



Umeå Institute of Design - Designhögskolan
 Established 2015-12-09
 Appendix to Operational Plan 2016-2018
 Bilaga till Verksamhetsplan 2016-2018

Umeå Institute of Design Action Plan 2016

1. A University that makes things possible
2. Education for boundless knowledge
3. Research that breaks down boundaries
4. The excellent and efficient university

See separate plans for:

Work environment

Equal access

Competence management

Designhögskolans aktivitetsplan 2016

1. Ett universitet som gör det möjligt
2. Utbildning för gränslös kunskap
3. Forskning som spränger gränser
4. Det goda och effektiva universitetet

Se separata planer för

Systematiskt arbetsmiljöarbete

Lika villkor

Kompetensförsörjning

Abbreviations / Förkortningar:

Faculty	The Faculty of Science and Technology / Teknisk-Naturvetenskaplig fakultet
Rector	Rector of Umeå Institute of Design / Rektor för Designhögskolan
VR	Vice Rector of UID / Vicerektor för Designhögskolan
DR	Deputy rector / Biträdande rektor
RG	Rector's group / Rektorsgrupp
SG	UID Strategy group / Strategigruppen, Designhögskolan
PD	Programme director / Programansvarig
PhD dir.	Director of PhD studies / Forskarutbildningsansvarig
SSC	Single subject courses / Fristående kurser
UID	Umeå Institute of Design / Designhögskolan vid Umeå universitet
UAC	Umeå Arts Campus / Konstnärligt campus
UmU	Umeå University / Umeå universitet
VB	Annual Report / Verksamhetsberättelse

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1. A university that makes things possible

1.1. A long-term approach facilitates a high level of risk-taking

Objective / delmål	Activities	Resource (which people/groups/resources need to help out with this at UID/UAC/UmU/externally)	Time plan (when should this be started/done during the year)	Responsible (i.e. the person responsible for starting up/initiating & following up the activity)	Follow-up (how will this be followed up)	Green/Red/Yellow (colour codes for follow-up: green-done, red-not done, yellow-initiated/ongoing)	Comments, goal fulfilment (comment on activities done and goals met when followed up)
UID 1.1.4 Combination of research and education in teaching positions, and systematic organisational development to make research and/or artistic development work an important part of all teachers' work.	All teachers shall be actively involved in (international) professional/research/artistic development work, and this shall be planned on both individual and structural level each study year.	Rector, VR, RG, PDs	Continuous	Rector, VR	Report to UID strategic advisory board June 2016 Yearly in Staff plan and Competence management plan		-Structural changes in staff planning routines -Structural changes in curricula to allow more time for staff development -Individual plans in relation to overall strategy
	Pedagogical seminars focusing subject development in relation to individual competence development	RG, all teachers	Once a term	DR subject development	Yearly in Staff plan and Competence management plan		-Set project plan/time plan for this work in relation to overall development aims

1.3 Collaboration creates development and improves quality

Objective / delmål	Activities	Resource	Time plan	Responsible	Follow-up	Green/Red/Yellow	Comments, goal fulfilment
UmU 1.3.1. Merit system that comprises meritation on scientific, pedagogical and collaboration basis	Industry exchange possibilities for our staff	RG, UID alumni, staff administrator	Autumn 2016	DR collaboration	VB		
UmU 1.3.2. Positions allow for national and international mobility within and outside academia	Definition of systematic strategies for long term relations with our external partners	SG, international coordinator	April 2016	DR collaboration	VP revision		
	Identification of key collaboration partners in other leading design educations for teaching, research and student exchange	SG, UID alumni	May 2016	DR collaboration	VP revision		
	Continued strategic collaboration with regional, national and international organisations	SG, UID alumni	continuous	DR collaboration	VB		
	Seminars with and visits to other departments and research environments within UmU to find collaboration possibilities	SG, researchers and PhD students	continuous	PhD dir.	VB		
	Arts Campus collaboration initiatives	SG, TA-staff, teachers, PhD students, UAC leaders' group, UAC research group, UAC TA groups	continuous	Rector, VR, DR collaboration	VB, VP revision		
UID 1.3 Our alumni are highly involved in the UID network, and in providing input and collaboration in UID development	Define strategy and clear routines for alumni networking and information gathering	SG, Comms officer	October 2016	DR collaboration	VP revision		
	Conduct alumni survey / Questionnaire with relevant questions on UID development issues	SG, DR collaboration	April 2016	Comms officer	VB		
	Gather and analyse alumni positioning and employment information	SG, comms officer, staff administrator	Autumn 2016	DR collaboration	RG meeting late autumn		
	Define routines for how	SG, comms officer	Spring 2016	DR education	SG meeting		

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	to systematically gather input from students on internship/internship courses and use of the knowledge in order to further develop other parts of our education as well.				early autumn		
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2. Education for boundless knowledge

<i>Objective / delmål</i>	<i>Activities</i>	<i>Resource</i>	<i>Time plan</i>	<i>Responsible</i>	<i>Follow-up</i>	<i>Green/Red/Yellow</i>	<i>Comments, goal fulfilment</i>
UID 2.6, 2.7 Education by teachers holding a PhD and by PhD students is well integrated in education on all levels, and the knowledge development in the research environment is used in education.	Systematic planning and distribution of teaching by PhD students and research active staff across all programmes, entered into staff plan.	PDs, staff administrator, DR education, DR subject development, PhD dir.	April 2016. November 2016.	VR	VB		
	Programmes: initiation of curriculum revision and development of current programmes to proactively handle a changing design context.	SG, DR education, DR subject development, pedagogical seminar	March 2016.	DR subject development	VB		
UID 2.8, UID work with external partners in projects and courses is developed and the number of cross-education collaboration projects increases	Programmes: initiation of curriculum revision and development of current programmes to proactively handle a changing design context	SG, DR education, DR subject development, pedagogical seminar	spring	Rector	Report to UID strategic advisory board June 2016 SG meeting autumn		-Set project plan/time plan for this work
	Curriculum revision to allow for a larger degree of flexibility for students to make individual choices based on their personal wishes and future societal needs.	SG, DR education, DR subject development, pedagogical seminar	spring	Rector	Report to UID strategic advisory board June 2016 SG meeting autumn		-Set project plan/time plan for this work
	Development strategy for future educations	SG, DR education, pedagogical seminar	spring	DR subject development	SG meeting		-Define core skills & educational aims
	Plan for development of new courses and	SG, DR education	spring	DR subject development	RG meeting		-Set project plan/time plan for this work

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	programmes						
UID 2.12 Continuous development work leads to higher number of merited and excellent teachers, and over time to a balanced structure of lecturers, senior lecturers and professors.	All staff should actively plan and carry out own competence development activities	SG, DR subject development, Wednesday lectures, pedagogical seminar	continuously	VR	Development talks, individual development plan		
	All teaching staff actively documents and reflects on their practice in a pedagogical portfolio	DR subject development, DR education, pedagogical seminar	continuously	VR	Development talks, Individual development plans		
	Pedagogical workshops on how to work with pedagogical portfolio	Pedagogical seminar, staff meeting, UPL, merited UID teachers (TD, MG)	Once a year	DR subject development	Individual development plans VB		
UID 2.3 The number of awarded degrees amounts to 100% of passed UID degree projects	Study administrative routines are defined for support and follow-up to our students for applying for their degree during spring term.	PDs, study administrators		DR education			

3. Research that breaks down boundaries

<i>Objective / delmål</i>	<i>Activities</i>	<i>Resource</i>	<i>Time plan</i>	<i>Responsible</i>	<i>Follow-up</i>	<i>Green/Red/Yellow</i>	<i>Comments, goal fulfilment</i>
UID 3.3 The amount of external research funding obtained in national and international competition increases, as does the amount of internal faculty research funding	Increased international and national networking and exchange through research collaborations, conferences and visiting researchers in order to develop potential research applications	SG, DR subject development, PhD dir	continuous	Rector	VB		
	Relevant application(s) for research funding, national, international and faculty funded, is made by UID research	Research active staff, PhD dir, research seminar	continuous	Rector	Report to UID strategic advisory board June 2016		-Inventory of most relevant funding bodies to approach -UID routines for application handling and feed-back -Number of applications made

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	active staff				VB		
	Units at UAC work together to establish criteria and frameworks for quality research in the artistic fields, and contribute directly to the work with criteria for faculty funding for artistic research.	SG, DR subject development, PhD dir., UAC research group	tbd	Rector	VB		
UID 3.9 UID works for a strong national network for PhD students, and contributes to international networks in practice based design research	Research periods for our PhD students at other institutions (nationally and internationally) is supported and is a part of the ISP planning for each PhD student	Supervisors, PhD students	yearly	PhD dir.	Supervisors' ISP meeting		
	Research communication: Increased visibility of research activities on UID through different means of visualisation (web, vidos, installations, visuals etc). All ongoing programs, projects and artistic development work are listed and described online. A portfolio of past projects is described.	PhD students, staff involved in research/artistic development work, PhD dir.	spring	Comms officer	SG meeting autumn		
UID 3.10 UID PhD students are encouraged to carry out projects with external partners, also when not necessarily funding-related	Planning of studies, workshops and projects with external partners is part of the ISP process for all PhD students	Supervisors, PhD students	yearly	PhD dir.	Supervisors' ISP meeting		
UID 3.11 Besides active participation in conferences and networks, and periods in international research environments, UID works with building long term relations with other environments for exchange and	Strategic plan for increasing number of visiting guest researchers and professors at UID, in order to contribute to strengthening the research environment.	SG, PhD students, staff involved in research/artistic development work, PhD dir.	Spring 2016	Rector	VP revision		

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collaboration							
UID 3.13 UID has a clear structure for roles and responsibilities in PhD education management	Continued work with defining and clarifying responsibilities, roles and routines within the organisation and administration of the PhD education	Supervisors, TA-staff, Rector, VR	Spring 2016	PhD dir	RG meeting		

4. The excellent and efficient university

<i>Objective / delmål</i>	<i>Activities</i>	<i>Resource</i>	<i>Time plan</i>	<i>Responsible</i>	<i>Follow-up</i>	<i>Green/Red/Yellow</i>	<i>Comments, goal fulfilment</i>
UmU 4.2 The university works in a systematic and integrated way with equal access.	Continued work with raising awareness among staff and students in the field of equal access /see separate plan/	Equal access group, SG, Wednesday lectures	continuous	Rector	VB Equal access plan revision		
UmU 4.5 The number of staff and students who experience good health and well being, and has a manageable work load has increased in comparison to 2015	Organisation: UID continues to develop and restructure the organisation of work in order to create better ways of collaboration, and with the explicit aim of decreasing periods of individual high work load. /see separate work environment plan/	Work environment group, SG, TA-staff	continuous	VR	VB Work environment plan revision		
	Administrative systems: Continued work with developing administrative routines and tools to support collaboration and improve communication at UID.	SG, TA-staff	continuous	VR	VB Work environment plan revision		
	Work descriptions for all teaching staff.	Staff administrator, RG	Autumn 2016	VR	VB Work environment plan revision		
	Routines for staff planning for in-house staff and external teachers, in synchronisation with	SG, staff administrator	Spring 2016	VR	Staff meeting VB		

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	routines for Grand Plan meetings						
UmU 4.4 The university has a strategic planning of competence management on all organisational levels	Competence development: Activities to support subject development in research, profession and artistic development work are planned on both strategic and individual level based on UID development goals. /see separate competence management plan/	RG, SG, VR	continuous	Rector	Development talks, Individual competence development plan, VB, Competence management plan revision		
	Competence management: strategic planning and follow-up /see separate competence management plan/	RG, SG, staff administrator	continuous	VR	VB, Competence management plan revision		
UmU 4.6 Administrative support at the university gives a good support for leaders on all organisational levels and works in a cohesive system.	Organisational development: UID continues the establishment and development of clear and transparent leadership and organisational structures that supports the goal of an open and genuinely collaborative environment	RG, SG	continuous	Rector	Staff meeting VB Quality system		
	Order of delegation and supporting documents clarify the process and structure of preparation, discussion and decision making at UID.	RG, SG, Faculty	Spring 2016	Rector, VR	RG meeting Staff meeting Quality system		
	Communication: Development of clear routines for how and what to document and share our work material with others at UID.	Comms officer, TA-staff, SG	spring	VR	SG meeting Staff meeting Quality system		
UmU 4.7 The accessibility and fitness to function of the university for employees and students when it comes to information and facilities has increased in comparison to 2015	Strategic communication: Analysis of communication issues at UID from different perspectives.	RG, SG, students, staff, School meeting, Staff meeting	tbd	Comms officer	Report to UID strategic advisory board June 2016 SG meeting VB		-Set project plan/time plan for this work
	Communication strategy:	RG, SG	March 2016	VR	VB		-Formulation of brief for comms strategy framework

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	Communication plan and routines for internal/in-house information						-Bring in consultant competence to work with formulating comms strategy
	Digital presence: Inventory and analysis of the channels and media of most central importance to UID digital visibility and accessibility with the purpose to improve this based in the communication strategy.	RG, SG, students, staff	tbd	Comms officer	VB		-UID web analytics of visitor's movements -Inventory of and policy for UID's social media pages
UmU 4.9 The impact on climate and environment at the University has decreased in comparison to 2012	All activities at UID are based in a sustainability approach, and strive to the least possible negative environmental impact.	EHS group, SG	continuous	VR	Work environment plan revision, VB		
	Inventory of UID environmental impact in relation to travels, energy consumption and recycling in order to identify improvements to make	EHS group	May 2016	VR	Work environment plan revision, VB		-Investigation of lamp timers settings -Inventory of flight travels (number of/purpose) -Inventory of recycling infrastructure (materials/routines)

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