The 5 Recommendations

1) Full 24hr and all-access pass to all facilities, computer labs, workshops, studios.
2) Private and/or Communal Studio spaces for undergrad students.
3) Student lounge and eatery, and area where we can eat and be merry.
4) Clinics and workshops for all applications available at the labs, also workshops on crafts (bookbinding, screen printing).
5) A gallery of undergraduate and graduate work on both permanent / semi-permanent display, yeah!

The 10 Words (my interpretations)

Immersive—willfully involving itself within the community and allowing the community to involve itself within the D|MA-Equilibrium
Resonant—idealisms that stir within people that enter the D|MA or come in contact with alumni or the doctrine.
Provocative—everything about the D|MA (facility, products, students, alumni) causes one’s mind/senses to be aroused.
Holistic—all things/ideas considered, all doctrines and philosophies addressed.
Intuitive—easily navigable, everything is where you know it is, things work the way they’re supposed to.
Inclusive—everything is available: resources, philosophies.
Sustainable—self sufficient, financially secure.
Evolving—adaptable to new stressors, schools of thought, ideas, trend shifts.
Relevant—serving what is currently important, addressing current issues.
Intelligent—socially, morally, philosophically conscious.
Tentacular—reaching out to other departments, disciplines, the world.

The Summation Summary

After conducting the “Ethnographic” project, I was able to walk away with a clear view of how the D|MA looks like, personified by its part (the students, alumni, etc), and what kind of identity can be drawn from it. The students both alumni and current want to feel that the inhabit or came from a place of respect. The “home” whence they came from should be a place where ideas and knowledge (in the form of applied and theorhetics) are nurtured and valued. This “home” is the D|MA. It seems that since the infamous design school, BAUHAUS, there has been few if not any other type of school that produced experienced designer/thinkers. We all look to Bauhaus as the avalon of education institutions, and so why not take from what we learn from it. This is not to say that Bauhaus was/is the end all of schools. No. What Bauhaus had above all else was a vision driven by heart and spirit, which was shared from principal to student. Identity begins from within, one cannot put forth a facade of confidence and dignity if the very core is hollow and flimsy.

From the data that we collected, the D|MA is in dire need of a spirit or self-esteem boost. The student body is torn between old-schoolers and new-schoolers (entering freshmen and existing student body). This must be addressed simultaneously when rebranding the D|MA, or else failure is the outcome. We must start at the foundation.