



Umeå Institute of Design - Designhögskolan
Established 2019-01-16
Appendix to Operational Plan 2019
Bilaga till Verksamhetsplan 2019

Umeå Institute of Design Action Plan 2019

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 2019

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:

Faculty	The Faculty of Science and Technology / Teknisk-Naturvetenskaplig fakultet
HD	Head of Department of Umeå Institute of Design / Prefekt för Designhögskolan
DHD	Deputy Head of Department / Ställföreträdande prefekt för Designhögskolan
AHD	Assistant Head of Department / Biträdande prefekt för Designhögskolan
LG	Leadership Group / Ledningsgrupp
SG	UID Strategy Group / Strategigruppen, Designhögskolan
PD	Programme Director / Programansvarig
DS	Director of Studies for Basic Education / Studierektor för grundutbildning
DS PhD	Director of PhD Studies / Studierektor för forskarutbildning
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.	HD, DHD, LG, PDs	Continuous	HD, DHD	Yearly during Development talks and in Individual development plans + VB		- Follow up on implementation of individual competence development plans - Sharing and (external) evaluation of results

1.3 Collaboration creates development and improves quality

Objective / delmål	Activities	Resource	Time plan	Responsible	Follow-up	Green/Red/Yellow	Comments, goal fulfilment
UmU 1.3.2. Positions allow for national and international mobility within and outside academia	Collaboration with partners in key design educations for teaching, research and student exchange	SG, UID alumni	continuous	AHD	VP revision		- SG to discuss pilot projects in collaboration with key partners

	Arts Campus collaboration initiatives	SG, TA-staff, teachers, PhD students, UAC leaders' group, UAC research group, UAC TA groups	continuous	AHD	VB, VP revision		-Actively contribute to the development of the Arts Campus project
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, AHD	Spring	Comms office	VP revision		- Further routines need to be created in order to support and maintain a strong network with alumni: 1. Create in-house alumni contact list 2. Create alumni network webpage on the UID website 3. Create LinkedIn alumni group page 4. Produce content profiling notable alumni
	Gather and analyse alumni positioning and employment information	SG, comms officer, staff administrator	continuous	AHD	LG meeting late autumn		- encourage our alumni to join the UmU Alumni Network (UID Section)

2. Education for boundless knowledge

Objective / delmål	Activities	Resource	Time plan	Responsible	Follow-up	Green/Red/Yellow	Comments, goal fulfilment
UMU 2.1 Improved quality ensures increased completion rates and broadened participation	Review of information and recruitment materials with respect to: i) gender and ii) participation	PDs, Equal opportunities rep., Director of studies	Spring	Comms office	EHS, Program council		-Complete the inventory of current information and recruitment material as well as production of new visual material to be used towards a more gender-balanced recruitment.
	Review of admission process and criteria from an equal access perspective.	PDs, Equal opportunities rep.	Spring	DHD	EHS, Program council		-Develop our internal policy for admission process
	Targeted efforts to inform and attract female students for programmes with significant gender imbalance.	Comms office, DHD, DS	Spring	PDs	EHS, Program council		-Our communication strategy guidelines include a focus on gender equality

Bold text = highest priority

UMU 2.2 Students at all levels obtain international perspectives in their education	Establishing and keeping the ideal number of exchange students (both going out and coming in) as part of international agreements with the most strategic environments.	PDs, International coordinator	Continuous	AHD	Strategy group		-Number of incoming exchange students increases -Number of outgoing exchange students increases
UID 2.8, UID work with external partners in projects and courses is developed and the number of cross-education collaboration projects increases	Programmes: curriculum revision and development of current programmes to proactively handle a changing design context	LG SG, DHD, pedagogical seminar	Continuous	HD	Wrap-up, kick-off, PC		- Outlook and analysis should be revised for all programmes - Benchmarking (spring) - Define plan and initiate revision (spring) -BFA programme revision continues
	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.	LG SG, DHD., DHD, pedagogical seminar	Continuous	HD	VP, PC		- Outlook and analysis should be revised for all programmes - Benchmarking (spring) - Define plan and initiate revision (spring) -BFA programme revision continues
	Plan for development of new courses and programmes	SG, DHD.	continuous	DHD	PC		-Should be included in the items for SG work during Spring
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, - And also document these for the purpose of academic and artistic merit (eg for promotion to senior lecturer)	SG, DHD, Wednesday lectures, pedagogical seminar	continuous	HD	Development talks, individual development plan		-Set time plan for follow-ups -Follow-up on artistic and research portfolios and merits
	All teaching staff actively documents and reflects on their practice in a	DHD, HD, pedagogical seminar	continuously	DHD	Development talks, Individual development plans		-Plan activities promoting pedagogical documentation and reflection

	pedagogical portfolio						
	Pedagogical workshops on how to work with pedagogical portfolio	Pedagogical seminar, UPL, merited UID teachers (TD, MG)	Once a year	DHD	Individual development plans VB		- Promote participation in pedagogical seminars with pedagogical portfolio making
	All teaching staff work towards applying for merited/excellent teacher	DHD, Pedagogical seminar	Continuously	HD	Individual development plans VB		-At least 2 teachers yearly apply for merited/excellent teacher
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	DHD	SG VB		-Set project plan/time plan for this work -Define routines and responsibilities
UID 2.3 The number of degree projects to be completed and passed within the spring term increases	Degree project course structure and content adjusted to ensure students completing all parts of the course work during spring term	DHD, study administrator, coordinator of education	Spring	PDs	Program council		At least 90% completion rate should be achieved 2019

3. Research that breaks down boundaries

Objective / delmål	Activities	Resource	Time plan	Responsible	Follow-up	Green/Red/Yellow	Comments, goal fulfilment
UMU 3.3 The PhD education is attractive	Increase the time research staff spend on own research	SG, DHD, DS PhD	continuous	HD	VB ISP:s		- Monitor the amount of time spent on research in order to improve chances of new projects developing, international visibility in research increases. - Monitor publication and citation count.
	Relevant application(s) for research funding, national, international and faculty	Research active staff, DS PhD, research seminar	continuous	HD	VB		- Monitor number of applications made

Bold text = highest priority

	funded, is made by UID research active staff						- Develop support structures to increase this number long term
	Improve visibility of PhD programme and research environment. Research communication: Increased visibility of research activities on UID through different means of visualisation (web, videos, installations, visuals etc). All ongoing programs, projects and artistic development work are listed and described online. A portfolio of past projects is described.	DS PhD, PhD students, staff involved in research/artistic development work, DS PhD	autumn	Comms office	SG		- Feature articles on active PhD projects from 2019
	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	continuous	DS PhD.	Supervisors' ISP meeting		-Apply routines and deliverables in the UID PhD student handbook/guidelines
UID 3.9 UID works for a strong national network for PhD students, and contributes to international networks in practice based design research	Increase exchange (both incoming and outgoing) of PhD students and research staff.	Supervisors, International coordinator, HD	continuous	DS PhD.	PhD program council		- Increase the number of courses that include some form of (incoming or outgoing) exchange (including both students and tutors).
	External collaboration is included in the ISP for every PhD student.	DS PhD, PhD student, AHD	continuous	DH PhD.	PhD program council		-Apply routines and deliverables in the UID PhD student handbook/guidelines
UID 3.10 PhD are encouraged to conduct collaboration with external partners	Initiate collaboration with other national and international PhD programmes.	Supervisors, AHD	continuous	DS PhD.	PhD program council		- Keep high number of applications to PhD positions - Keep high number of applications from outside UmU -list key research environments that are strategic for uid
	Facilitate (research/practice/education etc.) discussions in various formats based on present	PhD council	Spring 2019	AHD	VB		- Number of contacts made etc.

	PhD projects during the UID Design Talks.						
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	Increase number of visiting guest researchers and professors at UID, in order to contribute to strengthening the research environment. <input type="text"/>	SG, PhD students, staff involved in research/artistic development work, DS PhD	continuous	HD	VP revision		- Continue pilots with visiting researchers

4. The excellent and efficient university

Objective / delmål	Activities	Resource	Time plan	Responsible	Follow-up	Green/Red/Yellow	Comments, goal fulfilment
UmU 4.1 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	HD	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	HD	VB		- The number of female teachers should increase.
	- Introduce the principle of 50/50 gender balance for incoming teachers. If balance not within reach by 2020, to start using specific allocated budget for female external teachers (shifting towards 50% by 2020).	Equal access group, recruitment committees	Continuous	DHD	VB		- The number of female external teachers should increase, and reach 50% by 2020. -Develop and test model for allocated budget for female and male external teachers -Grand plan meetings secure involvement of 50/50 gender balance of external teachers

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	- Introduce the principle of at least one woman being part of the final stages of any employment (i.e. interviews etc.) process. Shifting towards the principle of reiterating steps in the process if this criterion has not been fulfilled.	Equal access group, recruitment committees	Continuous	HD	VB		- The number of female applicants to (all) positions should increase.
	Admittance procedure to BFA, MFA and IDI	PDs, DHD	Autumn term	DHD , DS PhD	Program council, PhD program council		-A systematic analysis of admission procedures for the MFAs was done. The same should be done for BFA, IDI and PhD in terms of, criteria for assessment, assessors committee, process etc., including a gender perspective on all aspects. -Establish policy and guidelines for assessment procedures on general UID level, as well as the individual educations.
UmU 4.2 The number of staff and students who experience good health and wellbeing, 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	HD, DHD	VB Work environment plan revision		- Continued development of team leadership (programmes) - Systematic follow up of students' work environment in course evaluations. -Routines for information and reflection on time management and stress
	Administrative systems: Continued work with developing administrative routines and tools to support collaboration and improve communication at UID.	SG, TA-staff	Continuous	HD	VB Work environment plan revision		-Revise and refine clear routines and responsibilities in planning and work flows -Communicate workflows, routines and responsibilities with teachers and course responsible.
UmU 4.6 Administrative support at the university gives a good support for leaders on all organisational levels and works in a cohesive system.	Communication strategy: Communication plan and routines for internal/in-house information	HD, Staff administrator	Autumn	Comms office	VB		-Produce Communication Strategy for UID

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	Web presence: Inventory and analysis of the most important aspects of the UID web functionality and digital visibility, preparing for the migration to a new web platform.	AHD, UID staff and students	Tbd	Comms office	VB		-Produce inventory and analyses
UmU 4.4 UmU works towards sustainable development	All activities at UID are considered also from a sustainability perspective, with the ambition to continuously reduce negative environmental impact.	EHS group, SG	Continuous	HD	Work environment plan revision, VB		Identify manageable actions and plan for implementation.
	Inventory of UID environmental impact in relation to travels, energy consumption and recycling in order to identify improvements to make	EHS group	Continuous	HD	Work environment plan revision, VB		-Implement timers on lamps -Inventory of flight travels (number of/carbon emissions) -Inventory of recycling infrastructure (materials/routines)
	Course and programme plans explicitly address issues pertaining to sustainability.	PDs, course responsables	continuous	DHD	VB		-Assessment of current educational elements related to sustainable development and how they can be improved in connection to revision of curricula. - The number of courses that actively engages in issues related to sustainability increases. - This active engagement is increasingly also evident in the course plans as for instance explicit learning outcomes.