

Additional Dossier Quality Agreements 2019-2024

Gerrit Rietveld Academie

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Additional Dossier Quality Agreements 2019-2024

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INTRODUCTION

This document supplements the Dossier Quality Agreements 2019-2024, which the Executive Board (CvB) of the Gerrit Rietveld Academie¹ adopted in January 2019, and which was drawn up in the Quality Agreements Recovery Assessment.

After a review on 11 March 2019 and a positive opinion of the panel, the board of the NVAO decided not to adopt this advice, and on 27 May 2019 the board reported to the Minister of Education, Culture and Science that it had issued a negative advice on the decision with regard to the plan Dossier Quality Agreements. The board of NVAO felt that the multi-annual nature of the trajectories and plans of the Gerrit Rietveld Academie had not yet been sufficiently elaborated and that the policy objectives (criterion 3) in the Dossier were too concrete. This was followed on 20 August 2019 by the Minister's decision not (yet) to award the quality funding.

Relationship to Dossier Quality Agreements (2019) and Institutional Plan 2020-2025

The vision expressed in the Dossier presented last year is anchored in our organisation. The processes within the framework of the Quality Agreements are interwoven with the core values and priorities of our new Institutional Plan 2020-2025, which has been completed at the end of 2019 (see Appendix 1). Our plans (including the budget) for the Quality Agreements were drawn up in close cooperation with the Participation Council. There is broad involvement for the Dossier within the organisation and the processes have started. The Quality Agreements Dossier (2019) will therefore remain unchanged. This Supplementary Quality Agreements Dossier is therefore explicitly part of the Quality Agreements Dossier. The documents must be read and dealt with in addition to each other.

Monitoring Process

This Additional Dossier focuses on criterion 3 of the protocol Assessment Quality Agreements Higher Education 2019-2024 of the NVAO. We explain the multi-annual nature of the various trajectories in this Additional Dossier and indicate which intentions we have to achieve our formulated goals in relation to the available budgets. In chapter 0 we explain how we have structured the governance and progress of the various processes within the framework of the Quality Agreements into concrete policy actions and processes. Chapters 1 to 8 explain the various processes on the basis of a project plan. The starting point of each project plan is the connection with the Institutional Plan 2020-2025. We add the Institutional Plan as an appendix in connection with the completion of it in the past period. By also explaining the method of working and the interim results in relation to the budget for each project plan, we are now confident that we will be able to provide more insight into the planned multi-annual spending of the Quality Funds. A more detailed financial analysis of the planned allocation of the budgets for the various projects are included in this document.

¹ We make a distinction between the Gerrit Rietveld Academie as a university of applied sciences, the Rietveld Academie as an academy of bachelor's education and the Sandberg as an institute for master's education.

Spending targets and quality improvement

The Gerrit Rietveld Academie has chosen to spend the Quality Funds on eight trajectories in order to invest in the quality of education. We do this by focusing on various aspects of education, which are of course interrelated. The Quality Agreements coordination group supervises the coherence and development of the various processes.

Plan and execution

The elaboration of this Additional Dossier coincided with the start of the implementation of the plans within the framework of the Quality Agreements. A number of projects were restarted in 2019. Other processes continued on the basis of the pre-investments and will be given a new impulse for the follow-up process in 2020. The project plans were drawn up in conjunction with the current activities and in consultation with the large number of students, lecturers and staff involved. There has been intensive contact with the Participation Council about this dossier. The Supervisory Board was included in the process and decided to approve the Additional Dossier.

CHAPTER 0

Monitoring and progress of Quality Agreements

Vision on quality assurance

Quality at the Gerrit Rietveld Academie has various dimensions. First of all, quality is the achievement of the objectives the academy has set itself; the result of the education. Secondly, quality is a good internal organization and communication and an optimally running educational process. Last but not least, we define quality as meaningful interaction.

The concern for quality is holistic and organic; lecturers and students are in constant dialogue with each other and regularly exchange wishes and expectations about the range of education on offer and the forms of work. At departmental level, heads and instructors are constantly working on tightening up education in response to developments in practice. Guest lecturers also reflect on education. In addition, the results of the Student Satisfaction Survey serve as a reflection on education. On the basis of the researches and conversations, small and large adjustments are made.

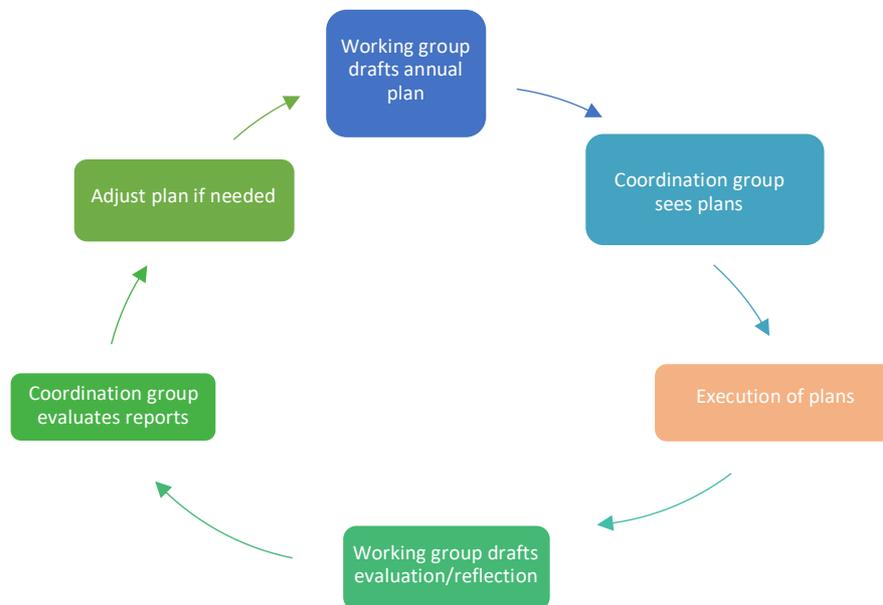
The Gerrit Rietveld Academie has a PDCA cycle in which plans are developed and usually evaluated. The Institutional Plan gives direction and position to the activities and plans we undertake. The accreditations and the various surveys such as the exit survey and the Arts Monitor, the Student Satisfaction Survey and the Employee Satisfaction Survey generate knowledge about the quality of various aspects of the organisation. In addition, there is an accountability cycle which includes an extensive progress report in which the most important processes and projects are closely monitored.

Setting goals, executing, evaluating and improving is the core of training artists and designers. Within the education system, all those involved, staff and students together, strive for the highest quality. This is a reflection of professional practice, where only the highest quality, in the sense of alumni who are capable of realizing their ideas, can make it.

We want to embed the monitoring of the progress of the quality agreements in the PDCA cycle as much as possible. Where possible, we therefore link reporting on progress to existing processes, such as drawing up the budget and the annual accounts/ management report. Nevertheless, the Quality Agreements will require additional efforts from the organisation. At the same time, it also brings new opportunities. For example, the Quality Agreements offer the possibility for different groups of employees to work together in different compositions, thus creating cross-fertilisation and knowledge exchange. We are therefore working with enthusiasm. The experiment and the unknown are embraced as much as possible. After all, we know from experience that these are the conditions for innovation. The governance structure is therefore a balancing act between providing frameworks and providing free space.

PDCA cycle

Within the existing PDCA cycle, we have set up a governance structure for the Quality Agreements in order to ensure that the objectives and proposed policy actions are realistic and achievable. The structure defines who is involved in what, with which mandate and how the processes are structured. In this governance structure, too, the decentralised nature and the internal dialogue are the main pillars.



Governance structure

A coordination group is set up that monitors, evaluates, develops long lines and frameworks and has the mandate to advise the board to take a decision within the Quality Agreements. A working group will also be set up for each target to develop annual plans and ensure the implementation of the activities and the annual reporting. In addition, there is a Quality Agreements project manager who monitors progress, facilitates matters and identifies any bottlenecks, and who is also the point of contact within the organisation for the Quality Agreements. As a linking pin, the project leader is in contact with the coordination group and the working groups. The detailed description of the various groups is given below, as well as an elaboration of the processes for plan development and accountability.

THE EXECUTIVE BOARD (CvB)

The Executive Board (CvB) is ultimately responsible for the Quality Agreements. It informs the Participatory Council and the Supervisory Board. In addition, the Executive Board is represented on the coordination group and in the working groups.

Mandate: decision-making.

PARTICIPATORY COUNCIL (MR)

The Participatory Council (MR) is the most important partner of the Board in the development, implementation and monitoring of the agreements in the context of the Quality Agreements. The board informs the MR of the progress of the plans. The Executive Board sends the annual plans to the MR for approval. There are also MR members on the Coordination group Finally, members of the MR are also members of the working groups, which means that a representation of the MR plays a role in the development and implementation of the plans. The MR reports on the quality agreements in its annual report.

Mandate: The MR must agree to the Quality Agreements.

SUPERVISORY BOARD (RvT)

The Executive Board shall inform the Supervisory Board about the progress made in the regular Supervisory Board meeting at least on the basis of the general progress report and if there is reason to do so in a separate memorandum.

Mandate: approval of quality agreements

COORDINATION GROUP

The Coordination Group is composed in such a way that different sections are represented, so that there is a range of perspectives from which the long-term development, implementation and monitoring of the Quality Agreements can be carried out as thoroughly as possible.

Composition: Executive Board representative, MR representative (student-member and employee-member), policy officer for quality assurance, (head) teacher and quality agreements project leader.

Mandate: monitoring, advising within the Quality Agreements.

Tasks: monitoring progress, evaluating processes, planning, setting frameworks and providing feedback to the Executive Board.

WORKING GROUP

Eight targets have been selected for which the Quality Agreements have been drawn up. One working group will be set up for each objective. The working groups develop annual plans for their purpose and take care of the execution of their activities and the annual reporting to the coordination group. The working group meets at least twice a year and, if desired, also involves others inside or outside the organization in the implementation of the relevant quality agreement. Members of the MR group have joined the working group as representatives but participate on a personal basis. Their opinions are not necessarily those of the MR as a whole. The MR as a whole retains its role in monitoring and agreeing to any changes.

Composition: coordinating/facilitating staff member, student(s), Executive Board member(s) and staff member(s) who are chosen on the basis of their expertise, profile or skills that fit the purpose. The size of the working group can vary per goal or per phase.

Mandate: developing, implementing.

Tasks: development and elaboration of annual plans, execution of the plans and reporting to the coordination group on progress and outcomes.

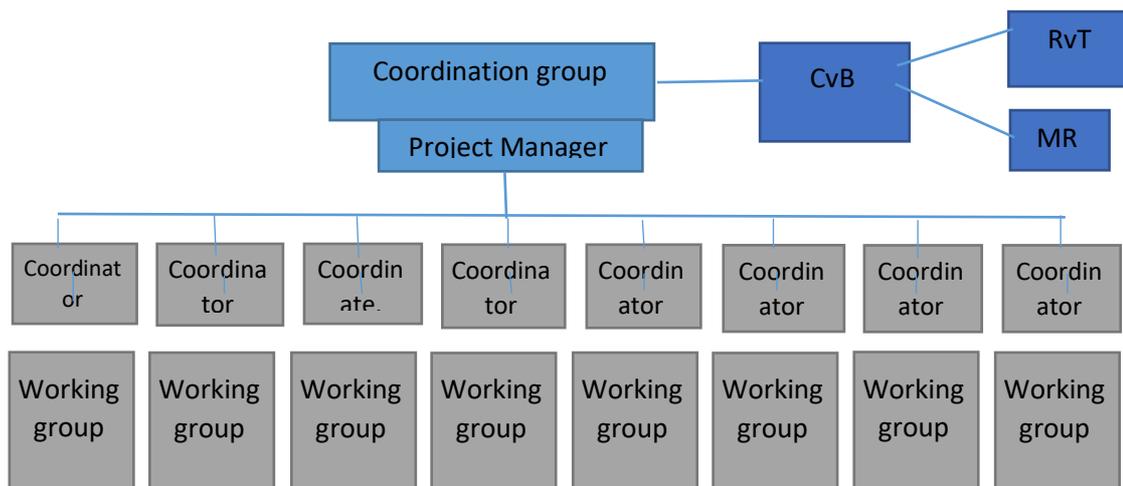
PROJECT MANAGER QUALITY AGREEMENTS

A member of staff has been appointed as project leader for the Quality Agreements, so that there is a single point of contact for the organisation who also has ownership of and is the initiator of the entire process. The Executive Board is ultimately responsible for the Quality Agreements.

Composition: Staff member.

Mandate: monitoring and signalling.

Tasks: monitoring the overall budget and drawing up and submitting the annual overall report for the management report. In addition, the project manager monitors the coordinating employees of the working groups. The project manager regularly informs the organisation about progress and new developments.



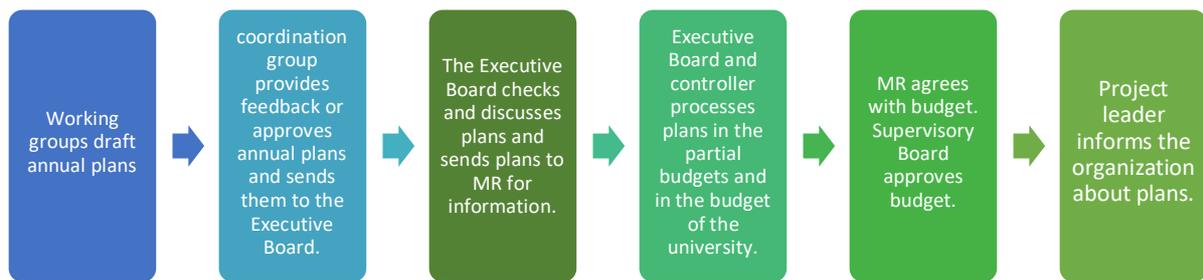
	Target 1	Target 2	Target 3	Target 4	Target 5	Target 6	Target 7	Target 8
2019								
2020								
2021								
2022								
2023								
2024								

Accountability cycle

Each calendar year, the Quality Agreements are further elaborated in annual plans, monitored, discussed, evaluated and accounted for. The intended annual plans are thus included in the budget adopted each year at the beginning of mid-December. The results are included in the management report and the annual accounts, which are approved at the end of June each year.

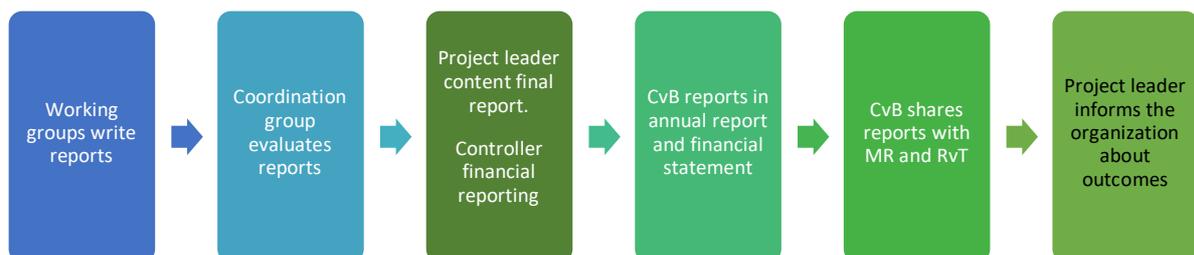
ANNUAL PLAN

1. September: working group draws up an annual plan or a mutation of a previous version.
 - The annual plan consists of an activity plan, an action plan and a budget.
2. End of September: delivery of annual plans to the coordination group.
3. October: coordination group takes note of the annual plan or gives feedback and approves plans.
4. October/November: coordination group sends approved plans to CvB.
5. November: CvB sends plans to MR plus explanatory notes.
6. November: The CvB takes care of processing sub-budgets in the budget of the university.
7. Mid-December: the budget for the next calendar year is adopted by the CvB, MR agrees and Supervisory Board (RvT) approves.
8. Mid-December: Project leader communicates plans with organisation.



Reporting and accountability

1. January: working group reports on activities, achieved goals and realised expenditures according to a fixed format (facilitated by CvB).
2. February: coordination group receives all reports.
3. March: coordination group meets to consider and evaluate all reports.
4. March: project leader Quality Agreements draws up a final report based on the reflection of the coordination group. The controller draws up a financial report.
 - The total report consists of a substantive and a financial part.
5. April: project leader submits a substantive and financial report to the Executive Board at the beginning of April.
6. April/May: the substantive report will be included in the management report.
7. April/May: CvB shares reports with Supervisory Board and MR for information purposes.
8. End of May: project leader shares results with organisation.



Finances

Financial administration

In order to properly monitor the eight quality agreements, eight different cost centres have been created in our accounting system on which all costs (personnel and equipment) per quality agreement are booked. This provides insight into the spending of the budgets at all times. From each working group there is someone who agrees on the spending. Costs made are approved by the project leader Quality Agreements.

Exception procedure in case of deviation from the budget

If a working group finds that the annual plan will deviate from the budget by more than €3500, a request must be submitted to the coordination group for advice to implement a change in the budget for the following year. The coordination group advises the board and the participatory council to approve the deviation. Hence when drawing up the report, the deviation is reported and when drawing up a new annual plan, a request for a new budget is submitted to the coordination group. The exception procedure thus runs synchronously with the accountability cycle.

Overview



CHAPTER 1

Goal 1 - Increasing the diversity and inclusivity, including an increased influx of (Dutch) youth with diverse cultural backgrounds

Alignment with sector agreement on spending objective 3 Educational achievement

1. Introduction

The results of the Academy's November 2018 deliberations are typical of the mentality in the academy. One of these was that priority should be given to promoting diversity and inclusiveness. Earlier that year, the community had already asked for a broader representation among students, teachers and staff of the full spectrum of ethno-racial, gender, social and cultural origin, religion, age, disability, sexual orientation and gender identity. To meet this challenge, the Executive Board initiated the Unsettling Rietveld/Sandberg project, which helped to establish an Asian, Latin and Queer Student Union. A Black Student Union was already in place, a Student Council followed. These developments show that it is possible to tackle issues from all kinds of positions within the institution and, in dialogue with the board, to create forms of organisation in which others can be involved. (Institutional Plan 2020-2025, Other Contexts)

Unsettling

Unsettling consists of a multifaceted programme that brings other perspectives, bodies and voices into the academy. In addition, Unsettling has created the Framework for Action in collaboration with people from inside and outside the organisation and with the support of the CvB in a series of round table sessions. The Framework contains priorities, focus areas, tools and actions to root inclusiveness in as many layers as possible.

2. Project results & activities

As the Gerrit Rietveld Academie, we want to be an educational environment in which diversity is the norm and the Rietveld and the Sandberg are radically inclusive structures. Everyone who wants to study or work with us should feel at home. To make this possible, we will work on a broader representation of different backgrounds, lifestyles, genders, cultures and schools of thought in the academy. We strive for a broader representation of the full spectrum of ethno-racial, gender, social and cultural origin, religion, age, disability, sexual orientation and gender identity. Where possible, we adapt the composition of teaching teams, staff and management. We review recruitment, pre-processes, selection and assessment procedures, and actively engage with teachers in questioning and enriching the content of educational programmes. We will pay extra attention to the personal support and guidance of candidates for admission, and to students from groups that are poorly represented in art education. We develop protocols that support the policy and provide guidance/guidelines for the actions of the academy community. (Institutional Plan 2020-2025, Priority 1)

The following indicators can be used to base the achievement of the project result on. The indicators are work in progress. All indicators need to be precise and clearly state their link to increasing diversity and inclusion.

Domains	Indicators
Admissions	admission policy
	"quality" criteria
	system for the assessment of competence
	strategy for recruiting students
Administrative, facilities and workshops	offer training & courses
	behavioural protocol
Testing & evaluation	testing and evaluation policy
	system for testing and evaluation
	external examiners and committee members
	process for feedback
Community	list of partner organisations
	communal activities
Curriculum	Curriculum
	protocol for curriculum development
	curriculum development process
	Toolbox
	per department a vision of the curriculum
Education departments	composition
	Curriculum
	composition of the teaching team
	teaching methods

	process of feedback
	vision on education department
Personnel policy	adopt a protocol for new employees
	list of networks consulted at the recruitment of new staff
	vision of an inclusive and diverse personnel policy
	protocol forms of interaction
	Diversity clause in job postings for ALL staff

3. Budget series

Year	Budget
2019	0
2020	19.000
2021	84.000
2022	97.000
2023	110.000
2024	110.000

4. Intermediate results and costs per year

In addition to Unsettling's regular program that focuses on additional/alternative activities related to education, network development and outreach programs, the Framework for Action will be implemented and executed in the coming years. The Framework for Action is a policy document in which all policy areas are described and the intended actions that are carried out in order to achieve the objectives. In total there are seven domains: admissions, education support departments, testing & evaluation, community, curriculum, education departments and personnel policy. A plan of approach and planning is linked to all domains.

Year	Intermediate results	Types of costs	Budget
2019	<ul style="list-style-type: none"> • Regular program Unsettling • Framework for action: <ul style="list-style-type: none"> - Round table meetings: generating themes and input for policy frameworks and priorities - Drawing up and defining with CvB policy themes and priorities - final framework for action: consists of manifesto and defined policy areas - priorities have been identified: curriculum and education departments 	Regular programme costs: hours, production costs, etc.	Funds have been made available for this purpose from the regulatory budget.
2020	<ul style="list-style-type: none"> • Regular program Unsettling • Framework for action has been communicated with organisation • The framework will be brought into action through working on the starting foundation of the different domains and then building on the following year. • Unsettling has spoken to all senior teachers about curriculum and teaching teams 	<p>Regular programme costs Unsettling</p> <p>Hours of working group(s) for elaboration of plans of approach to increase diversity in the department</p>	<p>19.000</p> <p>In combination with resources from the regular budget</p>
2021	<ul style="list-style-type: none"> • Regular program Unsettling • Annual plans for selected policy areas have been realised 		<p>84.000</p> <p>In combination with resources from the regular budget</p>
2022	<ul style="list-style-type: none"> • Regular program Unsettling • Annual plans for selected policy areas have been realised 		<p>97.000</p> <p>In combination with resources from the regular budget</p>

2023	<ul style="list-style-type: none"> • Regular program Unsettling • Annual plans for selected policy areas have been realised 		110.000 In combination with resources from the regular budget
2024	<ul style="list-style-type: none"> • Regular program Unsettling • Progress has been made in all policy areas • Final evaluation of multi-annual trajectory. 		110.000 In combination with resources from the regular budget

5. Project organization

The coordinators of Unsettling are the core of the working group. Throughout the years the working group can be expanded according to the different priorities that were set. The goals for diversity and inclusiveness are, where possible, interwoven and connected with other ongoing policy processes, so that ultimately an integral effort is made. In addition, diversity and inclusiveness is a widely supported theme within the academy community. It is therefore important to involve representatives from different sectors in setting priorities each year. Not least because this theme has been used to involve as many perspectives as possible in the creation of the Framework for Action. After all, in order to develop a policy on diversity, you need a diversity of perspectives. In accordance with the governance structure as described in the Chapter 0, a working group works on an annual plan after the establishing of the priority. The implementation, monitoring and evaluation continue as established in Chapter 0.

6. Risks

Accountability & measurability

Risk: The measurability of diversity and inclusiveness in itself entails risks, because how and what do you measure? Accountability pressure from outside forces us more and more to rap- up, often in a quantitative way. This is a risk because diversity and inclusiveness can only succeed if it is a genuine, honest, broad-based revolution within the institute. The approach is that diversity and inclusiveness become intrinsically anchored in the thinking and actions of everyone at the academy. But thinking and acting are difficult to make measurable.

Measure: Sufficient agreements have been made with each other about which measures we will take and evaluate them in terms of the results achieved.

Endpoint

Risk: Can diversity and inclusiveness ever be finished? When are goals achieved?

Measure: anchoring of core values and the continuous changes in education and other contexts with which the academy interacts guarantee a structural space and attention for the subject.

Change in governance

Risk: a new board might not consider the subject to be a priority

Measure: anchoring the priority in the six-year Institutional Plan plus broad endorsement of the importance of this subject by all sections of the academy can ensure that the agenda is kept on a permanent basis.

Change in financial situation

Risk: potentially negative change in financial situation creates insufficient capacity to finance projects.

Measure: to interweave activities into regular educational resources and management activities so that it becomes an intrinsic part of all budgets and is no longer dependent on additional funding.

CHAPTER 2

Goal 2: Strengthening the position of the students as a whole with the development of proposals for own initiatives in relation to the improvement of the quality of the education and the formulation of concerns to the CvB

Alignment with sector agreement on spending objective 1 More intensive and small-scale education

1. Introduction

On behalf of the students, the MR has expressed the wish to set up a Student Organisation in which all student segments and groups feel sufficiently represented. The Executive Board endorses this proposal. The aim is to develop the student's position in relation to the structure and content of education from a more demanding role to an active, co-founding role. Students are given the opportunity to put issues that are important to them on the agenda more quickly. This can lead to an enrichment of education, in addition to the current programme. It can also lead to a further strengthening of the sense of community that is characteristic of our small-scale academy.

A budget is made available for the activities of the student organisation, which in principle can be spent independently. This will result in activities that provide an additional offer that complements the existing quality of education.

2. Context

The Institutional Plan 2020-2025 describes the entrepreneurial and enterprising attitude of the Rietveld/Sandberg students as follows:

It is often students who emphasise the importance of new forms of cooperation and who draw attention to social issues, which also arise within our walls. They come up with initiatives and raise questions related to issues such as social and economic inequality, dealing with different cultural perspectives and decolonisation. It is obvious that there is a connection with globalization and the further internationalization of the Gerrit Rietveld Academie. (Institutional plan 2020-2025, Other Contexts)

3. Project results and activities

With this trajectory the CvB supports the need as formulated by the MR to strengthen the position of the students within the Rietveld / Sandberg community and to increase their influence on the improvement of the quality of education. One of the project results is the establishment of a self-directed student organization. The student organization is practically supported by staff and receives an annual budget to spend on developing student initiatives and putting issues on the agenda.

4. Budget series

Year	Budget
2019	80.000
2020	80.000
2021	120.000
2022	150.000
2023	180.000
2024	180.000

5. Intermediate results and types of costs per year

The ongoing costs are the fees for the members of the Student Council, although the amount may vary according to the exact number of members.

Year	Intermediate results	Types of costs	Budget
2019			80.000
	Project financing students	<ul style="list-style-type: none"> - Reimbursement of members of Student Council - Guidance and support staff costs - Budget for project costs 	
	Programming	<ul style="list-style-type: none"> - Reimbursement of members of Student Council - Material/project costs - Staff costs for guidance and support 	
2020			80.000
	Project financing students	<ul style="list-style-type: none"> - Reimbursement of members of Student Council - Material/project costs - Staff costs for guidance and support 	
	Programming	<ul style="list-style-type: none"> - Reimbursement of members of Student Council - Material/ project costs 	
	Student Assembly	<ul style="list-style-type: none"> - Reimbursement of members of Student Council - Material/ project costs 	
2021			120.000
	Project financing students	<ul style="list-style-type: none"> - Reimbursement of members of Student Council - Material/ project costs 	

	Programming	- Reimbursement of members of Student Council - Material/ project costs	
	Student Assembly	- Reimbursement of members of Student Council - Material/ project costs	
2022			150.000
	Project financing students	- Reimbursement of members of Student Council - Material/ project costs	
	Programming	- Reimbursement of members of Student Council - Material/ project costs	
	Student Assembly	- Reimbursement of members of Student Council - Material/ project costs	
2023			180.000
	Project financing	- Reimbursement of members of Student Council - Material/ project costs	
	Programming	- Reimbursement of members of Student Council - Material/ project costs	
	Student Assembly	- Reimbursement of members of Student Council - Material/ project costs	
2024			180.000
	Project financing	- Reimbursement of members of Student Council - Material/ project costs	
	Programming	- Reimbursement of members of Student Council - Material/ project costs	
	Student Assembly	- Reimbursement of members of Student Council - Material/ project costs	

2019

In February 2019, 6 students started as a pilot group Student Council. These 6 members are representatives of the student-led unions (Student Union, USB Black Student Union and Asian Student Union).

They are supervised by a teacher-consultant and supported by a staff member. On 18 April, the Executive Board launched the Student Council, during which members of the Executive Board and members of the Student Council expressed expectations.

The pilot group drew up a project plan for a pilot programme for the period up to the summer, which was confirmed by the Executive Board. For this pilot programme, 15,000 euro was made available, compensation for the members of the Student Council, as well as the costs for supervision by staff members were not included.

The Student Council made 10,000 euros available for student projects. Fifteen projects were honoured. The projects ranged from lectures in which students, in addition to the existing education, invited external stakeholders and guests, to a Rietveld Journal. These projects were collected in a small publication, a Fundee Folio. The remaining 5,000 euros were spent on professionalisation and the development of a website.

In September 2019, the second pilot programme of the Student Council started, the members could present themselves at the opening of the academic year of both the Bachelor's and the Master's programmes and the website was launched. Due to an internal relocation, a small space became available where the Student Council could establish itself. In October, the Council again made 15,000 euros available for student projects. The council is also starting its own programming this semester and is submitting a project plan for the year 2020 to the CvB.

Both pilot programmes have led to a student organisation that formulates its own objectives and is responsible for its own annual plan and administration. The project funding has led to a large number of projects complementary to existing education, all aimed at promoting the Rietveld/Sandberg community, regularly involving external parties.

In March 2020, the activities of 2019 will be evaluated by the Quality Agreements Coordination Group.

2020

2020 will be the first full calendar year in which the Student Council operates. Each semester an Open Call is organised for the financing of student projects. In addition, the Council organises its own programming. In March 2021, the activities of 2020 will be evaluated by the Quality Agreements Coordination Group.

2021

Each semester an Open Call is organised for the financing of student projects. In addition, the Council organises its own programming. A Student Assembly is also organised, related to one of the current policy themes. In March 2022, the activities of 2021 will be evaluated by the Quality Agreements Coordination Group.

2022

Each semester an Open Call is organised for the financing of student projects. In addition, the Council organises its own programming. A Student Assembly is also organised, related to one of the current policy themes. In March 2023, the activities of 2022 will be evaluated by the Quality Agreements Coordination Group. In this year, NVAO will evaluate the Quality Agreements.

6. Project organisation

The Student Council is a student organisation with about 6 students from both the Bachelor and the Master programs. The Student Council functions as an independent body and is given the freedom by the Executive Board to draw up its own annual plan and organise an activity programme.

The Student Council can also be consulted by the Executive Board, the MR or one of the (education) departments if the input/vote of students is desired. On its own initiative as well as on behalf of, for example, the CvB, the council can organise Student Assembly's to consult students.

The Student Council is supported by the staff and is supervised by a teacher.

It is expected that the supporting role will diminish over the years, because the student organisation will become more professional. The project leader Quality Agreements forms the link to the Executive Board.

Every year in September, the Student Council submits an annual plan to the Quality Agreements Coordination Group.

The Student Council has the freedom to put items on the agenda and bring them to the attention of the Executive Board or other parts of the organisation. Members of the Student Council are reimbursed 8 hours a week according to the student rate.

7. Risk

The Student Council is a new representative body within the academy as a whole.

Risk: The risk is that an area of tension will arise between the roles played by the various representative organs within the academy and that they do not strengthen each other sufficiently.

Measure: working together on a vision of the various components to ensure that they reinforce each other. And that we also define roles, tasks and responsibilities in internal documents.

CHAPTER 3

Goal 3: Strengthen the position of the individual student in their personal well-being and resilience as a precondition to productively engage with their education

Alignment with sector agreement on spending objective 2 More and better tutoring

1. Introduction

On behalf of the students, the MR has indicated that there is a strong need among students for more and different forms of attention to their personal well-being and resilience. One observation is that students are increasingly being preoccupied with preconditions, which are often linked to basic necessities such as housing and sufficient income to live on. In general, it is not within the capacity of the academy to achieve improvement in this area. Where possible, however, the CvB will of course endeavour to do so.

2. Context

More support is needed for students, both educational and personal, with a greater awareness of their living conditions and of their precarious social positions and the risks they face.

For students, life has become more complex and expensive in recent years. Grants are limited and living space is scarce and expensive. Studying at the Rietveld requires great independence and an enterprising attitude. The student panel pointed out that there are students who get lost in the possibilities of the academy. The factors that influence studying can also influence and reinforce each other. It is clear that more support is needed for students, but there are also questions. For example, on the precise points where action is needed and possible. But also, what are the responsibility and role of the academy can be. What tasks can the academy perform, what can be expected from the academy? Students should be actively involved in the search for answers to these questions. In addition, the academy has a role to play in defending the interests of its students, and its graduates, when educational or cultural policy turns against them.

We want to offer students more personal support. Due to high study costs, scarce and expensive housing, and the effort required for the level and character of our study programmes, students run the risk of stagnation and drop-out. We are going to investigate how our education policy can further reduce the risks of study delays and dropouts, and how we can take political and administrative action to protect the interests of students. The welfare of the students' needs attention. In consultation with students, we will develop more possibilities for personal support. After considering the ethical limits of fundraising, we are committed to raising funds to support students in need. In cooperation with partners, we want to ensure that we can make more affordable housing available to students. In devising strategies, we want to explore new avenues and try to come up with solutions that also provide new perspectives for our functioning as an educational institution. (Institutional Plan 2020-2025, Priority 3)

3. Results and activities

The project result is an increase in visibility and the number of facilities with regard to student support. Student welfare is an important theme to which the Gerrit Rietveld Academie will make an

extra effort in the coming years, with the availability of the study advance funds. The organization has asked for more attention to be paid to student support. This could be in the field of practical matters (housing, etc.), as well as in the field of extra study guidance or, on the other hand, in the social field and resilience. The academy has an infrastructure to support a number of these aspects and will work on expanding this fixed infrastructure and improving communication in the coming years.

4. Budget series

Year	Budget
2019	20.000
2020	20.000
2021	40.000
2022	50.000
2023	60.000
2024	60.000

5. Intermediate results and types of costs per year

Year	Intermediate results	Types of costs	Budget
2019			20.000
	Compose Student Support workgroup	<ul style="list-style-type: none"> - Reimbursement of working group participants - Material costs/project costs 	
	Inventory of current possibilities	<ul style="list-style-type: none"> - Reimbursement of working group participants - Material costs/project costs 	
	Inventory of the needs of students, teachers/coordinators	<ul style="list-style-type: none"> - Reimbursement of working group participants - Material costs/project costs 	
	Project plan 2020 (including communication strategy)	<ul style="list-style-type: none"> - Reimbursement of working group participants - Material costs/project costs 	
	Select and appoint coördinator	<ul style="list-style-type: none"> - Reimbursement of working group participants - Material costs/project costs 	

	Informing the organization about the project plan	<ul style="list-style-type: none"> - Reimbursement of working group participants - Material costs/project costs 	
2020			20.000
	Inventory of the needs of students, teachers/coordinators	<ul style="list-style-type: none"> - Reimbursement of working group participants - Material costs/project costs 	
	Start projects:		
	Theory based group sessions	<ul style="list-style-type: none"> - Coordinator's fee - Project costs 	
	Practice based group sessions	<ul style="list-style-type: none"> - Coordinator's fee - Project costs 	
	Support in educational departments	<ul style="list-style-type: none"> - Coordinator's fee - Personnel support costs - Project costs 	
	Physical space to meet	<ul style="list-style-type: none"> - Personnel costs - Material costs/project costs 	
	Communication of current facilities	<ul style="list-style-type: none"> - Personnel support costs - Material costs/project costs 	
	Support on financial situation and perspective after graduation	<ul style="list-style-type: none"> - Personnel support costs - Material costs/project costs 	
	Analysis of complaint procedure	<ul style="list-style-type: none"> - Personnel support costs - Material costs/project costs 	
	Inventory students / staff needs	<ul style="list-style-type: none"> - Personnel support costs - Material costs/project costs 	
	Statement on behavior	<ul style="list-style-type: none"> - Personnel support costs - Material costs/project costs 	
2021			40.000
	Start and continuation of projects	<ul style="list-style-type: none"> - Personnel costs - Material costs/project costs 	
	Communication routes and facilities	<ul style="list-style-type: none"> - Personnel costs - Material costs/project costs 	

2022			50.000
	Start and continuation of projects	<ul style="list-style-type: none"> - Personnel costs - Material costs/project costs 	
	Communication routes and facilities	<ul style="list-style-type: none"> - Reimbursement of working group - Material costs/project costs 	
2023			60.000
	Start and continuation of projects	<ul style="list-style-type: none"> - Personnel costs - Material costs/project costs 	
	Communication routes and facilities	<ul style="list-style-type: none"> - Personnel costs - Material costs/project costs 	
2024			60.000
	Start and continuation of projects	<ul style="list-style-type: none"> - Personnel costs - Material costs/project costs 	
	Communication routes and facilities	<ul style="list-style-type: none"> - Personnel costs - Material costs/project costs 	

Annual report student counsellor and student psychologist

The counsellor and the student psychologist were asked to provide an annual report in which the quantitative request for help and the nature of the issues presented were discussed.

Student satisfaction survey

In the STO of 2018, the experiences of students with undesirable behaviour were discussed in more detail for the first time. The question will be continued in the coming years in the STO, so that it can be measured whether the number of undesirable experiences is decreasing.

2019

In the first half of 2019, the CvB held a number of meetings with the MR about the further implementation of this quality agreement. The MR was critical of the role of the confidential student. The question is how much responsibility can and should be placed on the students themselves. The Quality Appointments project leader will draw up various ideas within the organisation and draw up a starting memorandum.

In September 2019 the working group Student Support will start, consisting of members of the Student Council, the counsellor, coordinators and students. The start note forms the basis for the first meeting.

The working group makes an inventory of the needs of students in the field of welfare and collects and devises ways to improve student welfare. Consideration shall be given to how existing schemes and facilities can be better and more appropriately publicised and extended. During the meetings, the various aspects of student welfare will be discussed. The working group investigates 9 projects and makes a choice based on priority and feasibility. The argumentation is well documented. In 2019, the working group will draw up a plan of action and submit it to the Quality Agreements Steering Committee. In addition, a coordinator is appointed who organises the projects with the help of employees.

Discussions with the Student Support workgroup and with various parts of the organisation have shown that a relationship of trust is crucial for providing student support. Students only dare to be open when they trust someone. And this trust often goes beyond the formal contact points and routes. Employees who do not formally hold the position also act as confidential advisors, for example teachers or assistants. Some of express the need for a course to better recognise signals.

The Project Plan will seek a good balance between making the formal routes better known and recognising and supporting the informal routes, while also emphasising the responsibilities of all those involved. Experiences are exchanged with other art colleges.

Another point of attention is to find a suitable tone in both communication and project form, appropriate to the problem but also appropriate to the interests of art students.

In March 2020, the activities of 2019 will be evaluated by the Quality Agreements Coordination Group.

2020

At the beginning of 2020 a pilot programme of the working group Student Support will start. This pilot programme consists of various projects that will be carried out in the first half of 2020.

In the second semester of 2020, new lines of communication will be fully deployed at the beginning of the academic year.

In March 2021, the activities of 2020 will be evaluated by the Quality Agreements Coordination Group. Results are also measured on the basis of the Student Satisfaction Survey and interviews with the student counsellor and the student psychologist.

2021

In 2021, various projects will start and continue. Possible (temporary) expansion of structural provision is investigated.

In March 2022, the activities of 2021 will be evaluated by the Quality Agreements Coordination Group. Results are also measured on the basis of interviews with the student counsellor and the student psychologist.

2022

The start and continuation of various projects. Extra efforts will be made to communicate with existing facilities. Part of the budget is kept available for current needs.

In March 2023, the 2022 programme will be evaluated by the Quality Agreements Coordination Group. Results are also measured on the basis of the Student Satisfaction Survey and interviews with the student counsellor and the student psychologist.

In 2022, NVAO will evaluate the Quality Agreements in this year.

6. Project organization

In 2019, a working group on Student Support will be set up, consisting of students, members of the student council and unions, coordinators, teachers and staff members. The members will meet 4 times in 2019 to develop projects and come to a joint project plan. The budget for this Quality Agreement is modest, the aim is to use various projects to give an impulse to the improvement of student welfare. New routes are developed (and linked) in close cooperation with existing facilities.

By 2020, a coordinator will be appointed who will focus on the implementation of the various projects. The coordinator reports to the quality agreements project leader.

7. Risks

Responsibilities framework

Risk: Student Welfare is an important theme for which the Rietveld Academie will make extra efforts in the coming years, with the availability of the advance funds for studies. The organisation has asked for more attention to be paid to supporting students. This can be in the field of practicality (housing, etc.), as well as in the field of additional study guidance or in the social field. The academy has an infrastructure to support some of these aspects. In a number of other areas, work is being done to expand the infrastructure. The Rietveld can support some aspects of its community. Other problems are of a more personal nature, and fall within the student's own responsibility. As stated in the Institutional Plan: What can and should the academy's responsibility and role be?

Measure: The academy assigns and propagates responsibilities, for example by developing and communicating a protocol. Also; teachers, coordinators and staff should be aware of their own formal role and the limits of their responsibilities, for example by means of a protocol. This will prevent more informal routes and projects from leading to transgressive behaviour and situations. A number of informal support roles are currently very personal (or have grown to be), which can cause problems when these people leave the Rietveld.

Budget

Risk: The budget for this quality agreement is modest. This can give an impulse to the existing infrastructure, or (temporarily) expand on small facets.

Measure: The temporary nature of projects must be emphasised and communicated.

Communication

Risk: To provide appropriate support, good communication is necessary. Communication of existing regulations and facilities to the entire Rietveld community, informing the organisation about protocols, etc. In addition, students must be approached in the right way and with the right tone.

Measure: In the coming years, a continuous communication campaign will focus on communicating structural facilities and temporary projects.

CHAPTER 4

Goal 4: Realising an additional small-scale and intensive intercurricular educational programme related to current themes and issues

Alignment with sector agreement on spending objective 4 More intensive and small-scale education education

1. Introduction

Interest in interdisciplinary and trans-departmental collaborations has been expressed by students, but also by the organisation in the "catalogue of ambitions". There are cross-departmental themes that are interesting to study with students. An example of this is the theme of diversity/inclusiveness. Innovative issues can also be formulated at the intersection of two educational disciplines. Or issues can be identified in connection with and preparation for the professional practice. The CvB is of the opinion that Bachelor's and Master's programmes can be enriched by realising an additional range of programmes that are positioned in the space between the education departments. The aim is to add a valuable layer of content, without burdening, damaging or supplanting the basic quality of education.

2. Context

Programming the in-between space

The Rietveld Academie needs a range of cross-departmental education in which connections are made between the departments and with the world outside the academy. In addition, we need activities in the field of research. In order to meet these needs, we are expanding the range of education on offer in the interdepartmental area with projects that focus on cooperation, self-organisation, research and the discovery of new ways of working.

The often-unused space in between the Rietveld is located between the boundaries of the department's programmes. This programmatic space has a physical counterpart: square metres that do not belong to the departments, but where education takes place. Activities are already taking place in the programmatic space: Studium Generale, Rietveld Uncut, Unsettling Rietveld/Sandberg and joint projects of departments.

There is a need for students to work together across the boundaries of their disciplines. There is also a demand for more practical experiments, skills and more guidance in creative processes. There are ideas for a Practicum Generale and cross-departmental projects by a group of teachers.

Research seeks a place in which it is at the service of education. We can respond to these different needs, which share a cross-departmental perspective, by making better use of the space between departments and by providing them with a programme. The proposal is to start programming from the bottom up, to communicate the offer well, and to gradually expand and strengthen it.

3. Project results and activities

The Rietveld Academie and the Sandberg Institute have a rich tradition of initiatives, platforms and programmes that originate outside regular education and between departments. Sometimes this is an initiative of students, sometimes of a penny, or jointly from departments. Some initiatives grow into long-term projects, others are personal and disappear after a season. In the coming years, the Quality Funds will be used to give free rein to (current) educational themes outside the fixed curriculum. The result is a number of different small-scale educational programmes, which also have a public component. The programmes will be developed in conjunction with existing platforms and initiatives and will be opened up jointly.

4. Budget series

Year	Budget
2019	25.000
2020	75.000
2021	125.000
2022	150.000
2023	150.000
2024	150.000

In the Quality Agreements dossier, it is described that a series of programmes will be developed. This will be built up in a number of steps to three programs running at the same time. The budget is geared to the incremental development; the number of programmes that will be implemented each year is indicated in the budget. Of this budget, around 13 intercurricular programmes should be developed in the years 2019-2020.

4. Intermediate results and types of costs per year

Year	Intermediate results	Types of costs	Budget
2019			25.000
	Setting up the editorial board	Reimbursement of workgroup participants, material costs	
	Inventory of existing intercurricular programmes	Reimbursement of workgroup participants, material costs	
	Inventory of wishes from the organisation	Reimbursement of workgroup participants	

	Publication of inventory	Material costs	
	Definition formation		
	Drawing up the project plan and procedure	Reimbursement of workgroup participants, material costs	
	Communication/parts of project plan	Reimbursement of workgroup participants, material costs	
2020			75.000
	Inventory of the wishes of the organisation, including expert meetings		
	Start lecture series	Reimbursement of participants in the workgroup, costs of materials, costs for speakers, photographer costs / access lecture series, poster design costs	
	Appoint Intercurricular Programme Coordinator	Personnel costs	
Sept 2020	Start of intercurricular programme	Personnel costs, material costs	
	Evaluation of the pilot programme	Personnel costs, material costs	
2021			125.000
	Start 3 intercurricular programmes	Personnel costs, material costs	
	Evaluation of programmes	Personnel costs, material costs	

2022			150.000
	Start 3 intercurricular programmes	Personnel costs, material costs	
	Evaluation of programmes	Personnel costs, material costs	
2023			150.000
	Start 3 intercurricular programmes	Personnel costs, material costs	
	Evaluation of programmes	Personnel costs, material costs	
2024			150.000
	Start 3 intercurricular programmes	Personnel costs, material costs	
	Evaluation of programmes	Personnel costs, material costs	

2019

Establishment Editorial Board

In September 2019, the editorial board for Intercurricular programmes was set up.

In the first instance, the editorial board will make an inventory of the current programmes developed by the Rietveld Academie and the Sandberg Instituut outside of regular education, and will discuss how these programmes can be made more easily accessible. In addition, the editorial board determines the themes and frameworks within which new intercurricular programmes are developed. It will also discuss and consider existing proposals, as presented in the framework of the Academy Assembly (2018), as well as new proposals. The editorial board examines the possibilities and makes a proposal for an organising form.

Work approach:

inventory and definition

In 2019, the Editorial Board will aim to take stock of existing intercurricular programmes and initiatives. Some programmes are institution-driven, others rely on the initiative of a teacher or

student. Some are of a temporary nature, others come back every year and exceed the dependency of those who take the initiative.

There is a turnover in the offer, but the initiatory attitude of students and lecturers is characteristic of the Rietveld. The editorial board wants to celebrate and facilitate the multitude of initiatives.

The inventory will provide a list of priorities and a proposal for better access to the existing supply. A definition is also drawn up.

Project plan and procedure

In 2019, the editorial board will also draw up a project plan for 2020 and a procedure for the creation of new intercurricular programmes.

Educational approach: Future practice

The editorial board has the ambition to put broader educational questions on the agenda. What does the education of the future look like? How do students want to manifest themselves after their studies? What type of education does this include? How do we relate to a new reality that is partly shaped by external factors such as politics, but also by the art world, the labour market or technology? What will the professional practice of artists and designers be like in the future? And how much time will we have left to devote to this professional practice? What is the role of collectivity and cooperation in times of flexibilisation and individualism?

The space in between which intercurricular programmes can emerge is particularly suitable for questioning educational issues.

Communication with the organisation

Expert meeting

Heads of the BA and MA, members of the unions and Student Council are invited to speak to the editorial board about intercurricular programmes. How do they look at the space in between? What are the possibilities and needs of the departments?

Meeting intended to gather input and create support, editorial board shares its inventory.

Lecture series development

The lecture series makes the editorial board visible within the academy and enables it to question educational issues and discuss (the potential of) intercurricular programmes with the organisation. 5 lectures of 1.5 hours each will be organised in the first half of 2020, the first reading will take place on 17 January.

In March 2020, the activities of 2019 will be evaluated by the Quality Agreements Coordination Group.

2020

Series of lectures, January - June 2020

Start of first programme - September 2020

Evaluation programme by editorial board and quality assurance staff

In March 2021, the activities of 2020 will be evaluated by the Quality Agreements Coordination Group.

2021

Start programs

Evaluation programmes by editorial board and quality assurance staff

In March 2022, the activities of 2021 will be evaluated by the Quality Agreements Coordination Group.

2022

Start programs

Evaluation programmes by editorial board and quality assurance staff

In March 2023, the activities of 2022 will be evaluated by the Quality Agreements Coordination Group.

The NVAO will evaluate the Quality Agreements in 2022.

6. Project organisation

The editorial board is appointed for a period of one school year, after which the composition will change. The editorial board initiates and sets frameworks within which intercurricular programmes are developed. The actual implementation of new programmes is not done by the members of the editorial board. The editorial board selects a coordinator for each program.

In 2019/2020, the editorial board will meet on a monthly basis. In subsequent years, once the procedure for creating a programme has been developed, it will be less frequent and the number of hours per contract will be adjusted downwards.

The editorial board reports to the Quality Agreements Coordination Group.

7. Risks

Oversupply

Risk: Almost all departments have the ambition to develop events and programmes in addition to the fixed curriculum. The student population creates new initiatives, each with its own events. Over the next six years, the Rietveld Academie will invest in the development of new programmes.

Measure: In order to adequately meet the needs of the students and the departments, careful coordination is necessary, also in order to ensure support within the organisation. That is why it is important to build on existing initiatives in particular.

Guaranteeing quality

Risk: Adequate budget and time must be set aside to develop the various programmes, guarantee the quality of education and supervise students. Thirteen programmes could be ambitious.

Measure: Connect to existing programmes and infrastructure, involve quality staff in the development and evaluation of the programmes.

CHAPTER 5

Goal 5: Deepening the content of education and further professionalisation of teachers by integrating and embedding research activities by alumni and teachers linked to the education department

Alignment with sector agreement on spending objective 6 Further staff development

1. Introduction

The objective "Content deepening of education through research activities" is linked to the priorities set out in the 2020-2025 institutional plan in the way described below.

Priority Research Development

The Research Development priority clearly states in various points that the aim is to further develop research in close connection with education. (Institutional Plan 2020-2025, Priority 5)

Human Resources Priority

The Personnel Policy priority states that part of the desired development is to 'support staff in their ambitions for their own development'. Teachers, in particular, may have ambitions with regard to their own development in the field of research. Offering lecturers more space to conduct research, in the vicinity of the teaching departments, can give substance to this. (Institutional Plan 2020-2025, Priority 2)

Priority Strengthening education

The priority Strengthening education states with regard to the workshops, among other things, that "in order to arrive at a fundamental vision, it is necessary to involve the research policy and the professorships (under formation) in their creation, because workshops can also be places for research". Furthermore, in relation to Rietveld and Sandberg, a number of goals are described in the priority, in which research can play a role. (Institutional Plan 2020-2025, Priority 4)

2. Project results and activities

The result of this trajectory is a quality impulse for education by expanding the research portfolio in close connection with teaching, and making research within the academy more visible.

Every year, an open call is made to the education departments to submit research proposals. Research activities are made visible by means of a publication and/or an exhibition, which reports on the efforts made and the results achieved. Students acquire knowledge about research in the visual arts and design so that they can make use of it in their own development.

3. Budget series

The available budget series for the purpose under the Quality Agreements are as follows:

Year	Budget
2019	80.000
2020	80.000
2021	200.000
2022	300.000
2023	300.000
2024	300.000

4. Intermediate results and types of costs per year

For the duration of the quality agreements, the interim results and the costs within this purpose consist of two parts.

The first part concerns a continuation of the pre-investments. Spending in 2019 and 2020 will be fully linked to this. This expenditure consists of research budgets for Bachelor's and Master's degrees (30.000 each), costs for the presentation and recording of the results of the research carried out with the aid of these research budgets (approx. 10.000) and the inventory and recording of research activities in the vicinity of the educational departments of Bachelor's and Master's degrees, aimed at knowledge building and knowledge sharing through publication (approx. 10.000).

In the year 2020, an action plan will be drawn up by a working group describing the activities for spending the budget increase from 2021 (+120.000) and then the next increase from 2022 (+100.000).

Year	Intermediate results	Types of costs	Budget
2019	Presentation and recording of results of research question 2018	Personnel costs presentation Material costs presentation and recording	80.000
	Research question 2019 education departments	Personnel costs researchers Personnel costs guidance	
	Inventory and recording of research activities	Personnel costs inventory and commitment	

2020	Presentation and recording of results of research question 2019	Personnel costs presentation Material cost presentation	80.000
	Research question 2020 education departments	Personnel costs researchers Personnel costs guidance	
	Inventory and recording of other research activities	Personnel costs inventory and commitment Material costs publication	
2021	Presentation and recording of results research question 2020	Personnel costs presentation Material cost presentation	200.000
	Research question 2021 education departments	Personnel costs researchers Personnel costs guidance	
	Inventory and recording of other research activities	Personnel costs inventory and commitment Material costs publication	
	<p>New activities due to expansion budget, for example:</p> <ul style="list-style-type: none"> - Expanding the research questions in the departments? - Realizing an extra professorship? - The realisation of new research positions to be developed in the education departments? - Achieving financial support for teachers in completing a third cycle trajectory? - Acquiring (extra) physical space for research? - Realizing (extra) workshop capacity for research? 	Personnel and material costs (120.000)	

2022	Presentation and recording of results of research question 2021	Personnel costs presentation Material cost presentation	
	Research question 2022 education departments	Personnel costs researchers Personnel costs guidance	
	Inventory and recording of other research activities	Personnel costs inventory and commitment Material costs publication	
	<p>New activities due to expansion budget, for example:</p> <ul style="list-style-type: none"> - Expanding the research questions in the departments? - Realizing an extra professorship? - The realisation of new research positions to be developed in the education departments? - Achieving financial support for teachers in completing a third cycle trajectory? - Acquiring (extra) physical space for research? - Realizing (extra) workshop capacity for research? 	Personnel and material costs (220.000)	300.000
2023	Presentation and recording of results of research question 2022	Personnel costs presentation Material cost presentation	300.000
	Research question 2023 education departments	Personnel costs researchers Personnel costs guidance	
	Inventory and recording of other research activities	Personnel costs inventory and commitment Material costs publication	

	<p>New activities due to expansion budget, for example:</p> <ul style="list-style-type: none"> - Expanding the research questions in the departments? - Realizing an extra professorship? - The realisation of new research positions to be developed in the education departments? - Achieving financial support for teachers in completing a third cycle trajectory? - Acquiring (extra) physical space for research? - Realizing (extra) workshop capacity for research? 	<p>Personnel and material costs (220.000)</p>	
2024	<p>Presentation and recording of results of research question 2023</p>	<p>Personnel costs presentation Material cost presentation</p>	<p>300.000</p>
	<p>Research question 2024 education departments</p>	<p>Personnel costs researchers Personnel costs guidance</p>	
	<p>Inventory and recording of other research activities</p>	<p>Personnel costs inventory and commitment Material costs publication</p>	

	<p>New activities due to expansion budget, for example:</p> <ul style="list-style-type: none"> - Expanding the research questions in the departments? - Realizing an extra professorship? - The realisation of new research positions to be developed in the education departments? - Achieving financial support for teachers in completing a third cycle trajectory? - Acquiring (extra) physical space for research? - Realizing (extra) workshop capacity for research? 	<p>Personnel and material costs (220.000)</p>	
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5. Project organisation

Development research in general

Starting in 2016, monthly consultations will be held on the further development of research within the organisation. The members of the Executive Board, the lecturer, the research coordinator and the quality and policy staff of education and research participate in these consultations.

In these consultations, research policy, new initiatives and current developments are discussed.

With the growth of research activities, an important theme in this consultation for the coming period will be the development of the organisational structure around research and the development of the functional building in which the research roles are described.

Working group

In 2020, a working group will be set up, with representation from the Executive Board, the MR, the students and the research. A link will be established between the working group and the existing research consultations. The working group will draw up a plan for the use of the budget expansions in 2021 and 2022. This plan will be formulated within the framework of the objectives described in the Quality Agreements. Directions for the elaboration of the expenditures of the budget expansions can be, for example:

- Expanding the research questions at the departments by reserving extra budget for allocating more and/or longer research trajectories
- Realisation of an additional professorship based on the explorations currently taking place on the themes of Artificial Intelligence and Materiality.
- Realising new research positions to be developed in the education departments

- Achieving financial support for teachers in completing a third cycle programme (CrD pilot or PhD or similar).
- Acquiring (additional) physical space for research
- Realisation of (extra) workshop capacity for research (including space, facilities and supervision).

Project organisation research questions 2018 / 2019 and 2019 / 2020

1. Selection

The selection of research projects is organised differently at Rietveld and Sandberg.

Rietveld

An open call is made to the education departments to submit research proposals. A selection group, including representatives from education and research, will make a selection from the submitted proposals.

Sandberg

The heads of the permanent education departments are given the space to formulate a proposal with a researcher they select themselves.

2. Presentation results

Where the selection and supervision of research at the level of the Rietveld Academie and the Sandberg Institute are carried out separately, the results are presented together. The research group coordinates a joint presentation in the form of an exhibition, symposium and/or publication.

In 2019, the first presentation will take the form of a symposium and an exhibition. The publication on the results of the first research question will be completed at the beginning of 2020.

3. Evaluation

The research trajectories are evaluated in a round table discussion with the researchers, the heads of the education departments where their research proposal came from and the supervisors of the research. The results of the evaluation will be used in formulating the subsequent question for research projects.

4. External relations

In, or as part of, research, a relationship is often entered into with external parties, for example using external facilities and/or expertise. This is related to the content of the research and can concern a variety of organisations, institutes and companies. In addition, it is conceivable that the research will be carried out by external parties, such as alumni or experts in the field. At all times, the link with education will be described in a research proposal and will be demonstrated in the implementation of the education, so that any external involvement is consciously brought in the organisation.

6. Risk

Risk: Results of research are not predictable. Whether an investigation was successful can only be determined afterwards, or sometimes not even then. Nor is it expected that the contribution to the quality of teaching of research can be explicitly determined for every research.

Measurement: The aim is to guarantee this by always giving the connection between education and research a conscious place in the research processes. The transferability of research process and results is a point in development for research in the visual arts and design. Conscious attention will be paid to this in order to ensure that insights gained are not lost.

CHAPTER 6

Goal 6: Improvement of educational facilities

Purpose of spending sector agreement 5: Appropriate and good educational facilities

1. Introduction

The "Improvement of educational facilities" goal is linked to the priorities set out in the Institutional Plan 2020-2025, in the way described below.

Priority Strengthening education

In the priority on strengthening education, two aspects of the educational facilities are specifically mentioned as a point of attention for the coming years. This involves developing a vision on the use of physical space in general and developing a vision on the workshops. The facilities thus play a central role in the desired strengthening of education. (Institutional Plan 2020-2025, Priority 4)

Priority Ecology and sustainability

The priority given to ecology and sustainability is also expected to have an impact on the educational facilities and the way in which we deal with them. This priority states, among other things, that we will continue to investigate how our buildings can function in an even more environmentally friendly way, which additional sustainability aspects are relevant to our institution, and where there is profit to be made from the use of ecological products and the re-use of materials. (Institutional Plan 2020-2025, Priority 6)

Priority Research development in relation to quality agreement 5

This quality agreement, goal 6, is about *educational facilities*. Another quality agreement, however, also deals with aspects that have a direct relationship with the educational facilities. This priority, goal 5, focuses on research as a means of achieving quality development in education. Specifically, this priority includes the following about the facilities: The research policy contributes to the development of the vision of the workshops, in which the relationship between research and the possibility of the workshops is investigated. (Institutional Plan 2020-2025, Priority 5)

2. Project results and activities

The result of this trajectory is an improvement of the educational facilities. The improvement will take place in the first place by means of the new construction that has been realized and the adjustments to the existing buildings. A further important result is the realisation of an impulse to the availability of workshops by means of an increase in the hours worked by workshop employees. Our 23 workplaces are an essential part of our education. In our workshops, which are staffed by specialists, students can experiment with a wide range of materials, tools and techniques, alone or under the guidance of the workshop managers. With an investment in the hours of the workshop employees, a wish of the students is met. From 2021 there is room for new spending. A working group will determine which additional improvements to the educational facilities are desirable.

3. Budget series

The available budget series for the purpose within the framework of the Quality Agreements is as follows:

Year	Budget
2019	200.000
2020	220.000
2021	260.000
2022	310.000
2023	310.000
2024	310.000

4. Intermediate results and types of costs per year

Throughout the duration of the quality agreements, the interim results and the costs for this purpose consist of two parts.

The first part concerns a continuation of the pre-investments. Spending in 2019 and 2020, including the budget increase in 2020 (+20.000), will be fully linked to this. This expenditure consists for the most part (165.000) of the depreciation of investments made in recent years in new construction and alteration of the existing buildings. In addition, these expenditures (35.000 in 2019 and 55.000 in 2020) consist of expanding the capacity of the workshops.

As shown by the priorities in the Institutional Plan 2020 - 2025, educational facilities play an important role in relation to the quality of education. Both the investments in new construction and adaptation of the existing buildings and the expenditure on expanding the capacity of the workshops have been made in response to wishes formulated by the education sector and have been made in consultation with the education sector.

From 2021 onwards, a second part of the expenditures will be created. This section covers budget increases from 2021 (+40.000) and then additional increases from 2022 (+50.000). For these expenditures, a plan of approach will be drawn up by a working group in the year 2020 describing the activities on which these funds will be spent. The overview below provides insight into the spending objectives that will be considered in this context. Of course, it is also conceivable that the working group will formulate activities that have not yet been formulated, linked to a prioritisation of desired results.

Year	Intermediate results	Types of costs	Budget
2019	Realised new construction and adaptation of existing buildings	Depreciation of investments (165.000)	200.000
	Expansion of workshop capacity	Personnel expenses, increase in hours of workshop employees (35.000)	
2020	Realised new construction and adaptation of existing buildings	Depreciation of investments (165.000)	220.000
	Expansion of workshop capacity	Personnel expenses, increase in hours of workshop employees (55.000)	
2021	Realised new construction and adaptation of existing buildings	Depreciation of investments (165.000)	
	Expansion of workshop capacity	Personnel expenses, increase in hours of workshop employees (55.000)	
	<p>New activities related to expansion of the budget, for example:</p> <ul style="list-style-type: none"> - Additional capacity expansion workshops? - Qualitative development workshops? - Reinforcement on the theme of ecology and sustainability? - Facilities and/or programming of project spaces? - Investments in building adaptations with regard to optimising the use of space? 	Personnel and material costs (40.000)	260.000

	- Expansion of educational space by renting external space?		
2022	Realised new construction and adaptation of existing buildings	Depreciation of investments (165.000)	
	Expansion of workshop capacity	Personnel expenses, increase in hours of workshop employees (55.000)	
	<p>New activities related to expansion of the budget, for example:</p> <ul style="list-style-type: none"> - Additional capacity expansion workshops? - Qualitative development workshops? - Reinforcement on the theme of ecology and sustainability? - Facilities and/or programming of project spaces? - Investments in building adaptations with regard to optimising the use of space? 	Personnel and material costs (90.000)	310.000

	- Expansion of educational space by renting external space?		
2023	Realised new construction and adaptation of existing buildings	Depreciation of investments (165.000)	
	Expansion of workshop capacity	Personnel expenses, increase in hours of workshop employees (55.000)	
	<p>New activities related to expansion of the budget, for example:</p> <ul style="list-style-type: none"> - Additional capacity expansion workshops? - Qualitative development workshops? - Reinforcement on the theme of ecology and sustainability? - Facilities and/or programming of project spaces? - Investments in building adaptations with regard to optimising the use of space? 	Personnel and material costs (90.000)	310.000

	- Expansion of educational space by renting external space?		
2024	Realised new construction and adaptation of existing buildings	Depreciation of investments (165.000)	
	Expansion of workshop capacity	Personnel expenses, increase in hours of workshop employees (55.000)	
	<p>New activities related to expansion of the budget, for example:</p> <ul style="list-style-type: none"> - Additional capacity expansion workshops? - Qualitative development workshops? - Reinforcement on the theme of ecology and sustainability? - Facilities and/or programming of project spaces? - Investments in building adaptations with regard to optimising the use of space? 	Personnel and material costs (90.000)	310.000

	<p>- Expansion of educational space by renting external space?</p>		
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5. Project organisation

As described, the activities in 2019 and 2020 consist of the continuation of pre-investments. These are the investments in new construction and adaptation of the existing buildings made by means of a decision-making process of the Executive Board with the MR and the RvT. The (educational) organisation is actively involved in the development of these plans. As far as expenditure on increasing the capacity of the workshops is concerned, this is determined by the Head of Operations on the basis of information from and consultation with the workshops and educational departments.

There is continuous monitoring by the workshop staff of the demand of students in relation to the available capacity. The question is quantified in the guidance provided to bachelor and master students, so that it can be substantiated in which workshops extra guidance hours are needed on a structural basis.

Working group

In 2020, a working group will be set up, with representatives from the CvB, the MR, the workshops and the education sector. The head of business will also be part of the working group. Furthermore, at least one student will be a member of the working group.

The working group will draw up a plan for spending the budget increases in 2021 and the additional budget increases in 2022.

In relation to the priorities set out in the Institutional Plan 2020-2025, one or more of the following themes, for example, could be given a place in this plan:

- Additional expansion of workshop capacity
- Qualitative development of workshops
- Reinforcement on the theme of ecology and sustainability
- Facilities and/or programming of project areas

Investments in building adaptations in connection with optimisation of the use of space

Expansion of educational space by renting external space

External relations

In the qualitative development of workshops and other activities for which the expertise is not or not fully available internally, external experts will be used. Where improvement of facilities cannot be achieved within the academy's own buildings and facilities, it may be possible to achieve this by entering into cooperation with external partners.

6. Risks

A significant part of the funds (80% in 2019 and just over 50% in 2024) are used for the depreciation of investments in new construction and adaptation of existing buildings. During the period in which these investments were made (2015 to 2019), carrying out these activities entailed risks in terms of the manageability of planning, costs and quality. Now that these investments have been made, these risks are no longer an issue.

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CHAPTER 7

Goal 7: Realising an active archive of works produced at the academy

Alignment with sector agreement on spending objective 5 Appropriate and good education facilities

1. Introduction

In the period 2020-2025, one of the priorities, as set out in the Institutional Plan, is to strengthen education. Our education is constantly evolving. In the coming years, we will be working more structurally on its development. At the institutional level, we focus on developing a policy for the workshops and devising alternatives for the effective use of the physical space for education, based on the educational vision of the various departments. Both subjects will be closely coordinated with and between the Rietveld and the Sandberg, each of which will formulate its own vision of the role of the workshops and the importance of the physical space for their education. The Rietveld herself will investigate how she can develop her education academy-wide in a more conscious way. It wants to reflect on the organisation of education and the implementation of the departmental structure. In addition, she wants to examine how to promote awareness of new technologies in the academy and what possibilities there are for programming the space between the departments. The Sandberg will work on the development of education by stimulating joint reflection in the teaching teams on the implementation of the programmes and by exploring with the departments how they can mean more to each other and to the institute as a whole. In order to be able to support and nourish the overall strengthening of education, a good educational archive is of crucial importance. Opening up knowledge and expertise is an essential source of inspiration for developing new visions of the future. This is why we work on the development of that archive from the perspective of the Quality Agreements. (Institutional Plan 2020-2025, Priority 4)

2. Project results & activities

The result of this project is an image database for and about the educational departments and workshops. The database provides access to information about all the work that has been carried out in the departments and workshops, among other things. Users of the archive can find information consisting of images of work, material used, themes, etc. The activities required to achieve this result include carrying out a broad inventory of the wishes of the education departments, research into the possibilities and limitations of developing such a database, collecting data, processing data and designing a user-friendly website. In addition, there must be an ongoing communication campaign to draw attention to the archive and to inform people about how the archive can be used.

3. Budget series

The available budget series for the purpose under the Quality Agreements is as follows:

Year	Budget
2019	0
2020	10.000
2021	30.000
2022	30.000
2023	30.000
2024	30.000

4. Intermediate results and types of costs per year

Year	Intermediate results	Types of costs	Budget
2019	-	-	0
2020	<ul style="list-style-type: none"> • Inventory of wishes • Feasibility study • Policy memorandum archive • Setting up a working group • Project plan 	Personnel costs	10.000
2021	<ul style="list-style-type: none"> • Development and design of database/website • Collecting data • Processing data 	Personnel costs Production costs	30.000
2022	<ul style="list-style-type: none"> • Development and design of database/website • Collecting data • Processing data 	Personnel costs Production costs	30.000
2023	<ul style="list-style-type: none"> • Launch archive • Communications campaign 	Personnel costs Production costs	30.000
2024	<ul style="list-style-type: none"> • Evaluation first period archive • Adjust/adjust archive 	Personnel costs Production costs	30.000

5. Project organisation

In accordance with the governance structure as described in the Chapter 0, a working group is working (in which at least the archivist is involved) on an annual plan. The implementation, monitoring and evaluation of the archive will take place as established in Chapter 0.

6. Risks

Labour-intensive work

Risk: the collection and processing of data is labour-intensive, which means that the project costs more than budgeted.

Measure: a precise plan of action in which all the tasks and activities are discussed in as much detail as possible. An hourly plan can then be drawn up in as much detail as possible, linked to the available budget.

Awareness of archive

Risk: educational departments and students are ultimately insufficiently aware of the archive, so that it is hardly consulted.

Measure: A ongoing communication campaign structurally provides the organisation with information about the image bank, teachers and head teachers are closely involved in the development of the archive so that they become familiar with it and activities are organized by the departments linked to exploring the database.

CHAPTER 8

Goal 8: Developing of new models that support teachers in their professional development and continuing of already existing professionalisation programmes

Alignment with sector agreement on spending objective 6 Further staff development

1. Introduction

The "Improvement of educational facilities" goal is linked to the priorities set out in the Institutional Plan 2020-2025, in the way described below.

Human resources priority

The objective described in the priority on personnel policy is that "we will work towards a more active, aware, progressive, sustainable and friendly personnel policy". The development of new models to support teachers in their professional development will be used against this background. The employee participation council has previously expressed a wish to work on new, tailor-made forms of professionalisation close to the content of the teaching and in direct relation to the teachers' professional practice. (Institutional Plan 2020-2025, Priority 2)

The MR has concluded that it would be desirable to review professionalisation in the wake of the review of (parts of) the human resources policy in 2020, in order to ensure that the range of professionalisation on offer follows the vision and ambitions set out therein.

Other priorities

It is quite conceivable that professionalisation will be related to the creation of specific other priorities from the Institutional Plan. The aim is then to be able to give substance to these priorities in daily practice within education. For example, it may be relevant for instructors to acquire new knowledge and/or skills on themes such as "diversity and inclusivity", "student support", and "ecology and sustainability".

2. Project results and activities

In this trajectory, we give the quality of education a boost by having more teachers follow a didactic course. Due to the increasing budget in 2021 and 2022, there will also be room to give shape to new programmes. For this reason, a working group will be set up in 2020 that can develop a proposal for the approach to be taken in developing a new programme / new programmes that respond to the professionalisation needs of our instructors.

3. Budget series

The available budget series for the purpose under the Quality Agreements are as follows:

Year	Budget
2019	28.000
2020	30.000
2021	50.000
2022	50.000
2023	60.000
2024	60.000

4. Intermediate results and types of costs per year

For the duration of the quality agreements, the interim results and the costs within this purpose consist of two parts.

The first part concerns a continuation of the pre-investments. This means that the interim results for 2019 and 2020 will consist of the implementation of activities already in place.

In January 2018 the first training course Teacher in Conversation has started. Since that moment, three groups of teachers have followed a training course (January 2018, September 2018, September 2019). This will be continued in the coming years. As a follow-up to the training course Teacher in Conversation, the course Basic Qualification Didactic Competence was started in September 2019. This is a course that runs for an entire academic year. The first group of teachers is still in this training. This training will also be continued with the start of a second group in September 2020.

In the year 2020, an action plan will be drawn up describing the activities for spending the budget increase from 2021 (+20.000) and then the next increase from 2023 (+30.000). This will result in an expansion of the professionalisation offer for teachers from 2021 onwards. This extension may initially consist of pilots, which, after evaluation, may or may not be continued as a fully-fledged programme in subsequent years.

It is conceivable that a new programme will be developed in 2021 and offered until the end of the Quality Agreements (2024). It is also possible that from 2021 up to and including 2024 a changing supply will be realised each year.

Year	Intermediate results	Types of costs	Budget
2019	Didactic course Teacher in Conversation	Purchasing training at VU Personnel costs reimbursement time spent by teachers	28.000
	Didactic course Basic qualification didactic competence	Purchasing training at VU Personnel costs reimbursement time spent by teachers	
2020	Didactic course Teacher in Conversation	Purchasing training at VU Personnel costs reimbursement time spent by teachers	30.000
	Didactic course Basic qualification didactic competence	Purchasing training at VU Personnel costs reimbursement time spent by teachers	
2021	Didactic course Teacher in Conversation	Purchasing training at VU Personnel costs reimbursement time spent by teachers	50.000
	Didactic course Basic qualification didactic competence	Purchasing training at VU Personnel costs reimbursement time spent by teachers	
	New activities related to expansion budget aimed at, for example: - Didactics? - Diversity and inclusivity? - Support students? - Ecology and sustainability? - Development of content in the field?	Personnel and material costs (20.000)	

2022	Didactic course Teacher in Conversation	Purchasing training at VU Personnel costs reimbursement time spent by teachers	50.000
	Didactic course Basic qualification didactic competence	Purchasing training at VU Personnel costs reimbursement time spent by teachers	
	New activities related to expansion budget aimed at, for example: - Didactics? - Diversity and inclusivity? - Support students? - Ecology and sustainability? - Development of content in the field?	Personnel and material costs (20.000)	
2023	Didactic course Teacher in Conversation	Purchasing training at VU Personnel costs reimbursement time spent by teachers	60.000
	Didactic course Basic qualification didactic competence	Purchasing training at VU Personnel costs reimbursement time spent by teachers	
	New activities related to expansion budget aimed at, for example: - Didactics? - Diversity and inclusivity? - Support students? - Ecology and sustainability? - Development of content in the field?	Personnel and material costs (30.000)	

2024	Didactic course Teacher in Conversation	Purchasing training at VU Personnel costs reimbursement time spent by teachers	60.000
	Didactic course Basic qualification didactic competence	Purchasing training at VU Personnel costs reimbursement time spent by teachers	
	New activities related to expansion budget aimed at, for example: - Didactics? - Diversity and inclusivity? - Support students? - Ecology and sustainability? - Development of content in the field?	Personnel and material costs (30.000)	

5. Project organisation

In the first phase, as described, previously initiated activities will be continued. The programme "Teacher in conversation" has been selected as didactic training for teachers in consultation between the CvB and the education policy officers. The programme does not offer a complete predetermined curriculum, but offers the participants the opportunity to discuss situations and issues on the basis of their educational practice. As a sequel to this training, the program "Basic Qualification Didactic Competence" was introduced. This is a more long-term programme for teachers who have successfully completed the Teacher in Conversation programme. With this programme a nationally recognised BDB certification can be obtained.

Due to the increasing budget series in 2021 and 2022, there will also be room to give shape to new programmes. A working group will therefore be set up in 2020 to develop a proposal for the approach to be taken in developing a new programme/new programmes.

The first objective of the working group will be to determine the need for professionalisation among teachers and to prioritise this. This can be seen from two sides:

- which (new) questions will arise from the education sector and the organisation in which teachers can use support, and
- What specific professionalisation wishes do the teachers have themselves?

In the elaboration of a new programme, we will also look at which forms can be found that are close to the content of the education and that fit in with the professional practice of the teachers.

External relations

Both internal and external expertise can be used to develop and carry out various professionalisation projects. In the first phase, the Vrije Universiteit was asked to provide and supervise the supply of didactic programmes within the academy. In new trajectories to be developed, it is conceivable that external parties will also be involved on the basis of their specific expertise.

Because lecturers at the academy are generally also professionals, visual artists and designers with very different practices, it is possible that they will be involved in developing and implementing professionalisation trajectories based on their practical knowledge and skills.

6. Risks

Risk: The programmes offered in phase 1 in cooperation with the Vrije Universiteit are existing programmes that are adapted to the specific context of the Rietveld Academie and the Sandberg Institute. Any new programmes that may be developed in the follow-up phase will still have to prove their operation and effectiveness. Certainly, when programmes are developed in a new form that closely matches the content of education, there is a risk that they will not (initially) fully meet expectations.

Measure: In order to identify this and, if necessary, improve it, a clear evaluation cycle will be set in motion in which the working group will be involved.

Risk: Another risk may be that there is too much or too little enthusiasm for a programme on offer.

Measure: This could lead to a reconsideration of the offer.