialist perspective.

## 1.7 Sectoral Agenda for Higher Art Education

DAE is closely involved in the policy development of the national Art Education (KUO). The Sectoral 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

DAE offers the student a lot of options. This forms the basis of the new Bachelor curriculum. The student can develop – on the basis of their own strength – with the support of optimal supervision.

- The new curriculum creates structural attention for personal circumstances, resilience and broad, personal development. With proper support from both internal and external advisors and coaches in the Reflections module, DAE offers structural attention tailored to the student's needs. This is the case in all years of study.
- Integral coaching in the Bachelor course. The Reflections module underpins all years of the Bachelor course. The coach is involved in drawing up a personal study plan and the graduation plan. In addition, there is structural attention for peer learning that stems from group processes.

## ● Diversity and inclusivity

Research into inclusivity and diversity is closely related to the professorship in Social Justice and Design, which saw the appointment in 2022 of a new professor in the person of Dr Naomi Bueno de Mesquita. Students became acquainted with the theme through lectures. In addition, in 2022 a special Bachelor module was developed to offer this research theme to fourth-year students. This will start in 2023.

The appointment of a Diversity and Inclusivity Officer has accelerated the elaboration of the inclusion and diversity programme at DAE. A four-year action plan has been drawn up, and it focuses attention on various groups and minorities.

The admissions policy for students and the recruitment and selection policy for staff are aligned with the diversity and inclusivity policy. Since 2022 DAE has employed a more open way of recruiting. Job profiles have been given a broader description and open calls are held for the recruitment of the studio heads. Moreover, a broad representation from the DAE community is involved in the selection procedures.

### Professionalisation of tutors

In 2022 a broad cycle of professionalisation started with more Tutor Days, Staff Days, group sessions and individual schooling programmes.

### Scheme for period of gender transition.

A scheme for students and staff has been drawn up to determine the period concerning gender transition.

## ● Relationship with the environment

### New Friends programmes

In 2022, new collaborations were set up with new friends of DAE. This was done at the instigation of both the studios and the professorships, and led to new possibilities for our students.

The new Research, Innovation and Advancement Office (RIA) supports the setting up of programmes between both internal lines of research initiated by DAE and external lines of research initiated by other academies and institutes. RIA established lasting connections with other design academies and universities and offers specialist support in raising funds (SIA, EU, Horizon Europe and Erasmus+). RIA connects DAE's research and friends programmes in the professional field at home and abroad.

In 2022 a strategic programme was developed with our external partners, Extended Labs. (See Section 2.1)

## ● Education: Lifelong Development

### Professional field and job market:

- A new alumni coordinator has been appointed
- The DAE policy is to involve its alumni more closely in the academy. In 2022 there was a lot of attention for the alumni within the framework of the 75 year Design Academy programme. In June the Intergenerational Graduation Show was organised in Milan with work by former students from all years, and during the Graduation Show in October there was a successful breakfast for alumni.
- strong collections with the professional field during various projects in studios, focus programmes and the graduation phase.
- The Bachelor course pays more attention to entrepreneurship. To this end, a special module has been developed and is offered to students in the Fundamentals.

## ● Open leeromgevingen

- With RIA we bring the professional field and education closer together.



- The Studios of the Bachelor course have been successful in finding collaborations with practice. The flexible structure of the new curriculum creates better possibilities for this than in the past.

- The Master departments carry out a joint project with practice as a structural element in the education programme.

## ● Blended Learning:

- Involving the professorship more closely in education leads to cross-pollination between research and education, which in turn results in educational innovation. The results of this policy were visible in 2022 during the Research Days and in the projects that take place within the framework of the VIS applications, such as Synth Hackathon.

- The professors gave presentations at the Graduation Show and established collaborations with other places of education, such as TU Delft and Zürcher Hochschule der Künste.

- Online admissions have become common.

## ● Talent development and foundation courses

- DAE has intensified the talent development of new students in the past year. DAE's own Foundation Year focuses on secondary school pupils aged 17 and older. A project has been set up with CHV Veghel to bring 14-to-17-year-olds into contact with the academy. DAE also works with seven secondary schools in Eindhoven.
- DAE is working on a plan to improve the 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 course.
- Research becomes more visible through presentations at the Graduation Show.
- Research projects by the professor were highlighted for three whole days at the Research Festival

### Third Cycle

- DAE is involved in the development of the Professional Doctorate (PD) and will in the near future educate PD students.
- DAE recently began exploratory discussions concerning a joint PhD programme with KonstFack (Stockholm, Sweden).

### Development of professorships:

- The working hours of professorships have been doubled and are embedded in both the education and the organisation.

### Research collaborations:

- DAE will set up research projects with the support of SIA, Horizon Europe and Erasmus+.
- DAE is one of the parties in the Higher Education Knowledge Pact, reached by various colleges in the province of Noord-Brabant. A provincial council with representatives of the colleges and universities is currently examining the issues on which they could collaborate.





# 2. EDU- CATION & RE- SEARCH



## 2.1 Introduction

The educational reforms, which were developed during 2021, continued in 2022 and culminated in the implementation of a completely new Bachelor model at the start of the academic year in September 2022.

In 2022 educational development acquired clearer shape through the broad structure of participation. Students, tutors and staff were encouraged to contribute to the development of the new Bachelor course. This consists of three components – Fundamentals, Studios and Reflections – which cover most years of the Bachelor course, and put the student at the centre in the choices offered within the curriculum.

The year 2022 was one in which a new education model was developed, and in which new tutors and studio leaders entered the academy. The new amalgam of personalities and their expertise creates entirely new dynamics within the Bachelor course. In addition, numerous new collaborative ventures were established with the professional field. The ‘Extended Labs’ programme was developed and resulted in collaborations all over the country. These labs offer important and special development opportunities for our students.

The professors elaborated their programmes further and the first links between education and the professorships were established. For example, the ‘Transdisciplinary Design Networks’ professorship created a focus module for the Bachelor course. This is an optional module for one semester for fourth-year students. The focus modules consist of fixed programmes, such as the module by the professorship, or of open choice programmes composed by the students themselves.

In 2022 the new professorship ‘Design and Social Justice’ acquired substance with the appointment of Dr Naomi Bueno de Mesquita. This professorship is the successor to the professorship ‘Diversity and Inclusivity’.

## 2.2 Foundation Year

DAE enjoys a very strong international reputation; more than 75 per cent of the students come from abroad. Aspiring Dutch students are often daunted by the academy and assume that they will be unable to make the grade. This attitude seems to discourage them from even applying.

Alignment between Dutch secondary education and the DAE course is certainly not ideal. During their years at secondary school, pupils are often unable to compile a portfolio that is suitable for admission to DAE. International candidates have often completed a course in the field of art, design or architecture. Their portfolio already shows signs of their potential qualities as designers.

DAE wants to ensure that the inflow of students into the design world more broadly reflects society. That is why it wants to actively contribute to the quality and range of Dutch foundation courses. Providing these prospective students with an early opportunity to sample what the academy has to offer can increase the diversity of the student population.

### Experience Days

For some years DAE has organised so-called Experience Days. Prospective students can experience for a whole day what it’s like to study at DAE. They are introduced to the hands-on learning environment at DAE through simple assignments. We have now increased from one day a year to four days. Each Experience Day is attended by an average of 75 pupils. These days were originally intended exclusively for pupils from Dutch secondary schools, but many prospective students from other countries have now shown an interest in the Experience Days.

In the coming period DAE hopes to enhance the professional character of the Experience Days. That process already started in 2022 by offering portfolio scans and further support during the admission

process, which boosted the value of the Experience Days for visiting pupils.

### Foundation Year

A third group of Foundation Year students started in September 2022. There are a few notable changes compared to the start in 2020. Interest has increased significantly as a result of publicity, messages on social media, attention during open days and Experience Days and word-of-mouth advertising. The number of participants has more than doubled (45 candidates). Improving access to our Bachelor course remains the main aim of the Foundation Year.

The age range of the students is also wider than it used to be. The youngest is currently 16 and the oldest 34. We view these changes as a big improvement, because they improve our ability to offer candidates the hands-on atmosphere of the Foundation Year.

### Talent class

Design Academy Eindhoven and CHV Academy Veghel work together on the programme offered during the new Talent Class for Design, Vision and Craft. The aim is to offer youths in the 14-17 year age bracket an opportunity to develop in the area of design, visual art and craft, and bring them into contact with art and design professionals. In this three-year development path, participants come to the Noordkade in Veghel/Meerijstad for twelve half-days spread over the school year. Under the supervision of professionals from DAE and CHV Academy, they follow lessons and masterclasses in design, visual art and craft. The second group of secondary school pupils started in 2022. Thanks to the efforts of our tutors, the candidates learned about the world of design in an inspiring manner.

## 2.3 Bachelor course

2022 was a year in which we were happy that, as a practice-oriented academy, we could again offer

in-person education. This meant plenty of activity at the academy! It also offered the possibility of rolling out educational reforms further and actually implementing them in September 2022.

### New Studios

In recent years a number of new Studios have been launched each year within the Bachelor course. In 2022 we have also added new Studios to the course. Students continue to enjoy an extensive choice that is updated every number of years. Since September 2022 students can receive help from professional reflection coaches in making their choices.

DAE added two new Studios to the Bachelor course at the start of the 2022-2023 academic year. Lukas Wegwerth and Moritz Maria Karl, both from Germany, have developed the Studio Silva Systems. The central theme is the forest in all its facets. The programme introduces students to forest products, processes and systems and their relationship to decarbonisation.

Ibiye Camp and Rhiarna Dhaliwal started the Studio Digital-Natives in September. This studio focuses on collaboration and digital technology in relation to race and gender. It looks at the relationship between the physical and digital space. The approach is a hybrid mix of performative, critical research into techno-political networks and research into the digital world.

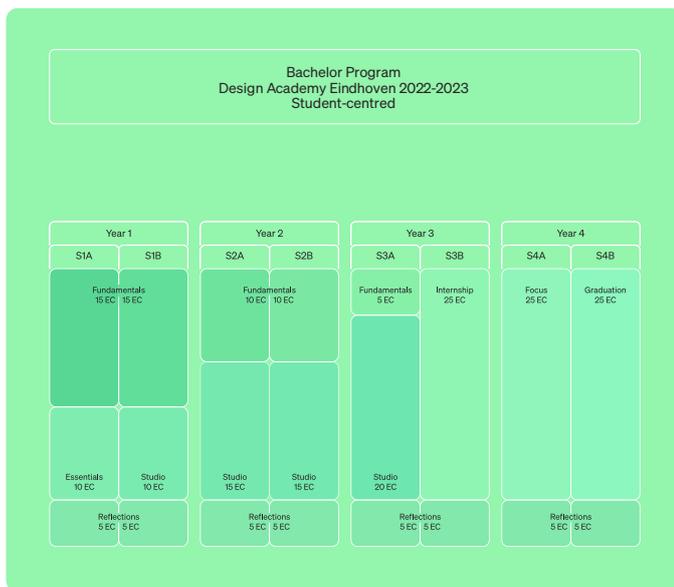
The 2021-2022 academic year was the final year of Studio Moonshots, supervised by Catelijne van Middelkoop and Studio Living Matter, which was headed by Marije Vogelzang. Jelle Zijlstra departed as leader of Studio Turn Around! and Ferdinand Schmeitz became the leader of Studio Identity on an interim basis.

The following nine existing Studios continued in 2022:

- 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 (previously UnIdentified), headed by Joost Jansen
- Morning Studio, headed by Thomas Lommé
- Studio Public Private (previously Collaborative Solutions), headed by Stijn Roodnat
- Studio Turn Around!, headed by Vic Cautereels
- Studio Urgencies, headed by Irene Fortuyn
- Invisible Studio, headed by Mario Minale

- The new Essentials programme introduces first-year students to all the workshops at DAE and some outside the academy.
- The Studios start in the second semester of the first year.
- The new Focus programme starts in the first semester of the fourth year.
- The exam programme will be restructured and is independent of the Studios programme. Each student defines their own, personal graduation path. The student chooses their own graduation supervisors from a list of available supervisors.
- All students eligible for a resit can do so in the new re-do week. This falls outside the regular education programme after a semester.



### Current programme (Exam year)

In 2022, some 124 Bachelor students finished their studies. This was over 30 more than in the previous year. The large number of graduates forced DAE to seek a venue outside the academy building. Bachelor and Master students could work on their exam projects in the Eindhovense Microtuin. After two online ceremonies, the diploma award ceremony could take place in the academy building again.

Owing to COVID-19 restrictions, there were three moments instead of two when the students could graduate in 2022. They also had two opportunities for a resit.

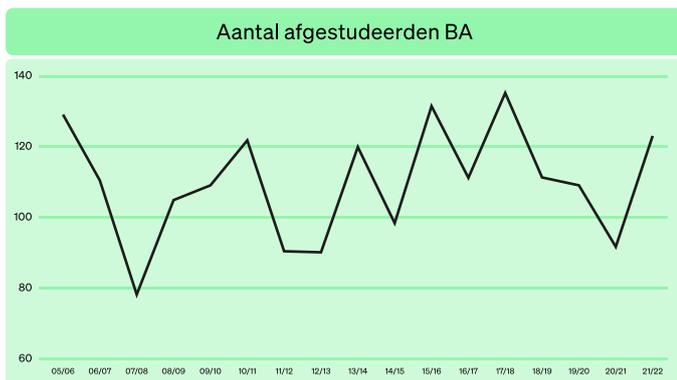
### Educational reforms

The most important changes from the educational reforms introduced in September 2022 are as follows:

- All students follow the Reflections programme every semester. The groups consist of twenty students from all four years of the academy. They are accompanied by a Reflections coach, which optimises knowledge transfer and stimulates peer learning.
- Fundamentals form part of the first, second and third years of study and create a solid basis in terms of professional knowledge and skills.

	Geslaagd	Herkansing	Waarvan cum laude
Januari 2022	15	2	2
Maart 2022	13	4	3
Mei 2022	3		
Juni 2022	88	7	13
Augustus 2022	5		
Totaal	124	13	18

The chart below shows the number of graduates from the Bachelor course over the past 17 years. We see a strong growth especially since 2020-2021.



**Education organisation / Educational Office**

Some changes were made to the staffing of the Educational Office in 2022. Coordinator Anne Ligtenberg terminated her contract in August, while Miki Dai-van Essen and Shreya Venkatesh Pai began work. The team now consists of seven coordinators who organise the Bachelor course.

In January we organised the online Open Day, in which over 200 prospective students took part. They received tips and tricks for compiling their online portfolio and information about the course and admissions. They could also join a livestream guided tour of the academy building.

During Dutch Design Week in October a second Open Day was organised, attracting about 200 prospective students. Some came with their parents. After the guided tour and the introductions about the academy, the participants could visit the Graduation Show.

**Experience Day**

We had to cancel the traditional Experience Day in January because of COVID-19 restrictions. But we had the possibility to hold these days online in February and November. On Experience Day prospective students work on a typical DAE assignment and, in this way, discover what it is like to learn at the academy.

Portfolio Quick Scan & Extended Portfolio Training During the Experience Days and Open Days, partici-

pants had an opportunity to show their portfolio. In this Portfolio Quick Scan, an experienced DAE tutor gave the prospective student feedback on the spot.

The Extended Portfolio Training this year attracted fewer people than in previous years. By contrast, there was a lot of interest in the Portfolio Quick Scans. Three such scans took place online and one took place in person.

**Admissions**

In 2020 DAE was forced to switch to online student applications. This turned out to be a fine working procedure, which will be continued. Applying online is a solution especially for foreign students, because they do not have to travel to Eindhoven, which makes the procedure fairer and more accessible for everybody.

**Selection**

In 2022 some 147 students started the course, while 177 were accepted. Of those who were accepted, the percentage of males dropped again. The proportion of Dutch students in the whole student population also dropped slightly.

	2019	2020	2021	2022
Aantal aanmeldingen	639	549	531	574
Aantal aangenomen	155	239	190	177
Aantal gestart	146	177	148	147
NL	23%	28%	25%	21%
Internationaal	77%	72%	75%	79%
Man	47%	34%	40%	34%
Vrouw	53%	66%	60%	66%

**2.4 Master course**

The DAE Master course teaches students to deepen their knowledge and vision of the world. Students are

challenged to examine and further develop their role as a designer within society. The two-year Master course at DAE consists of five departments: Contextual Design, Social Design, Information Design, The Critical Inquiry Lab and Geo Design. Within each department, the students, tutors, experts and guest speakers explore on an equal footing 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. Sometimes they are partners of DAE.

The year 2022 focused on improving the organisation of the Master course, with special attention for the position of the coordinators. There was also an education update and an evaluation of the supporting structure. This resulted in a more efficient organisation.

The intake of new students in 2022 was disappointing. The shortage of housing in Eindhoven seems to be the main reason for discouraging foreign students in particular, but corona restrictions also probably played a role.

A fixed element of the Master course is the series of lectures by Master alumni about their work, their design practice and their experience as students at DAE. Foreign students in particular seem to benefit from this knowledge; it helps them to settle in to the Dutch Master course.

In 2022 we also invested in the positioning of the student counsellor and the confidential advisor. This bore fruit, just as the reorganisation of the coordinators of the departments has led to better availability for the students.

### **Contextual Design**

“Artistic talent, curiosity, intuition for the Zeitgeist, a research attitude and the courage to break conventions.” That’s how Contextual Design describes

the character of the ‘author designer’. In the first year most emphasis is put on developing the imaginative scope and exploring the personal profile of the student. That is why the students are taught by tutors from highly divergent backgrounds: artists, architects, theoreticians, graphic designers and product designers. Just as in the other departments, the second year focuses mainly on the individual graduation project, in which the students write a thesis and complete a design project. In 2022, Contextual Design received 34 per cent of all applications. With a total of 56 students, Contextual Design remains the biggest Master department at DAE.

### **Social Design**

It is the obligation of the designer to consider the social aspects of their work. Headed by Marina Otero Verzier, Social Design challenges students to constantly pose such questions as: Why do I want to design? What is the influence of my work? Who do my designs address? And what do I want to achieve? The department not only underlines the power and influence of designers who challenge the status quo but also questions the confident role of designers in solving the problems of today. Design is often part of the problem that it seeks to tackle. Social Design received 28 per cent of all applications.

### **Information Design**

Digital technology has fundamentally changed not only the role of graphic designers but also our access to information. A new balance between those who publish information and those who study or use information is needed. The design of news and knowledge is therefore an essential theme in the Information Design programme. The programme focuses on new methods to translate and depict data, to communicate information and to research traditional and new platforms of information transfer. In 2022, Joost Grootens decided to step down as head of Information Design. The appointment of the new head took place after a selection procedure. The selection committee included members of the

Master Course Committee, the head of the Master course and the HR department. The selection committee had an advisory role and endorsed the decision of the Executive Board to appoint Marco Ferrari as the new head of the department. Ferrari is an architect and founder of the interdisciplinary Studio Folder in Milan.

### **The Critical Inquiry Lab**

The Critical Inquiry Lab is a theory-based programme rooted in critical research and cultural methodologies. Students are asked to develop an artistic position on the basis of research. In translating this artistic research into a public form, students can choose to engage in various disciplines and practices, such as writing, curating, podcasting, publishing, coding and developing strategic actions within and beyond design.

The head of the department, Saskia van Stein, has decided to take a sabbatical year for the 2022-2023 academic year. Patricia Reed has been appointed as acting head for this period. She is a thesis tutor and enjoys the full backing of the Executive Board.

### **GEO-Design**

The GEO\_DESIGN Master department researches the social, economic, territorial and geopolitical effects of today's industrial society. Given that designers are part of the industrial system, it is also their responsibility to question and, where necessary, change this system. Simone Farresin and Andrea Trimarchi, founders of Studio Formafantasma, head the department. This Master department is a further expansion of the existing GEO\_DESIGN exhibition and research platform, launched in 2018 because of the need for a place where the themes of the modern, industrial society can be discussed and researched.

### **Professionalisation**

The professionalisation of the education support was a spearhead of policy in the Master course in 2022. The role of the coordinators was redefined to give them

a better position between the tutor team and the students. Their duties include organising the educational programmes, managing budgets, recruiting and selecting staff, and organising external student projects.

In January the interim general coordinator was given a permanent contract. A review of staffing was also carried out, resulting in three employment contracts. The duties of coordinating the Contextual Design department and the projects were allocated to one person, the former freelance coordinator. They have now been given a permanent employment contract with an expansion of the number of hours.

Coordination of the duties of the Information Design and Social Design departments have been merged, as have those of Geo Design and Critical Inquiry Lab. The summer of 2022 saw the transfer of duties from those freelance coordinators who for various reasons decided to no longer carry out that work.

The coordinators started in December 2022 on a course in Basic Qualification in Didactic Skills (BDB). The merger of the positions has laid a solid foundation for the Master course, which will benefit the supervision of the students.

### **Information sessions and Meet The Masters**

In recent years the initial contacts with potential Master students mostly took place online. Every month a Meet The Masters Tour takes place, in which Master students share their experiences of DAE and of living and studying in the Netherlands. The direct contact with the students appears to meet a strong need. Moreover, the online sessions in which prospective students learn how to develop their digital presentation are very popular. The online tours attract an average of 80 potential students. That is much more than the number that took part in the in-person Meet The Masters Tours, which DAE organised before the introduction of corona restrictions. That is why it was decided to continue the online tours in 2022.



### Applications and recruitment

Prospective students could apply for the course online via the Early Admissions. With 584 applications in 2022, that number has returned to the level of before the corona restrictions.

The prognosis was that 110 students would actually start the Master course, but that turned out to be thirty fewer. A surprisingly high number of students made use of the 'deferral regulation'. A total of 198 students followed a Master course at DAE in 2022. Italy leads the top-five countries of origin, followed by China, Germany, France and the Netherlands.

Research has revealed that students eventually decided not to take a place at the Master course at DAE for the following reasons:

- the shortage of student housing in Eindhoven
- the restarting of residential programmes and additional grant schemes after the lifting of restrictions imposed because of the pandemic.
- the shortage of jobs
- the rising cost of living owing to inflation

At the end of 2022, all communication tools used for the Master course were revised with the Creative Publisher of the DAE Editorial Team and it was decided to increase the involvement of the department coordinators in recruiting students. The effect of these measures will become clear in 2023.

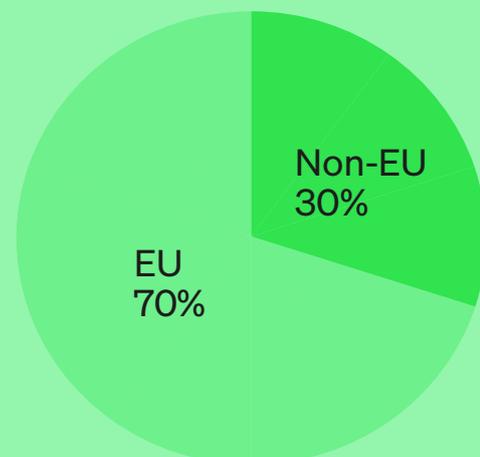
Many students applied to study at DAE in 2022. The recruitment campaign bore fruit, in terms of both quantity and quality. The selection committees of the Master departments see that the standard of candidates is high, which is also shown by the percentage of students admitted. It is a trend already noted: DAE appears to attract prospective Master students who have a good impression of the course. The video testimonials of DAE alumni give prospective students good insight into the scope of their future field of work. The involvement of alumni on

the open days also yields dividends. The first Open Day for the Master course was organised at the Witte Dame in October 2022. It drew more than fifty prospective Master students, which was a surprisingly high turnout.

### Number of students admitted to first year of the Master course.

Total number of students at start of academic year: 198

Nationaliteit instroom 2022-2023,



### Procedures in the Master course

A broad working group examined the procedures for testing and assessing in the Master course in 2022. After consultation with students and tutors, it was decided to review the repeat procedure in the first year and the awarding of study credits in the second year. The changes were incorporated into the study guide and explained in information sessions.

### Final exams

In 2022 some 97 students passed their Master exam, 15 of them with distinction. Designer Irene Stracuzzi, an alumna of the Information Design

department, also made a book containing all graduation projects. This was presented to the new graduates as a gift.

At the graduation ceremony, DAE also said farewell to Joost Grootens, who in July stood down as head of Information Design.

#### **Gezamenlijk project van alle masterafdelingen**

125 Master students took part in a three-month in 2022 project entitled 'GGzE: mental health for all: healing environments and building communities', organised in collaboration with the Municipal Department of Mental Health in Eindhoven. The project focuses on dilemmas in mental health care. The students were asked to create a work in which mental health is considered to be as important as physical health, and talking about depressions is as normal as talking about backache. A world in which good mental healthcare is available to everybody.

For this the students spoke to staff and clients of a number of mental health institutions and they observed them in their daily routines. It led to the design of, among others, 'healing' environments in both the physical and virtual world. These and other results of the project were presented at a seminar during the Graduation Show.

Three students worked as artists in residence at the European Ceramic Work Centre. The Glass Museum in Leerdam and Make Eindhoven also organised workshops for Master students.

#### **LINA Architectuur platform and Master Social Design**

The Social Design department started to collaborate in 2022 with LINA Architectuur, a platform for sustainable architecture. LINA has a network of prominent figures in the cultural world whom they want to connect with emerging architects, designers and creative thinkers. Its aim is to guide the architecture industry towards a sustainable, circular practice.

Emerging creatives selected by LINA will present their work in masterclasses and workshops in the Social Design department, covering such subjects as design ethics, eco-social innovations, prototyping, presentation techniques, material research, speculative design and design methodologies. This programme will run until 2024.

#### **Research Festival**

To mark the 75th anniversary of Design Academy Eindhoven, the academy organised in March 2022 its first Emerging Research Festival. The first day of the three-day event was entitled 'Known Otherwise: New Paradigms for Research and Critical Design Practice' and focused on the curriculum. Panel discussions examined the role of the author-designer, the type of designer that the programme holds dear.

The practice of the author-designer is one with a highly personal character, distinctive, critical, thinking from a material perspective, and devoted to experimentation.

These designers are capable of withstanding the pressure of the market and its product-focused mentality. Their designs can assume all sorts of forms, from new materials or objects to processes and events, and lead to discussion, innovation or controversy.

Today, DAE is both an institute of design education and a knowledge and research institute that stimulates discussion about all aspects of the profession. The new generation of designers questions the conventional socio-economic, political and legal standards and values through knowledge production and critical dialogue. Notions of autonomy and design research are continually redefined, with the emphasis on collaboration, because it is vital to forge alliances to have an impact.

## 2.5 Professorships

In 2022 DAE had three professorships: Transdisciplinary Design Networks, headed by Dr Ian Biscoe; The Non-School, headed by Dr Annika Frye; and Design & Social Justice, headed by Dr Naomi Bueno de Mesquita since October 2022. She will not only focus theoretically on how design can contribute to a socially just world, but also, through concrete projects, show how designers can contribute to greater social justice. To this end, she will work together with DAE's Diversity and Inclusivity Officer.

The professorships aim for a community practice: to identify the relevance of design in a rapidly changing world and to demonstrate what the role of the designer can be in this regard. The efforts are aimed at increasing the visibility of the professor for academy students and tutors. They take part in the Research Festival (see Section 2.4) and in the debates on The Stage, which are held during the Graduation Show.

The Transdisciplinary Design Networks professorship organises the focus module for fourth-year Bachelor students. In late 2022 the professors began discussions with the Master departments to examine how the professorships can contribute to the research projects of Master students.

After the establishment of the RIA, DAE began to collaborate more intensively in 2022 with other colleges on securing funding for research projects. It is also working with other third-level institutions on the establishment of the Professional Doctorate (PD).

## 2.6 Quality care

Dialogue and knowledge exchange are important instruments for quality care within the academy. 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.

Besides accreditations, assessment interviews with students, the Alumni Survey and external education evaluations such as the National Student Survey, the DAE quality management system provides space for discussing and proposing new ideas, for example in the form of the annual brainstorm sessions for students and tutors. 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 productive 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 the best possible balance between top-down and bottom-up processes in which the demands of paper assessments, often related to quality management, should not be at the expense of the focus on quality.

#### **Exam Committee**

De Exam Committee is the formal organ within 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 2022 there were no changes to the composition of the Exam Committee. Claudia Linders is chair and external member; Mieke Meijer (Bachelor tutor) Ben Shai van der Wal (Master tutor) are members. Yolande Hezemans is the official secretary of the committee. Sterre ter Beek provided secretarial support for Yolande until September 2022.

Many exams and assessments took place online owing to corona restrictions. The committee members attended these as far as possible online. Moreover, the objections of students were mostly dealt with online by the Exam Committee. In 2022 no disputes were put to the DAE Appeals Committee or to the Committee of Appeal for Exams (CoBex).

#### **Disputes Advisory Committee**

In 2022, no disputes were presented to the DAE Disputes Advisory Committee.

#### **Evaluation of the programmes**

In 2022 a plan was developed to evaluate the education programme in a structured way and, on this basis, to draw up improvement plans. The proposal was presented to the Bachelor Course Committee and subsequently refined. The first evaluation takes place in 2023.

#### **National Student Survey**

In 2022, Design Academy Eindhoven took part in the National Student Survey (NSE). In this survey students are asked to respond to statements using a scale from 1 (very unhappy) to 5 (very happy).

The total response at DAE was 29 per cent (Bachelor students 24%, Master students 44%). This response percentage was considerably lower than in 2021. That trend was also reflected nationally. A possible reason for the low response percentage might be the timing of the survey. That was during the week that all places of education opened their doors again after a lengthy period of closure owing to corona restrictions.

Nonetheless, the respondents generally seem to be happy with the academy. They give it a score of 3.67, which is slightly lower than in 2021, but still a good score. The atmosphere at the academy is given a 4.05 and the question whether students, on the basis of their experiences, would again choose to follow a course at DAE was answered with a resounding yes (score 3.77).

The score in the section entitled 'alignment with professional practice and career' was slightly better than in 2021. Students appear to be happier about the level of the course and the degree to which DAE offers challenging education. The score here is significantly higher than it was last year.

DAE will take action in 2023 to increase the level of response and ensure that the results offer a more representative and reliable indication of levels of contentment among the students.

### **Tutor meetings and Bachelor Employee Days**

In 2022 the Bachelor tutors met twice to discuss the structure of the new Bachelor course. Three learning paths were defined for the Fundamentals programme: Design Studies, Production Studies and Contextual Studies.

In 2022 no specific student meetings were held with regard to the development of the Bachelor course. They were, however, involved through broad working groups, the Bachelor Course Committee and the Student Council.

Two Bachelor Employee Days were also organised in 2022, and a delegation of students took part. In May the day was devoted to the reform of the Bachelor course, the new education model was explained, and the practical consequences of this change were discussed.

The Bachelor Employee Day in November focused on input and inspiration. Discussions centred on learning, making and assessing in the new Bachelor course model. After the plenary session, which focused on diversity and inclusivity within the academy and the Code of Conduct, there was an afternoon programme of inspiring workshops.

## **2.7 Internationalisation**

The founding of the Research Innovation and Advancement Office (RIA) at the end of 2021 accelerated the implementation of DAE's Multi-Year Plan for Internationalisation now that the coordination of the Friends Programme, the funding of projects, the Preferred Partners programme and the professorships have been brought together in one office.

The policy is aimed at strengthening the international profile of the programme. DAE is an internationally orientated academy that is known around the world. It attracts students from all corners of

the world and wants to be a good reflection of the design sector.

### **International internships**

The lifting of corona restrictions meant that in 2022 it was possible to travel again. DAE students did internships at more than 100 companies, at emerging and established design and architecture firms and at cultural organisations. These were located in Europe and Asia.

Internships form a key component of the Bachelor course at DAE and for most students they are the first time that they, as budding design professionals, become familiar with their future field of work. Internships accelerate the learning process and contribute to the personal development of the student. For the organisations that offer internship positions, they can also be an enrichment, because the student can introduce them to their culture and insights.

In September 2022, DAE recruited Miki Dai as Internship Coordinator for the Bachelor course. She is part of the Educational Office and will oversee the further professionalisation of the internship programme. To this end, she organised Internship Information Sessions to provide advice on finding an internship and to share tips. DAE alumni are also involved in these sessions. The section of the website about internship has also been revised.

The year 2023 will see the introduction of the Internship Outline, which describes the requirements that an internship must meet and what learning goals should be reached during an internship.

### **International exchange**

In 2022 DAE was also part of a consortium with TU/e for organising, awarding and reporting on Erasmus+ internship grants. In 2022 it was announced that TU/e would disband the consortium for Erasmus+, which marks the end of the collaboration between DAE and TU/e in the area of internship grants. Now

DAE does the organising, awarding and reporting on Erasmus+ internship grants itself.

DAE offers students who want to travel to other countries for their study or internship not only Erasmus+ grants but also Holland Scholarship grants. The Erasmus+ mobility grants are earmarked for a study or internship within the EU. They are funded within the framework of the Erasmus+ programme of the European Committee. Holland Scholarship (HS) grants are intended for a study or internship in countries outside the EU. Half is funded by the Ministry of Education, Culture and Science and half by DAE.

The HS grants for internships or study abroad are available to Bachelor students alone. Holland Scholarship grants are also available to Master students from countries outside the EU who study in the Netherlands. The student can submit an application to DAE after their admission to the Master course.

In 2022 a total of 17 students went on an international exchange as part of their Bachelor course. In previous years this number was higher, but a number of exchange programmes have been cancelled owing to the corona pandemic. There also seems to be less interest in such an exchange among students.

Seven of the seventeen students went on an exchange outside Europe, in countries such as Japan, Hong Kong, the United States and Israel. Of those, five received a HS grant.

Fourteen students from Europe and elsewhere came to DAE as exchange students in 2022. Five of them received a Holland Scholarship grant. The enthusiasm among foreign students to come to DAE for an internship of study remains very high.

### **International projects**

In February 2022 a subsidy application was submitted within the framework of the Erasmus+ pro-

gramme regarding the mobility of students, staff and tutors. This was honoured and amounts to a sum of 67,655 euros.

In May 2022 DAE submitted an application for a subsidy for the HYBRIDLAB project within the framework of the European Creative Europe Programme. It concerns a so-called small-scale cooperation project. The HYBRIDLAB project is aimed at fostering collaboration among designers in an online digital space in designing street furniture. DAE works on this project with the Muthesius Kunsthochschule in Kiel and the design studios The New Raw from the Netherlands and UAUproject from Poland.

In August 2022 DAE signed a partnership agreement for the Learning, Interacting, and Networking in Architecture (LINA) project. This project is funded by the Creative Europe programme and led by the university of Ljubljana. It has a duration of three years.

In the autumn of 2022 DAE submitted two applications for the Virtual International Collaboration (VIS) scheme. The projects Synth Design Hackathon, led by tutor Roey Tsemah, and Realtime Immersive Collaboration, led by professor Dr Ian Biscoe, were both awarded a sum of 15,000 euros. These projects will start in the first half of 2023.

A consortium that included DAE submitted a draft proposal in late 2022 for the project Climate Adaptive Water Hubs by the Dutch Department of Waterways, which is being carried out within the framework of the Interreg North-West Europe Programme.

After a positive evaluation of the initial plan, the consortium was invited to submit a complete proposal which will be assessed in March 2023. If accepted, DAE can start the project in September. It runs for four years and is supervised on behalf of DAE by Dr Naomi Bueno de Mesquita.

The community project with the Académie Libanaise des Beaux-Arts (ALBA) in Beirut and DAE was stopped in 2022. From the start the coordination of the project was made difficult by the COVID-19 pandemic. The deteriorating political and economic situation in Lebanon made it impossible to continue the three-year project within the framework of the Erasmus+ programme.

#### **Collaboration with Polish universities**

At the invitation of the Dutch embassy in Warsaw, Ilse Meulendijks and Nicoline Dorsman visited a number of Polish academies in September 2022 to study possibilities for collaboration with DAE.

Their first stop was the School of Form, a part of SWPS University of Social Sciences and Humanities in Warsaw. This programme was set up by Piotr Voelkel in collaboration with Lidewij Edelkoort, former chair of the EB at DAE. The school offers an innovative programme of human sciences and design education. Meulendijks and Dorsman see many similarities with the education at DAE and believe that there is good potential for collaboration.

PJAIT (the Polish-Japanese Academy of Information Technology) focuses on new media. Like DAE, this academy is affiliated with CUMULUS and already works with the academy within the framework of an Erasmus programme.

The visit to Łódź University of Technology was impressive especially because of the Laboratory EQUAL (Ergonomic Quality, Usability & Accessibility). It conducts research into mobility problems among the elderly and people with Parkinson's syndrome. Designers are not yet involved in this research, which offers possibilities for DAE students.

Staff members of three Polish academies paid a return visit to DAE during Dutch Design Week. They visited the Graduation Show, went on a guided tour of the academy building and there was an interesting exchange of ideas.

#### **ELIA conference**

In May 2022 DAE staff took part in the two-day ELIA conference, which explored the extent to which changing external factors such as political situations, rules and regulations, European Union obligations via Erasmus+ programmes, and global situations such as the COVID-19 pandemic influence the domain of internationalisation.

ELIA is the European network of creative academies. The 70 participants at the conference came from art academies, design colleges, theatre schools and conservatoriums.

Of particular note were the introductions by Vasyl Kosiv and Taras Lesiv from Ukraine. They work at the National Academy of Arts in Lviv, and during the conference they set up a live link with this art academy in a war zone. This was very impressive.

#### **Study tour to Scandinavia and Finland**

In May 2022 the chair of the Executive Board Joseph Grima and EB member Raf de Keninck went on a study tour to Sweden, Denmark, Norway and Finland, where they visited academies to explore the possibility of collaborating with DAE.

The EB looks back at inspiring visits and saw successful forms of education and interesting ways in which northern European institutes use their buildings. However, there were also less successful choices concerning education that did not align well with DAE. Yet that, too, was instructive. The EB will take on board the insights gained in its discussions about the DAE vision and strategy.

## **2.8 Awards**

As every year, prizes are awarded for the best graduation Bachelor and Master projects during the Graduation Show. Various Friends of the academy strengthened the juries with their expertise. DAE



awards four prizes: the René Smeets Prize for professionals, the Melkweg Award for exceptional talent at Bachelor level, the Gijs Bakker Award for exceptional talent at Master level, and the Planetree Design Award. The winners of the first three prizes received a sum of 2,000 euros and a trophy designed by DAE alumna Audrey Large. The winner of the Planetree Design Award received a sum of 2,500 euros and a special trophy.

#### **Gijs Bakker Award**

The Gijs Bakker Award is presented annually to an exceptional Master student, for which the departments draw up a shortlist of eight candidates, from which the jury selects a winner.

In 2022 the prize was awarded to Yassine Ben Abdallah, student of the Master Geo-Design, for the project 'The Bittersweet Memory of the Plantation'. The jury writes in its report:

“The history and culture of the oppressed are rarely embodied in material objects. With 'The Bittersweet Memory of the Plantation', Yassine Ben Abdallah investigates the disappearance of archival materials regarding the enslaved and indentured labourers of the sugar plantations of La Réunion. Ben Abdallah's work creates a confrontational encounter where dripping sugar machetes oppose the master's artefacts, raising the question: whose heritage and history are allowed to be preserved, narrated and immortalized?”

The jury members for the Gijs Bakker Award 2022 were Adinda van Geystelen (Artistic Director of Z33), Jonathan Maas (Cultural Journalist, VPRO), Priya Swamy (Curator Globalisation and South Asia, Foundation National Museum of World Cultures), Richard van der Laken (Co-founder and Director What Design Can Do, the Designpolitie and Gorilla) and Ewa Scheifes (Art & Culture Programme Maker at Foundation NDSM Werf Amsterdam).

#### **René Smeets Prize and Melkweg Award**

The René Smeets Prize went to Dylan Sprik, who graduated from the Identity department, for his project 'TO DIE FOR'. Excerpt from the jury report:

“With the experimental video essay 'TO DIE FOR', Dylan Sprik ponders upon the obsessive human behaviour that facilitates beauty ideals, and the ruthless power of fashion. Viewers are immersed in the cultural environment of the Victorian era, and are directly confronted with arsenic green, a colour pigment which enjoyed great popularity while having been discovered to be toxic.”

The Melkweg Award in 2022 went to Bachelor student Jelle Seegers for his project 'Solar Metal Smelter Project'. The jury commented on the project as follows:

“Many fabrication processes are extremely energy consuming. Moreover, the equipment does not spark a creative impulse. With a passion for high-quality tools that are fun to work with, Jelle Seegers set out to design a production line that drastically lowers our footprint, using nothing but the sun, wind, or muscle power as its energy source.”

Both the winner of the René Smeets Prize and that of the Melkweg Award were selected from a shortlist of eight candidates. They were given every opportunity to present their work to the jury. This consisted of Ellis Wiggers (Senior Product Designer at Koninklijke Gazelle), Jos Maase (Head of Design at Royal Mosa), Mark Voncken (Chief Marketing & Innovation Officer at Brabantia), Gabriela Sánchez y Sánchez de la Barquera (Creative Director at Vlisco) and Wendy Plomp (Creative Director at Dutch Invertuals).

#### **Planetree Design Award**

In 2022 the Planetree Design Award was presented for the second time. This prize was initiated by De Grote Beek Mental Health Service (GGzE) in Eindhoven, with which DAE collaborates. The goal of this

collaboration is to bring together the world of mental healthcare and that of design in order to foster innovation in mental healthcare.

The Planetree Design Award aims to build a bridge between DAE students and clients and staff of GGzE. The open call to all DAE students invited design proposals aimed at improving the mental health of vulnerable people in Brabant.

Eight projects were nominated and assessed by a jury of experts according to relevance, impact, innovation, inclusivity and new perspectives on social themes. The jury unanimously decided to award the first Planetree Design Award to Juliette Vandermosten for her project 'Meanders'. She received a sum of 2,500 euros and a trophy, which Willem van Hooff designed in collaboration with clients of GGzE De Boei.

The jury commented:

"'Meanders' was developed together with speech therapists from Aan Den Hofpad. It uses the mechanics of a board game and the joy it creates to open a space for vulnerability, which allows the participants to open up about their needs, worries and expectations. It is not a therapy tool, it doesn't offer solutions. It only provides a space for the participants to take the time to listen to each other and reconnect."

"'Meanders' is a very applicable concept, where we also see possibilities for other groups than people with dementia," said the jury. "The power of the tool is that you build something together, which eventually becomes a whole. It offers various ways to connect people."

support in the case of exceptional circumstances. No applications were received in the financial year 2022.

## 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



3.

PRESENT-

TATION

&

DEBATE



## 3.1 Introduction

After two years of unprecedented challenges, including a global pandemic, 2022 was an opportunity for the Communications, Presentations and Public Relations (CPPR) department to take stock and build on some of the lessons learned through those experiences.

The department was faced with the task of balancing contrasting tones from the outset. While we celebrated being able to return to full on-site education with the lifting of Covid-19 restrictions, the optimistic mood turned sober as the world witnessed the tragic events unfolding in Ukraine. DAE reaffirmed its position of solidarity with victims of aggression, violence and displacement in Ukraine and elsewhere, as well as those in Russia and many other parts of the world who do not have the freedom to express political opposition.

The expectations of the Academy and its ability to respond to the constantly changing needs of its community were higher than ever. There was a need to refocus and set new standards for dialogues – academic and otherwise – within the institution, and it was clear that the CPPR department could and should act as a facilitator in these internal and external conversations.

To make the war in Ukraine comprehensible to students and staff, a series of lectures were organised, among other things, where the political, historical and cultural aspects of the conflict were discussed.

By actively pursuing transparency as a CPPR department, it was able to help initiate a shift within DAE towards a culture based on trust and genuine engagement. Key to this was identifying and breaking down silos of communication within the school and establishing more open channels between students, administration and educational staff.

With this ambitious goal in its sights, the year unfolded into 12 months of positive growth for the CPPR department. The core team was rebuilt, evolving to

include new perspectives and skill sets and expanding with the addition of a new community-focused role. Working collaboratively with other departments, consultants, curators and groups from within the DAE community, the team delivered significant projects that highlighted the school's existing strengths and supported its new approach to culture and inclusivity. These included developing the DAE website towards a community editing model, establishing a new Lecture Programme, increasing the visibility of the school's Code of Conduct and creating a new digital tool to make it more accessible, and organising international celebrations to mark DAE's 75th anniversary.

Moving towards its vision of internal transparency, the department identified opportunities to improve the visibility of the school's supporting staff and facilitate stronger internal communications between staff and students. This manifested in a diverse range of campaigns, mixing traditional and guerilla approaches and utilising the unique perspective of the alumni among the CPPR team members. Examples included a welcoming campaign for new students, a new series of profiles with staff to highlight their roles within the school, and support for short-term student-led initiatives, such as NFT-based projects, a magazine produced by MA students, and a special Lecture Series exploring the political, historical, and cultural circumstances of the war in Ukraine. Further interview-based profiles were published with incoming heads of studios and departments as well as professors, offering students and staff the opportunity to gain more insight into their approach to education, research and view of design.

## 3.2 Communications, presentations and PR department

In 2022 the department created a new role: a Community Organiser, tasked with looking after the school's internal platforms and dialogues and ensuring that

they are safe and accessible for everyone at the Academy. The ideal candidate was found in alumnus Pete Fung, who joined the team in March. This role continued to evolve over the course of the year, leading to an array of new projects and outputs for the department. Additionally, the department recruited and assigned a new Creative Publisher, Chloe van der Smitte. A new Event Producer was also found, while a mixture of permanent and freelance members allowed the team to respond to peaks in activity around events and key moments in the school's year. Building on the idea of finding strength within its own community, the school issued an open call to its alumni to find a new leader for its Lecture Programme. As a result, Ceola Tunstall-Behrens was appointed as programme manager.

A Project Leader was found for one of DAE's most important events – its annual Graduation Show during Dutch Design Week – in Nikita Hukmans. Two key appointments were also realised for the development of delivery of another key event for 2022: a special exhibition to mark 75 years of DAE. Ned Karr, a DAE alumnus, was recruited as producer, alongside curator Martina Muzi.

The mix of permanent and freelance staff allowed the team to respond to peak times around major and key events in the academic year.

## 3.3 Community building

### A conscious approach to interactions within the Academy

One of the main priorities in 2022 was to rebuild and sustain communities within DAE, in all aspects of the meaning of 'community'. However, it quickly became apparent that there would not be an immediate "return to normal" in terms of physical engagement post-Covid, as patterns of behaviour had changed. With this in mind, the CPPR department identified two areas of approach to achieve this goal:

Functioning as bridge between the school's "office" staff, its educators and its students, bringing together different perspectives and ensuring the communication between these groups is approached with sensitivity, backed by a commitment to change.

Shifting from the approach of reacting to urgent issues to proactively building trust, engagement, and transparency: Communication to Community-action.

### ● Key projects

#### Who's Who-series

Who's Who is a series of interviews with community members, such as staff, instructors, as well as student initiatives. Its objective is to shine a light on and show appreciation for community members who are often behind the scenes, and make visible the inner workings of the Academy. Who does what? When and how can people be involved?

The first edition of Who's Who was launched in September 2022. It featured six interviews: Mika Kranen from Zbar (DAE's canteen-cum-co-working-sapce-cum-cafe), Concierge Britney Leijen Heeneman, Graduate Coordinator Stijn van der Vleuten, Student Counsellor Olga Pullens, student initiative Material Bank and the Inclusivity Club.

#### DAE Letter Redesign

The DAE Letter is the monthly round-up of news, events and changes taking place within the Academy, as well as a guide for events, open-calls and other opportunities from the wider community of DAE friends, alumni and collaborators. It is put together by DAE's Community Organiser.

In May 2022, it was redesigned, shifting to sharing information in short form. The content is now published in full on the DAE website via a private link. This helps with readership navigation and offers an opportunity for more visuals to populate the letter. Back issues are also available, turning into a rich

archive of news and events. This refresh positions the newsletter as the connective hub for the whole community it was always intended to be.

### **Dissemination of and Future Planning for the DAE Code of Conduct**

As part of the school's ongoing commitment to fostering a safe work and learning environment for everyone, the CPPR team was challenged to find a new way to foster engagement with the school's Code of Conduct, building on the work it had delivered in creating transparent communications around culture, inclusivity and internal investigations in the previous year.

The DAE Code of Conduct was drafted in 2020. It outlines what behaviour is considered permissible and inadmissible within the DAE environment. The CPPR department created an easily accessible micro website that could help all community members find clear definitions and descriptions of behaviour that is inadmissible within the DAE environment.

The Code of Conduct was also introduced to the community via email, as part of a wider campaign that included the dissemination of policy documents and updates of the school's Inclusivity and Culture strategy. The Code of Conduct site can be viewed at [codeofconduct.designacademy.nl](https://codeofconduct.designacademy.nl)

A short film, produced with filmmaker and DAE alumnus Marica De Michele, was also created to help enrich and introduce the Code of Conduct to the community. It can be viewed at <https://vimeo.com/739547756>

### **Student Initiatives**

Een van de eerste ambities van de Community Organiser was om uitgebreid onderzoek te doen naar de diverse studenteninitiatieven die binnen DAE bestaan. In het bijzonder in de context van een post-COVID periode waarin de fysieke nabijheid enige tijd nodig had om te gewinnen.

Dit onderzoek heeft geleid tot de reorganisatie van buitenschoolse initiatieven en het instellen van de Community Experiment Grant. Dit is een microsubsidieregeling die begin 2023 van start gaat, om door studenten geïnitieerde activiteiten en evenementen financieel aan te moedigen.

Het onderzoek heeft ook geleid tot een betere samenwerking van de afdeling CPPR met de Studentenraad, de Materiaalbank en de door studenten geleide Elevator Radio. Tevens is op initiatief van studenten samengewerkt aan de speciale "Oekraïne Lezingenreeks".

### **New Academic Year Welcoming Campaign**

The Editorial Team initiated a poster campaign to welcome new students joining DAE in September 2022. Intended to make information accessible and simplify the process of adapting to a new educational institution, as well as moving to a new city, the campaign was designed by recent alumni Afonso de Matos, and in consultation with current students. The campaign contained information about the Care Team, Housing issues, DAE and Eindhoven resources, as well as various student initiatives.

Building on the lessons learned about the efficacy of poster campaigns for internal communications, the CPPR department has utilised a similar approach to support communications around the various internal council elections in December 2022.

### **Councils Campaign**

There are currently three official councils and one advisory council within DAE: The Institutional Participation Council (IPC), the Bachelor Course Committee (BCC), the Master Course Committee (MCC), and the Student Council (SC).

This year DAE held their biennial elections for council members, and the CPPR department took the opportunity to improve engagement around the election process.

The campaign had three parts: 1) rewriting their mission statements to better clarify and differentiate their roles from one another; 2) strategising communication in the form of an unconventional poster campaign to reinstate their importance and 3) organising a digital election that is easy and participatory (scheduled for January 2023).

### 3.4 Graduation Show

DAE's Graduation Show is a core annual fixture in the school's calendar, and a key event in the global design agenda as part of Dutch Design Week (DDW). Presenting the work of 122 Bachelor and 97 Master graduates, Graduation Show 2022 was the biggest show in DAE's history.

The show is a financial collaboration between DAE, the school's graduates, DDW and the municipality of Eindhoven, and supported with the help of many additional sponsors.

The world our graduates enter is increasingly connected through new platforms and communication technologies. In this media landscape, the way they talk about, and present their work becomes an important part of making their designs visible to the world.

Taking place for the first time at Microtuin, a former telecom building in Eindhoven's city centre, the exhibition utilised the architecture of the structure to showcase the different contexts, fascinations, and anxieties expressed through the work of the graduates. Connections between the projects were discussed, debated, and performed through a range of live formats, including The Stage, the Arena and Arena Radio.

DAE's graduates responded to a world threatened by environmental crises, accelerated by digitisation, and rewritten through new understandings of history.

Collectively, the Graduation Show 2022 formed an imprint of the shared concerns they have about the world they practice in, while also offering visions of what might be possible through critical, caring, and fantastical acts of design.

#### Team

The team designing and executing the Graduation Show and everything around it consists of staff from the CPPR department and associated freelancers.

The Graduation Show campaign was designed by Alumni Timon van der Hijden. It was the fifth and final show for the Art-Directors Studio DaphnaLaurens.

#### The Stage

DAE's graduates engage with global issues through an increasingly diverse range of presentation formats, performances and hybrid practices. New temporalities and spatialities are needed to present this type of work to the world.

This year, DAE presented the second edition of The Stage, led by Dr Ian Biscoe. The Stage brought together design, scenography, theatre, film and television techniques, along with Extended Reality (XR) and gaming technologies, to create a digitally mediated environment with a global reach. This year's graduates used The Stage to explore their design concerns from new perspectives, including embodying research into sexual harassment, linking body-optimisation to techno-capitalism, and digitally preserving Ukraine's urban environments during the ongoing conflict.

The Stage was also broadcast globally, further expanding the reach of the Graduation Show. All discussions were recorded and can be viewed at <https://www.designacademy.nl/p/research-and-debate/the-arena/2022>. This was a collaborative effort between the Research Department and the CPPR department.



## The Arena

The Arena was the live public programme of the Graduation Show. It provided a platform for the graduating designers to present their work while engaging in conversations about the ins and outs of design. The daily discussions amongst graduates and invited guests took place live on Elevator Radio and on The Stage.

Our graduates engaged in conversations about the broader contexts that shape their projects. There were also panel discussions.

The Arena was led by Programme Manager (Alumni) Ceola Tunstall-Behrens in collaboration with four Arena Producers - Miguel Parra (Alumni) and three current students of DAE Monja Simon, Teresa Carvalho and Toni Wagner.

In collaboration with the student-led Elevator Radio initiative, Arena Radio broadcasted daily from the

Graduation Show. The programme consisted of live talks, sonic experimentations, and interviews. All the broadcasted material from Arena Radio can be listened to at <https://www.designacademy.nl/p/research-and-debate/the-arena/arena-radio-2022>.

The Elevator/Arena Radio team consisted of both graduates and current students: Guanyan Wu, Johanna Denecke, Jonah Attalla, Nick Monro-Meares, Yuanpu Wang and Zoe Prifti.

## Graduation Catalogue

Each year the work of the graduating students is published in the Graduation Catalogue. A different alumnus will be commissioned each year to design this key publication. In 2022, the opportunity fell to graphic designer Claire Matthews, a 2021 alumnus of DAE's Information Design MA, who worked closely with the editorial team made up of fellow alumnus Nadine Botha and Vincent Thornhill.

The editorial team approached the Graduation Catalogue as a navigational index and an invitation to explore the themes, keywords, materials and methodologies of the 219 graduation projects.

The index helps the reader explore the relationships between projects in the catalogue. Contained on a fold-out, it can be perused while browsing the projects. Its brevity means that it can be read quickly in its entirety, offering a snapshot of the concerns and contexts shared by 2022's graduates.

## Reach

Together, these elements combined to set a new standard for the Graduation Show. They helped DAE and its graduates reach new audiences internationally and draw in significant numbers of new local visitors from Eindhoven and the Netherlands. The Graduation Show was attended by 35,000 visitors.

The exhibition and individual student projects were widely visited by journalists and featured – before,

during and after the event – in local and global media, including specialist design publications like Dezeen, Frame and DAMN, Elle Decor, Wallpaper, Disegno Journal, Architonic, ArchDaily, Vogue and news outlets like NRC, AD, de Volkskrant, VPRO, FAZ and Het Financieel Dagblad.

### 3.5 Intergenerational Graduation Show, Milan

Marking its 75th anniversary, DAE staged a very special edition of its graduation show in Milan. during the city's annual design week. It took place in June 2022 during the annual Salone del Mobile, one of the world's most important design events.

The Intergenerational Graduation Show at Caserma Via Vincenzo Monti was occupied by original graduation works from graduates dating back to the early 1960s, revealing how both the school and its students have changed in their approach and outputs over the decades.

The process of organising this landmark exhibition was initiated with an open call for the school's alumni to send in their graduation projects. With over 350 responses, the curatorial team led by Martina Muzi made the decision to represent as diverse a selection of projects as possible within the former army bakery of Caserma Via Vincenzo Monti. This would see the number of graduation works on show raised from 75, as initially planned, to over 150 unique pieces.

The exhibition team sought to reveal not only the excellence and creativity that DAE students and alumni have brought to the field, but also the ways in which design itself has transformed and adapted across the decades. Rather than presenting the history of DAE as an archive, or in linear chronological manner, they searched for associations between projects that would allow unanticipated relationships to appear.

The history of Design Academy Eindhoven and its former incarnation as Academie voor Industriële Vormgeving Eindhoven (AIVE) were unpacked along the way. The entrance of the exhibition included an Intergenerational Catalogue, collecting together all existing catalogues from the past 75 years with the help of graduates. Digitally disassembled, reorganised, and printed, the installation presented all published catalogue pages of AIVE/DAE graduates rearranged in alphabetical order.

Further on throughout the space, changing technologies, new materialities, and the inauguration of 'Dutch Design' – all of which are bound up in the history of AIVE/DAE – could be charted through the material works of graduates. The exhibition revealed surprising links in the content of graduation works and themes such as identity, sustainability and mobility, which have consistently occupied graduates throughout the years.

In the case of early generations of AIVE graduates, for whom the idea of a 'graduation project' was distinctly different, or where graduation works were neither archived nor kept, video interviews were conducted as part of the curatorial process and presented in the space. Helen Berman (a graduate of the class of 1960) was one such participant, and laid claim to being the oldest alumnus represented as part of the exhibition.

A range of activations of work by graduates took place during opening hours, while Elevator Radio (the student-run DAE radio station) conducted interviews with alumni throughout the week.

#### Reach

The exhibition was widely visited by international curators, journalists, alumni, and DAE students and featured in global media, including specialist design publications.

Alumni who participated shared their stories on their own channels, which led to a greater impact on

social media platforms – most notably on Instagram and LinkedIn, where this content benefited from the extended reach of the Alumni network.

The show also offered created new opportunities for many of its participants, including Tomas Libertiny, who graduated from DAE master's programme in 2006, was invited to show his work at the Triennale in Milan and Clemence Althabegoity was invited by the Israeli Design Museum Holon to participate in an exhibition in 2023.

### 3.6 Lecture Series

In 2022, DAE's Lecture Series – a regular internal and public-facing series of talks hosted by the Academy and shaped by a committee of students – was reimagined. With the Lecture Series we are taking steps to consolidate our position as a knowledge-sharing hub.

A venue was sought for the new-style lecture series that could accommodate between one hundred and two hundred visitors and have suitable facilities to broadcast the lectures via a live stream.

The Lecture Series Committee and DAE organized 12 lectures in 2022 and invited speakers from many different design and non-design disciplines such as historians, architects, diversity officers and filmmakers among others.

Of special significance were the three lectures dedicated to the war in Ukraine. Three DAE Master students with an Eastern European background volunteered to temporarily join the Lecture Series Committee. Supported by the CPPR department, they organised, invited and hosted three lectures with experts and different voices who shone a light on the conflict and helped the audience understand the context of the war.

### 3.7 Alumni

DAE's alumni network is a unique community of designers and professionals from a wide range of industries. In 2021, the CPPR department identified this community group as one that had been under-served in previous strategies. By rebuilding lines of communication with its alumni, DAE could help connect new graduates and current students to new opportunities, as well as provide an ongoing sense of community and connection. An alumni newsletter was launched. In 2022, this work was supported by a new editorial initiative – the Alumni Interview.

#### Alumni newsletter

The newsletter focused on informing the community about news from fellow alumni, internal and external events, exhibitions, job opportunities and open calls. The newsletter showed significant growth in 2022, from 2,867 recipients to 3,148 recipients with strong open rates of between 50% and 60% and high levels of engagement, based on clicks on referral links within the newsletter.

The top three links clicked:

<https://www.nrc.nl/nieuws/2022/03/03/teun-hocks-vond-dat-de-wereld-prima-zonder-zijn-kunst-kon-a4096513>

<https://www.designacademy.nl/p/about-dae/jobs/open-call--proposals-for-new-bachelor-studios>

[https://www.designacademy.nl/p/study-at-dae/graduation-show/graduation-projects?graduation\\_year=2022](https://www.designacademy.nl/p/study-at-dae/graduation-show/graduation-projects?graduation_year=2022) incl. <https://www.flickr.com/photos/designacademy/albums/72177720303236641>

#### Alumni interviews

The Alumni Interview series was launched by the CPPR department's Editorial Team to showcase the diversity and creativity of DAE's graduates across its seven decades of operation. The format of the



interviews pairs an alumni subject with an alumni interviewer, exploring the former's career and how it has been shaped by their experiences as a student. Some of the featured alumni have also taught at the school, adding further depth of perspective.

In 2022 the Editorial Team published Alumni Interviews, with Wendy Plomp, Shahar Livne, Johanna Seelemann, Cream on Chrome and Liset van der Scheer. All of these interviews were shared with the DAE community through internal communications (DAE letter), the Alumni community (Alumni Newsletter) and the public through DAE's social media platforms and website. The series will continue in 2023, with a focus on alumni who have pursued careers beyond design.

### Alumni collaborations

The Editorial Team works on a consistent basis with alumni to create content for the DAE website and other communications platforms. In 2023, these commissions included articles, photography, graphic design and illustrations. Among the alumni who collaborated with the team in 2022 are Sean Fischer, Wibke Bramesfeld, Irene Stracuzzi, Samein Shamsheer, Vincent Thornhill, Tiiu Meiner, Jeannette Petrik, Hattie Parker, Sofia Topi, Afonso de Matos, Miguel Parra, Colin Keys and Emma Lucek.

### Graduation Show Homecoming

Every year, DAE invites their alumni community to the annual homecoming breakfast event during the Graduation Show. In 2022, the breakfast took place on 28 October, with more than 480 alumni signed up to celebrate the arrival of a fresh batch of members in the 2022 graduates while catching up with former classmates. After the event, the show was exclusively open for them to explore all of the year's graduation projects.

### Milan Alumni celebration | 75 years of DAE/AIVE

On 10 June 2022, alumni from seven-and-a-half decades of AIVE/DAE were invited to join a special edition of DAE's annual alumni gathering in Milan. This evening event during Milan's Furiosalone with drinks and music was also a celebration of the Inter-generational Graduation Show.

The event was a sell-out, with more than 280 alumni signing up.

Following a tour for press, the event kicked off at 7pm and contributions on the night included catering by alumnus Giulia Soldati and a special interactive musical performance by Jobina Tinnemans, another DAE alumnus.

## 3.8 Media & Social Media

For DAE, design is more than the creation of objects or graphic and multimedia expressions. It touches on ecological, social, political and cultural issues, in short on life in all its dimensions. This view is reflected in DAE's communication and the positions it takes.

The CPPR department supports this view. 'We believe in the added value of our designers, who are able to look at the world differently and thus make transformative contributions to the challenges of tomorrow. DAE sees design as a global principle with a growing urgency to reform social structures and systems. That is why we challenge the status quo of design. BA shapes the designer and MA designs design itself.'

The department was also able to nurture relationships with national and international journalists and media outlets and collaborated with BNO. DAE was featured by other leading social media accounts: @designmilk @dutchdesignweek @design.emergency.

For DAE, social media fulfils several roles – communicating with the existing community of students, staff, educators, alumni and friends, but also with potential partners, potential future students, and providing a public 'voice' for the school. It is a crucial PR tool as well as a powerful communication tool. The strategy was mainly focused on Instagram, Facebook, LinkedIn and Twitter, although the school also engaged with TikTok and Snapchat as secondary platforms.

The DAE Instagram account is significantly the largest of DAE's social media presences, with over 75,000 followers. This has grown with more than 10,000 in 2021. Content posted on the DAE Instagram account reaches more than 16,000 Instagram users every week.

Content was supported by various initiatives from the Editorial Team within the Communications, Presentations and Public Relations Department. These included campaigns to engage with and give visibility to the DAE community, such as the Who's Who Campaign, the communication of the events within the Lecture Series, and DAE's Weekly Stories on Instagram, which offer quick updates on news and events around DAE, open calls and alumni exhibitions.

The use of social media in 2022 has been particularly sensitive in light of the war in Ukraine, and various platforms have been utilised to help express the voice of DAE and its students. DAE created a channel on Giro555 for donations, and also used social media to help promote the special lecture Series of Ukraine. DAE's Instagram Live channel was also used to stream the launch of the project Campaign Unite All in support of Ukraine developed by the Morning Studio within the school's BA department.

### **Demographics and social media platforms**

Analytics show that DAE engages with different audiences on its social media platforms. On Instagram and Facebook, the primary audience engaged

is aged between 25 and 34, closely followed by 18 to 24, and is spread out over the entire globe. When looking at percentages, even though the differences are marginal, most of DAE's followers are situated in Netherlands, Italy, France and Germany.

On LinkedIn, DAE's main audience isn't defined by age but by job seniority, with over 29% of its audience currently in a senior position, followed by entry-levels (27,8%), owners (8%) and directors (5%), and mainly located in Eindhoven, Amsterdam and London.

## **3.9 Identity & website**

One of the most significant projects in 2022 has been the ongoing development of the DAE website, which forms a key element of DAE's public and internal identity. As a work in progress, the site is designed to continually evolve and act as a 'wiki' platform created by the entire school. The idea is for it to function as a billboard in an online world and also as a social platform to exhibit portfolios, exchange thoughts and collaborate on joint projects.

The website was conceived around the concept of a "shared" editorship, through which community members could contribute to the website through content creation and amendments. The CPPR department has continued to carry responsibility for exploring how this can work in practical terms, both in terms of the technological capabilities of the site and in terms of the agency and engagement of the community.

A strong focus was also placed on the further technical development of the website, with the inclusion of several new key functionalities that have moved it a step further towards becoming editable by the wider DAE community, in line with the original concept. Highlights include the implementation of the community login, the community guidelines, the

GIT integration (version control and management) and the improved search algorithm. The Graduation Projects database has been expanded with 2022 graduates (adding to the existing 2008-2021 archive) along with an extensive educational renewal wiki section and a running archive of all the hosted Lecture Series events.

New Community Guidelines were developed to support the move towards opening the website up to community editorship, alongside video tutorials and workshops that were designed to help introduce the working of the site to participating students and staff.

## 3.10 Other events

### Opening of the Academic Year

On 30 August, DAE celebrated the Opening of the Academic Year 2022/2023 and welcomed new students to the Academy. The event was also an opportunity to announce several new initiatives, programmes and personnel changes, including new Bachelor Studio Leaders and the new Head of Information Design, the new Diversity Officer and Professor in Design & Social Justice, and the renewal of the Bachelor Programme.

### Spring Event, films screening

DAE hosted a celebratory and successful Spring Event that was attended by more than 200 people. In addition, in December DAE welcomed the Elbe Stevens Film crew, who screened their recently premiered documentary *A World to Shape*. The documentary featured the work of two Eindhoven designers, Nienke Hoogvliet and Dave Hakkens, the latter being a DAE alumnus who graduated in 2013.

## 3.11 Friends and partners

DAE is considered an A-brand among education and research institutions. It aims to provide high-quality

education to talented students from all over the world. DAE aims to cooperate with national and international partners who pursue similar, high quality standards, and who subscribe to the DAE vision.

In recent years, the implementation of the Friends programme has contributed significantly to the realisation of the relationship programme. This programme develops and maintains a valuable network of iconic, national and international companies and organisations that want to be actively involved with the academy. This includes NGOs, cultural organisations, governments and (semi-)public institutions, educational institutions and research institutes.

The Friends programme serves educational, functional and financial purposes, in addition to the central goal of strengthening interaction with the business, social and cultural world.

### Educational

DAE considers it important to cooperate with business, government and social institutions. They can provide students with real-life experiences and insights that they can use in their career choice and further professional development.

Over the years, educational projects and research programmes have been developed that fit into DAE's curriculum and aim to best prepare students for a future as a design professional or researcher. These projects and programmes increase their awareness of working in industry or in their own design practice. In addition, students gain experience in communicating and presenting proposals, and learn what it is like to work for external clients. Conversely, the projects and programmes give organisations an insight into the broad domain that design encompasses, and into the role of designers.

### Functional

DAE's workshops provide the basic facilities a designer needs. Its budget is limited and does not allow

it to equip the workshops with the latest equipment and technologies. DAE's network of companies and organisations ensures that students encounter professionals and experts who do have these. Close cooperation with industry also keeps DAE abreast of the latest developments in numerous sectors.

## Financial

Major events such as the Graduation Show and events during the Salone del Mobile help promote DAE's vision and attract international talent. They also strengthen the academy's connection with external parties, as they can financially support DAE activities. This third funding stream enables DAE and its students to realise their ambitions. The additional funds can be used for educational or research projects, to cover material, presentation or travel costs, or to invite inspiring speakers and guest lecturers.

## Friends of DAE in 2022

---

- Arçelik
- Bio Design Challenge
- Brabantia
- Bruns
- ByBorre
- Canon / The Creative Playground
- Daf Trucks NV
- De Bijenkorf
- De Nieuwe Rentmeester
- De Parade / Mobile Arts
- Drents Archief
- Dutch Design Foundation
- EKWC
- Gemeente Eindhoven
- Gemeente Noordenveld
- Gemeente Valkenswaard
- Gevangensmuseum
- GGzE De Grote Beek
- Ketter en co
- Knitting Holland
- Koninklijke Gazelle

- Koninklijke Mosa
- Koninklijke Tichelaar
- Kvadrat
- Next Nature Networks
- Philips Design
- PI Veenhuizen
- Prisma
- Provincie Drenthe
- Rijkswaterstaat
- Saint Louis
- Staatsbosbeheer
- TU Delft (Faculty of Industrial Design Engineering)
- Van Engelen & Evers / EE Exclusives
- Van Gogh Nationaal Park
- Vescom
- Vlisco
- Waterschap de Dommel
- Werkwarenhuis

## Collaboration projects

In 2022, collaboration and research projects were developed and implemented with the following parties:

---

- Arçelik - The Invisible Studio
- Bio Design Challenge - MA Social Design
- By Borre - BA Body Building, BA Reframing Textiles focus
- De Bijenkorf - BA Thinking Hands
- De Parade - BA Studio Urgencies
- EE Labels - BA Reframing Textiles, Anna Jakob (MA Social Design)
- EKWC - Claudia Parades Intriago (MA Geo-Design), Julia Pätzold (MA Social Design)
- Forbo Flooring - Lina Chi (BA Well Being)
- Gemeente Valkenswaard - BA The Morning Studio
- GGzE De Grote Beek - MA Contextual Design, MA Information Design, MA GEO Design, MA Social Design, MA The Critical Inquiry Lab
- Koninklijke Gazelle - BA Studio Public Private
- Knitting Holland - Zoa Lu Rosenkranz (BA

## Well Being)

- Make Eindhoven - Studio Thinking Hands, Julien Chaintreau (MA Geo-Design)
- Nationaal Glasmuseum en Glasblazerij - Seungjoon Song (MA Contextual Design), Bryan Stoel (BA Public Private)
- Next Nature Networks - BA Studio Urgencies
- Philips Design - BA Studio Turn Around!
- Prisma en studio Asissië - BA The Collaborative Studio
- Saint Louis - Studio Thinking Hands
- Staatsbosbeheer - Studio Silva Systems
- Rijkswaterstaat - BA Studio Turn Around!
- Textielmuseum | TextielLab - BA Reframing Textiles minor, Sangmin Oh (BA Public Private), Zoa Lu Rosenkranz (BA Well Being)
- Van Abbemuseum - Camille Guibaud (BA Communication)
- Van Gogh Nationaal Park - BA Studio Urgencies, Juno Brown (BA Leisure)
- Waterschap De Dommel - Professoerschap The Non-School
- Werkwarenhuis - BA The Morning Studio

## Relationship management

Friends and relations of DAE are traditionally invited to a sneak preview of the final exam work. In June, they were given a special tour of several graduation projects of the master and bachelor programmes. They were also welcomed at the Friends' Breakfast, which took place during the Graduation Show. The friends and relations could also participate in the Mental Health seminar, which was held during the Graduation Show.





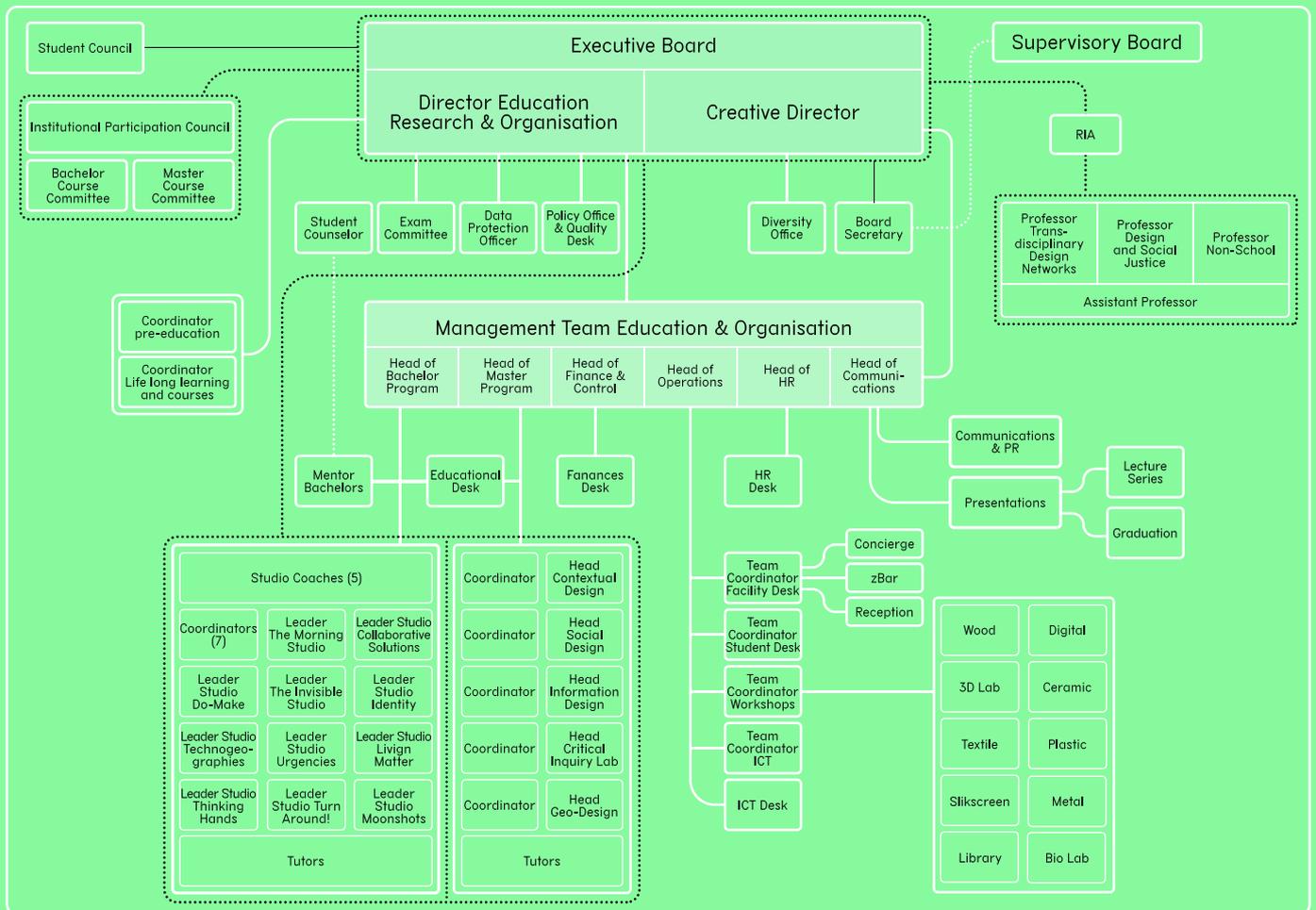
4

ORCA

NSA

TON

# Organogram DAE



## 4.1 Introduction

The most important goal of DAE is to facilitate the best quality education and research. Students are prepared with the broadest possible perspective for a professional role in the world of today and tomorrow. As one of the leading design academies in the world, the academy is future-oriented and constantly developing. Processes of change are initiated from the professional field and the related design education. The substance of education is always the priority.

On the basis of this vision, everybody within the organisation is involved in defining and further shaping the structure of the organisation, education and so on. This places great demands on our organisation and sometimes calls for customised service that needs to consider the legal framework and regulations that govern higher education.

The organisational staff is responsible for the implementation of this task: creating the conditions for excellent education, provided by motivated and committed staff who work in a professional culture.

In 2022 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

Just as in 2021, the Executive Board (EB) consisted of Raf De Keninck and Joseph Grima. Raf De Keninck is a full-time member responsible for the Education, Research and Organisation portfolios. Joseph Grima is a part-time creative director for 0.4 FTE. He is also Chair of the EB.

### Management team

The positioning and development of the management team, which started in 2021, continued in 2022. The added education positions of Bachelor Course Coordinator and Master Course Coordinator occupied 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. There is a clear structure and a shared agenda, and everybody's responsibility has been defined. 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.

In 2022 a professionalisation path was initiated for the management team. Various members followed personal leadership training at, among others, the Baak and TIAS, and the group went on two outings on which 'ownership' was the central theme.

Notable progress was made in the following areas of the organisation in 2022.

### Policy Office

The Policy Office acts as a 'linking pin' between EB, Education, Research and Organisation. The areas of focus are quality care, the development of research and education, management and legal affairs, grants and subsidies, and policy development and implementation in relation to professionalisation.

In 2022 the Policy Office coordinated, among others, the Quality Agreements and the development of the Bachelor course. To this end, two education experts were recruited. In 2022 the new positioning of the Policy Office was defined, and this will be implemented in 2023.

### Educational Office

The Educational Office consists of the coordinators of the Bachelor and Master courses. In 2022 their

job description was modified and they have been given responsibility for more aspects of education. The principle here was the grouping of coordination tasks. They are now present more often at the academy, which has improved their functioning and ensured a much smoother sharing of information. The Bachelor and Master courses learn from each other's experiences and often copy each other's working methods. This way of working has ensured that the organisation of the courses underwent considerable professionalisation in 2022.

Each study department has a coordinator who is responsible for the budget management of their department and for the organisation of the study programme.

The Bachelor and Master courses each has a head who is responsible for budget, organisation, personnel recruitment and special projects.

### **Student counsellor and mentor**

The student counsellor and mentor are available for Bachelor and Master students who have questions about the academy, the courses or personal issues. The student counsellor works independently, directly under the EB. The counsellor performs a signalling and advisory role and supports students experiencing problems where personal circumstances, regulations and legal provisions may be involved. If necessary, the counsellor can refer a student to external professionals. In addition, since 2022 the counsellor is more active within the Master course; they now have the same position as the student counsellor for the Bachelor course.

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

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

The Research, Innovation and Advancement Office was set up in early 2022. The RIA consists of employees who previously worked independently with one another, among them the Relation Manager for Educational Collaborations, the Internationalisation Advisor, the Research Officer and the Funding Advisor. Grouping these four positions in one office improves effectiveness when setting up new projects, in finding the right contacts inside and outside the DAE community, and in securing subsidies.

### **Communications, Presentations and Public Relations (CPPR)**

In 2022 an important step was taken in the further development of the Communications, Presentations and Public Relations (CPPR) department. Communications, presentations and public relations are important for DAE. To underline that, a Community Organiser was added to the team in 2022. Their task is to ensure that the same language is spoken, figuratively speaking, throughout DAE, and that the same values are pursued.

The Editorial team at the CPPR department worked on the development of the website, which is covered in more detail in Chapter 3 of this annual report.

## **4.3 Participation**

The elections for the three participation bodies at DAE took place in late 2021. They are the Institute Participation Council (IPC), the Bachelor Course Committee (BCC) and the Master Course Committee (MCC).

Since December 2021 DAE has a full-capacity Institute Participation Council made up of four students and four members of staff, a Bachelor Course Committee and a Master Course Committee, both consisting of two students and two tutors. Besides these formal participation bodies, there is the Student Council, an

informal advisory body consisting of eight students. The members took up their positions in early 2022 and received an introduction. In the autumn of 2022 they took part in a joint schooling event organised by the Amsterdam office TAQT.

## IPC

The IPC met eighteen times in 2022. These consisted in part of preparatory discussions (the so-called A meetings) and in part of discussions with the Executive Board (the B meetings).

On the Participation Day in September the IPC introduced the Plenum. This is a meeting to which all students, tutors and staff are invited as a way of involving them more in the institutional developments.

The Plenum is not an optional extra but instead has clear goals. The meetings are conducted in a structured manner and chaired by a moderator. After a first trial with just the members of the IPC, BCC and MCC, the intention is to hold the Plenum a number of times in 2023, and the entire DAE community can attend.

IPC members in 2022:

- Joop Aarts (staff member, until October 2022)
- René van Binsbergen (staff member)
- Peter van Casteren (staff member)
- Onno Dikmans (BA student)
- Michelle Jonker (BA student)
- Britney Leijen-Heeneman (staff member)
- Eva Mahhov (MA student, until September 2022)
- Ana Robles Perez (MA student)
- Yolande Hezemans (official secretary, not a member)

## Bachelor Course Committee (BCC)

The BCC met five times during 2022. Topics that were discussed included the approval of the DAE mission and vision statement, progress on the reform of the Bachelor course and on Dutch lessons for foreign students.

BCC members in 2022:

- Michiel Alberts (tutor)
- Eibert Draisma (tutor)
- Cara Jacobs (student)
- Gad Lomholt Nimr (student)
- Joyce van Wanrooij, minute taker (not a member)

## Master Course Committee (MCC)

The MCC met six times during 2022. In its meetings the DAE mission and vision statement was also discussed, as was the development of the Master course, the appointment of a new Head of Information Design and the student numbers. Many students admitted to the Master course ultimately decline the offer owing to the lack of student accommodation available in Eindhoven.

MCC members in 2022:

- Antonia Wagner (student)
- Martin Alaya Chavez (student)
- Gebriel Maher (tutor)
- Daniel van der Velden (tutor)
- Yolande Hezemans (official secretary, not a member)

## 4.4 Operations

The spatial, infrastructural and technical facilities of DAE are there to support learning, collaborating and interacting. The department is responsible for building management, reception, caretakers, café facilities such as the ZBar, workshops, ICT, the student administration and the library. It also provides support for events held in the building.

## ICT

In 2022 a number of steps were taken in the area of information security, as set down in the multi-year plan. They included modifications to the firewall of the ICT system. DAE has joined a tender initiated



by SURF (collaborative organisation for IT in Dutch education and research).

Since December, work has been ongoing with MFA (Multi Factor Authentication) and a service catalogue has been introduced to provide better support for DAE staff and freelancers. This catalogue describes the services offered by the ICT department.

### **Risk Inventory and Evaluation (RI&E)**

The points of concern raised in 2021 by Coverz Consultancy in its risk inventory and evaluation have been followed up by concrete action in 2022.

### **ZBar**

In 2022 the ZBar opened again after a period of closure owing to COVID-19. The ZBar meets a clear need, because the scale of its activities has increased by over 60 per cent compared to last year.

The aim of the ZBar, to offer students and staff a good home base and provide them with healthy food, has been achieved again. Inflation meant that ZBar had to raise prices because the cost of ingredients also increased. Nonetheless, the price level at ZBar is far below that of commercial restaurants.

### **Development of personnel**

The 2022 saw investment in a coaching programme for the coordinators because their tasks and responsibilities have expanded. The main focus in this regard was on personal growth and team building.

### **Service Desk**

Of all the DAE property kept in storage, digital imagery became available in 2022. It can now be consulted in an automated system that was developed by the logistics company Gebr. Van den Eijnden. Objects can now be found quickly and transported to any desired location.

### **Werkplaatsen**

The professionalisation of the workshops remains a constant area of attention, because new ways of working, the application of new materials and technological developments constantly call for new forms of support for the student. A problem is that the costs of materials and instruments and equipment continue to rise. By providing good feedback to the departments, the workshops are able to carry out the projects of students within feasible limits.

The harmonisation of the holidays of the Bachelor and Master courses reduced the pressure on the workshops in 2022.

### **Student administration**

The first chapter of this annual report described how the Osiris student tracking system has been adapted to the new Bachelor course. In the Master course, the Student Administration has also implemented changes largely focused on the digital assessment of students.

The Students Administration is working to adapt the system of applications and registration in such a way that the Executive Board and the heads of the Bachelor and Master courses always have an up-to-date overview. This will be developed further and implemented in 2023.

## 4.5 Human Resources

The personal development of staff and forming of a tightknit team was again a priority at DAE in 2022. Steps were taken to further professionalise processes, systems and procedures.

### Organisational structure

Internal and external developments prompted alterations to the organisational structure with new roles and tasks.

### Recruitment

In filling vacancies, DAE placed greater emphasis on diversity and inclusivity. Despite the tight job market, the academy succeeded in filling all positions. The new employees are now immediately added to the automated personnel system.

### Policy and procedures

A new action plan was drawn up to renew the personnel policy and the accompanying procedures. In 2022 the first documents were updated, translated and made available internally. This process will be completed in 2023.

### Professionalisation

The academy invested in the personal and professional development of staff, the management and the teams by means of coaching, training and courses. The training budgets are aligned with the needs of staff.

### Working students

DAE students had ample opportunity to carry out paid employment for the academy in 2022. A year

earlier the administration was adapted in such a way that the issuing of work permits to foreign students proceeded more smoothly. The procedures were evaluated and modified where necessary in 2022.

### Vitality and welfare officer

To gain better insight into the welfare of staff, they have been invited to give feedback. This resulted in 2022 in the provision of training in the area of absenteeism supervision and increasing control in terms of personal development. To this end, the staff of the Human Resources department followed interview training.

## 4.6 Relationship with the region

Even though DAE is an internationally oriented academy, good relationships with regional partners are considered important. The Municipality of Eindhoven, Brainport Eindhoven, the TU/e, Sint-Lucas and other places of education in Eindhoven, the High Tech Campus Eindhoven and the province of Noord-Brabant offer numerous opportunities for collaboration. Investing in local, regional and provincial relations is therefore important.

In 2022 the Executive Board worked to intensify these relationships. This resulted in, among others, the Noord-Brabant Higher Education Knowledge Impact and projects with the Dommel Water Board and Van Gogh National Park. At local level, DAE participates with local educational institutes in the Steering Group for Student Accommodation, which is headed by the Municipality of Eindhoven.

In this way, DAE substantiates its policy goal of being more outward in outlook and seeking forms of collaboration that, as an institute for applied research and education, demonstrate the relevance of design. For design is both a necessary and important ingredient in the innovative power of the Brainport region.

## 4.7 Accommodation

The Executive Board decided in 2022 not to renew the rental contract for the Witte Dame building, which has been home to the academy since 1997. The current contract ends in 2027. New accommodation is being sought in Eindhoven that better aligns with the current form of learning at the academy, and is flexible enough to absorb future educational reforms. There is definitely a need for more working and study space for students, and this is not available in the former Philips factory.

Ideally, the new accommodation can also meet the need for living space for foreign students in particular. In its search for new accommodation, the EB is working with the Municipality of Eindhoven, which recognises the importance of the academy for the city.

5.  
REPORT  
BY  
SUPER-  
VISORY  
BOARD



The Supervisory Board looks back on an exciting year in 2022. DAE - students, tutors, staff and alumni – form a community that shares a passion for design in all its diversity. The involvement of all in this community needs to be fostered and it benefits from in-person contact on site. That was possible again in 2022 thanks to the lifting of almost all COVID-19 restrictions.

### 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

On 31 December 2021 the SB was composed as follows:

Dick Rijken - Chair  
Independent advisor

Paul Depla – Vice Chair  
Mayor of Breda

Willemien Boot – Secretary / Chair of Audit Committee  
CFO Bolsius Group

Judith Meeng – Member / Chair of Remuneration Committee, Group Director HRM BDRThermea group

Samir Bantal – Member  
Director of AMO at OMA

Paul Scholte – Member / member of Audit Committee, Board member, Court of Den Bosch, Arnhem & Leeuwarden

SB members are appointed for a period of four years. Members can sit on the board for a maximum of two terms. There were no changes to the composition of the SB in 2022.

### Meetings and gatherings

During 2022, DAE education returned to in-person teaching at the academy. For the SB, meetings on site once again became the norm. The SB met with the EB a total of seven times, two of which were online. All these meetings began with a closed session which the EB did not attend. In addition, two online meetings were held without the EB in attendance.

The most important items on the agenda in 2022:

- Future accommodation of DAE
- Student accommodation
- Application of WNT
- Annual report and annual account 2021
- Budget for 2022
- Reappointment of chair of SB
- Development of Bachelor course
- Quality Agreements
- NPO funds
- Start of recruitment & selection of new chair and member of SB.

### New chair & member of SB

In the spring of 2023, Dick Rijken and Paul Scholte will step down from the board, having completed their terms. In the autumn of 2022, the SB began to look for a recruitment and selection agency. Three agencies were invited to submit a quotation and the SB eventually selected Colourful People from Amsterdam. Their first task was to draw up recruitment profiles and, to that end, the members of the SB were consulted individually.

The member to be recruited will join the SB on the recommendation of the Institute Participation Council (IPC). Colourful People interviewed a delegation from the IPC, which then approved the definitive profile.

The recruitment began in the autumn and was completed in early 2023.

### Reappointment of Chair of Executive Board

The SB adheres to the Code of Good Management, which lays down that EB members can be affiliated to an academy as director for a maximum of eight years. On 31 August 2022, the chair of the EB, Joseph Grima, completed his second period on the board. In the lead-up to his reappointment, the SB commissioned a feedback assessment by GITP among a number of selected respondents such as tutors, students, studio leaders of the Bachelor course, heads of the Master course and MT members. The questions put to them concerned the theme of 'leadership'. The IPC was also invited to take part in the study. In the meeting on 31 August, the SB decided to reappoint Joseph Grima for a third and final period of three years.

### Quality Agreements

Since the start of the current set of Quality Agreements, the SB has been represented by Willemien Boot on the committee responsible for determining the agreements and their monitoring. In 2022 she met once with this committee and reported back during SB meetings.

Willemien Boot is also chair of the Audit Committee. The financial aspects of the Quality Agreements are discussed with the EB and the external accountant in the meetings of this committee.

### Graduation Show

Almost the entire SB was present for the opening of the annual Graduation Show 2022 on Saturday 15 October. A private viewing for SB members took place before the opening.

### SB committees

The SB has two committees:

#### Audit committee

Composition in 2022:

.....  
Willemien Boot – Chair  
.....

Paul Scholte - Member  
.....

The Audit Committee met twice in 2022. Both meetings were also attended by an external accountant from PricewaterhouseCoopers, the EB member responsible for the organisation portfolio and the Head of Finance. The report of the meetings was shared with the Supervisory Board.

#### Remuneration committee

Composition 2021:

.....  
Judith Meeng – Chair  
.....

Dick Rijken – Member  
.....

The Remuneration Committee conducted two meetings in 2022 with the EB chair Joseph Grima. Reports of both meetings were drawn up and shared with the Supervisory Board.

The meeting with EB member Raf de Keninck was postponed until early 2023. In late 2022 the Remuneration Committee commissioned GITP to carry out the same feedback assessment for Raf de Keninck. The findings of this are expected to be ready in early 2023, after which the meeting with the committee can take place.

#### Future DAE accommodation

DAE has been housed in the Witte Dame building since 1997. Over the past 25, both the world and the education offered by the academy have drastically

changed to such an extent that the building aligns less and less with the needs of students and education. Since 2021 the EB has been considering the future accommodation and it has come to the conclusion that the current and future DAE education would benefit from alternative accommodation.

In an extraordinary meeting on 8 July, the SB voiced its support for the intention of the SB not to renew the rental contract for the WitteDame building. The current contract expires after thirty years on 31 July 2027. Both the EB and the SB realise that the search for future accommodation takes place in an overheated property market. Nevertheless, the EB is looking for a new venue that reflects the ambitions of DAE and facilitates the best possible education for DAE students. The SB supports the EB in this endeavour.

### **Governance & Good Management**

The Code of Good Management was observed in all aspects by Design Academy Eindhoven.

### **Independence of Supervisory Board**

The Supervisory Board considers itself to be sufficiently independent to perform its supervisory role adequately. The Board is critical and the dialogue with the EB is open.

### **Conflict of interests**

No transactions were entered into in 2021 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 2021. All activities were funded publicly.

The international position of Design Academy Eind-

hoven is special. The Graduation Show 2022 exuded a notable optimism after two challenging COVID-19 years. The worldview of the graduating designer is striking and does not eschew global themes such as colonialism, traumatised refugees and ecology. That makes the academy a special place with a great international appeal. The Supervisory Board thanks not only the EB but also all tutors and other staff who can contribute to the academy in 2022.

Eindhoven, 26 April 2023

Supervision Board, Design Academy Eindhoven

Dick Rijken  
Meta Knol  
Willemien Boot  
Judith Meeng  
Samir Bantal  
Paul Scholte  
Steven Jongejan



APPENDICES

Quality agreements	Financial responsibility in k€								Progress during the report year			
Theme	Budget 2019	Realisation 2019	Budget 2020	Realisation 2020	Budget 2021	Realisation 2021	Budget 2022	Realisation 2022		Budget 2023	Budget 2024	Total budget
<b>1. More Intensive And Small-scale Learning</b>												
Foundation Year: extra hours / vv. large groups	10	0	40	5	50	43	60	60	In accordance with what was set out in the QA plan, from 2020 on additional teaching hours were added to the Propædeutic 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 course (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 development of the new BA programme.	60	60	280
Studio model: extra hours / vv. large groups	0	0	0	0	84	72	127	127	In 2022, extra BA studios have again been added (instead of 8 design departments, we have evolved to 11 studios), so that students have more choice, and more intensive and small-scale teaching is possible. The extra hours are included in the total budget of the studios.	127	127	465
Studio model: development of new studios	10	0	10	10	10	13	10	10	The development of new studios continued in 2022. Studio Digital Natives and Silva Systems are new and have their new programme was developed in 2022 in preparation for the new academic year.	10	10	60
Studio model: competence development / new assessment model	0	0	0	0	14	12	0	0	completed in 2021	0	0	14
Studio model: tutor development teams / structure BA model	0	0	0	0	24	37	0	0	completed in 2021	0	0	24
<b>2. More And Better Supervision Of Students</b>												
Study guidance	0	0	0	0	32	0	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	62	218
<b>3. Study Success</b>												
Guest lessons MA alumni	0	0	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 course.	5	5	25
diversity officer (diversity and inclusion officer; development of role and training)	0	0	7	0	10	26	10	15	These costs concern the deployment (6 months) of the Diversity Officer. The complete annual costs amount to 52k plus 15k operating budget. This is covered in the regular budget and the multi-annual budgets.	10	10	47
<b>4. Education Differentiation</b>												
Development of DC&W in MA (> CIL)	5	5	0	0	0	0	0	0	completed in 2109	0	0	5
Development of GEO_DESIGN in MA	5	5	10	7	0	0	0	0	completed in 2020	0	0	15

## Appendix I Quality agreements

Quality agreements	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	Budget 2024	Total budget		
<b>5. Suitable Education Facilities</b>													
Studio model: strengthening of education office	5	5	75	75	46	62	46	78	In 2022 the Educational Office (previously the policy desk) was strengthened with an education expert. In addition, during the education development days, an external expert was added for support. The costs were higher than the budget that we had reserved in the QA budget. These extra costs are covered by the regular budget. From 2023 on, we have ensured that the necessary knowledge is provided by the permanent team and the collaboration with the education expert ends (February 2023).	46	46	264	
Workshops 2.0	10	5	60	83	200	163	200	200		200	200	870	
LMS development	0	0	0	0	25	0	25	0	In 2022 we carried out a study into a suitable LMS system; we opted for CANVAS. CANVAS licences were purchased and implementation started. In late 2022 a number of introductory sessions took place for administrative employees, for which expenditure was required in 2022. The remaining 25k is covered for 2023.	0	0	50	
Liaison & Funding Advisor (fundraiser for Education and Research)	0	0	0	0	0	8	0	0	Since December 2021 a fundraiser (Liaison and Funding Advisor) has been working to study possible funding and collaboration opportunities for education and research. We now form part of a growing network. Financing programmes with a number of studios and professorships are in progress. In addition, we are in the running for new funding programmes. The costs of the grant advisor are covered in the regular DAE budgets.	0	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	The budget for 2022 was grouped and deployed for education development for various working groups, namely: the development group, screening group and various collective brainstorm sessions.	22	22	139	
Tutor training: feedback / feed forward	10	0	20	0	20	73	20	40	Teacher development was elaborated in the form of a Teacher Day in the first semester of 2022 and a Staff Day (an extensive form for both tutors and workshop staff) in the second semester of 2022.	20	20	110	
3rd professorship	0	0	31	4	33	71	34	71	As planned, since 2021 the costs of one of our professorships are covered within the framework of the QA.	34	34	166	
Development of continuous learning pathways	0	0	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	5	25	
training study guides (focused on positioning of the student)	0	0	5	16	5	20	5	0		5	5	25	
Instruction for tutors and study guides	0	0	5	0	5	5	0	0		0	0	10	
SKE for core tutors	0	0	25	0	30	0	0	0	This activity has been postponed. It will be included in the programme for 2023 /2024.	0	0	55	
planning/monitoring	14	19	5	14	5	3	5	5		5	5	39	
Pre-investment in Study Guidance	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	840	
<b>Total</b>	<b>346</b>	<b>289</b>	<b>576</b>	<b>510</b>	<b>876</b>	<b>868</b>	<b>886</b>	<b>951</b>		<b>861</b>	<b>861</b>	<b>4.406</b>	



## ● Appendix II: A Critical Reflection On The Quality Agreements For 2022 By The Institute Participation Council

2022 was the fourth year devoted to the implementation of the Quality Agreements. It was an important year because the midterm assessment by the NVAO took place. The participation was very pleased to hear that DAE meets both criteria from the protocol for the Quality Agreements and the NVAO plans to make a positive recommendation to the Minister of Education, Culture and Science.

In 2022 the committee met with the EB twice, in accordance with the agreements concerning monitoring of the Quality Agreements: one meeting concerned the progress and state of affairs regarding the Quality Agreements in 2022 and the implementation of subprojects. The projects for 2023, and the accompanying budget, were then discussed. The budget and the projects for 2023 were approved by the committee. Of course, the decision of the Ministry to incorporate the funds for the Quality Agreements in the lump sum funding of DAE was discussed with the committee. The IPC recognizes that this decision safeguards the quality stimulus after 2024. This is a positive development. Besides these committee meetings, the Quality Agreements, or more precisely education development of the Bachelor course, were a subject of discussion and decision-making on various occasions within the DAE participation. There is open

communication with the EB. The IPC is closely involved in developments and decision-making.

The IPC is represented on the Quality Agreements Monitoring Committee in the figures of the chair of the IPC and a student member of the Education Committee. One of the members of the Supervisory Board is also a member of the committee.

In 2022 there was a changing of the guard with the graduation of the student member. Apart from that, the Committee remained as it was when the Quality Agreements Plan was drawn up. That offers good insight into the continuity of planning and intentions in relation to implementation and progress.

Peter van Casteren  
chair IPC, teacher member

Cara Jacobs  
chair BCC, student member



**● Appendix III: External Confidential Advisors**

**Introduction**

The duties of the external confidential advisor 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 external confidential advisors
- ..... The duties of the advisors
- ..... The work of advisors
- ..... An overview of the number of reports and complaints over the past year
- ..... The nature of reports and complaints

..... Analysis of the reports and complaints

..... Other duties of the advisors (e.g. developing policy, providing information)

..... Conclusions and recommendations.

..... The contact details of the external confidential advisors

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

The external confidential advisors 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 specialists). The Vertrouwenspersoon is specialised in the area of school safety and is active in that field on a daily basis.

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

Academy Eindhoven is affiliated with Mores.online.

The four main tasks of the advisors 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 external confidential advisor. 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 advisor can assist the victim in a formal complaint procedure and/or in reporting the matter to the

police. The advisor can also refer the victim to other specialists if further assistance is needed.

**Prevention**

In exercising their preventative role, the external confidential advisor provides information about the terms ‘appropriate’ and ‘inappropriate’ conduct and offers guidelines about ways to prevent it from occurring.

**Observing and advising**

The external confidential advisor 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)**

The report from a staff member concerning psychological intimidation concerned a situation in

which the reporter felt intimidated by the behaviour and treatment of the board.

Following a similar report in 2021, three students again filed reports of psychological intimidation by a tutor. These reports were tackled with the help of the confidential advisors and with professional supervision from the Head of Bachelor, to the satisfaction of all parties, by means of a good talk between the students and tutor.

The report of discrimination concerned a member of staff with an immigrant background who felt unfairly treated by his/her colleagues. The report of bullying concerned a poor working relationship between a member of staff and his/her senior.

Five reports concern dissatisfaction concerning communication and the way in which those who filed the complaint felt unfairly treated by their senior or tutor,

or by their immediate colleagues and students. If any conclusion can be drawn from these cases, it is that the picture aligns with the situation nationally: in organizations both in education and elsewhere, the vast majority of the complaints received concern matters of communication.

The complaints within the category ‘other’ came from members of staff in a labour dispute. These were complaints concerning discussions with seniors about questions related to work or duties. The reason that the member of staff contacted the confidential advisor was because they felt unfairly treated; the employee contacted the advisor not because of the substance of the discussion but because of the way in which they felt they were treated. A member of staff also sought advice from the confidential advisor as a result of organisational changes that had been implemented. The complaints from the students both concerned their private situation.

In addition, in one case the confidential advisor referred a student to the psychologist affiliated with DAE owing to the psychological nature of the problem. This report has not been counted.

● **Other activities during the report period**

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,

	Report from staff member	Report from student	official complaint	Ongoing	Death With
Nature of complaints:	Report from staff member	Report from student	official complaint	Ongoing	Death With
Sexual intimidation	-	-	-	-	-
Psychological intimidation	1	4	-	-	5
Racism/Discrimination	1	-	-	-	1
Aggression and violence	-	-	-	-	-
Bullying and violence	1	-	-	1	-
Communication & treatment	3	2	-	-	5
Other, e.g. labour dispute, conflict stemming from nature of assignment, request for advice	4	2	-	-	6
Total:	10	8	-	1	17

Analysis of report(s) made to the external confidential advisors September 2022 to 31 December 2022

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. Moreover, a safe working climate is important for a healthy and vibrant community. To achieve this, it is essential that the confidential advisors 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 advisors 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 external confidential advisors to personally introduce themselves to all Bachelor and Master students. Moreover, in August there were also review discussions with the Board, the Student Counsellor and the Bachelor Mentor. In addition, the advisors met with the Diversity and Inclusivity Officer, Leigh Tukker, and the new HR manager, Evelyn Janssen. In November the advisor met with the teaching team to outline what they can expect from the advisors and what they can contact them for.

The planned recording of an introductory film by the advisors was not realised during the past year.

The confidential advisors had a discussion in April with Aya Polderman of GI-Nederland for their

assignment 'Making the Code of Conduct Alive at DAE'

Within the framework of the Scientific Integrity Code of Conduct, the Design Academy requested its confidential advisors to offer initial care in cases concerning integrity. The expectation is that this will commence per 1 January 2023.

#### **Training & development**

On numerous occasions during the year covered by this report, the external confidential advisors 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**

We look back at a year in which transgressive behaviour often made the headlines. The fall of such renowned figures as Ali B, Marc Overmars and Matthijs van Nieuwkerk has sharpened public debate around norms and values in this area. When can something be identified as transgressive, and what exactly is transgressive behaviour? A question that is easier to answer when it comes to the serious cases, such as demonstrable physical violence. On the other hand, transgressive behaviour is much more commonly a matter of forms of behaviour in a grey zone, where the feeling aroused in the 'victim' should be taken as the point of departure. In such situations, 'a good talk' with each other usually

leads to clarification, solutions and construction agreements that enable parties to get back on track, which in a working relationship is often the most desirable outcome for all concerned.

The greatest benefit would seem to lie in preventing transgressive behaviour. The year has seen increased attention for the position of confidential advisors. Even more important is the ongoing public debate concerning desirable and undesirable behaviour. This year we have in any case noticed that society takes this borderline seriously. Also in the workplace. The number of reports among our clients in the most imaginable sectors has risen considerably. And that is positive, because the sooner an individual who experiences undesirable behaviour sounds the alarm, the sooner one can intervene in a situation that is undesirable and ultimately even unhealthy. It is important that employees know that in such situations they are not alone, and that a confidential advisor is always available for personal care, support and counselling.

#### **● Recommendations**

The confidential advisors would like to attend a meeting of the Institute Participation Council and the course participation 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

advisors (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 advisors are available to answer any questions from persons in charge 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 persons in charge 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 advisors can be called upon.

Finally, the external confidential advisors 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

---

### **Coordination & organisation**

Communications, Presentations en PR afdeling

---

### **Head Communications, Presentations & PR**

Raffaella Vandermühlen

---

### **Editing**

Marc Vlemmings

---

### **Design**

Studio Ward Goes

---

### **Photography**

Anwyn Howarth (22)

Boudewijn Bollmann (37, 47, 55)

Federico Floriani (50)

Iris Rijskamp (29)

Pierre Castignola (66)

Ronald Smits (04, 17)

Sean Fisher (13, 15, 62)

Tengbeh Kamara (42)

Jaap Beyleveld (32)

---

### **Executive Board**

Joseph Grima

Creative Director

Raf De Keninck

Director of Education, Research and Organisation