

The cover features a light grey background with several large, vibrant purple abstract shapes. These shapes are curved and pointed, resembling stylized petals or leaves, and are scattered across the page. The main title is positioned in the upper left quadrant.

ANNUAL REPORT 2020

D A Design Academy
E Eindhoven

ANNUAL REPORT 2020

TABLE OF CONTENTS

REPORT BY SUPERVISORY BOARD	6
FOREWORD	12
CHAPTER	
1. VISION AND POLICY	16
1.1 Policy developments	19
1.2 Quality agreements	19
1.3 Connection and dialogue	21
1.4 Diversity and inclusion	21
2. EDUCATION AND RESEARCH	24
2.1 Introduction	27
2.2 Preparatory programmes	27
2.3 Bachelor programme	28
2.4 Master programme	31
2.5 Professorships	34
2.6 Quality care	35
2.7 Internationalisation	37
2.8 Alumni	38
2.9 Friends and partners	39
3. PRESENTATION AND DEBATE	44
3.1 Introduction	46
3.2 Identity and website	46
3.3 GEO_DESIGN and graduation show	47
3.4 Lecture programmes	48
3.5 Media network	49
4. ORGANISATION	50
4.1 Introduction	52
4.2 Management and policy	53
4.3 Participation	53
4.4 Operations	55
4.5 Human resources	
Appendix I	58
Appendix II	62
Colophon	64

REPORT BY SUPERVISORY BOARD 2020

For the first time in many years, the whole world was confronted in 2020 by a pandemic that had, and still has, a huge effect on people's lives and wellbeing. It also demanded great flexibility from Design Academy Eindhoven. The academy had to close its doors and switch to online education. How would this affect the intake of new students? What about the annual exhibitions? Looking back at 2020, we see that the academy demonstrated great creativity in constantly coming up with creative solutions. Despite all restrictions, the academy made a start in 2020 on implementing a new model in the Bachelor programme and launched a fifth graduation profile within the Master programme.

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 (DAE) 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 2020 the SB was composed as follows:

- **Gitta Luiten - Chair**
Alderman for Municipality of Hardenberg
- **Paul Depla - Vice Chair**
Mayor of Breda
- **Willemien Boot - Secretary / Chair of Audit Committee**
CFO Dorel Juvenile Europe
- **Geertje Pruijssers - Member / Chair of Remuneration Committee**
Director of marketing & communications at Antea Group
- **Dick Rijken - Member / Member of Remuneration Committee**
Director of STEIM
- **Paul Scholte - Member / Member of Audit Committee**
Board member, Court of Den Bosch
- **Liesbeth Bommer - Trainee***
Area Packaging Manager Heineken

*The trainee is not a member of the SB and therefore has no voting rights and bears no responsibility. It is an unsalaried position initiated by the SB to offer talented young individuals an opportunity to gain experience with the role and work of supervisors.

The SB works on the basis of an appointment period of four years. Members can serve a maximum of two terms on the board. In accordance with the schedule of stepping down, Gitta Luiten and Geertje Pruijssers left the SB as of 1.1.2021. Both had completed two terms on the board.

NEW CHAIR

The departure of Gitta Luiten left the post of SB chair vacant. The current SB member Dirk Rijken assumed the role of chair as of 1.1.2021.

RECRUITMENT & SELECTION OF TWO NEW MEMBERS

The procedure to recruit two new SB members started before the summer of 2020. The SB decided to look for a member with a cultural profile and a member with a back-

ground in human resources. The implementation of the DAE mission and vision drawn up in 2019 prompted the SB to add organisation-wide HR expertise to the board. The SB also decided to use this procedure to actively work towards a more diverse composition of the board.

CrmlINK in Amsterdam was appointed for the recruitment and selection procedure. Once it had drawn up the recruitment profiles, it published the positions, making use of the network that every headhunter has built up, as well as the responses from candidates after advertisements had appeared in daily newspapers and on employment websites. The search itself began for the SB with a discussion of the longlist, held online.

Owing to the corona pandemic, it was decided to conduct the first round of interviews with eight candidates online. The second round of interviews with the four remaining candidates took place offline. The selection committee consisted of SB members Willemien Boot, Paul Depla, Paul Scholte, Dick Rijken and the official secretary of the SB. The interviews were supervised by Mienke Schaberg of crmlINK. The procedure resulted in the appointment, as of 1.1.2021, of:

Judith Meeng – SB Member
Group Director HRM BDRThermea group

Samir Bantal – SB Member
Director of AMO at OMA

Both candidates were introduced to the Executive Board in December 2020 and attended the SB meeting on 16 December as listeners.

TRAINEESHIP

Liesbeth Bommer stepped down as a trainee on the SB as of 31.12.2020. The trainee is not a member of the SB and, accordingly, has no voting rights and bears no responsibility. It is an unsalaried position initiated by the SB to offer talented young individuals an opportunity to gain experience with the role and work of supervisors.

In evaluating the traineeship (December 2020), the SB and Liesbeth Bommer concluded that the traineeship had been educational for both the board and the trainee. As a result, the SB will recruit a new trainee in 2021.

REAPPOINTMENT

Paul Depla completed his first term as a board member on 1.1.2021. He expressed his willingness to serve on the board for another four years. The reappointment was formally confirmed during the meeting in December 2020.

SELF-EVALUATION OF SUPERVISORY BOARD

The periodical self-evaluation of the SB took place in 2020 under the supervision of an external party. The commission was given to crmlINK, Amsterdam, and was supervised by Carla Aalse. After a preliminary discussion between her and the SB chairwoman Gitta Luiten, all members of the SB, the EB and the management secretary received a questionnaire. Carla Aalse discussed the findings of the survey with the board, in part in the presence of the EB. Despite corona, this discussion took place with everybody in attendance at a venue in the centre of the country, taking the corona safety measures into account. It was im-



Visitors to the Bachelor Experience Day listen attentively to an introductory lesson

portant for everybody to hold this meeting offline, thereby allowing for a review of what went well, what went wrong, and the role of the SB in the process.

Some weeks after the self-evaluation, interviews started with candidates for the two vacant positions on the SB. The points requiring attention that emerged from the self-evaluation could be taken on board in these interviews.

MEETINGS & GATHERINGS

Needless to say, 2020 can be described as a remarkable year for the Supervisory Board. Owing to the corona pandemic, offline meetings were scarcely possible, and the DAE building was completely closed for two months. As a result, all meetings of the SB and Executive Board (EB) took place in MS Teams. Apart from the occasional faltering internet connection, that went extremely well, and meetings were conducted efficiently and effectively.

The SB and EB met five times in 2020. All meetings started with a private session without the EB. On occasion, a private session for the SB only was held after the main meeting. In 2020 the most important items on the agenda were:

- Effects of corona pandemic on education and students
- Annual accounts and annual report for 2019
- Budget for 2021
- DAE visual identity and website
- Development of Bachelor programme
- Professorships
- Preparatory programmes
- Extension of appointment of Director of Education & Research

Besides the meetings, no further gatherings were held in 2020 because of the corona pandemic. In addition, the annual Graduation Show was cancelled.

SUPERVISORY BOARD COMMITTEES

The SB has two committees:

AUDIT COMMITTEE

Composition in 2020:
 Willemien Boot – Chair
 Paul Scholte – Member

The Audit Committee met twice in 2020. Both meetings took place digitally with, in attendance, an external accountant from PricewaterhouseCoopers, the interim member of the EB, the Director of Organisation, and the Head of Finance. The Director of Education & Research also attended the December meeting.

REMUNERATION COMMITTEE

Composition 2020:
 Geertje Pruijssers – Chair
 Dick Rijken – Member

In 2020 the Remuneration Committee held an annual meeting with Raf de Keninck, the Member of the Executive Board / Director of Education & Research. Upon his appointment in 2019, a point of discussion was the possibility of his taking responsibility for the Organisation portfolio, which would lead to a full-time appointment. This took effect on 1.1.2021.

The annual meeting with Creative Director Joseph Grim, chair of the EB, was postponed because of the pan-

demic. The Remuneration Committee aims to hold an offline meeting in 2021.

GOVERNANCE AND GOOD MANAGEMENT

The Code of Good Management was observed in all aspects by DAE.

In 2020 the Supervisory Board was not presented with any decisions that gave rise to conflicts of interest among its own members, or members of the Executive Board, that are of material significance to the academy and/or to the members of the Executive Board or Supervisory Board.

INDEPENDENCE OF SUPERVISORY BOARD

The Supervisory Board of DAE considers itself to be sufficiently independent to perform its supervisory role adequately.

CHANGES TO EXECUTIVE BOARD

At the start of 2020 it was known that Mechtild van den Hombergh, the interim EB member and interim Director of Organisation, would leave DAE at the end of the year. Upon the appointment in the autumn of 2019 of Raf de Keninck as member of the EB and Director of Education & Research, the SB has explored the possibility of his eventually taking responsibility for the Organisation portfolio. Raf de Keninck would first spend half a year familiarising himself with the education and research portfolios before he and the SB decided whether he would also take over the Organisation portfolio. In July it was decided he would, starting on 1.1.2021. The period from August to December was used to facilitate a smooth transition of the portfolio, after which Mechtild van den Hombergh stepped down as of 31.12.2020.

The Supervisory Board thanks the Executive Board and the academy community for its efforts during 2020.

Eindhoven, 21 April 2021

Supervisory Board of Design Academy Eindhoven:

Dick Rijken
Paul Depla
Willemien Boot
Judith Meeng
Samir Bantal
Paul Scholte





PHOTO: BOUDEVJUN BOLLMANN

The ceramics workshop

FOREWORD

Over the course of 2020, nobody could escape the fundamental reordering necessitated by the Covid-19 virus. The global pandemic revealed to us the vulnerability of humankind, as well as our supposed supremacy over our natural environment. Moreover, all systems designed in recent decades to facilitate world-wide networks of trade, production, transport, travel, cultural exchange and education ground to a halt.

An internationally composed community of students and tutors is self-evident and productive for an educational establishment like Design Academy Eindhoven. However, quarantine measures and travel restrictions – which differed per country and per region – suddenly proved to be serious obstacles for the way we are accustomed to working within the academy. Everything was turned upside down. Sometimes the Witte Dame building was completely closed, sometimes partly open. Inside the building, departments and support services moved around so that they were better able to comply with the 1.5-metre guidelines after reopening. Traffic lights were installed in the stairwell, and at the entrance people first had to sign in before entering the building. The list of spatial, technical and procedural changes is of course much, much longer. But everybody no doubt recognises the picture: the virus forced us, collectively and individually, at both a local and global level, to reshape the way we live and work.

Throughout the whole period, the Executive Board realised just how difficult the constantly changing situation was for staff and tutors. Above all, it noted the unprecedented impact of Covid-19 policy on all students. It is but one example, but the cancellation of the physical Graduation Show 2020 robbed our graduating students – despite all efforts to develop alternative presentation forms and platforms inside and outside the academy – of an essential step in their professional development. That was unacceptable for everybody. And that equally applies to various other effects of the imposed measures on the development and wellbeing of our student community.

Perhaps it is precisely a hallmark of a design school like DAE that it can nonetheless tackle such fundamental social change with lots of energy. Teaching moved online very soon after the first total lockdown of the building took effect; the path of educational reforms already embarked on switched to digital discussion and exchange; and even the academy's public lecture programme could be followed on Zoom. The year became one big laboratory for testing and refining new ways of working, supervising, assessing and presenting, all in close consultation with those involved. This iterative way of working also characterises the Executive Board's approach to important subjects such as educational reforms and organisational reforms.

Motivated by the vision that DAE should offer its own answer to the strongly changing role of design (and of the designer) in a world that is changing just as much, we started in 2020 with the transition to the studio model in the Bachelor programme. The change gives students greater control of their own study path. By following various studios, all of them addressing key social themes, students develop a profile of their own. That puts demands on supervising, assessing and reporting, as well as on

the organisational anchoring of such an educational model. The highly flattering conclusions of the accreditation panel that reported its findings in 2020, and especially the recommendations made in the report, boosted the academy in its conviction that the current educational reforms offer plenty of potential, and that they will enhance the position of the academy in the international arena.

The Executive Board has structured the process in such a way that the DAE community is consulted and kept informed as much as possible. To that end, a new form has been found for consultation. But the visual identity and the accompanying revamped website – both of which saw the light of day in 2020 – also signal a less hierarchical way of working. Organising the website as a 'wiki' environment means that it no longer acts as a 'channel' for messages passed down from above. Instead, every student, tutor and employee is addressed as a compiler or editor. The importance of this direct involvement was again illustrated clearly in the context of the global attention that Black Lives Matter succeeded in generating for systematic racism. DAE students and alumni were the ones who made it clear that the academy had to take a position. Not just by making an easy symbolic gesture. And should Dutch academies still be unsure of the urgency, the Call Out Dutch Art Institutions – which raised the issue of systematic discrimination as well as the themes of sexual intimidation and abuse of power within art institutions – sounded an alarming wake-up call.

The debate with students made it abundantly clear that the academy, at all levels, must set to work to combat prejudice, sexism and intimidation. That message has been heard. In 2020 it resulted in the appointment of a professor who will make this subject the focus of his research programme. An external investigation into the culture within the academy has also been launched. The Code of Conduct has been thoroughly revised. Inclusion and diversity are at the heart of the changes that the academy is currently implementing. Much remains to be done, but little difference in insight exists among the entire DAE community concerning the nature of the transition. That will proceed because we all contribute to it.

Raf de Keninck
Joseph Grima





PHOTO: BOUDEVIN BOLLMANN

First-year student at work

Chapter 1.

VISION AND POLICY

For an educational institute that is accustomed to seeing itself as a place of physical encounters, a place where learning is bound up with making, and where dialogue among students, tutors and society is characterised by proximity, 2020 has been an exceptional year. One in which we largely met one another on screens. The usual forms of learning and examining had, for the most part, to be translated into digital formats. Meetings to discuss educational reforms and other forms of internal discussion could continue, thanks mainly to online technology. Moreover, for the first time ever, the annual Graduation Show shared the work of graduating students via digital interfaces. Despite the unpredictability of corona-imposed regulations, those transitions have been accomplished with tremendous energy.



PHOTO: WILLIAM VAN DER VOORT

Bachelor students taking the Reframing Textiles minor work with and in the TextielLab to learn more about yarns, knitting and weaving

The broad public debate about diversity and inclusion also gained momentum within the academy. Similar urgent discussions were also conducted at various levels within the academy and should eventually contribute to an internal culture based more on equality. During 2020, DAE took concrete steps in the process of educational reform and worked on the implementation of the Quality Agreements. Within the Master programme, the first graduation profile, entitled GEO_DESIGN, was launched, overseen by the designers of the internationally operating Studio Formafantasma. Within the Bachelor programme, a start was made on the introduction of the studio model, and work continued on the development of the didactic education model.

Heavy investment was made in 2020 on connections with regional parties. New and renewed partnerships contribute to the good relations that the academy maintains with its immediate surroundings, expressed in, among other things, the establishment of a Foundation Year and the Talent Class (see 2.2 Preparatory programmes).

1.1 POLICY DEVELOPMENTS

EDUCATIONAL DEVELOPMENT

From the start of the 2020/2021 academic year, we began to introduce the studio model within the Bachelor programme. This model is based on the principle of student-focused education. Studio leaders (previously the heads of the Bachelor departments) develop and present new projects that emphasise the individual paths chosen by students. The studio model was not fully elaborated upon its introduction in 2020. The experience gained during this first year will be taken on board in refining the model.

To adequately supervise the educational development within the Bachelor programme, the Policy Office was enlarged in 2020. An external process supervisor oversees the transition and chairs the discussions in the various groups. An action plan, elaborated on the basis of a project initiation document, was launched with the development of the didactic educational model. The Institutional Plan and the plan with Quality Agreements provide guidance in this process. In addition to a steering committee – in which the EB, represented by Raf de Keninck, works with two members of the Policy Office – a compact development group has been set up, consisting of a studio leader, two tutors and one student. Together they ensure the streamlining and further elaboration of the studio model. The whole process follows the steps of a design process, with various iterations and feedback moments. In 2021 this development continues with a brainstorm group, development rounds with students and ‘away days’ with a broad representation of studio leaders, tutors and students.

As part of the development, the following steps have already been taken:

- A Horizontal Team, made up of 5 tutors from the Propaedeutic Year, basics and electives, works to improve cohesion within the curriculum;
- A coordinator has been appointed for the Basics, Electives and Minors;
- The role of coordinator of the new studios (previously design departments) has been revised;

- The Study Guides are developing into Study Coaches;
- At the invitation of the EB, various working groups assessed the Bachelor programme and provided input for the Propaedeutic Year, the long-term learning paths, and gaps and overlaps in the current curriculum.

1.2 QUALITY AGREEMENTS

The overarching vision of the academy is documented in the Institution Plan. That plan, along with the input of students and tutors gathered through Potlucks and surveys, laid the foundations for formulating the Quality Agreements. This six-year programme provides for the realisation of increased cohesion in the curriculum, an improved culture of diversity and inclusion, attention for group size, and anchoring of the system of feedback. In 2019 the Quality Agreements were set down in writing. In light of the positive feedback from the visitation panel and in anticipation of the formal assessment by the Accreditation Organisation of the Netherlands and Flanders (NVAO), a number of planned activities began to be implemented that year. In 2020 the process continued, especially within the Educational Development and with respect to the Propaedeutic Year, the professorships, the facilities and the Master department. Although Covid-19 caused restrictions throughout the year, it was generally not a reason for postponements or changes. However, the planned Tutor Day could not take place in late 2020 place owing to the lockdown. In March 2021 it will take place in an adapted form during Tutor Week.



PHOTO: RONALD SMITS

'Imaginary Flower Therapy', graduation project by Angéline Behr

Quality agreements	Financial responsibility in k€				Progress during the report year		
	Theme	Budget 2019	Realisation 2019	Budget 2020	Realisation 2020	Progress of the actions and measures in 2020*	Interim changes
1. MORE INTENSIVE AND SMALL-SCALE EDUCATION							
Propaedeutic Year: extra hours / larger groups	10	10	40	5	Broad debate on the content of the Propaedeutic Year, skills, long learning paths and relation with 2nd study year, and hours for preparation and evaluation have been allocated (mostly from the standard operating budget).		
Studio model: development of new studios	10	0	10	10	The studios have been developed and described.		
2. MORE AND BETTER SUPERVISION OF STUDENTS							
3. STUDY SUCCESS							
Guest lessons by alumni in MA	0	0	5	5	To increase the study success among Master students, Master alumni have been invited to give lectures to current Master students.	The budget for 2020 is brought forward to 2021 in view of the start of the new professorship by Praveen Sewgobind, who will deploy his expertise for development and training in the area of diversity/inclusion.	
diversity officer role: training, development	0	0	7	0			
4. EDUCATION DIFFERENTIATION							
Development DC&W MA (> CIL)	5	5	0	0	From Design Curating & Writing, the Critical Inquiry Lab has been developed under the supervision of a new head: Saskia van Stein.	No change	
Development GEO_DESIGN	5	5	10	7	GEO_DESIGN in 2019 and 2020 developed and approved by the Bestuurlijk Overleg van de Opleidingen BKV. This new department started in September 2020.	No change	
5. SUITABLE AND GOOD EDUCATION FACILITIES							
Studio model: strengthening education office	5	5	75	75	Education Desk was expanded in 2020 with an educationalist to advance educational development and to elaborate various aspects of the KA for the purposes of the education model, testing and assessing (formative and summative) and supporting with an LMS, etc.	No change	
Workshops 2.0	10	5	60	83	In order to provide space for the Foundation Year, it relocated (to level 3, and the support services moved to level 2); extra machines were purchased (for, among others, the minor Crafts), Saturday opening since 26 September (Foundation Year, Bachelor and Master students benefit from this).	No change	
6. CONTINUED PROFESSIONALISATION OF TUTORS							
New role of tutors: description (HR policy), Policy development and training	27	0	23	36	In 2019 preparations were carried out for the educational development in which the policy development and new role of the tutor in the new educational model are a central theme.	The budget for 2019 and 2020 is grouped and deployed for educational development, for various working groups, the development group, and the collective brainstorm.	
Teacher training feedback / feed forward	10	0	20	0	Tutor development has been elaborated in the form of a tutor day. The day is devoted to the changing role of the tutor and is organised for and by tutors, within the context of tutor professionalisation. The tutor day is the first in a series that will lead to the establishment of communities of practice.	Tutor day highlights the role of the tutor, and it was scheduled to take place on 17 December, but was cancelled at the last moment. In March 2021 this activity will be elaborated in the form of a tutor week.	
3rd professorship	0	0	32	74	Three new professorships have been appointed by means of an open call. They examine the theme of transition, of the individual, of organisations, cities; the 3rd professorship is funded through the KA budget.	Start 3rd professorship on 1/12/2020.	
development of continuous learning lines	0	0	5	5	The Horizontal Team has been appointed to develop continuous learning paths.	No change	
training study guides (business coach)	0	0	5	16	In advance of 2021, the study guides have been expanded.	In advance of 2021, the study guides have been expanded.	
instruction for tutors, new system of study guides	0	0	5	0	Delays in implementing the new systems mean they have been postponed until 2021.	Delays in implementing the new systems mean they have been postponed until 2021.	
SKE for core tutors	0	0	25	0	This activity has provisionally been postponed until 2021.	This activity has provisionally been postponed until 2021.	
planning/monitoring	14	19	5	14			
pre-investment in Study Guidance	110	110	110	110			
pre-investment in minors	140	140	140	140			
Total	346	289	577	511			
Difference		57		66			

MONITORING COMMITTEE

The Quality Agreements working committee, which worked in 2018 and 2019 on the elaboration of the plan, continued in 2020 as the monitoring committee to keep the focus on further elaboration and progress.

The Quality Agreements monitoring committee is made up of student members (an OC member and a SC member), a tutor member from the Bachelor and Master programmes, the chair of the Works Council and, occasionally, a member of the Supervisory Board, though this member did not attend the meetings in 2020. The committee is made up of:

- Gert Staal, MA tutor;
- Mieke Meijer, BA tutor, design department;
- Ilga Minjon, BA tutor, Propaedeutic Year;
- Floor van der Wal, BA student and (former) Student Council member;
- Sterre ter Beek, BA student and BCC member;
- Peter van Casteren, Workshop Team Leader and member of Works Council;
- Willemien Boot, Supervisory Board, chair of Audit Committee;
- Yolande Hezemans, Senior policy officer, Quality Agreements project lead.

The committee met twice during 2020. The committee members received from the EB and the Quality Agreements project lead an update on the state of play within the various part-plans, including interim changes. They were also informed about planned expenditure in 2021.

The committee's view of the Quality Agreements for 2020 is included in Attachment II.

1.3 CONNECTION AND DIALOGUE

ITERATIVE PROCESS APPROACH

The DAE organisation seeks to create connections, through dialogue, among staff, students and the wider design community. That approach characterises the process of dealing with educational reforms, which involve various groups made up of students, tutors and staff. Their mutual dialogue should help to improve the Bachelor programme. Plans are presented to a larger group and then feedback is given to the development group. As a result, connections are established between plan and execution and between the various sections of the organisation. Preparing, developing, consulting and refining occur in a cyclical process. Each successive step follows an iterative development process: one part after another, from mission to vision, and from profile of the designer to final qualifications.

RENEWED PARTICIPATION

In the new system of participation, clear alignment between the various bodies (right of consent versus right of consultation) is achieved. But the reform is not limited to grouping regulations and amending the structure. What is important is to make a start on broader consultation, clear communication and transparent decision-making. Providing greater insight into decision-making also strengthens the connection with the DAE community. This process will continue to evolve in 2021 (see also 4.3).

The Bachelor Course Committee (BCC) started with two student members and two tutor members, supported by Olga Pullens (student counsellor), who acted as official secretary:

- Lewis Duckworth, BA student BCC chair;
- Sterre ter Beek, BA student and BCC member;
- Jan Melis, BA tutor, Studio Urgencies;
- Allard Roeterink, Minor tutor, and Basics, Electives and Minors coordinator.

The Master Course Committee (MCC) was prepared in 2020 and will begin work in 2021.

Up until 2020, participation within DAE was facilitated by two separate bodies: the Works Council (exclusively for staff) and the Student Council (representing the student community). Starting in 2021, these two groups come together in the Institutional Participation Council (IPC), which represents the whole academy. In 2020 candidates were invited to put themselves forward. As soon as the IPC in 2021 starts work, the Works Council will cease to exist and the Student Council will acquire another status. From then on, this group of Bachelor and Master students will act as an informal advisory body.

The members of the Student Council are:

- Anna Mareschal de Charentenay – BA, chair
- Sophie Conroy – BA
- Holly Krueger – MA
- Katharina Freiin von Stackelberg – BA
- Claudia Rao Hackett – BA
- Leon Barre – BA

The EB attaches great importance to the monthly meetings with the Student Council. After all, the meeting offers the most direct insight into current needs and ideas of the student community.

1.4 DIVERSITY AND INCLUSION

Even as it formulated its mission and vision, DAE recognised the importance of diversity and inclusion for a healthy and safe academy culture. That conviction has only increased in 2020. The global sense of urgency, largely driven by the BLM movement, prompted the EB to call on the DAE community via Instagram to draw attention to issues of racism and diversity within the academy, and to any gaps in these areas.

DIVERSITY AND TRANSPARENCY

Following this call, a group of students and alumni, together with external experts, drew up a *six-point programme*¹, outlining how systematic racism within DAE could be eliminated. During the last three months of the year, the EB held intensive discussions with both the Student Council and the Anti-Racist Committee. They revealed how all parties shared a desire to develop an appropriate approach, both substantively and pragmatically, to the issue. The findings were then shared with the whole academy community via a *joint statement*².

The third and final meeting with the Anti-Racist Collective and the Student Council is scheduled for early 2021. The aim is that all six points put forward in the pro-

gramme will be adopted by the academy. Within the context of these diversity questions, the new professorship headed by Dr Praveen Sewgobind will focus on the structural transformation of the academy. Together with a working group, he is compiling a programme for students, tutors and employees of DAE. In addition, during the Tutor Week in March 2021, he will organise a kick-off presentation and workshop. Under his supervision, a Social Justice Lab will be set up in 2021 where students, tutors and employees will work on the broad theme of social justice.

The discussions made clear that there is an urgent need for transparency and open communication towards the DAE community, not only concerning the six-point programme but also in the broader sense. The Education Committees and the IPC will play a more prominent role in communicating with the academy community.

LECTURE PROGRAMME

The DAE Lecture Series programmes lectures and events every two weeks. The series is focused primarily on strengthening the academic community but is also open to the public. The organising committee positioned diversity and inclusion at the heart of its programme. In this way it sought to broaden not only the range of lecture subjects but also the range of speakers (see 3.4).

CODE OF CONDUCT

The news concerning such themes as racism, sexism and intimidation also concentrated in 2020 within art education. The NRC Handelsblad newspaper and 'callout-dutchartinstitutes' on Instagram publicly held art institutes and art colleges accountable. The allegations made against DAE were taken very seriously by the EB. Bezemer & Schubad, a specialist in this field, has been asked to carry out an independent investigation. The external investigation started in December 2020 and the results will be shared in early 2021.

The Code of Conduct was completely revised in 2020. In early 2021 the full document was presented to the various consultation committees before it was finalised and made public.



1 <https://www.designacademy.nl/p/about-dae/inclusivity-and-culture/joint-communication-updates>

2 <https://www.designacademy.nl/p/about-dae/inclusivity-and-culture>



PHOTO: WILLIAM VAN DER VOORT

Two students at work in the Textiel Museum in Tilburg

Chapter 2.

EDUCATION & RESEARCH

A number of structural changes in the area of education and research took place in 2020. In previous years a lot of thought was put into a change of direction and the adjustments that would entail. In 2020 this educational development and reform was elaborated and implemented.



PHOTO: BOUDEWIJN BOLLMANN

Student working at home

2.1 INTRODUCTION

EDUCATIONAL REFORM

The academy rightly enjoys a reputation as a design school that gives the student plenty of scope to work on his or her individual development. Without detracting from the quality that this basic principle still generates, there was also a growing awareness that current design practice increasingly calls for designers who are also capable of collaborating with other designers and specialists to find solutions to global problems. This calls for other forms of education.

The educational reforms that had been under consideration since 2018, and that focus on Bachelor education, acquired more concrete shape in 2020. The reforms are based on a number of key principles, in particular the wish to give students more control of a personalised learning path that reflects their interests, and at the same time a stronger emphasis on internal and external collaboration and exchange related to important themes within society. To achieve that, the Institutional Plan formed the point of departure for shaping a system of education – including the required efficiently structured educational support – that gives the student more freedom of choice in the composition of the curriculum.

BACHELOR EDUCATION

The most visible change concerned the transformation of the Bachelor programme. Eight new studios were set up to replace the existing departments, and new selection methods and a placement process were designed on the basis of the choices made by each student. In addition, the Propaedeutic Year was restructured in part, electives and basics were adapted, and experiments were carried out on the contents of the minor programmes. Given that a different and more integral form of student supervision is also an important aspect of the reforms, a programme on study coaching was developed.

To involve as many people as possible in these developments, various working groups were set up, among them a horizontal team from the Propaedeutic Year and an education development group. Moreover, a number of information sessions were held with both tutors and support departments. Students were also expressly consulted in the plans. At the end of 2020 the second phase of educational reform kicked off with a brainstorm day attended by staff from all sections of the Bachelor programme.

INTERNATIONALISATION

The new vision on international policy was approved in December 2020 by the Supervisory Board and will be elaborated further in the coming years. The goal is to grow towards an inclusive and diverse DAE community with a firmly anchored international curriculum. To realise this international curriculum, the links with our international partners and the network at international, national and regional levels needs to be strengthened.

COVID-19

The Covid-19 pandemic of course had a huge impact on studying and working at DAE. From the start, DAE complied with the national guidelines set by the National Institute for Public Health and Environment (RIVM), and a

Covid crisis team ensured that staff and students were kept up to date on the latest developments. In late April, DAE was one of the first institutes of higher education to switch fully to online education up to 1 September, thereby providing clarity for staff and students. An exception was made for exam candidates only: they had access to the building and workshop spaces in the months of June, July and August. That enabled them to continue working on their exam projects over the summer months. In September, DAE was also one of the few schools to begin with on-site education again.

In hindsight, what stands out is the remarkable resilience of the organisation. DAE proved capable of offering op-site education throughout the year while ensuring a safe environment that respected the 1.5-metre rule, wearing face coverings, staying at home with symptoms, and detecting and isolating anybody who was infected. When a new lockdown came into force on 19 December, the academy did of course close its doors.

2.2 PREPARATORY PROGRAMMES

DAE enjoys a strong international reputation, with 70% of the students coming from abroad. The position of Dutch students hasn't been ignored, but it has taken on a different form. Prospective Dutch students look up to the academy and often expect that the bar will be too high for them. This attitude appears to prevent Dutch students from submitting applications.

Alignment between Dutch secondary education and the DAE programme is certainly not optimal. During their years at secondary school, pupils are not always able to compile a portfolio, so that when they start at the academy they are already lagging behind international students who, by contrast, have often completed a course of education that encompassed art, design or architecture. Their work already shows signs of their potential quality 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 programmes. DAE opts for programmes with a longer learning path. Each programme targets a particular group and is aimed at the development of talent and authorship. Providing these prospective students with an early opportunity to sample what the academy has to offer can boost the diversity of recruitment.

In September 2020 DAE launched two new preparatory programmes and the successful format of the Experience Day was elaborated both on-site and online.



Information session during the Bachelor Open Day

EXPERIENCE DAY 2.0

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 developed from one day a year to five days. Each Experience Day is attended by an average of between 100 and 130 pupils. These days were originally intended exclusively for pupils from Dutch secondary schools, but many prospective students from other countries have now shown interest in the Experience Days.

In the coming period DAE hopes to enhance the professional character of the Experience Days - for example by offering portfolio scans and further support for the admission process - thereby increasing the value for visiting pupils.

FOUNDATION YEAR

This new one-year foundation programme is aimed at Dutch pupils at the end of their secondary school years (17-18 year). The aim is to achieve a better alignment with and transition to the DAE curriculum.

The Foundation Year started in September 2020 with 18 participants. On thirty Saturdays the participants can orientate themselves and prepare for the Propaedeutic Year at DAE. Participants come into direct contact with the system of education, workshops, tutors and instructors. Just like in the Propaedeutic Year, the programme is very hands-on. Pupils are introduced to various research methods, which they then translate into creative solutions independently and in project teams. At the end of the year there is a screening of portfolios, which can lead to admission to the Bachelor programme.

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/Meierijstad 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 draft. As a result of Covid-19, the launch of this initiative had to be postponed until 2021. A half-year pilot project will start in January.

2.3 BACHELOR EDUCATION

INTRODUCTION

The year 2020 focused on educational development and reforms. The most notable reform was the transition to the studio model. The first batch of second-year students started in September in eight newly established studios that are closely aligned programmatically with the changing world and offer students greater freedom of choice.



'Urban Futures', graduation project by Miya Fassbender

COVID-19

No teaching took place inside the academy from mid-March to 1 June. After the return to physical lessons in the autumn, a second lockdown came into force in mid-December, putting an end to physical lessons. Offering online education presented a major challenge for both tutors and staff. It demanded the necessary flexibility to properly conduct lessons, assessments, exams and other aspects from a distance. The situation also had a huge impact on our students.

With a more spacious layout of the floors, the use of additional space, and staggered starting and finishing times, the building was made ready to enable all Bachelor students to attend lessons while complying with the Covid-19 regulations from September on. After a busy summer period in which graduating students were allowed to work on their exam projects at the academy and to take their exams there, the postponed diploma cere-

mony could eventually take place in early September – albeit in much smaller clusters than was customary.

INTRODUCTION OF STUDIO MODEL

Within the Bachelor programme we set ourselves the target of providing student programmes that more closely align with the current situation in the world and with the wishes of individual students. The studio model offers a varied range of themes combined with a greater range of options. Students choose a different studio each semester, thereby enabling them to create a learning path of their own.

In view of a period of transition and the phased introduction of the new system, the Bachelor programme in the third and fourth years was offered within the existing eight design departments. However, second-year students started in September in one of the eight new studios:

- **The Morning Studio**
headed by Thomas Lommée
- **Studio Collaborative Solutions**
headed by Stijn Roodnat
- **Studio Moonshots**
headed by Catelijne van Middelkoop
- **Studio Turn Around!**
headed by Jelle Zijlstra
- **Studio Living Matter**
headed by Marije Vogelzang
- **Studio Identity**
headed by Marty Lamers
- **Studio Urgencies**
headed by Irene Fortuyn
- **The Invisible Studio**
headed by Mario Minale

DEVELOPMENTS IN THE CURRICULUM

PROPAEDEUTIC YEAR

Within the propaedeutic year the earlier introduction of three themes (Body & Mind, Society & Change and Crafts & Industry) proved successful, and this thematic arrangement was therefore retained in 2020. The learning programmes were offered online from April to July. At the end of August students had an additional week at school to catch up on their knowledge of the machines in the workshops. From September on, most of the teaching took place at the academy, which was of course better suited to the nature of the programme.

The number of students in first year has risen, and is currently 177. The division into three groups has been maintained, but because of the larger number of students, the Propaedeutic Year is now housed on a different, and larger, floor.

YEAR 2

An entirely new programme, in terms of both structure and substance, was introduced in the second year in September. In the studio model, students play the most important role in determining the learning path that they follow. Each semester the student chooses a different studio, assisted in the process by the studio leaders and their study coaches; the eventual placement is carried out on the basis of an algorithm.

The supporting and accompanying subjects of Design Grammar and Humanities continue as before. A new subject has been added to the Electives programme: LAB. This elective subject concerns materials, production techniques and crafts.

YEAR 3

The minor programme has become a fixed element of the third year. The minors geared to materials (Reframing Textiles and Ceramic Properties & Potentials) again proved popular among students. Following on from this, it was decided to offer a new minor focused on metal, called Metal Crafts. The minors Radical Ecologies and Science Friction have been merged in the new minor Making Futures.

The collaboration with external parties (Textile Museum and Beeldenstorm) was again highly productive. We could also make use of the ceramics workshop of the design duo Atelier NL.

The minor Collective travelled to Madeira. After intensive preparations by the students, in which emphasis was put on observing all Covid-19 regulations, the group of ten students and their accompanying tutors travelled safely to Madeira for a semester dedicated to the theme of tourism. Supported by a number of tutors, the students themselves shaped the programme. Important spearheads within this minor are collaborating in teams and safeguarding an individual process.

YEAR 4

Owing to the closure of the academy from mid-March to June, it was decided to offer exam students an extra exam date. The following table presents an overview of the number of students that graduated at various moments during the year. A total of 109 students obtained their diploma in 2020.

Table:
number of successful Bachelor students per exam period in 2020.

	Passed	Repeat	Cum laude
January 2020	38	3	3
March 2020	3	0	0
June 2020	9	6	0
August 2020	58	2*	2
September 2020	1	0	0
Total	109	11	5

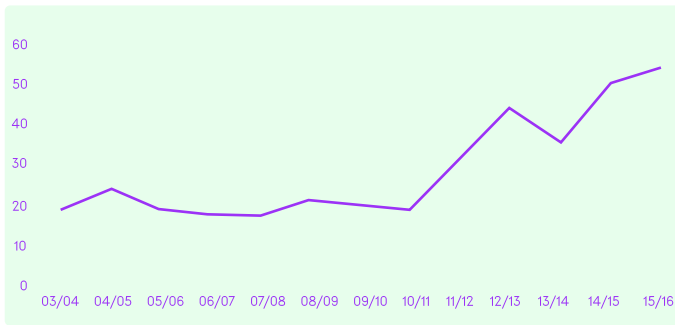
*One student started in the new exam module and will take the exam in January 2021.

EFFICIENCY

In 2020 renewed attention was given to limiting study delays. In consultation between the Education Desk and the coordinators of the design departments, the most appropriate way of supervising the students was assessed for each exam period. The graph below shows the progress of the number of students who graduated in the nominal

time (four years). The years on the X axis correspond with the year when the student started the programme.

Graph: number of graduates per cohort within the nominal study period (4 years).



PROGRAMME ORGANISATION: EDUCATION DESK

Just as in previous years, the Education Desk organised the complete cycle of education in 2020 as a self-managing team. The most important change concerned the team of coordinators for the design departments and studios. The function has changed considerably, both structurally and substantively. The role of coordinator is now more focused on the didactical nature of the education within the new studios. In the new system, a coordinator supervised two studios instead of one. The involvement of the coordinator in the academy grows as a result of the knowledge of multiple studios and of the increased scope of the position.

RECRUITMENT, SELECTION AND ADMISSIONS

OPEN DAYS

In January we organised one last open day before the forced closure of the academy. Some 500 visitors had an opportunity to get to know the academy and its staff through introductory sessions, guided tours, student conversations and Q&As.

EXPERIENCE DAYS

The Experience Days in January and February took place at the academy. During these intensive days, prospective students worked on assignments that introduced them to the programme.

When the lockdown became a reality, we succeeded in offering the Experience Days in an online version. Two teams of tutors and students hosted a number of introductory sessions in which prospective students could ask all their questions. An added advantage of the online version was the ability of students from outside the Netherlands to attend.

Two events had to be cancelled: the Open Day in June and the presentation during the Graduation Show.



Third-year student at work in the TextielLab at the Textiel Museum

EXPERIENCE DAYS 2020

	Applications	Attendees	
29-01-2020	133	61	Onsite
05-02-2020	129	79	Onsite
28-10-2020	61	38	Online
25-11-2020	293	138	Online

PORTFOLIO QUICK SCAN AND EXTENDED PORTFOLIO TRAINING

During the Experience Days participants can sign up for a Portfolio Quick Scan: a one-to-one conversation between a prospective student and an experienced DAE staff member on the basis of a previously submitted portfolio. In November thirty students availed of this opportunity to receive feedback on their work.

The Extended Portfolio Training also started in 2020. In three meetings with a member of staff from DAE, candidates examine their portfolio and expand and improve where necessary. During the final session the participants receive written feedback on the final version of their portfolio. There is a fee charged for this training series. Seven students availed of this new opportunity in 2020.

ADMISSION

Since March, all admission interviews have had to be conducted online. This is not perfect, given the importance of a physical meeting in assessing candidates, but it was unavoidable in 2020. We succeeded in devising an online form for the admission interviews in which two tutors spoke with each candidate. This resulted in a good inflow of new first-year students and in the decision to repeat this form of admission in 2021.



During the open day, prospective students can have their portfolio assessed by one of the tutors

SELECTION

As a result of Covid-19, Dutch colleges of higher education anticipated a decline of 20-30 percent in new students. At DAE there was additional uncertainty concerning the effects that the pandemic would have on travel possibilities for international students. It was therefore decided to accept more students than in previous years. Of the 239 accepted students, some 177 students eventually started. A striking detail is that the percentage of males declined again, almost down to the level in 2018. The proportion of Dutch students relative to international students has risen slightly and is also back to the level in 2018.

	2018	2019	2020
Number of applications	620	639	549
Number accepted	153	155	239
Number that started	151	146	177
Dutch	27%	23%	28%
International	73%	77%	72%
Male	32%	47%	34%
Female	68%	53%	66%

2.4 MASTER EDUCATION

INTRODUCTION

The DAE Master programme encourages students to deepen their knowledge and vision of the world. At the same time, students are challenged to examine their position as designers in that world and define a precise position. The two-year Master programme at DAE has consisted of four departments since 2014: Contextual Design, Social Design, Information Design and The Critical Inquiry Lab (previously called Design Curating & Writing). In September 2020 a fifth programme was added: the GEO_DESIGN department, headed by the designers of the internationally operating Studio Formafantasma. Within each department the group of students, tutors, experts and guest speakers form a permanent 'think-tank'. The dialogue within the Master community receives additional impetus from external projects in which students from the various graduation profiles collaborate with external clients or partners for a trimester.

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 (thesis and design project).

Louise Schouwenberg announced in November 2020 that she would step down as department head at the end of the 2020-2021 academic year. Afaina de Jong takes over as head in September 2021. Afaina de Jong established her name with her architecture firm AFARAI and her publications include *For the People, By the People*.

SOCIAL DESIGN

It is the obligation of the designer to consider the social aspects of their work. 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. In September 2020 Jan Boelen handed over his duties as department head to architect Marina Otero Verzier, who is also Head of Research at Het Nieuwe Instituut. After the handover, Jan Boelen could devote all his attention to his role as Rector at Karlsruhe University of Art & Design in Germany.

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. Joost Grootens, head of the Information Design department, successfully defended his doctoral thesis in April 2020, thereby completing his PhD at Leiden University. His research examines the blurred boundary between the users and makers of visual information.

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. Saskia van Stein, former director of Bureau Europa in Maastricht, took over from interim heads Agata Jaworska and Tamar Shafir in 2019. The direction and name change initiated by Van Stein took effect in 2020.



Student working at home

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 Far-

resin and Andrea Trimarchi (Studio Formafantasma) head the department. This Master department is a further expansion of the existing GEO_DESIGN exhibition and research platform, launched in 2018 to accommodate corresponding themes and research questions.

PROFESSIONALISATION

Since 2016 each department has had its own coordinator, responsible for matters such as budget management and the organisation of the study programme. The coordinators work with the general coordinator, who liaises with the department heads on overarching matters, such as advice from the EB, recruitment and selection, the organisation of external student projects, open days, exam week and the exam ceremony. Since 2018 the position of general coordinator has been filled by a department coordinator. This ensures embedding within the departments and the academy. Starting in 2019, the pressure on the general coordinator was reduced with the recruitment of project coordinators for 16 hours a week (42 weeks) to work on short-term projects. Owing to special leave, the position of general coordinator was temporarily filled in 2020 by the project coordinator.

INFORMATION SESSIONS + MEET THE MASTERS

Moving the Graduation Show to an external location turned out to have consequences for the number of visitors to information sessions held at the academy. That is why the monthly 'Meet The Masters' tours have been organised since September 2019. Current students lead prospective students around the academy building and talk about their study. Direct contact with the student population proves to meet a big demand. The physical tours are successful and attract some fifteen visitors each time.

Because of the pandemic, the Meet The Masters sessions have been held online since April 2020. They attract an even bigger audience: an average of 80 students per event. At the end of 2020 a feedback session was organised to develop the digital presentation further.

RECRUITMENT AND APPLICATIONS

In recent years the annual Live Admissions during the Talk&Tour (MA open day) in Eindhoven and during the Salone del Mobile (Milan) give prospective students the possibility to apply live. They are not automatically entitled to an interview with a department head. Before that, their portfolio and motivation letter must be positively assessed.

This year the usual Live Admission could not take place during the Salone del Mobile in Milan because the whole event was cancelled. Instead, an extra online admission round was organised on 1 April. Although fewer candidates took part, the number of admissions did not decline. Some 37 candidates were admitted (as opposed to 34 in 2019 and 33 in 2018).

Besides the Live Admissions, prospective students can also apply online. The number of applications (599) followed the growing trend seen in recent years (567 in 2017, 534 in 2018, 592 in 2019). The most heavily represented nationalities are French, German, Italian and Dutch. The number of British students declined as a result of Brexit, and this will probably remain unchanged next year owing to uncertainty about travel restrictions and possible quarantine regulations.

Just as in previous years, a recruitment campaign was run in 2020. On the basis of research, the Creative Publisher (Communications team) commissioned an external party to compile a recruitment document with guidelines to improve access to the intended target group via the (online) recruitment campaign. Both the number and the quality of applications was again viewed by the selection committees as high. This tendency seems to be continuing, and was also reflected in the percentage of accepted candidates.

Word of mouth by current students and alumni proves to be an effective method, which was strengthened by campaigns on social media and advertisements on online platforms, and the possibility to come and take a look around the academy. The campaign in recent years has focused on the specific character of the Master programme compared to the Bachelor. To this has now been added a series of 'testimonials' by graduates designed to offer prospective students more insight into the broad field of work and the various areas of interest of our alumni.

JOINT PROJECT BY ALL MASTER DEPARTMENTS

During the third trimester the first-year Master students took part in a joint project called *Stigmergy*. This denotes a mechanism for indirect interaction and collaboration between actors and their surroundings or a platform intended for the purpose, as we are familiar with from ant communities. Design no longer serves the interests and organisational principles of people only, but considers what other natural and artificial organisms need. Students were tutored in this project by six experts: Frans Bevers (Information Design), Yvonne Dröge Wendel (Contextual Design), Irene Stracuzzi (Contextual Design), Michelle Kasprzak (The Critical Inquiry Lab), Jesse Howard (Social Design) and Gabriel Fontana (Social Design). They investigated the decentralised forms of stigmergy in a period in which local problems often reflect global problems. One of the results was the presentation 'Stigmergy: Learning from Ants' at the Design Museum 's-Hertogenbosch (26 September to 18 October 2020).

FINAL EXAM AND DIPLOMA CEREMONY

Owing to the pandemic, students were offered an opportunity to postpone their exam until the end of August. Even so, five Master students decided to take an online exam on 23 June. All five were successful, and one student even received the cum laude distinction. The other students opted to sit their exam in August. A total of 77 Master students, including one repeat, graduated in 2020.

The remarkable diploma ceremony – at 1.5-metre distance – could take place on 1 September. The successful candidates were addressed by their department heads, accepted their diplomas and also received a present in the form of a publication containing their graduation projects, designed by Information Design alumna Irene Stracuzzi. Because Covid-19 meant that a physical exhibition was not possible, each graduation project was recorded in a one-minute movie, made by alumnus Robert Andriessen with a graphic layer also designed by Irene Stracuzzi.



'Happybirthdayto.[name]', graduation project by Noelle van den Dungen

LIVE FROM THE LIVING ROOM

Because of the cancellation of the 2020 Graduation Show, the newly graduated students from Contextual Design took matters into their own hands. Taking the intimate setting of their personal living space as a podium on which to present their work, they realised 'Live from the Living Room: A presentation of twenty projects from homes'.

SOCIAL MATTER, SOCIAL DESIGN

To mark his departure as head of Social Design, Jan Boelen, in collaboration with design sociologist Michael Kaethler, compiled the book *Social Matter, Social Design: For good or bad, all design is social*. The publication raises various questions related to four main themes: the body, the earth, the political and the technological. For example, how does design influence our behaviour, our use of materials and resources, our choice and freedom to take part in social, political or economic interactions? On the basis of various design practices, the texts reveal uncomfortable, enlightening, alarming and contradictory connections in the area of (social) materiality. Alumni Wibke Bramesfeld and Billy Ernst designed the publication.

INTERNATIONALS IN THE CITY

From mid-October to mid-December 2020, students of Information Design showed their work at the Van Abbemuseum. The exhibition *Internationals in the City* was commissioned by the Van Abbemuseum and the strategy department at the City of Eindhoven. The presentation was supervised by department head Joost Grootens and tu-

tors Toon Koehorst and Jannetje in 't Veld. The work was presented in two rooms in the Collection Building. The themes of work, accommodation, identity, community and data were translated in a series of posters.

2.5 PROFESSORSHIPS



PHOTO: RONALD SMITS

'Therapeutic Makeup', graduation project by Yun-Ting Chou

INTRODUCTION

In 2020 the focus of research at DAE was on reforms introduced in the system of education and organisation. With the completion of the readership Places and Traces and the start of three new professorships, DAE further defined the future of its research activities. In the process, the academy continued to build on previous successful, cross-disciplinary and institutional collaborations. The new professors concentrate on a number of pressing issues in design, among them diversity, our relation with digital networks and the future of design education.

A number of complex and multifaceted projects were completed in 2020. The results were also shared outside the academy, with both specialists and a broader audience. Visitors to Dutch Design Week 2020 could learn about the results of the project *Droogteschap*, a collaboration with the Dommel Water Board.

NEW CYCLE OF PROFESSORSHIPS

In the autumn of 2020, DAE launched three new professorships. 'Diversity and Inclusion' is spearheaded by Dr Praveen Sewgobind and 'Transdisciplinary Design Net-

works' by Dr Ian Biscoe, and in the spring of 2021 Dr Anika Frye will start as professor of 'The Non-School'.

Together these professors form the core of the new research programme 'Becoming'. This programme is rooted in the notion that the world we live in is in an accelerated mode of change, a constant state of *becoming*. The programme builds on the success of the previous 'Places and Traces' and 'Strategic Creativity' research groups. Over the past decade these groups have given the academy a clear Design Research DNA. The appointment of the new professors heralds the start of a new era with regard to the knowledge circle. During 2021 the new professors will consider what type of support the programme requires and how it will connect with the DAE community.

DIVERSITY AND INCLUSION PROFESSORSHIP: THE CITY AS A PLACE OF LEARNING

Drawing on a culturally diverse background, Dr Praveen Sewgobind works to further diversity and ethnicity theory in the Netherlands. His research at Design Academy Eindhoven will focus on theorising and materialising the conditions for inclusivity and diversity.

Dr Sewgobind's work catalyses instruments, like pedagogical strategies, that underscore the necessity of 'walking the walk'. For example the 'walkshop', a critical educational experience whereby participants become actors and engage with the real world. They combine practical and theoretical tools and contribute to the idea of the city as a place for cross-pollination and learning rather than exclusion and superficiality.

TRANSDISCIPLINARY DESIGN NETWORKS PROFESSORSHIP: A BLEND OF DIGITAL AND ANALOGUE DESIGN

The research spearheaded by Dr Ian Biscoe will focus on technological and societal networks, investigating how macroscopic thinking can be leveraged to address the global 'system-of-system' challenges we all face. He will build on existing original research in the use of X Reality networked environments in art practice and education to investigate issues around planetary analysis, comprehension, design and communication.

THE NON-SCHOOL PROFESSORSHIP: AN ALTERNATIVE FUTURE FOR DESIGN EDUCATION

The professorship of Dr Frye responds to and anticipates the next stage of an extraordinarily fertile culture of fully or partly remote learning opportunities and online or blended education programmes that has emerged in the last decade. It aims to recognise learning as becoming, using technology as an instrument of evolution and democratisation of learning in design.

READERSHIP PLACES AND TRACES

The Readership Places and Traces, which had been spearheaded by David Hamers since 2009, concluded in the summer of 2020. The readership explored the role of design in understanding and transforming public and collective spaces, including flows of people, information and materials. Taking an interdisciplinary approach, the readership focused on the development of innovative urban design concepts, methods and materialisations.

Associate reader Paolo Patelli, design researchers Ester van de Wiel and Bennie Meek and research associate Lucas Zoutendijk also contributed to Places and Traces.



One of the illustrations for the collaborative project with De Dommel Water Board. Illustration: Studio 1:1

CONTRIBUTION TO EDUCATION

The research groups established connections with the Bachelor and Master programmes. For example, the Design Research minor Radical Ecologies acquired a place between the regular minors under the title Making Futures. In 2020, Reader David Hamers delivered a lecture in the core series Space-Place and Public-Private-Collective for the Public Private department. Associate lector Paolo Patelli taught **GEO_DESIGN** Master students for one day a week. The classes dealt with the intertwining of biological and anthropogenic elements in oceans and how to approach this through research and design. Design researcher and tutor Ester van de Wiel organised the RE-maker project with Bachelor students from the second module of the Public Private department. Through design research, students examined their role in circular ecology with the aim of shaping a new profession in the RE era. Joost Adriaanse was invited as an external critic.

These initiatives help students to improve their research skills and their design process (research for design), and to utilise and deploy their design skills in research projects (research through design).

Places and Traces: summary:

(See **Attachment I** for an extended list of publications, presentations and activities)

- **Project RE-source**

RE-source: Participation in reframing residual materials in design theory, design practice and design education. The two-year research project explored the circular design of urban public space and the development of design-research methods to convert residual materials in the city into valuable materials. The research was a collaborative project with the VU University (Professor Ginette Verstraete and researcher Joost Adriaanse), Studio Ester van de Wiel and the City of Rotterdam and concluded in February 2020.

- **Project Mobile City Innovation Programme**

In 2020 DAE completed the final two experiments in this four-year study of innovative solutions at the intersection of urbanisation and mobility through concrete experiments. It was a collaborative project with the University of Twente, University of Amsterdam, Radboud University and Bureau UUM. The research was commissioned by the provinces of Gelderland, Noord-Brabant, Noord-Holland, Zuid-Holland and Utrecht, Ministry of Infrastructure and Water Management, Ministry of internal Affairs, and Transumo Footprint.

- **Dommel Water Board Friends Project**

Droogteschap (a one-year design research project carried out in collaboration with Studio 1:1) was commissioned by the Dommel Water Board and concluded in October 2020. Various future scenarios were elaborated to deal with drought in Brabant. The study was presented during Dutch Design Week 2020. (see also 2.9)

- **Dutch National Research Agenda Art Route Steering Group**

The **Dutch National Research Agenda Art Route** is a committee of professors and readers who establish strategic lines for design research and art research in the Netherlands. Reader David Hamers had sat on this committee since 2019. With his departure, his seat passed to associate reader Paolo Patelli, who now represents the new professors.

- **PhD thesis supervision**

Naomi Bueno de Mesquita (Design Academy Eindhoven, LUCA School of Arts, KU Leuven University), who was involved in the Traders research (2013–2017), was supervised during her thesis research by reader David Hamers. Naomi is scheduled to complete her thesis during 2021.

- **Membership of PhD supervisory committee**

Reader David Hamers was a member of the PhD supervisory committee for Joost Grootens, head of the Information Design department, who successfully defended his thesis *Blind Maps and Blue Dots* on 23 April 2020 at Leiden University.

2.6 QUALITY MANAGEMENT

INTRODUCTION

Exchange and dialogue are important instruments for quality care within the academy. With a view to improving education, the conversation between students and/or professionals is conducted in various groups. Sharing knowledge and experiences are crucial elements in the process. In-depth expertise is more important than hierarchy, 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 and (digital) education assessments such as the National Student Survey and the alumni survey, the DAE quality management system provides space for discuss-

ing and proposing new ideas, for example in the form of the annual brainstorm sessions for students and tutors. The outcomes of the quality management instruments provide input for policy and improvement plans. The structures and processes devised to support and stimulate the quality of places of education are based on an annual cycle of making plans, implementing, adapting, and achieving results.

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. We aim 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.

STUDENTS AND TUTOR MEETINGS

Brainstorm sessions have been a valued instrument since 2015. Students, tutors and staff are invited to reflect on and discuss the quality of our education.

The tutor meetings take the form of working sessions with both internal and external trainers. They provide inspiration, and knowledge is gathered, broadened, deepened and shared. In recent years, for example, didactics in art education have regularly featured as an overarching theme on the agenda. Owing to the Covid-19 situation, however, the student and tutor sessions for 2020 have had to be postponed until the spring of 2021.

EXAM COMMITTEE

The Exam Committee is a formal organ in quality management, responsible for safeguarding the quality of assessments and final exams and entrusted with monitoring the performance of the academy programmes. Covid-19 also had a big impact on these activities in 2020. Because exams and assessments could not take place in the usual manner, the Exam Committee was closely involved in searching for alternative data and results (adjusted procedure for online examining and assessing). This resulted in the drawing up of procedures and guidelines for online exams and assessments. Where possible, committee members sat in on online exams. Assessments were monitored and requests from students were dealt with through Teams.

In 2021 the current chairman Erik Viskil and tutor member Vic Cautereels, after completing the maximum term of seven years, will make way for two new members. To prepare for the changing of the guard, a third member was appointed to the Exam Committee in 2020. Claudia Linders has agreed to step in as an external member and take over as chair in 2021. Two new members, a BA tutor member and an MA tutor member, will be appointed during 2021. Yolande Hezemans will continue as official secretary. She is not a member of the Exam Committee.

ACCREDITATION OF BACHELOR DEGREE

After the preparations carried out in 2019, the accreditation of the Bachelor programmes was successfully completed in 2020. An international review committee visited the 2019 Graduation Show, giving it insight into the standard achieved by graduates. The committee was made up



PHOTO: BOUDEWIJN BOLLMANN

Publications of projects that took place within the Strategic Creativity and Places and Traces readerships

of Raoul van Aalst (Aequi, chairman), Paul De'Ath (expert from the field), Mateo Kries (expert from the field) Ger-sande Schellinx (student member) and Titia Busing (Aequi, secretary).

The actual review took place on 15 January 2020. The committee members spoke with the Executive Board, policy staff, department heads, coordinators, tutors, students, the exam committee, alumni and representatives from the field of work. At the end of the day the quality of the Bachelor programme was assessed as 'sufficient' on a scale from 'insufficient' to 'sufficient'. The Bachelor programme met all eleven criteria set.

In its report the review panel praised the vision van DAE: 'With its vision on design and radical impact, the programme (and academy) is making an important mark in the Netherlands and the world and is still setting the standard.' The tutors also reviewed positive feedback from the panel: 'The committee is impressed by the high quality of the staff involved and is of the opinion that this is directly related to the high quality of the programme and the realised end level.'

The panel was very impressed by the learning outcomes achieved: 'The graduation projects presented at the graduation showed incredible variety and an unusually high level of quality throughout. The graduation projects also reflected the conceptual and critical approach that is typical for the Bachelor programme. The discussions with students and alumni confirmed the high level of the projects; they seem comfortable with the unknown and capable of creating their own career path and design practice.'

On the basis of the accreditation process, the review panel made a number of recommendations to 'lift the Bachelor programme to an even higher level'.

- The departments have very little interaction with one another and make too little use of one another's qualities. The panel recommended that the academy study ways to improve such interaction.
- In terms of the contents of the Bachelor programme, the panel felt there was too little attention given to subjects such as economics and local versus global.
- The panel noted that inclusion and gender balance could be improved in the staffing. It also recommended the development of a vocabulary concerning diversity and inclusion. The panel noted a lack of awareness of these subjects.
- The panel emphatically recommended that the general competences be implemented in the departments and their assessment criteria.

NATIONAL STUDENT SURVEY

No National Student Survey was carried out in 2020 because the list of questions was being revised. From 2021 on the academy will once again take part in this annual survey.

2.7 INTERNATIONALISING

INTRODUCTION

DAE positions itself as an international reference point for 'design thinking' and the exchange of ideas. This is reflected in such aspects as the current student population, members of the EB and teaching community, and the global spread and reputation of our alumni. Another indication is the collaboration with leading international institutes of education and research.

In 2020 a start was made with a long-term plan to strengthen this profile. A new vision for the coming years was presented to the Supervisory Board and translated into concrete plans for 2021. The coming years will see a strengthening of regional, national and international connections through organising events, attracting new Friends of the Academy, following and promoting successful alumni and strengthening the International Desk. The focus lies not only on external strengthening but also on focusing internally on the diversity of both the teaching and support staff.

INTERNATIONAL DESK

The International Desk is responsible for the substance of exchanges, internships and internationalisation and oversees the realisation of all international exchanges and projects.

The activities of the International Desk include:

- Preferred partners: scouting potential partners and maintaining contacts with them
- Exchanges: organising exchanges for students, tutors and staff
- Internships: organising and supporting foreign internships
- Projects: organising projects (education and research) that fall outside the scope of partnerships and exchanges, such as minors abroad or research outside the country
- Grants & allowances: working on scholarships within the framework of Erasmus+, Holland Scholarship and other funds that enable foreign students to study here.

PREFERRED PARTNERS

The aim of collaborating with preferred partners is to set up guaranteed exchange places (to and from DAE) and to promote or implement joint education and research projects. In the projects we choose for a thematic approach, especially in relation to the international situation. Important areas of focus for the activities are the flashpoints and hotbeds around the world: places of change that are often compelled to demand alternative models and approaches.

In 2020 the Parsons School of Design | The New School in New York became a DAE partner school. The Oslo School of Architecture and Design was received and shown around by the International Desk.



Third-year student presenting his final project for one of the minors

EXCHANGES AND ERASMUS+ PROJECTS

Two exchange projects were realised during 2020 with the support of the Erasmus+ programme: one in Japan, and one in Lebanon.

With a view to the international position of the academy, DAE has already established links with the Kyoto Institute of Technology Design Lab and Saga University. Within the framework of the long-term collaboration, which started in June 2019, two students and one tutor were able to travel to Japan to take part in a Summer School at both institutes.

In Lebanon, the Living Matters studio (previously the Food Non Food department), with the support of Erasmus+, was able to set up a three-year collaboration project with the Académie Libanaise des Beaux-Arts in Beirut. In 2020 a start was made with the exchange of tutors and students. The focus is put on developing various approaches to three related subjects: water, waste and refugees. The project focuses on peer learning: participants from both schools learn about each other's expertise, design skills, research methods and the shared processing of results. The intention is to further strengthen this collaboration, which runs until 1 August 2022, by applying for an Erasmus+ Strategic Partnership Grant.

In 2020 a total of 11 students joined exchange programmes as part of their Bachelor studies. The number was higher in previous years, but many exchange programmes were cancelled because of the global pandemic. One student went on an exchange outside Europe, namely South Korea. Seven students from Europe and elsewhere came to DAE as exchange students.

Around one hundred students went on internships, half of them abroad, and 10% outside Europe (Singapore, Australia, South Korea and India). These internships were at both small studios and big companies.

RESEARCH PROJECTS

Global affairs and forms of social engagement are guiding factors in the research projects. In addition, a requirement is that in conceptual terms the projects offer scope for the research strategy pursued by the academy. The international research projects are always spearheaded by one of the readers at the academy.

2.8 ALUMNI

INTRODUCTION

DAE maintains close ties with its alumni. Recent graduates are prepared for life after the academy in special programmes, and alumni become involved in the academy's activities in various ways. They have an opportunity to take part in research, lectures and exhibitions. In 2020 the database of all DAE alumni from the past twenty years (a total of 3720 records) was brought up to date.

LECTURE, RESEARCH AND EXHIBITION PROGRAMMES

Involving alumni in the various programmes at DAE makes them active participants in the development of education and knowledge. Young alumni learn from more experienced designers, and vice versa. And the current student community enjoys an opportunity to understand the perspective of these professionals. Examples include the research project RE-source (see 2.5), the exhibition and research platform GEO_DESIGN (3.3), the lectures by readers (see 2.5) and the DAE Lecture Series (see 3.4).

PROMOTING ALUMNI

DAE alumni are active all over the world and many of them are seen as pioneers in the design arena. DAE alumni are amply represented at international design events such as the Salone del Mobile and Dutch Design Week. To give added impetus to their visibility during DDW 2020, an alternative visitor programme was organised with the alumni exhibitions that could be physically visited. We shared these through an email campaign with the alumni network and DAE community. Alumni also appeared as hosts at The Arena for DDW tv. As an alternative to the physical Graduation Show, a small exhibition of work by 2020 graduates was organised at Kazerne and Motta.

We set up a collaborative project with the museum shop at Design Museum Den Bosch. Work by alumni has been on sale there since 2020. A couple of times a week the academy shares information via an internal newsletter and social media about interesting exhibitions, lectures and events in which alumni are involved.

CONNECTION WITH THE PROGRAMME

The importance of feeding knowledge and experience back into the academy is also expressed in the various roles that alumni play in the Bachelor and Master programmes. Among the alumni currently active as tutors are Martina Muzi, Gabriel A. Maher, Iris Toonen, Irene Stracuzzi, Alexandre Humbert, Olle Lundin, Mila Chorbadzhieva, Vincent de Rijk, Nadine Botha, Anastasia Kubrak, Atelier NL, Mieke Meijer, Hella Jongerius, Tamar Shafir and Alice Wong.



Third-year students during the kick-off with De Parade theatre festival, devoted to the theme '1.5 metres. How exactly?'

FROM GRADUATES TO ALUMNI

In 2020 the academy again organised a No Panic Masterclass together with the Association of Dutch Designers (BNO). The aim of the masterclass is to prepare graduates for their participation in the Graduation Show. Alumni Marsha Simon (BA 2014), Roland Pieter Smit (BA 2010) and Anne Veenstra (BA 2006) discussed how the graduates could prepare for the show both practically and in terms of contents. During the masterclass a legal expert from the BNO answered questions and gave advice on such matters as licences, contracts, offers and pricing.

To support their first steps in the job market, the academy developed the 'selfEsteemed' programme in collaboration with alumni Ron Krielen (BA 2013) and Minsung Wang (BA 2014). In addition, Susanne Mooij of *Adam & Wolf* Immigration Lawyers gave a lecture about immigration law for students and graduates from non-European countries, and Gregor Vos from law firm Brinkhof N.V. gave a lecture on intellectual property.

2.9 FRIENDS AND PARTNERS

DAE distinguishes itself in the field of Dutch art and design education through the enduring relations with a close circle of friends: the so-called Friends of DAE. A network of leading national and international companies and organisations is actively involved in the academy and its community through this relation programme, which promotes the interests of students and their education. At the same time, the collaboration projects serve

the interests of our partners and of Eindhoven as an innovative city and regional centre.

The Friends programme – initiated in 1999 by Lidewij Edelkoort and developed further by Tet Reuver – strengthens and renews the interaction between DAE, the business community and the cultural world. To this day the partnerships make a significant contribution to the academy in terms of its teaching, functioning and funding. Tessa Blokland and Anne Veenstra started in 2020 with the development of a new vision document on alumni education and relationship management. They analysed ways to offer designers more opportunities to develop and profile themselves in collaboration with the business community.

EDUCATIONAL

The importance of collaboration between DAE and industry, the business community, government bodies and social organisations is immense. Students gain invaluable practical experience and insight into the field of work, supporting them in their choice of professional and further development as designers. They also acquire a better understanding of the broader social, economic and social aspects of the profession, discover the necessity of sharing knowledge among professionals, and learn to profile themselves as professionals and entrepreneurs.

The Friends of DAE play a role in a broad range of educational projects and research programmes within DAE, all developed on the basis of the following educational goals:

- Preparing students optimally for their future as design professionals and/or researchers
- Stimulating awareness of the possibilities of working in industry and/or in their own practice, and thus broadening the field of work of new graduates
- Informing industry, the business community and other organisations about the changing role of designers and their possible areas of work
- Offering students the possibility of gaining experience in communicating, presenting and working within the framework set by an external client.

FUNCTIONAL

The network of companies and organisations creates valuable contacts with external professionals, specialists and experts. By working closely with the creative and manufacturing industry, DAE keeps up to date on the latest developments in the field. Actively deploying this knowledge produces a committed network of parties allied to the academy.

The friends and partners also play a role in the provision of facilities at the academy. DAE welcomes donations in the form of new, innovative machines that can expand the basic facilities in the workshops. A good example of that is the equipment supplied by Canon, which enables students to make high-quality copies for a reasonable price. Such functional contributions are also welcome in the other workshops (wood, metal, textile, silk-screen, plastic and 3D print lab).

FINANCIAL

Tapping into and developing a third source of funding enables DAE to increase its ambitions, both for the academy in general and for individual projects. Major events such as the annual Graduation Show and presentations at the Van Abbemuseum and during the Salone del Mobile contribute to communicating the vision of the academy and attracting international talent.

Securing additional funding for educational projects means that DAE does not compete with its own alumni. These resources also enable the academy to support individual students by covering material, presentation and travel expenses, and a team of tutors can invite speakers and guest tutors to provide inspiration for educational projects.

FRIENDS OF DAE

The academy is proud of an exclusive group of companies and organisations that have allied themselves with the school as Friends of DAE. They are involved wherever possible in activities and receive priority treatment at special events such as the annual Graduation Show. In return, the members of the network invest in the academy in ways that best suit their needs. A partner can also submit a research question each year for the students to tackle.

As part of the relationship management, friends and partners were invited in 2020 to the guided tour of the Final Exam on 31 August and to the Friends Breakfast on 21 October.

Friends of DAE in 2020:

- ASML (new)
- Brabantia
- Bruns
- Canon
- DAF Trucks NV
- Ecco Leather
- City of Eindhoven
- Town of Valkenswaard (new)
- Hivos
- Royal Mosa
- Royal Gazelle (new)
- Philips Design
- Petit h (Hermes)
- Renewi (new)
- DOEN Foundation
- Van Engelen & Evers / EE Exclusives
- > Veenhuizen
- Vescom
- The Dommel Water Board

DAE is conducting exploratory talks about possible collaboration with the following parties:

- Arçelik
- Ergon
- City of Eindhoven
- Eindhoven Mental Health Service (GGzE)
- Ministry of Foreign Affairs / International Cultural Policy Department
- Netherlands Food Partnership
- National Monuments Organisation
- Van Gogh National Park



The Friends of the Academy Breakfast, which usually takes place during the Graduation Show, moved online this year

ONE-ON-ONE

A number of students sought help from partner companies for individual projects. The following companies provided students with advice or targeted assistance:

- EE Exclusives – Clara Roussel, Olga Flór;
- TextielLab – Clara Roussel;
- Knitting Holland – Elsa Sier;
- Ecco Leather – Michel Gallus;
- EKWC – Miguel Guevara Parra, Elsa Rambaud, Adèle Vivet;
- Bruns – advice for Expert Meetings during Covid-19, Leanne van Hees.

DAE AWARDS

After the graduation presentations by the Bachelor and Master students, a professional jury convened to assess the nominees for the Gijs Bakker Award, the René Smeets Award and the Melkweg Award 2020. The jury was impressed by the high quality of the nominated projects, despite or perhaps because of the impact of the forced switch to working from home, with some students even forced to return temporarily to their home countries. After all, the curriculum challenges students to incorporate their personal backgrounds and history into their work. Many projects acquired a whole new dimension as a result of Covid-19.

All winners received a sum of € 2,000 and a trophy, designed by DAE alumna Audrey Lange, during a completely virtual Graduation Show and Award Ceremony.



Three trophies designed by DAE Alumna Audrey Lange: (from left) René Smeets Award, Gijs Bakker Award and Melkweg Award

GIJS BAKKER AWARD

The Gijs Bakker Award is presented annually to an exceptional Master student. In 2020 the award was won by Meghan Clarke for her project 'This Work of Body/ This Body of Work' (MA Contextual Design). According to the jury, Clarke's work demonstrates extraordinary skill and imagination, perseverance and individuality. It is relevant both within and beyond the discipline. These criteria reflect the principles that are the very foundations of the DAE Master programme initiated by Gijs Bakker.

The jury for the Gijs Bakker Award 2020 consisted of Lucas Evers (Head of Programme, Waag Society), Gijs Frieling (visual artist and art advisor to the Government Architect), and Hicham Khalidi (Director of the Jan van Eyck Academy). The composition of the jury reflected expertise in the fields of design, technology, art and society, which are precisely the areas where the Master students are active.

RENÉ SMEETS AWARD AND MELKWEI AWARD

The René Smeets Award is presented each year to a Bachelor student who demonstrates a high level of professionalism in both the development of the design process and in the final graduation project. The winner of the René Smeets Award 2020 was Mathijs van Gageldonk with the project 'Exercise Through Navigation'.

The Melkweg Award is also presented annually to an exceptional and unique design talent among the graduates from all Bachelor departments. The winning graduation project must be both highly original and possess tremendous potential. The Melkweg Award 2020 was won by Ignacio Subías Albert for 'Artificial Wasteland'.

The professional jury for the René Smeets Award and Melkweg Award 2020 consisted of Gerard Baten (Lead Designer at DAF Trucks), Mirjam van Coillie (Director of Marketing & Innovation at Royal Gazelle), Janice Deul (fashion activist, writer and curator), Mireille Meijs (Senior Industrial Designer at Royal Mosa) and Martijn Paulen (Director of Dutch Design Foundation).

The René Smeets Funds in 2020 was supported by DAF Trucks NV, Royal Mosa, Royal Gazelle and Philips Design.



Mathijs van Gageldonk won the René Smeets Award with his graduation project 'Exercise Through Navigation'

LIST OF COLLABORATIONS

Specific collaborative projects were developed and implemented in 2020 with the following parties:

- Dutch Embassy and Casa the Cerca in Almada – Leisure (February 2020)
- Petit h (Hermès) – Well-Being (February 2020)
- Renewi – Public Private (February 2020)
- Brabantia – Leisure (February 2020)
- Hivos – Food Non Food (February 2020)
- DOEN Foundation – Food Non Food, Studio Living Matter (February 2020)
- Van Abbemuseum / City of Eindhoven – Information Design (February 2020)
- The Dommel Water Board – Lucas Zoutendijk, under the supervision of David Hamers and Ester van de Wiel (February 2020)
- > Veenhuizen – Shay Raviv, under the supervision of Irene Fortuyn and Gert Staal (February 2020)
- ASML – Studio Moonshots (June 2020)
- Canon / Creative Playground – Minor Lost & Found (September 2020)
- TextielLab – Minor Textiles (final presentation January 2020, start September 2020)
- EE Exclusives – Minor Textiles (September 2020)
- Municipality of Valkenswaard – The Morning Studio (September 2020)
- De Parade – Studio Urgencies (September 2020)
- Samsung (open call) / GenZ Lab (October 2020)



PHOTO: MAX KNEEFEL

Meghan Clarke won the Gijs Bakker Award with 'This Work of Body/ This Body of Work'

Chapter 3.

PRESENTATION & DEBATE

The Communications, Presentations and Public Relations team (previously called 'Communications, Relations and Events') increasingly forms a vital link within the DAE organisation. It is responsible for internal and external communications, for all internal and events open to the public, and for educational projects with the business community. The year 2020 was in many respects exceptional because of the great many planned and especially unexpected events that confronted the team.

3.1 INTRODUCTION

COVID-19

Covid-19 had the greatest impact. The academy had to close its doors to students and staff on numerous occasions. Since the outbreak of the pandemic, the department has acted as a bridge between staff, tutors, heads, studio leaders, coordinators, workshop employees and students. The choice for an optimally transparent approach to internal communications ensured that the entire DAE community was kept updated via emails of every change to the regulations. The position of the academy was clearly expressed at all times, and the community was urged to look after one another and those close to them in an appropriate manner.

HYBRID STRATEGY

All those involved noted the effects of the virus, yet the importance and effectiveness of the department was clearly illustrated. The team switched quickly to home working and found flexible solutions for many academy activities. For example, the lecture programme moved to an online platform that proved to be extremely successful. The lessons learned and the new skills and approaches set the tone for a new, hybrid strategy for both internal and public events, also after the pandemic.

A key role was also played by the team in the transition to Microsoft Teams. All staff and students were instructed about this new digital working and learning environment with the help of hand-outs. In addition, expectations concerning access to workshops and other facilities had to be regulated. At the same time, the department was able to complete one of the biggest and most ambitious long-term projects: the new DAE identity and website were launched in 2020.

IDENTITY

The new visual identity was created by designer and researcher Simone Niquille. It was presented in September after a two-year development process that closely involved DAE students and staff. The department also worked with Niquille on an identity manual that will enable the entire community to effectively deploy the design, thereby contributing to the further evolution of the identity. (See 3.2)

INSTITUTE CULTURE

The sensitive and constantly changing questions concerning inclusion and institutional culture also kept the team occupied. The department supported the Executive Board in its rapid response to the BLM movement and in implementing long-term changes within the academy. To mark *Black Lives Matter*, DAE placed a black square on its Instagram page under the hashtag #BlackOutTuesday. The decision arose from discussions between various staff members and alumni from the communications team and the education team. The whole team liaised quickly and frequently within the organisation in response to feedback from students and critical comments from the alumni community. The department continues to play an essential role in the transformation process within the entire academy.

ALUMNI

Maintaining close ties with alumni and external partners from the design world and far beyond forms a common thread in the work. Many of these contacts are anchored in the DAE Alumni Network, the Friends programme and the Awards platform. (See chapter 2)

DAE EDITORIAL TEAM

The DAE Editorial Team was formed in November. The three alumni on the team have experience in design, journalism, communications and curation and are now responsible for creating content for social media, internal and external email campaigns, press releases and the new website.

In its mission statement, published on the website, the Editorial Team expresses the intention to operate in an extremely open, involved and transparent manner. In the process, it wants to eliminate communication barriers within the academy and set a standard for communications in design-related institutes of education. By the end of 2020 connections had already been established between the Communications, Presentations and Public Relations department and the Student Council. New communication formats had also been introduced and the Editorial Team contributed to the strategy concerning inclusion and diversity.

3.2 IDENTITY AND WEBSITE



The presentation of the new DAE identity by Simone Niquille

IDENTITY

De new DAE identity was presented by Joseph Grima during the opening of the academic year on 3 September. Responding to the changing needs and wishes of our students, the design reflects the contemporary context in which the role and significance of design are stretched and challenged. The first application was the wiki-based website and an archive for all students.

Designer Simone Niquille formed a team of designers, hackers and programmers that worked on the development of the new identity in close consultation with the communications team. The involvement of the DAE community lay at the heart of the design process and is vital to its further success: the constantly changing and dynamic student population forms the beating heart of the academy. To develop a meaningful identity, it was impor-

tant to focus on the interests of students and to research how meet their needs and wishes.

IDENTITY MANUAL

The new identity is defined in the identity manual. It explains the whole identity system and its various applications. The manual does not aim to make all designs homogeneous but rather serves as a tool for creating a clear and recognisable overarching style for all the academy's requirements.

The new identity has already been integrated into:

- Corporate DAE templates, both digital and print
- Signage inside the building
- Social media templates;
- Word templates
- Forms, include those related to internships and certificates
- Forms for administration and HR
- PowerPoint templates for external presentations by DAE staff.

NEW WEBSITE

The identity was first expressed through the new website, which was also launched in September. Conceptually, it differs somewhat from what is customary at other academies. The structure of the website adheres to the principles of a wiki platform, an evolving knowledge centre, and serves as a virtual space for the whole academy. With this as its goal, the site is built as an independent and separate entity, and it will ultimately be filled by the DAE community, from students to workshop staff and office staff. The code is accessible through an open source and uploaded to GitHub, which means that a much broader group can benefit from the financial investment.

Though the website has already been launched, it is still undergoing development. In this process the department functions as a bridge between the web developers and the academy community. Before the launch, the communications team created statistical web content with information about daily affairs, admissions and news updates. The contents of the previous website were translated and transferred to the new environment.

During the year, various functions were developed and an editor application was developed to be able to publish everything by and for the DAE community on the website. In 2021 the team will organise a series of training sessions to explain the platform and hand it over to other editors and content creators. Another application, the generation of PDF templates in the new identity, contributes to the ambition to generate a digital catalogue from the website. In October the graduation projects by the 2020 graduates were presented on the newly launched online podium.

ARCHIVE

The online DAE archive forms the digital footprint of the student community. This archive is, in combination with the website, an integral part of the identity of DAE: the face of a 21st-century institute brimming with data and a pioneer when it comes to innovation. An important characteristic of this digital archive is that, just like DAE, it is constantly evolving.

The intention is not to archive all data produced by DAE, but rather to develop an archive in a critical manner, with and for all students. The archive stores, among other things, documentation from the research work for the Graduation Show, and students can also upload work via the web interface. Each student has a storage capacity of 15 GB in the archive.

3.3 GEO_DESIGN & GRADUATION SHOW

DUTCH DESIGN WEEK – GRADUATION SHOW

The decision to cancel the physical exhibitions at Dutch Design Week (17-25 October) meant that the annual *Graduation Show*¹ – one of the most important public events for the academy – had to be cancelled. For the third year in a row all preparations had been carried out, in close consultation with the DDW organisers and the safety team in the region, to present the work of all graduating students in the former Campina factory on Kanaaldijk-Zuid in Eindhoven.

Joseph Grima and the Graduation Show team faced the difficult task of informing the students affected of the disappointing news and to support them at this crucial moment in their development. Together we searched for new possibilities and tapped into alternative platforms and channels to showcase the work of the students. In the process, we made use of the growing reach of the various channels at our disposal and the close contacts with leading media outlets. The website GS20.designacademy.nl, on which all graduates had special pages featuring photos, texts and podcasts, presented the work of the 110 BA and 74 MA graduates. In addition, on the basis of an editorial concept, an open-source tool was launched to allow visitors to search through the graduation projects by key word to discover unexpected connections in the collective body of work.

The Communications, Presentations and Public Relations department worked closely with Dutch Design Week and facilitated an innovative and inviting online programme during DDW. Debates, round-table discussions and student presentations were broadcast live from the DAE Arena. This programme reached a new wide audience and set a new standard for the academy.

CATALOGUE

Each year the work of the graduating students is published in the Graduation Catalogue. This carefully compiled and widely distributed catalogue complemented the live online events, and was therefore even more important than it had been in previous years for the new graduates. As part of the new identity, a different alumnus will be commissioned each year to design this key publication. In 2020 the opportunity fell to graphic designers Ward Goes and Domitille Debret, who worked closely with the editorial team made up of fellow alumni Colin Keays and Anastasia Kubrak. The work of the graduates was presented as a 'year in review'. With the help of an open-source tool fed with the descriptions of all projects, a series of hypothetical news headlines was generated. Viewing the work as a data set reveals the collective subconscious mind-set of the graduating students. The various newspaper headlines reveal surprising trends,

methodologies, prejudices and desires, thus creating new connections between the projects.

Besides the printed edition (with three different cover designs) the new website offers the possibility of making a personalised digital publication.

GEO_DESIGN

The research and exhibition platform GEO_DESIGN focuses on new forms of research into the social, economic, territorial and geopolitical forces shaping design today. Design is approached from a research perspective through continuous study.



Guided tour of the Van Abbemuseum, with projects for Geo-Design / Sand

Together with the communications department, the platform worked on two new topical and innovative exhibitions. They offer a rapid response to the complex dynamics of the pandemic with a digital presentation that investigates the impact of Covid-19 on our lives. In addition, an ambitious physical exhibition was organised and presented in collaboration with the Van Abbemuseum. To this end, an Open Call, 'GEO_DESIGN: Sand' (exhibition at the Van Abbemuseum) and GEO_DESIGN: Covid-19 (online), was launched among all alumni.

GEO_DESIGN published in 2020 an archive of all four previous editions. On *geodesign.online*² the visitor will discover material from the successive exhibitions: Alibaba, Junk, Sand and COVID-19. The archive offers access to the references, research, fieldwork and design processes behind each project. The GEO_DESIGN archive is made by a team of DAE alumni: Tamar Shafrir, Domitille Debret, Giacomo Nanni and Martina Muzi.

GEO_DESIGN: COVID-19.

TRAVELLING WITHOUT MOVING

The online exhibition 'GEO_DESIGN: COVID-19. Travelling without moving' presents transdisciplinary and research-based projects that investigate the effects of a global pandemic. The exhibition brings together and connects eight original projects developed between June and September 2020 by alumni.

They explore the complex mechanisms that sustain our late-capitalist society. The digital exhibition is available at *covid.geodesign.online*³ and offers a digital journey divided into eight chapters. The exhibition is designed and produced exclusively for the digital domain.

GEO-DESIGN: SAND

The exhibition 'Sand. The Building Block of Modernity' was developed in collaboration with the Van Abbemuseum and was open to the public physically at the museum from 17 October to 15 November. In its virtual form the exhibition, featuring work by 14 alumni, was part of DDW 2020. 'Sand. The Building Block of Modernity' consists of nine original research-based projects that investigate sand as one of the most important elements in everyday life.

The long-term collaboration with the Van Abbemuseum offers ample opportunity to link our knowledge and the work of students and alumni to the increasing interest in our profession at the museum.

3.4 LECTURE PROGRAMMES

*DAE Lecture Series*⁴ has been running since 2018. One of the most important goals of the lecture programme is to forge stronger connections with the city of Eindhoven. That's why lectures are open to the public. In 2020 the Lecture Series Committee consisted of seven Bachelor and Master students. They arrange the programming, have their own budget and receive support from the Communications, Presentations and Public Relations team. The programming varies, with speakers from various (design) disciplines, and an average of nine lectures are organised throughout the year.

Everything changed in 2020. It was an eventful year and the Lecture Series Committee expressed that as follows:

'A global pandemic and important racial movements force us to consider our priorities. What really matters and what should we focus on when the world changes in a flash? In response to the current situation, the Lecture Committee has positioned diversity and inclusivity at the core of the programme. In this way we hope to broaden not only the scope of lecture subjects but also the range of speakers. (...) By introducing various perspectives, we want to create space for critical debate in the area of design, art architecture and reassess how our practices relate to current and contemporary social discourse.'

Earlier offline lectures were generally well attended, attracting an average of between 200 and 300 visitors each time. The same applied to the lectures by Thomas Thwaites and Girls Like Us at the Witte Dame in early 2020. The outbreak of the coronavirus meant it was impossible to continue the lecture series in the same manner. The committee explored alternatives with staff members and it eventually succeeded in continuing the lecture series online with such speakers as Julia Lohmann, Mariana Pestana, Nelly Ben Hayoun, common-interest and depatriarchise design.



Attentive listeners at the lecture by Timothy Morton

The video conferencing tool Zoom proved to be the most suitable, for both speakers and visitors. The Lecture Series will continue on this platform in 2021.

3.5 MEDIA NETWORK

Besides the podiums offered by DAE itself, the collaboration with national and international partners such as museums, debate centres, media and forums supports the presentation of students and alumni. In this way, our community is given a (physical) place in the design world. The press is informed about noteworthy projects and events, and the academy contributes to exhibitions and debates. On the recommendation of a number of graduates, the Antenna platform invited graduate Coltrane McDowell (MA Social Design) during DDW to discuss her graduation project: *Olfactory Bio-politics: Nairobi*⁵.

Another example is the intensive collaboration with VPRO and MONDO. Together with the editors, ten graduation projects from 2020 were chosen for inclusion in a mini exhibition. The selected works were drawn from various graduation departments and showed how students study and comment on social issues, identity and the public domain, and how they translate their findings into an app, film, *performance or even a piece of furniture*⁶.

In addition to these media partners, DAE worked in 2020 with DEZEEN, DAMn and E-Flux, among others.

1 <http://GS20.designacademy.nl>

2 <http://geodesign.online>

3 <https://covid.geodesign.online/>

4 <https://www.designacademy.nl/p/research-and-debate/dae-lecture-series>

5 <https://www.youtube.com/watch?v=P5Fr798k44A>

6 <https://www.vpro.nl/programmas/mondo/artikelen/specials/tien-graduates-ddw-2020.html>

Chapter 4.

ORGANI- SATION

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 a place of education, the academy is future-oriented and constantly undergoing development. That places great demands on the organisation and, in many cases, calls for customised service provision. The organisational staff is responsible for fulfilling this role: motivated employees aspire to a professional culture and create the conditions for high-quality education.



PHOTO: BOUDEWIJN BOLLMANN

De Witte Dame, home of Design Academy Eindhoven

4.1. ADMINISTRATION, MANAGEMENT AND POLICY

EXECUTIVE BOARD

In 2020 the Executive Board (EB) consisted of three part-time members: Creative (0.40 FTE), Education and Research (0.60 FTE up to and including 31 March 2020; 0.75 FTE from 1 April 2020) and Organisation (0.68 FTE). Mechtild van den Hombergh, who had been a temporary member of the EB since 2018, stepped down at the end of 2020. Since then, the EB has consisted of two members. Raf de Keninck is a full-time member responsible for the portfolios Education, Research and Organisation, and Joseph Grima is a part-time creative director for 0.4 FTE.

MANAGEMENT TEAM

For most of 2020, the Management Team (MT) consisted of the five managers of the staff services Operations, HR, Finance, Communications and Governance and Management Support. The EB member responsible for Organisation acted as chairperson. As of December 2020, the MT operates in a new formation, consisting of the Bachelor programme coordinator, the Master programme coordinator, the Operations manager, the Communications manager and the Finance manager. The board secretary is once again a member of the newly installed MT. In tandem with this change, a clear division of responsibilities was elaborated. As a result of this altered way of working, the MT members experience more ownership and feel they are now involved in the decision-making process from an early stage.

POLICY OFFICE

Het Policy Office acts as a 'linking pin' between EB, Education and Organisation. The most important focus areas are quality care, the development of research and education, management and legal affairs, scholarships and subsidies, and policy development and implementation related to professionalisation.

In 2020 the Policy Office coordinated the Quality Agreements and the accreditation of the Bachelor programme. In addition to these duties, the Policy Office makes an important contribution to educational development. To that end, the office recruited an extra educationalist.

INTERNATIONAL DESK

The International Desk is responsible for the substantive issues related to exchanges, internships and internationalisation, and oversees the realisation of all international exchanges and projects (see also 2.7).

DEAN AND MENTOR

The dean and mentor serve both Bachelor and Master students. On the basis of a formal role and position, the student dean works independently, directly under the Executive Board. The dean has a signalling and advisory role and supports students experiencing problems where personal circumstances, regulations and legal provisions may be involved. If necessary, the dean can refer a student to external professionals. The mentor is the first port of call for students who encounter problems and for students who require help.

EDUCATION DESK

The Education Desk (programme management) is the 'spider in the web' of the organisation with respect to both Bachelor and Master programmes. Each department has a coordinator, responsible for the budget management of the department and the organisation of the study programme. The coordinator is answerable to the programme manager, who is responsible for budget, organisation, recruitment and projects within the entire Bachelor or Master programme. Responsibilities include planning (calendar), arranging timetables, deploying tutors, placing students, providing information and recruiting, assessing, and finally safeguarding quality (compliance with the Teaching and Examinations Regulations (OER)). In the Master departments, the programme manager is also the coordinator of one of the departments so that anchoring within the departments and the educational structure is guaranteed.



Graduation project by Anna Dienemann

4.2 PARTICIPATION

REFORMS

The system of participation within DAE will undergo reforms in 2021. The planned reforms were prepared in 2020. Up to now, participation was facilitated by two separate bodies: the Works Council and the Student Council. In higher education, it is common to work with an institute-wide Participation Council, which brings together representatives of the teaching staff and student population, and is therefore better aligned with the functioning of the institute.

In anticipation of this change, a new participation regulation took effect on 1 November. The regulation has already been published on the website in Dutch only (an English translation will follow in 2021). This document describes the regulations of the Institute Participation Council (IPC), the education committees and the Student Council. The new IPC will commence work in early 2021. Together with the Education Committees already established, they will facilitate participation. The Student Council will assume the role of an informal student advisory council.

HOW DOES THE IPC WORK?

The Institute Participation Council (IPC) can exert influence on strategic policy related to the organisation of the academy, the employment conditions and employment relationships. This can concern proposed decisions of the EB that are subject to the right of consent or the right of prior consultation, but also general affairs that the IPC should be informed about.

The IPC consists of a maximum of eight members. Four members are chosen from and by the employees. Four members are chosen from and by the students (one of whom is a member of the Student Council). The aim is for a balanced representation of the various organisational units within the Bachelor and Master programmes. Members are appointed for a period of two years.

4.3 OPERATIONS

The spatial, infrastructural and technical facilities of DAE are there to support learning, collaborating and interacting. The Service Desk ensures that facilities are kept up-to-date and provide optimal support for education. They are responsible for building management, reception, caretakers, ERO and café facilities, and provide support for events held in the building.

INTERNAL RELOCATION

In 2020 the office floor and the floor occupied by the Foundation Year swapped places. The support services are now housed on the second level, and the Foundation Year on the third level of the Witte Dame. Gebr. van den Eijnden was responsible for the relocation of the entire contents and furniture. Facilities such as the lunchroom and reception also had to be moved. Ballast Nedam carried out the conversion work and completed a new, gender-neutral toilet block. Besides hot desks, a soundproof meeting room and telephone space were created on the second level. That has resulted in spaces where private discussions can be conducted.

EDUCATION AT 1.5 METRES

The building has been adapted to facilitate education that respects the 1.5-metre rule. Internal moves resulted in the creation of new teaching spaces and additional lighting and power has been installed in spaces previously used for presentation purposes only. Hand sanitiser stations have been purchased for all levels, and the Service Desk supported the communications department in designing displays with corona-related advice, signage systems and regulations.

During the first lockdown in 2020, some apps were developed to support the workshops and library and to prevent too many students from using these facilities at the same time. These apps were expanded and amended during the year, and will also be deployed in 2021 to ensure that programmes continue uninterrupted as much as possible.

ZBAR

No major changes were introduced in 2020. The way of working has, however, been altered to ensure that the ZBar continues to fulfil the following two roles, despite corona:

- ZBar is a place where students, tutors and staff can come, from breakfast to dinner, to enjoy good, healthy food in a pleasant setting;
- ZBar offers a varied, fresh, affordable and vegetable-based menu.

In collaboration with a colleague from the 3D workshop, a system of traffic lights was developed to regulate the flow of students into and out of the ZBar. The layout has been altered so ensure that visitors can enjoy their food safely.



PHOTO: IRIS RIJSKAMP

Graduation project by Fiona Herrod

ERO

According to the most recent guidelines, in 2020 the team of Emergency Response Officers (ERO) received training in the form of a refresher course. Employees who were part of the ERO group, but had not yet received a certificate, have now received training. The team was called

upon on just one occasion in 2020 for an incident, partly owing to the presence of so few staff members and students inside the building. All extinguishers were inspected in 2020, all extinguisher indication signs throughout the building were altered or replaced, and the escape route plans were altered after the last internal relocation.

LIBRARY

The library offers a carefully selected range of books and periodicals that meet the needs of the Bachelor and Master students at DAE. A new, temporary way of working, in place since the first lockdown in March, has ensured that the library has continued to operate as optimally and safely as possible. Opening hours have been altered and the library divided into three zones. Planned and spontaneous visits are possible thanks to the combination of a revised spatial layout and the system of pre-booked timed visits.

This year the return of library materials naturally received extra attention. The depot space was extended in 2020 with six closed bookcases in which some of the volumes of old periodicals were stored.

A feature of the social debate in 2020 was the increasingly critical voices and the calls for social change in many fields. These developments were followed closely and taken into consideration in an appropriate manner in the acquisition policy.

ICT

The phased transition to Teams as the collaboration and communication platform was on the agenda of the ICT department in 2020. ICT and partner OGD accelerated the introduction of Teams when Covid-19 made home learning and online education mandatory.

ICT provided support to the party responsible for the conversion from Trajectplanner to OSIRIS. The move from our own services to cloud services also continued this year. For example, the card system moved online and a start was made on incorporating standard telephone services in Teams so that our own telephone systems will no longer be needed. An ICT coordinator was appointed and, to improve services for students and staff, the ICT Service Desk was launched. This is the desk for answering all questions and responding to all requests related to ICT.

WORKSHOPS

The academy currently has eight workshops: wood, metal, plastic, silk-screen, ceramics, textile, digital, 3D printing and the bio lab. In addition, an extra space in the former MU space in the Witte Dame has been created for the Metal Crafts Minor. Professionalising and keeping the workshops up to date is always high on the agenda. Ways of working, use of materials and new technological developments constantly call for different ways of supporting students. In 2020, therefore, work continued to align the workshops and programmes, in terms of both substance and the student assignments given in the various departments.

To facilitate students and their projects more effectively, collaborative partnerships with external parties have been further developed and are continually aligned with supply and demand. Stichting Beeldenstorm, Grafisch Atel-

ier Daglicht, Atelier NL and the TextielMuseum and TextielLab Tilburg are the first workshops in the Eindhoven region with which the academy works.

4.4 HUMAN RESOURCES

IMPROVED OPERATIONAL MANAGEMENT

Modern HR policy and its implementation are essential in achieving the ambitions of DAE. Optimising and updating HR processes is therefore an important theme. The HR department worked in 2020 on improvements in such areas as absenteeism monitoring, inflow, advancement and outflow, professionalisation, general functioning and the cycle of performance reviews.

Particular attention was paid to expanding functionalities and improving the efficiency and effectiveness of the AFAS staff management system. To make optimal use of the AFAS system, HR processes were described more precisely and work instructions drawn up.

PROFESSIONALISATION

In 2020 we continued to give substance to the themes of leadership and management. Staff in management positions received support and advice from the HR department to achieve ownership in managing their employees. We worked together to determine policies and procedures concerning the principles, competences, roles, positions and responsibilities in the areas of absenteeism, inflow, advancement and outflow of staff, education and development, functioning and assessment.

For individual members of staff there were opportunities to work on personal development. Various requests for career guidance, coaching and other schooling and learning events were funded. In order to do this, we made optimal use of the range offered by the Livvit package (Zilveren Kruis health insurance company).

REVISION OF JOB CLASSIFICATIONS

With the exception of a few positions, the job classifications have been fully brought up to date. The competences and responsibilities of management staff and authorising officers have been redefined and the organisational arrangement has been updated. The positions of ICT Coordinator and Workshop Coordinator have been added to the job classification system. Both positions have now been filled after a recruitment drive. The expectation is that all staff will be informed of their job description, job classification and the intended decision in the first quarter of 2021.

CONFIDENTIAL COUNSELLORS

DAE has two qualified confidential counsellors: an internal counsellor (Yolande Hezemans) and an external counsellor (Elly Pinggen). Students, tutors and staff can consult with them in the event of (sexual) intimidation, discrimination, aggression, violence, threats, bullying or gossip by a student, tutor or staff member at DAE.

The recent developments concerning sexism, racism and intimidation in art education have led to a sharpening of policy in this area (see also 1.4). The manual 'Safe Working and Studying at DAE' has been revised and in 2020 it took the form of a Code of Conduct. This explains the steps to be taken by students, tutors and staff to re-

port abuses or wrongdoings within DAE.



Students working on an exercise during Meet the Masters

WORKING CONDITIONS, IMPROVING VITALITY AND HEALTH

Sustainable employability, reduction of work pressure, improvement of vitality and health of staff are prime areas of focus. With the support and advice of Mercer, an external consultant, a start was made in the last quarter of 2020 to formulate sustainable policy in these areas. The aim is to finalise a policy document in the first quarter of 2021, in consultation with the EB and IPC, linked to a plan that describes the translation from policy to practice.

To highlight the themes mentioned among all members of staff, a 'vitality scan' (Your Vitality Score) was initiated in the final quarter of 2020 in collaboration with Shared Ambitions. Staff completed a questionnaire and then received a personal advice report. The report is confidential and only available to a coach from Shared Ambitions with the approval of the staff member in question. The basic principle is that the employee retains control and can actively follow up on the advisory report. Anonymity is guaranteed because the internal confidential advisor, at the request of the staff member in question, can apply for a health solution from the Livvit package.

HEALTH AND SAFETY

By entering into collaboration with the Coverz Consultancy, a health and safety service, we improved the professionalisation in the supervision of absenteeism. This service aligns well with developments within the organisation. Thanks to this collaboration and the introduction of the XpertSuite absentee management system, the organisation meets the requirements set by the General Data Protection Regulation.

PLANS FOR 2021

Improving, reorganising and computerising HR processes will of course continue in 2021.

Other important spearheads within HR are:

- Policy development concerning contracting of freelancers
- Evaluation of and update to preventive absenteeism supervision in collaboration with Coverz Consultancy health and safety service

- Policy development in the area of sustainable employability and the reduction of work pressure
- Policy development performance and competence reviews
- Policy development concerning inflow, advancement and outflow
- Development of strategic personnel policy
- Policy development concerning further professionalisation.



APPENDIX I

List of publications, presentations and activities as an addendum to Chapter 2.5

PROJECTS

PROJECT RE-SOURCE

Places and Traces headed the two-year research project *RE-source: Participation in reframing residual materials in design theory, design practice and design education*. The project focused on the circular design of urban public space and the development of design research methods to convert waste materials into valuable materials in the city. The research involved collaboration with the VU University (Professor Ginette Verstraete and researcher Joost Adriaanse), Studio Ester van de Wiel and the City of Rotterdam and was completed in February 2020.

A digital open-access version of the book released in 2019 was also published. In May 2020 the closing online event, 'Welcome to a RE-Era', was organised in the form of a lecture and panel discussion. Two scholarly articles were written on the role of designers in the future of the circular city, at the intersection of design research and the humanities. The articles were accepted by the journal *GeoHumanities* and will probably appear in 2021. The article 'Redesigning residual materials into resources: developing and testing a set of thinking-through-making approaches to the circular city' was accepted for presentation in the Design Culture(s) category at the Rome 2021 Cumulus Conference. In addition, a spin-off of the project, entitled RE-/place, by Studio Ester van de Wiel and researcher Joost Adriaanse, received a grant from the Creative Industries Fund NL.

MOBILE CITY INNOVATION PROGRAMME

This four-year study into innovative solutions at the intersection of urbanisation and mobility by means of concrete experiments concluded in the summer of 2020. It involved collaboration with the University of Twente, the University of Amsterdam, Radboud University and Bureau UUM, and the study was commissioned by the provinces of Gelderland, Noord-Brabant, Noord-Holland, Zuid-Holland and Utrecht, the Ministry of Infrastructure and Water Management, the Ministry of Internal Affairs, and Transumo Footprint.

In 2020 DAE completed the final two experiments: a study of ways to improve the journey experience from Amsterdam to Zaanse Schans from the perspective of tourists and a study of the development of the Knowledge Axis around Tilburg University railway station. The report on the earlier experiment in Ede was also published. The final report of the whole project was published in June 2020.

DOMMEL WATER BOARD FRIENDS PROJECT

The one-year design research project, entitled Droogteschap and carried out with Studio 1:1, was commissioned by De Dommel Water Board and completed in October 2020. Various future scenarios to deal with drought in Brabant were elaborated. The study was presented during Dutch Design Week 2020. (see 2.9)

DUTCH NATIONAL RESEARCH AGENDA ART ROUTE STEERING GROUP ACADEMIC AGENDA

In 2020 reader David Hamers was a member of the group (after joining in 2019) of professors and readers active in the field of art and design who set out strategic lines for design and artistic research in the Netherlands. With his departure, his seat has passed to associate lecturer Paolo Patelli, who will represent the new DAE professors on the committee.

SUPERVISION OF PHD RESEARCH

Reader David Hamers supervised Naomi Bueno de Mesquita (Design Academy Eindhoven, LUCA School of Arts, KU Leuven) with her doctoral research. Naomi is scheduled to complete her doctoral thesis in 2021.

MEMBER OF PHD COMMITTEE

Reader David Hamers was a member of the PhD committee for Joost Grootens, who successfully defended his doctoral thesis *Blind Maps and Blue Dots* on 23 April 2020 at Leiden University.

PUBLICATIONS 2020

- Geurs, K., T. Thomas, T. Fioreze, L. Bertolini, E. Beukers, E. van der Krabben, S. Lenferink, D. Hamers, B. Meek, E. van Uum, K. Vermeulen, M. Dielissen & M. Boonzaayer (2020), *Innovatieprogramma Mobiele Stad: eindrapport*. Enschede: University of Twente, University of Amsterdam, Radboud University Nijmegen, Design Academy Eindhoven, UUM.
- Hamers, D. & B. Meek (2020), *Empathische reis Zaanse Schans: belevingsgereedschap voor de verbetering van de reiservaring van een toerist in het openbaar vervoer*. Eindhoven: Design Academy Eindhoven.
- Uum, van E., M. Dielissen, D. Hamers & B. Meek (2020), *Serious game Kennisas-ontwikkeling Tilburg: gamificatie van een tool voor scenariovorming gericht op het ontwikkelen van stationsgebied Tilburg Universiteit (de 'Kennisknoop')*. Amsterdam / Eindhoven: Bureau UUM & Design Academy Eindhoven.
- Hamers, D. & B. Meek (2020), *Ruimte maken: denkgereedschap voor een autoluw World Food Center*. Eindhoven: Design Academy Eindhoven.
- Verstraete G., J. Adriaanse, D. Hamers, E. Van de Wiel, (forthcoming) *Assembling researchers in Design and the Humanities in a circular ecology*.
- Hamers D., E. Van de Wiel, G. Verstraete, & J. Adriaanse (forthcoming) *A caring confrontation: RE-Ordering as a design research strategy towards a circular city, Geo Humanities*
- Patelli, P., L. Huybrechts (ed.) *chapter 'A common world?' in Politics of Design (2020)*

PRESENTATIONS 2020

- Welcome to a RE-era, lecture by David Hamers and Ester van de Wiel and panel discussion (with design researchers and DAE students) about design research into a circular urban public space, closing event of the RE-source project, Design Academy Eindhoven, Eindhoven: 26 May 2020.

- Staging an Inquiry, lecture by Paolo Patelli for University of Architecture Paris-Belleville: 8 January 2020
 - Presentation for and discussion with master students of Artistic Research in and through Cinema at the Netherlands Film Academy, Amsterdam. Event hosted by Het Nederlandse Instituut, Rotterdam: 25 March 2020.
 - Models as modes of thinking, guest speaker at RIB, Rotterdam: 31 March 2020
 - Associate lector Paolo Patelli, guest critic at ADS7 Royal College of Arts, London. Presentation: 21 April 2020.
 - Associate lector Paolo Patelli, presentation at Research Center for Material Culture, Leiden: 2 June 2020.
 - Transdisciplinary views on boundaries, Feltrinelli Foundation, Milan, a presentation about this publication (2019) by associate lector Paolo Patelli, who contributed to it: 5 June 2020.
 - Friction Atlas & Meeting grounds, onsite and online event with panel discussion for DAE students. A collaboration between the readership and Onomatopoe on the subject of 'Body, Law and Public Space, 1 October 2020.
 - Future scenarios for De Dommel Water Board in 2050, entitled Droogteschap de Dommel. Online presentation during Dutch Design Week 2020, 16 October 2020.
- On hold / Ongoing: SPRONG submission with HvA / Professor Martijn de Waal.
- On hold / Ongoing: Submissions of small projects for NWA Routes.

SUBMITTED PROJECTS AND ANCILLARY ACTIVITIES

In 2020 various projects were submitted to secure external research funding for new collaborative partnerships. Various network gatherings were also attended, such as the 'SAI Regieorgaan' (part of NWO), to explore various possibilities for subsidies and the Platform Art ≈ Research. This collaborative Dutch platform aims to highlight research in the arts. Various colleges are represented in it.

1/1/2020 Submitted: ReDO COST Action proposal: COST (European Cooperation in Science and Technology) is a subsidy body for research and innovation networks. The ReDo project aims to enlarge the scope and activities of our network of humanities in various fields that deploy performative methods. These methods are deployed to relive and research cultural activities from the past. The aim is also to extend the network with practitioners such as artists, craftspeople, musicians, etc. The proposal is under consideration.

2/2020 - 7/2020 writing sessions and workshop for COST Action Proposal OC-2020-1-24716 'Replication, Reconstruction and Re-enactment in the Arts and Humanities'.

7/2020 Top-up call 'Regieorgaan SIA', subsidy application for the 'RE-cast TOPUP.09.011' project. This application was unsuccessful.

10/10/2020

Submitted: COST Action Proposal OC-2020-1-24716 'Replication, Reconstruction and Re-enactment in the Arts and Humanities'. With UvA and other international partners.

APPENDIX II

The reaction of the Participation Council to the Quality Agreements for 2020.

The Participation Council is represented with a tutor member and a student member on the Quality Agreements monitoring committee. This committee met twice in 2020. During the meetings with the EB, the implementation of the Quality Agreements in 2020 was discussed and participants looked ahead to the implementation in 2021.

While the Quality Agreements programme got off to a tentative start in 2019, many of the planned activities were implemented in 2020, sometimes in another form than initially planned. The amendments, the result of growing insight, are logical and appropriate to the aims of the Quality Agreements.

Overview of the main points of the 2020 budget and the developments in 2000:

- A horizontal team has been set up to chart the education structure. A coordinator for basics, electives and minors has been appointed to improve cohesion in education and achieve alignment in the senior years (prevention of overlaps, gaps, etc.).
- A transition has taken place from study guide to study coach. This position will be further elaborated in 2021 and focus more on alignment with the discipline and working from the profession.
- Propaedeutic quality improvement: a broad debate has been started with tutors concerning the content of the propaedeutic year, skills, long learning lines and the relationship with the second study year, and preparatory and evaluation hours have also been allocated.
- Studios: The first 8 studios were developed and described and launched on 1 September 2020.
- The Education Desk has been strengthened with the arrival of educationalist Liza Hendriks. She has been appointed to bring educational development a step further and to elaborate various aspects of the Quality Agreements to support the education model, assessments and examinations (formative and summative) and provide support with an LMS, etc. In 2020 she was involved in, among others things, the setting up of the education development group and brainstorming group together with Yolande Hezemans and Erik Viskil. Erik Viskil is a key leader of a broad process of educational development through the elaboration of the education vision. A collective brainstorming session on educational development took place in November.
- Geo-Design was developed in 2019 and launched in September 2020. Despite corona, the inflow has been satisfactory.
- Tutor Day, on the role of the tutor (17 December). This event was unfortunately cancelled owing to the corona restrictions. In the spring of 2021 it will take place in a hybrid form, spread over a whole week. The purpose of Tutor Day is to allow tutors themselves to discuss their role as part of the process of boosting professionalisation. The annual event brings together tutors and offers an opportunity to learn by sharing experience and expertise.

- Diversity is being tackled more broadly than initially envisaged. For example, a preparatory course has been set up together with CHV, serving two goals: greater inflow of Dutch students and greater inflow of diverse students. Nicoline Dorsman carried out a study of inflow and outflow trends in recent years. To highlight the importance of diversity, it was decided to focus on debate, awareness, links between various discussion groups, including the professorship of Praveen Sewgebind. During Tutor Week he will organise a half-day programme on the theme of inclusivity. The aim is to follow up and elaborate at all levels, in the area of diversity and inclusivity, by means of an integral approach.
- The third professorship: an open call was held and numerous applications were received. The overarching subject is transition – of the individual, organisations, cities. The readers will elaborate on how they will work together and with the teaching staff and rest of the organisation.
- Workshops: in order to provide space for the Propaedeutic Year, it relocated to Floor 3, and the support services moved to Floor 2. Additional machines have been purchased for, among others, the Crafts Minor. Since 26 September the workshops have been open on Saturdays for propaedeutic students, but bachelor and master students may also use them.

The discussions with the EB have always been open and transparent. The Participation Council feels involved in the developments and is satisfied with the way of working with the EB.

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