



Umeå Institute of Design - Designhögskolan  
 Established in UID Strategic board 2014-02-05  
 Appendix to Operational Plan 2014-2016  
 Bilaga till Verksamhetsplan 2014-2016

## Umeå Institute of Design Action Plan 2014

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

Equal access

Competence management

*See separate UID Quality Assurance System.*

## Designhögskolans aktivitetsplan 2014

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*

Arbetsmiljö och miljö

Lika villkor

Kompetensförsörjning

*Se separat Kvalitetssystem för Designhögskolan.*

## Abbreviations / Förkortningar:

|          |   |
|----------|---|
| Faculty  | The Faculty of Science and Technology / Teknisk-Naturvetenskaplig fakultet                                |
| Rector   | Rector of Umeå Institute of Design / Rektor för Designhögskolan   |
| HD       | Head of department / Prefekt  |
| LG       | Leadership group / Ledningsgrupp  |
| PD       | Programme director / Programansvarig  |
| RD       | Research director / Forskningsledare  |
| 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  |
| EC/RC/CC | Education council, Research Council, Collaboration Council / Utbildningsråd, Forskningsråd, Samverkansråd |
| VB       | Annual Report / Verksamhetsberättelse   |

**Bold text** = highest priority

# 1. A university that makes things possible

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

| <b>Objective / delmål</b>   | <b>Activities</b>   | <b>Resource</b><br>(which people/groups/resources need to help out with this at UID/UAC/UmU/externally) | <b>Time plan</b><br>(when should this be started/done during the year) | <b>Responsible</b><br>(i.e. the person responsible for starting up/initiating & following up the activity) | <b>Follow-up</b><br>(how will this be followed up)                              | <b>Green/Red/Yellow</b><br>(colour codes for follow-up ) | <b>Comments, goal fulfilment</b><br>(comment on activities done and goals met when followed up) |
|---|---|---|--|--|---|--|---|
| UmU objective 1.1.2, internationally competitive career paths & resource stable tenure tracks | UID positions are to structure and content internationally competitive and attract the best possible applicants   | LG, UmU, Staff administrator  | continuous   | Rector, HD   | -Number of qualified applications + nationality of applicant for open positions |  |   |
| <b>UmU objective 1.1.3, stable long term conditions for teacher positions</b>                 | <b>Secure funding, internal &amp; external, for teachers to develop pedagogical, research and artistic skills</b> | <b>LG</b>   | <b>Continuous</b>  | <b>Rector, HD</b>  | <b>Budget, staff plan</b>   |  |   |
| UmU objective 1.1.4, Combination of research and education in teaching positions              | All staff involved in pedagogical/research/artistic development work  | LG, staff administrator   | Continuous   | Rector, HD   | Staff plan, competence development plan   |  |   |
| UmU objective 1.1.1, resource distribution system for promoting ground breaking research      | Participate in formulating Faculty criteria for FFT to ensure UID staff can apply                                 | RD, Faculty research committee  | Spring   | RD   |   |  |   |
|   | All qualified UID staff apply for FFT funding   | All UID staff   | Spring   | HD   |   |  |   |
|   | Formulation of strategic calls for projects funded by Artistic development work funding                           | RD, RC, LG  | Spring   | HD   |   |  |   |

## 1.2 Creative environments stimulate dynamic meetings

| <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> |
|--|---|--|------------------|--------------------|------------------|-------------------------|----------------------------------|
| <b>UmU 1.2.1, Interactive focus environments &amp; learning environments increase quality in education</b> | Strategies for attracting researchers, professionals and educators to UID as international hub and meeting point for internal and external collaboration projects in education and research | LG, RC, EC, CC   | autumn           | CC Chair           |                  |                         |                                  |
|  | Contract educations for professionals   | PDs, LG  | ongoing          | CC chair, HD       |                  |                         |                                  |
|  | <b>Inventory of and strategy for how we use and wish to develop teaching premises, labs and studios</b>   | <b>PDs, councils, UID labs responsables</b>                                |                  | <b>HD</b>          |                  |                         |                                  |
|  | <b>Funding applications for renewal and updating of UID labs</b>  | <b>UID labs responsible &amp; IxD lab responsible, PDs, RD, accountant</b> |                  | <b>february</b>    | <b>HD</b>        |                         |                                  |
|  | Inventory of costs for machine repairs  | UID labs responsible,, accountant  |                  | spring             | HD               |                         |                                  |
|  | Inventory of machine hour usage   | UID labs responsables,,  |                  | spring             | HD               |                         |                                  |

## 1.3 Collaboration creates development and improves quality

| <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 1.3.1. Merit system that comprises merit on scientific, pedagogical and collaboration basis       | Industry exchange possibilities for our staff   | LG, UID alumni, staff administrator |                  | HD                      |                  |                         |                                  |
| <b>UmU 1.3.2. Positions allow for national and international mobility within and outside academia</b> | <b>Definition of systematic strategies for long term relations with our external partners</b> | <b>LG, Collaboration council</b>    |                  | <b>Rector, CC Chair</b> |                  |                         |                                  |
|   | <b>Identification of key collaboration partners in other leading design educations for</b>    | <b>PDs, RD, UID alumni</b>          |                  | <b>Rector, EC Chair</b> |                  |                         |                                  |

**Bold text** = highest priority

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|--|--|---|--|-------------------------|--|--|--|
|  | <b>teaching, research and student exchange</b>   |   |  |                         |  |  |  |
|  | <b>Continued strategic collaboration with regional, national and international organisations</b>                       | <b>CC, LG</b>                             |  | <b>Rector, CC chair</b> |  |  |  |
|  | Seminars with and visits to other departments and research environments within UmU to find collaboration possibilities | LG, RD, EC chair                          |  | HD                      |  |  |  |
|  | Arts Campus collaboration initiatives  | LG, PDs, TA-staff, teachers, PhD students |  | HD                      |  |  |  |
| <b>UID: Our alumni are highly involved in the UID network, and in providing input and collaboration in UID development</b> | <b>Strategy and routines, including CRM system, for better alumni networking and information gathering</b>             | <b>CC, Comms officer, PDs</b>             |  | <b>CC chair</b>         |  |  |  |
|  | Alumni database update   | CC, comms officer                         |  | CC chair                |  |  |  |
|  | Questionnaire with relevant questions on development issues to alumni  | CC, LG                                    |  | CC chair                |  |  |  |
|  | Alumni positioning and employment information  | CC  |  | CC chair                |  |  |  |

## 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> |
|---|--|---|-----------------------------|--------------------|---|-------------------------|----------------------------------|
| UmU objective 2.4.<br>The number of incoming international students in exchange programs has increased to 300 individuals (265 in 2012) | Strategic plans for international recruitment campaigns, also with Umeå university and Umeå Arts Campus.   | EC, CC, PDs, Comms officer, international coordinator     | April-october               | EC chair           | -Total number of incoming international students, with statistics on country and eventual exchange programme.         |                         |                                  |
|   | Strategy for recruitment campaigns for Swedish and Nordic students to BFA  | EC, PDs, Comms officer, international coordinator         | April-october               | BFA PD             |   |                         |                                  |
|   | Strategy for increased visibility & recruitment in Europe  | LG, EC, CC, PDs, Comms officer, international coordinator | April-october               | EC chair           |   |                         |                                  |
| <b>UID objective: A long term and stable scholarship programme is in place for UID students from non-EU countries.</b>                  | <b>Scholarships: Networking in order to find funding for scholarships for international UID students to cover tuition fees.</b>  | <b>LG</b>   |                             | <b>Rector, HD</b>  | <b>Number of new scholarship collaborations established</b><br><br><b>Number of UID students awarded scholarships</b> |                         |                                  |
|   | Lobbying: Policy work on national political level and higher education level in order to change the current situation of tuition fees.   | LG  |                             | Rector, HD         |   |                         |                                  |
| <b>UID objective: Increased flexibility in UID education</b>  | <b>Programmes: Initiate curriculum revision and development of current programmes to allow for a larger degree of flexibility for students to make individual choices based on</b> | <b>PDs, LG</b>  | <b>February and onwards</b> | <b>EC chair</b>    | <b>-Changes made in current programmes and plans for new programmes</b>   |                         |                                  |

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|  | <b>their personal wishes and future societal needs.</b>  |  |               |            |   |  |  |
|  | Introduction of elective week/weeks in current educations during spring 2015   | PDs, Rector                            |               | EC chair   |   |  |  |
|  | Plan for development of new courses and programmes   | PDs, LG                                | spring        | EC chair   | -Number of new courses developed.   |  |  |
|  | Plan for development of educational infrastructure to allow for flexibility  | LG                                     | autumn        | Rector, HD |   |  |  |
| UID objective: The number of teachers employed part time at UID and part time in industry have increased.                                  | Adjunct and part-time teachers: We can offer part time positions at UID as adjunct teachers or lecturers/senior lecturers to competent professionals, and can find ways to permanent these positions beyond the 2-year limit when the school and the teacher see that this would be beneficial on longer term. | Staff administrator                    |               | HD         | -Number of adjunct/part time teachers is kept and preferably increased (2014: 5).   |  |  |
| Faculty objective 2.11: At least one educational programme develops a formal collaboration with a foreign university.                      | Exchange agreements: Inventory and benchmarking of possible exchange partners  | EC, CC, PDs, international coordinator | April-October | CC chair   | -Signed exchange agreement with other educators/programmes.<br><br>-Number of collaborations/exchanges within our educations. |  |  |
| UID objective: All educations continue to include courses or projects held in collaboration with external partners in industry or society. | Courses: We develop internship courses that include the changing roles of the designer in practice   | EC, PDs, CC                            |               | CC chair   | -Number of courses and projects held in collaboration with external partner and/or with external teacher/tutor.               |  |  |
|  | We 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.   | PDs, EC, CC, international coordinator |               | HD         | -Number of contract educations carried out.   |  |  |

|   |   |  |                   |                 |   |  |  |
|---|---|--|-------------------|-----------------|---|--|--|
|   | Contract education:<br>We provide possibilities for contract educations for professionals.  | CC, EC   |                   | HD              |   |  |  |
| <b>UID objective: A stronger integration between research and education pushes the disciplinary development of design, and prepares our students for future research activities</b> | <b>Inventory of course elements relating to research in BFA and MFA curricula</b>   | <b>PDs, RD, UKA evaluation, admin staff</b>                              |                   | <b>EC chair</b> | <b>-Issue raised in Education and Research councils</b> |  |  |
|   | Pedagogical seminars on the driving forces in design  | PDs, teachers  |                   | PD APD          | -Issue raised in Education and Research councils        |  |  |
|   | Benchmarking:<br>Inventory of how other design educations are integrating and working across design education and design research.  | LG, PDs  |                   | Rector          | -Issue raised in Education and Research councils        |  |  |
|   | Development plan:<br>Analysis and plan for how UID could work in different ways, in different design disciplines, with integration and relation between education and research. | PDs, LG  |                   | Rector          | -Issue raised in Education and Research councils        |  |  |
| <b>Skilled teachers</b>   | <b>Continuous competence development of all teaching staff: professional skills, research, artistic development work</b>  | <b>All staff involved in Teaching/research/artistic development work</b> | <b>continuous</b> | <b>HD</b>       | <b>Competence development talks &amp; plans</b>         |  |  |
|   | Pedagogical seminars and teaching portfolio seminars  | PDs, UPL   | autumn            | PD APD          |   |  |  |
|   | Development of the basic skills areas in industrial design  | LG, all teaching staff   | continuous        | Rector          | VP/VB<br>Competence management plan                     |  |  |
|   | Pedagogical development courses etc. as part of the competence development plan   | All teaching staff   |                   | HD              | Competence management plan                              |  |  |

### 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 is positioned as a strong research environment with internationally leading research in industrial design, and is well known internationally and nationally | <b>Increased international and national networking and exchange through research collaborations, conferences and visiting researchers</b>  | LG, staff, phd students          | continous        | Rector, RD         | VB                           |                         |                                  |
|   | Guest researchers and guest professors regularly come to UID for research periods and contribute to strengthening the research environment. Strategic plan for increasing number of visiting guest researchers and professors at UID, and for UID staff and students to spend time away. | Research council, Rector, HD, RD | continuous       | Rector, RD         |                              |                         |                                  |
|   | DRS 2014 conference is used as a way to communicate about our design research environment.   | Comms officer                    | Continuous       | RD, Rector         | VB                           |                         |                                  |
| UID offers excellent education in design research   | <b>The PhD program is revised to provide more structure and support, including mandatory courses. This also includes more explicit guidelines regarding the use of ISPs for planning and follow-up.</b>  | <b>RD, PhD dir.</b>              | <b>Spring</b>    | <b>PhD dir</b>     | <b>New PhD study plan</b>    |                         |                                  |
|   | Mandatory PhD courses in design being developed  | RD, PhD dir.                     | Spring           | PhD dir            | New course plans             |                         |                                  |
|   | UID offers at least one PhD course each semester   | RD, PhD dir.                     | Continuous       | PhD dir            |                              |                         |                                  |
|   | All PhD tutors who do not yet have formal university PhD tutoring training take that course as part of their competence development.   | PhD supervisors                  | continuous       | HD                 | Competence development plans |                         |                                  |

**Bold text** = highest priority



|  |  |  |               |                                     |                                      |  |  |
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|  | There are explicit guidelines and policies for managing expenses, travel, material, etc. Each PhD student make a yearly budget to be approved by supervisors and HD  | PhD supervisors, HD  | Continuous    | HD                                  | Individual study plans, and budgets. |  |  |
|  | We initiate strategic work on how to create development paths from artistic development work to research education and research.   | Rector, HD, RD   | spring        | RD                                  |                                      |  |  |
|  | Design research intensive  | Research Council, Education Council                                | autumn        | Research Council, Education Council |                                      |  |  |
| <b>Increased amounts of external funding, both for basic and applied research.</b> | <b>Routines and support for planning and writing research funding applications.</b>  | <b>All staff involved in research/artistic development work</b>    | <b>spring</b> | <b>RD, Rector</b>                   | <b>VB</b>                            |  |  |
|  | Continued contacts with other departments at UmU and other universities in order to investigate possibilities for research collaboration and joint applications  | All staff involved in research/artistic development work, UAC, UmU | continuous    | Rector, RD                          | VB                                   |  |  |
|  | Promote and broaden competence in writing funding applications through seminars and inviting successful researchers to share experiences of writing successful applications                                  | Research council, Design seminar                                   |               | RD                                  |                                      |  |  |
| Faculty financed research time.  | Research funding stability: UID actively takes part in the Faculty work on formulating criteria for Faculty Funded Research Time (FFT) that makes possible the distribution of this also to design research. | All staff involved in research/artistic development work           | Continuous    | HD, RD                              | VB, Competence development plans     |  |  |
|  | Artistic development work stability: Funds for artistic development work is used strategically in order to promote research and development at UID, for example through specific calls.                      | All staff involved in research/artistic development work           | Continuous    | HD, RD                              | VB, Competence development plans     |  |  |

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|--|--|---|------------|------------|--|--|--|
| Researchers and other UID staff frequently publish scientific articles and other publications of high international standing. Increase in conference attendances and presentations, as well as increased amounts of other publication outputs. | Seminars on research- and publication strategies support researchers to improve their decision making on where and how to focus their own research approach.   | Seminar, Reading groups   | continuous | RD         | Number of publications by UID staff and students                     |  |  |
|  | Increased conference attendance and paper presentations: Building structures and routines for staff to apply for funding for conferences and helping them in seminating their own research results.  | Research council  | spring     | HD         | Number of staff to attend conferences and number of papers presented |  |  |
| Increasing the number of research educated staff at UID  | Recruitment of 1-2 post docs   | RD  |            | HD, Rector | VB   |  |  |
|  | Recruitment of 'Fo-ass' (assistant professor)  |   | spring     | HD, Rector | VB   |  |  |
| <b>UID's research activities and results are visible and accessible.</b>   | All staff and PhD students regularly document their publications in Diva, and published articles/papers  | PhD studies coordinator, Research council   | Continuous | HD         | VB   |  |  |
|  | <b>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.</b> | Comms officer, PhD students, staff involved in research/artistic development work | spring     | RD         |  |  |  |

## 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> |
|---|---|--|------------------|--------------------|------------------|-------------------------|----------------------------------|
| <b>UmU 4.2 Administrative support at the university gives a</b> | Routines for staff planning for in-house staff and external teachers, in synchronisation with | Education council, Staff administrator | spring           | HD                 |                  |                         |                                  |

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| <b>good support for leaders on all organisational levels and works in a cohesive system.</b> | routines for Grand Plan meetings   |  |            |                      |                             |  |  |
|  | Administrative systems: Admin. Work flow inventory and visualisation of “admin year”   |  |            | HD                   |                             |  |  |
|  | Work descriptions for all teaching staff.  | Staff administrator, Rector                                      | autumn     | HD                   | Quality assurance system    |  |  |
|  | Evaluated and revised structure for organisation and leadership.   | LG   | autumn     | Rector, HD           |                             |  |  |
|  | Economy: Include a larger group in economic strategic planning   | Economy administrator, LG, Lab responsible, Computer responsible |            | HD                   |                             |  |  |
|  | Competence management. Development of all staff both in professional field and academically through research, artistic development work and exchange with design organisations and other educators.                          | All staff  | continuous | HD, Rector           | Competence development plan |  |  |
|  | Incentives and encouragement for staff to find relevant competence development activities, including artistic development work.  |  |            | HD, Rector           |                             |  |  |
|  | <b>UID has a clear and consistent voice in external communication: Development of a communication plan for web and other media, as well as events, and on different levels (internal, external, national, international)</b> | <b>LG, councils</b>  |            | <b>Comms officer</b> |                             |  |  |
|  | Communication plan for internal/in-house information   | Comms officer  |            | HD                   |                             |  |  |
| Initiation of joint UAC screen based information   |  |  |            |                      |                             |  |  |

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|  | system   |                                      |            |               |                          |  |  |
|  | Routines for internal and external communication o   | Comms officer, councils, LG          |            | HD            |                          |  |  |
|  | Development of coherent and flexible information material (connecting web material and physical material – brochures etc.)   | Comms officer, collaboration council |            | HD            |                          |  |  |
|  | Development of routines for systematic documentation of UID media coverage.  |                                      |            | Comms officer | Quality assurance system |  |  |
|  | <b>All students and staff experience UID as an inspiring and open work place, feel that the work load is possible to manage well, and that there is good support for handling periods of more intense work. See <i>plan for work environment</i></b> | EHS group, PDs, comms officer        | continuous | HD            |                          |  |  |
|  | <b>All students and staff experience UID as an egalitarian and inclusive place, with equal opportunities and equal treatment work incorporated and visible in daily work. See <i>separate plan for Equal access.</i></b>                             |                                      |            |               |                          |  |  |
|  | All activities at UID are based in a sustainability approach, and strive to the least possible negative environmental impact. See <i>plans for work environment and sustainability.</i>  | Sustainability group                 | continuous | HD, Rector    |                          |  |  |

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