



Umeå Institute of Design - Designhögskolan
 Established 2016-12-15
 Appendix to Operational Plan 2016-2018
 Bilaga till Verksamhetsplan 2016-2018

Umeå Institute of Design Action Plan 2017

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 and sustainability
 Competence management

Designhögskolans aktivitetsplan 2017

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
 Kompetensförsörjning

Abbreviations / Förkortningar:

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|----------|--|
| 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 |
| Dir. s. | Director of studies |
| 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 |
| IDP | Individual Development Plan |

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 | Yearly during Development talks and in Individual development plans + VB | | - Follow up on implementation of individual plans - Evaluation -Communication of Artistic Development projects - Increased applications for staff travel funding |

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 | September | DR collaboration | VB + IDP | | |
| 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 | September | DR collaboration | VP revision/ VB | | -List existing long term partners -List strategic partners to connect to |
| | Initiation of collaboration with partners in key design educations for teaching, research and student exchange | SG, UID alumni | continuous | DR collaboration | VP revision | | - Complete list of key peer institutions in education and research to collaborate with - Initiate contact to start collaborating |
| | 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 | | -List UmU research environments interesting for us to contact for collaboration initiatives -Plan for seminars/visits - Present at seminars etc. in fellow institutions |
| | 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 | September | DR collaboration | VP revision | | - start discussion as soon as we recruit a new Comms officer |
| | Gather and analyse alumni positioning and employment information | SG, comms officer, staff administrator | continuous | DR collaboration | RG meeting late autumn | | -encourage our alumni to join the UmU Alumni Network (UID Section) |
| | Define routines for how to systematically gather input from students on internship/internship | SG, comms officer | Spring | DR collaboration | SG meeting early autumn | | -suggestion will be part of the design practice project, under way and to be concluded during the Spring 2017. |

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| | courses and use of the knowledge in order to further develop other parts of our education as well. | | | | | | |
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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. | Increase the presence of professors and active researchers in all three cycles. | SG, PDs | | Rector, VR | | | - Increase the number of researchers also active as teachers (and vice versa) - Make it possible (time, staffing) for senior researchers to teach at BFA and MFA level |
| 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 | RG SG, Dir.s., DR subject development, pedagogical seminar | | Rector | SG meeting autumn | | -Plan and initiate development project |
| | 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. | RG SG, Dir.s., DR subject development, pedagogical seminar | | Rector | SG meeting autumn | | - Plan and initiate development project |
| | Development strategy for future educations | RG SG, Dir.s., pedagogical seminar | | Rector | SG meeting | | |
| | Plan for development of new courses and programmes | SG, Dir.S. | | Dir.s. | RG meeting | | |
| UID 2.12 | All staff should | SG, DR subject | continuously | VR | Development talks, | | -Set time plan for |

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| 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. | actively plan and carry out own competence development activities, - And also document these for the purpose of academic and artistic merit (eg for promotion to senior lecturer) | development, Wednesday lectures, pedagogical seminar | | | individual development plan | | follow-ups - Follow-up on artistic and research portfolios and merits |
| | All teaching staff actively documents and reflects on their practice in a pedagogical portfolio | DR subject development, VR, pedagogical seminar | continuously | Dir.s. | Development talks, Individual development plans | | -Plan activities promoting pedagogical documentation and reflection |
| | 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 | | -Plan activities promoting pedagogical documentation and reflection |
| 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 | Spring term yearly | Dir.s. | SG VB | | -Set project plan/time plan for this work -Define routines and responsibilities |

3. Research that breaks down boundaries

| Objective / delmål | Activities | Resource | Time plan | Responsible | Follow-up | Green/Red/Yellow | Comments, goal fulfilment |
|---|--|--|------------------|--------------------|------------------|-------------------------|---|
| 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 ISP:s | | |
| | Relevant application(s) for research funding, national, international and faculty funded, is made by UID | Research active staff, PhD dir, research seminar | continuous | Rector | VB | | - Monitor number of applications made - Develop support structures to increase this number long term |

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| | research active staff | | | | | | |
| 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, International coordinator | yearly | PhD dir. | Supervisors' ISP meeting | | -Description of ISP process routines and deliverables in the UID PhD student handbook/guidelines |
| | 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 | | -Time plan and work group defined -Define routines for updates and follow-ups of current research information -Complete current research information online -Complete past projects information online |
| 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 | | -Description of ISP process routines and deliverables in the UID PhD student handbook/guidelines |
| 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 collaboration | 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. | ? | Rector | VP revision | | |

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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. | Equal access group, SG, Wednesday lectures | continuous | Rector | VB | | - Follow-up of gender balance, internal & external teachers/tutors |
| | Systematic work to strive towards evening out gender imbalances in different employment categories. | Equal access group, recruitment committees | continuous | VR | VB | | |
| 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. | Work environment group, SG, TA-staff | continuous | VR | VB Work environment plan revision | | - Continued development of team leadership (programmes) - Systematic follow up of students' work environment in course evaluations. |
| | 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 | | - Define clear routines and responsibilities in planning and work flows |
| 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. | RG, SG, VR | continuous | Rector | Development talks, Individual competence development plan, VB, Competence management plan revision | | - Develop formats that encourage collaborative learning and sharing to improve development |
| | Competence management: strategic planning and follow-up /see separate competence management plan/ | RG, SG, staff administrator | continuous | VR | VB, Competence management plan revision | | - Form new competence management plan based on strategic overview of UID's ability to sustain development of core subjects. |
| UmU 4.6 Administrative support at the university gives a good support for leaders on all organisational levels and works in a | Organisational development: UID continues the establishment and development of clear and transparent leadership and organisational | RG, SG | continuous | Rector | Staff meeting VB Quality system | | |

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| cohesive system. | structures that supports the goal of an open and genuinely collaborative environment | | | | | | |
| | 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. | Comms officer | tbd | VR | SG meeting VB | | |
| | Communication strategy: Communication plan and routines for internal/in-house information | Comms officer | ? | VR | VB | | |
| | 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. | Comms officer | tbd | VR | VB | | |
| 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 | | - Assessment of current educational elements related to sustainable development and how they can be improved in connection to revision of curricula. |
| | Inventory of UID environmental impact in relation to travels, energy consumption and recycling in order to identify improvements to make | EHS group | | VR | Work environment plan revision, VB | | -Investigation of lamp timers settings -Inventory of flight travels (number of/purpose) -Inventory of recycling infrastructure (materials/routines) |
| | Adherence to UN development goals | PDs, course responsables | continuous | DR subject development | VB | | To increase awareness, all projects and degree projects tagged with the relevant UN development goals they address (project briefs, posters, reports etc.) |

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