



Operational plan 2014-2015

Umeå Institute of Design

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Umeå Institute of Design

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1. Overall objective: A university that makes things possible

Umeå University is characterised by long-term provision of skills, education and research. Creative environments featuring ground-breaking research and education are an international draw and create regional development

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

OUR RESEARCHERS can take risks that allow ground-breaking research and can lead to leaps in knowledge, and they do not shrink from these risks. Strong contributory reasons are the fact that our services and career paths are internationally attractive in terms of resources and stability. High-quality research shapes our programmes at basic, advanced and research levels.

UmU overall objective 1.1.2: The university has introduced clear and internationally competitive career paths, including resource stable tenure tracks.

UmU objective 1.1.3. The university has developed a system for higher teaching positions (senior lecturer and professor) with economically stable long term conditions.

UmU objective 1.1.4 The university's teaching positions, lecturers, senior lecturers and professors, have a dynamic combination of research and education that promote quality in education and research.

Analysis: In the 25 years that Umeå Institute of Design has built its reputation as a world leading design school, a close connection to the professional practice of design has been crucial. Now, we see that driving the development and pushing the boundaries of current and future design practice must include core development driven both by academic design research and professional practice in relation to curricular development. In design it is crucial that the best possible researchers and profession-based teachers participate in the education in order to achieve the highest possible quality - in both education and research. In order to be able to recruit internationally and nationally, and to be able to offer a long-term and stable job position, a system of thorough carrier paths is needed. These are not only needed for those teacher positions that are filled based on scientific merits, but equally important for those teachers who are hired on artistic and professional merits. Teachers with employment on artistic/professional basis in industrial design are offered good career development possibilities through artistic and pedagogical competence development work, and through academic design research. Incoming, external, professionals choose to teach and tutor at UID for shorter or longer periods due to the dynamic environment and good conditions we can offer.

Strategies:

Skills development. Strategic work to secure funding for offering teachers stable possibilities to develop pedagogical, research and artistic skills (entered into staff plan) in order to continue being one of the main drivers the development of the design subject in education, research and practice.

Support to external teachers/tutors. We offer good information and support on university pedagogy and UID philosophy to external professionals, and establish ways for internal and external teachers to share experiences and learn from each other.

Pedagogical development. All teachers have pedagogical development as part of the competence development plan, and we actively encourage teachers to take pedagogical courses. Pedagogical semi-

nars on teaching, learning and teaching portfolio supports documentation of merits and reflection and discussion around pedagogical development work.

Follow-up:

- Distribution of internal and external persons in education over our different educations (staff plan, grand plan).
- Number of incoming, external, teachers/tutors (grand plan).
- Number of research active teachers/tutors engaged in education (staff plan/grand plan)
- Share of externally recruited staff with a non-UID background to permanent positions at UID.
- Number of UID teachers applying for and receiving appointment as merited/excellent teachers.

UmU objective 1.1.1: A resource distribution system that improves the conditions for promoting ground breaking research is implemented.

Analysis: Academic design research is an emerging field of study, and to its' character boundary breaking in relation to already existing research structures. Umeå Institute of Design has an excellent opportunity to position itself as a leading actor in the field of design research. In the last four years, our PhD education in industrial design has expanded rapidly with 9 PhD students, and we have one post doc, one full time professor and three professors on 20% each. During 2014, we will recruit an assistant professor and one post doc. However, as for establishing stability for senior researchers and PhD student supervision, the funding situation for UID research is far from stable. Our research direction does not enable us to compete for the Faculty distributed research funding (FFT), thus also not enabling us to conduct basic research enabling us to strategically work for attracting external funding from VR and other sources. In this transition phase, where we are still very well positioned and competitive nationally and in the Nordic setting, a secure and stable solution for research funding for senior researchers would make all the difference for UID in setting up a ground breaking design research environment. Timing is of crucial importance, since it is now that we have the window of opportunity allowing UID to take a leading position in this field, as we currently are a bit ahead of other design educations and research centres in expanding into basic academic design research. Should a stable funding situation not be able to install within this year, the risk is that UID loses the advantage we currently have.

Strategies:

Research funding stability. Internal work at Umeå University in order to secure a more stable long term research funding basis for building our research environment. 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.

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.

Follow-up:

In Research council, on UID research strategy.

1.2. Creative environments stimulate dynamic meetings

THE UNIVERSITY IS a dynamic meeting place where interdisciplinary knowledge is generated and disseminated. Creative environments attract students, researchers, teachers and collaborating partners nationally and internationally. We are one of Europe's leading universities with regard to innovative physical and virtual environments. A large part of our courses integrate campus and online teaching, and through flexible forms of teaching can be carried out regardless of time and space. This provides excellent opportunities for everyone to study, and puts a focus on lifelong learning.

UmU objective 1.2.1: The university has developed interactive focus environments and learning environments as tools for increased quality in education from a pedagogical, international and collaboration perspective

Analysis: The UID environment is highly international, and our collaborative and creative foundation encourages interaction between students, PhD students, internal and external staff and collaborating partners. Our facilities can be used even more strategically and creatively to further promote new collaborations and pedagogical development, both through investments in labs and technology, but also through systematic planning and development of existing premises.

Strategies:

Collaboration. Our students are always encouraged to collaborate internally and externally – with each other, collaborating partners and other student categories – through formal and informal channels.

Infrastructure and facilities. We work systematically and strategically with an inventory of how we use, and how we wish to further develop the use, of our teaching premises, labs and studios in order to develop plans for using these even better. We invest in updating and renewing the infrastructure of our labs in accordance with aims and practices in the development of our research and education.

International meeting point. Events and strategies are developed for attracting and hosting international professionals, researchers and educators for longer or shorter periods, making UID an international meeting point for these and a "hotbed" of developing design research and education across borders. We arrange events, exhibitions and venues that attract professionals, educators and researchers within the design field.

Professional exchange. We provide contract education for strategic partners, and our staff can do exchange periods in industry and consultancy for shorter or longer periods.

Follow-up:

- Number of external collaborations in term/course projects and degree projects.
- Strategic plan for lab and facility development.
- Communication plan for events.
- Education group, strategy for exchange activities.

1.3. Collaboration creates development and improves quality

THE UNIVERSITY HAS well-developed forms of regional and international collaboration with industry and commerce, the public sector and selected partner universities. The collaboration utilises our own strengths and those of all our collaborating partners and improves the quality of both education and research. A strong environment for research and education coupled with a professional system that supports innovation contribute to the development of society.

UmU objective 1.3.1: The university has developed a merit system that comprises merits on scientific, pedagogical and collaboration basis.

UmU objective 1.3.2. The university has developed a system for positions that makes possible and promotes mobility between universities nationally and internationally, as well as between universities and other public or private actors.

Analysis: UID is a major actor globally in collaboration within design education and research, with industry and external partners, and is a first-hand choice in collaboration for international and national external companies, organisations and design stakeholders. Through our work, we can drive and participate in highlighting and using industrial design in many areas, and through this influence how industrial design is seen within Swedish industry. UID's strategic work for consolidating and develop-

ing collaboration in education and research also within the university leads to an increased international visibility of the Faculty, Umeå Arts Campus and Umeå university.

Strategies:

International and national collaboration. Strategic collaboration with regional, national and international organisations and other external partners. Work for more internal collaboration at Umeå university.

Increased exchange based collaboration. We strive to find key collaboration actors at other internationally leading design educations for increased teaching, research and student exchange, and with industry and consultancies for teacher exchange and research collaboration.

Increased collaboration with external partners. Finding new forms to build stronger and more strategic long term relations to the external partners we work with in education and research, in order to build our brand and create networks that support UID and UID students.

Arts Campus. We work for at dynamic and mutual collaboration in education, research and external collaboration at the Arts Campus.

Follow-up:

- Number of exchange students/teachers/TA-staff.
- Benchmarking to find strategic exchange partners in education.
- Number of long-term collaboration agreements with external collaborating partners.
- Number of exchange agreements with other leading design educations.
- Number of registered UID alumni. Strategic plan for alumni contacts and collaboration.

UID objective: Our alumni are highly involved in the UID network, and in providing input and collaboration in our development of future design education

Analysis: The UID network of alumni stretches world wide, and our former students have insight into many different parts of industrial design practice from a professional – and educational – point of view. We have good relations with our alumni, and often have alumni here as teachers and tutors, but this happens more on an informal and person-based level than on a systematic and developmental level. We see a need to improve our handling of alumni contacts and input on an overall UID level as well as on programme level, in order to strategically use alumni input to develop our school.

Strategies:

Alumni relations. Strategies, routines and infrastructure for better networking and using our alumni for input into developing education and research.

Alumni input. Utilising alumni networks for evaluating quality of education: how well they are positioned and where (globally), and what input can they contribute with into our development of education.

Follow-up:

- alumni positioning: where are our alumni employed
- alumni inventory and CRM-system/platform for social networking
- alumni strategy to be developed

2. Education for boundless knowledge

Umeå University has a research-based educational offering at all levels. Internationalisation, skilled teaching staff and collaboration with the outside world contribute towards giving students a high-quality education and personal development.

UID gives a world class education in industrial design and is the natural first hand choice for students globally and nationally. We fill all our study places with very talented students on all educations. A well functioning scholarship system allows us to recruit the most talented students internationally. We educate designers that push the boundaries of design, while being highly employable irrespective of their future employer: industry, consultancy, research, or society. UID is a driver in the development of design education, and new knowledge is created and implemented in education and research. All staff and students work actively with developing ways of teaching and learning that promote innovation and creativity.

An attractive educational offering on all levels & A strong international dimension:

UmU objective 2.4. The number of incoming international students in exchange programs has increased to 300 individuals (265 in 2012)

Analysis: UID's position as an internationally leading design education is highly reliant on our possibility to attract students world-wide, and recruit the best possible students – both within exchange programmes, and as free-movers. In statistics and follow-ups at Umeå University, however, UID figures on internationalisation appear very low. The reason for this is that almost all of our international students come to UID as free-movers, and only very few come within exchange programmes. Most of our international students are thus not part of a formal university exchange. Our firm belief is that an international study environment and experience of diverse cultural perspectives in education broadens the students' learning, and lays a foundation for international networks for the future: for students as well as for UID and Umeå University. Therefore, a highly prioritised objective for us is to secure the possibility for the most talented students globally to be able to study at UID. In this work, two factors are crucial: to reach out globally with information about our educations, and to be able to provide scholarships for covering the high tuition fees. Since the procedures for recruitment are structured to be as equal and accessible as possible in order to further broaden the recruitment basis, and to keep high quality and talent as the main selection criteria, not nationality or economy.

Strategies:

Recruitment campaigns. Strategic plans for international recruitment campaigns, also in collaboration with Umeå university and Umeå Arts Campus. Communication plan for international recruitment, within and outside the EU.

Follow-up:

- Total number of incoming international students, with statistics on country and eventual exchange programme.
- Number of scholarships awarded UID students.

UID objective: A long term and stable scholarship programme is in place for UID students from non-EU countries.

Analysis: UID recruits the most talented students nationally and internationally, without regard to the individual's financial situation. In order to guarantee a long term continued high quality in education, a well functioning and stable scholarship system for non-EU students is needed. At the moment, the Swedish state provides a very limited number of scholarships, and there is no system in place locally at Umeå university or nationally, in legislation, that provides supportive structures for donations or foundations to be established for student scholarships to cover tuition fees. For UID, a major challenge is to work both on school level within our network to find possibilities for scholarships for our students, but also to work strategically on national political, financial and legal levels in order to create debate and promote changes within the current system.

Strategies:

Scholarships. Networking with companies, municipalities and organisations – and with Umeå University – in order to find funding for scholarships for international UID students to cover tuition fees.

Lobbying. Policy work on national political level and higher education level in order to change the current situation of tuition fees, financial models for allowing donations from non-academic actors and the amount of Swedish state scholarships installed.

Follow-up:

- Number of new scholarship collaborations established
- Number of UID students awarded scholarships

UID objective: A world leading design education for the future of professional design practice

Analysis: In order to prepare our students for a changing profession and for future challenges in design and in society, we must be proactive in strategically developing our educations. Crucial to this is to benchmark against other leading design schools to assess the state of design education in an international context, and define how UID should act in order to maintain a role of leading and developing design education for the future. One of the main development areas, is to increase cross-programme collaboration internally and also with potential external partners, by providing more choices for students within existing programmes and courses. In a long term perspective, we also need to look at the overall curricula and range of our educations, to see how we can increase flexibility and electives on a structural level.

Strategies:

Benchmarking. Identification of relevant design educations to compare us against, in order to assess the state of our educations and the future development needs.

Structural flexibility. Investigation and implementation of cross-educational collaborations within the current structure. Strategic plan for developing our current educations and establishing new educations to meet future needs within design and society, and to structurally promote a broadening of student competencies and skills through possibilities to choose elective educational elements.

Follow-up:

- Benchmarking follow-up at leadership group meeting during spring 2015.
- Curricular development followed up in Education council and Strategic board meeting autumn 2015/spring 2016.

Skilled teaching staff

UID objective: All UID staff involved in teaching dedicate time to developing core skills, pedagogical methods and new areas in design through academic research, artistic development work, pedagogical development and other competence development.

Analysis: Through a good balance between our permanent teachers and external professionals, our students meet highly skilled teachers and tutors within the design profession and in academia. Teachers with one foot in the professional design arena outside academia can bring in relevant professional methods and questions into education. For UID, being able to offer employed teachers the possibility to keep up professional practice is one of the important ways we can bring industry and education together, in order to keep up the high level of our education.

Strategies:

Research and artistic development work. All staff involved in teaching have competence development activities within academic research and/or artistic development work incorporated in their individual competence development plan.

Pedagogical development. All teachers have pedagogical development as part of the competence development plan, and we actively encourage teachers to take pedagogical courses. Pedagogical seminars on teaching, learning and teaching portfolio supports documentation of merits and reflection and discussion around pedagogical development work.

Follow-up:

- Number of research active teachers/tutors/staff engaged in education (staff plan/grand plan)
- Number of UID staff applying for and receiving funding for research and/or artistic development work
- Number of UID teachers applying for and receiving appointment as merited/excellent teachers.

UID objective: The number of teachers employed part time at UID and part time in industry have increased.

Analysis: Through a good balance between our permanent teachers and external professionals, our students meet highly skilled teachers and tutors within the design profession and in academia. Teachers with one foot in the professional design arena outside academia can bring in relevant professional methods and questions into education. For UID, being able to offer employed teachers the possibility to keep up professional practice is one of the important ways we can bring industry and education together, in order to keep up the high level of our education.

Strategies:

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.

Follow-up:

- Number of adjunct/part time teachers is kept and preferably increased (2014: 5).

Encounters with research and the outside world

Faculty objective 2.11: At least one educational programme develops a formal collaboration with a foreign university.

Analysis: Umeå Institute of Design has a long history of collaborations in education with other universities, nationally as well as internationally. These collaborations have, however, been organised on programme level rather than on an institutional level. We have found opportunities to work with other design educations in joint projects, often also with an external collaborating project sponsor. Some of these collaborations have been one-offs, others have been more recurrent on a regular basis. In the last five to eight years, we have seen a substantial increase in schools and universities proposing formal collaborations with UID. We now have an excellent opportunity to establish several strategic collaborations with other top-ranked design educations internationally, with a long-term scope of not only developing our educations through these initiatives, but also to promote possibilities of high-quality exchange of both staff and students.

Strategies:

Exchange agreements. Inventory and benchmarking of possible exchange partners, and signing of at least one strategic exchange agreement with an internationally top-ranked design education.

Follow-up:

- Signed exchange agreement with other educators/programmes.

-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.

Analysis: Working with external collaborating partners is one of the UID core foundations for education, and we see this as a model that could be applied successfully in many more educations. Society is developing rapidly, as are the roles of the designer. Therefore, we should develop courses and structures that facilitate our learning from the realities already existing in society, and develop structures that allow us to adjust our courses in accordance with the changes in society. One area to specifically develop across courses and programmes in relation to collaborating partners and students' future professional skills, is entrepreneurship in a broad perspective.

Strategies:

Courses. We develop UID courses that include the changing roles of the designer in practice, and that make use of the knowledge from these courses in order to further develop other parts of our education as well.

Programmes. UID develops new programmes so that these allow for a larger degree of flexibility for students to make individual choices based on their personal wishes and future societal needs.

Contract education. Providing tailor made courses for professionals in or on design is an important strategy for strengthening contacts with external partners, and also to develop our academic educations.

Entrepreneurial skills. Inventory of already integrated and existing themes of entrepreneurship, and strategic overview of where and how to include skills training and reflection on this into existing and future educations.

Follow-up:

-Number of courses and projects held in collaboration with external partner and/or with external teacher/tutor.

-Number of new courses developed.

-Changes made in current programmes and plans for new programmes.

-Number of contract educations carried out.

UID objective: A stronger integration between research and education pushes the disciplinary development of design, and prepares our students for future research activities

Analysis: The basic curricula of UID have been founded on the premise that the primary disciplinary development is made within the profession. Thus, senior designers from industry have been, and are, an important external resource when it comes to keeping courses and content up to date. With the increasing importance of design research in both educational and professional contexts, and a gradual shift away from individual artistic development work to systematic research within the artistic domain also more in general, the overall setting for how our discipline develops new knowledge is changing significantly.

Strategies:

Programme development. Preparing BFA and MFA students for a more research-intensive practice, and discussing pedagogical issues related to this in seminars and meetings.

Benchmarking. Inventory of how other design educations are integrating and working across design education and design research.

Development plan. Analysis and plan for how UID could work in different ways, in different design disciplines, with integration and relation between education and research.

Follow-up:

- Inventory of course elements in curricula relating to research
- Issue raised in Education and Research councils

3. Research that breaks down boundaries

Research at Umeå University is innovative and makes an international impact in several fields. It is important to social development and attracts researchers from all over the world. The research programmes give us tomorrow's successful researchers and creative shapers of tomorrow.

Umeå Institute of Design is positioning itself as one of Sweden's foremost institutions for design research, and is internationally recognized and establishing itself as one of the leading design research environments. UID should be the natural and given partner for discussions and collaborations in design research and strategy within the industrial design field for strategic partners in research, industry and politics in Scandinavia and Europe.

Ground-breaking research

UmU objective 3.1: The university has a well developed recruitment process

UmU objective 3.2: The university has systems for strategic recruitments within several areas (employments and resource packages).

Analysis: Design research is new as a research area, and is hence per definition novel in the currently existing national research structures. We have expanded our PhD programme substantially. All PhD students are involved in education, ranging from lectures and tuition, to project and thesis supervision. Besides recruitment of new research faculty, we are also exploring strategic initiatives for how the research competence of existing senior faculty can be developed. Our first senior lecturer to enrol as a PhD student began her studies in the fall of 2014. We have also expanded our senior faculty with two international guest professors (as part of the research programme Prototyping Practices). Thus, we are well under way developing a strong design research environment, but need to attract both guest researchers and in-house staff with research competencies. However, the aim of establishing an internationally leading research environment is highly dependant on stable funding for basic research, PhD positions and PhD supervision. Since the design field is not incorporated yet in the resource and funding distribution of the Faculty of Science and Technology, this is a major impediment for UID research aims.

Strategies:

Research activity. All staff regularly engages in research, research related activities or artistic development work.

Researcher recruitment. Increased amount of international PhD students and staff with an doctorate in industrial design whenever possibilities are opened in the form of faculty funding or external funding sources.

Follow-up:

- Participation in UmU initiatives to establish support for international recruitments.

UmU objective 3.3. The amount of external funding obtained in national and international competition shall increase.

Analysis: UID has a very good track record of obtaining external funding for applied research, while it is much more challenging to obtain Swedish funding for conducting basic design research. When building our basic research, our vision for research funding is not only to be successful in obtaining funding, but to target funding for basic design research in particular, using research to develop our

discipline, and not limit our activities to only supporting other research areas with design methods. Our goal is to be the primary receiver of national design research funding. However, the funding distributed yearly by Vetenskapsrådet for artistically based/practice based research is very small (only 8 projects received funding in 2014), and is more often directed at areas more specifically artistic than ours, which is considered “too scientific”.

Strategies:

Applications. Our researchers submit funding applications to Vetenskapsrådet and other national and international funding bodies, in order to strengthen the research environment and to achieve research groups and projects that combine basic and applied research in design. Collaboration with other institutions in UmU.

Foster a culture of applying for research funding. Building support systems at UID and sharing knowledge about UmU-wide support systems in order to improve the quality of the research applications that are written.

Increased amount and visibility of publications. In order to have as high impact as possible for UID design research, our researchers and other UID staff should frequently publish scientific articles and other publications of high international standing. Seminars on research- and publication strategies support researchers to improve their decision making on where and how to focus their own research approach.

Research information. Active publication of research related information on our website. Papers and conference contributions should also be spread and made visible and accessible through the DiVA system, internally at UID, online and in printed format. Documentation of executed projects, including the publications associated with them, made visible online. Using the DRS-conference as a benchmark for information- and communication sharing in research environments.

Increased conference attendance and paper presentations. Building structures and routines for staff to apply for funding for conferences and helping them in disseminating their own research results.

Faculty funding. Several faculty funded positions for professors or researchers, or post-docs, should be opened in design during the period. Our professors are obtain the same type of Faculty funding as professors in other departments. UID research activities qualifies our researchers to faculty based research time (FFT), and the criteria for attaining FFT include design specific quality criteria for good research - including artistic research.

Follow-up:

- Number of applications to funding bodies and number of successful applications
- Number of research application seminars
- Amount of research/artistic development work time in staff plan
- Number of publications by UID staff and students
- Number of staff to attend conferences and number of papers presented
- Amount of faculty funded research time

Research that takes on society's challenges

UmU objective 3.4. International research collaborations regarding global challenges has increased.

Analysis: Societal challenges include, amongst other issues, an aging population and environmental issues. Several of our PhD students are touching upon these issues in their ongoing research, and these questions are part of almost everything we do in research and education. With our research program 'Prototyping Practices', we aim to 'prototype' not objects or services but practices in order to experi-

ment and explore the implications of social, cultural and technological changes and challenges to design. This research program consists of three basic themes, each containing a set of complex challenges to the foundations of prevalent design practice: "Design and Social Innovation" addresses recent developments in user-centred design and how the design process moves out to become increasingly embedded in social and cultural practices; "Design as a Critical Practice" on how practice-led and artistic design research can be used to develop and articulate critical perspectives from within design; and "The Work of Design after the Age of Mass-Production" exploring (post-)industrial design in the light of how emerging digital technologies challenge present modes of mass-production by means of making local, independent and pro-am production possible.

Strategies:

International collaboration. Our PhD students and researchers collaborate within their research topics with international scholars and PhD students, through exchange, workshops and other activities.

Follow-up:

-International activities within Prototyping practices and other ongoing research projects.

Access to the best research infrastructure

Analysis: We have until recently had a research infrastructure of the highest quality and are internationally leading in a few areas that attract PhD students and successful researchers from the whole world. Our UID Design Labs include technologies and software for experimenting and prototyping both tangible and immaterial concepts and processes, and highly skilled support from our lab technicians. The main aim of our labs lies in supporting practice-led research in the design field, in order to advance knowledge within and about design practice through case studies, experimentation, prototyping and modelmaking. Practice is in this respect one of the integral parts of research methodology, and it is of utmost importance that our labs can adequately support this. Nationally and internationally, our Design Labs offer opportunities for UID to form strategic alliances with other design research environments. Our infrastructure has also attracted researchers from other disciplines than industrial design to experiment (recently for example from behavioural science, physics, biomedicine and informatics), which has also established our labs as infrastructurally important to the University as a whole. Historically, we have been successful in obtaining external funding, amongst other through the Kempe foundations, but in the last 5 years our equipment has not been updated or renewed in the way that would be needed. This is partly due to a change in how the university allows us to request funding from external foundations, and probably partly due to the fact that recent investments specified by UID instead have been directed towards Sliperiet. The repairing and upkeep of outdated machines and softwares as well as very limited time for competence development for our technicians, allows us to get by, but not to explore and develop the full potential of our labs – our 4D Design Lab (with manual tools, milling and 3D printing technology) as well as our Interaction Design Lab (with experimental electronics, programming and hacking). If nothing substantial is done, and UID Design Labs can come in question for application proposals and internal as well as external funding, soon they will fall in despair.

Strategies:

Strategic plan for our Design Labs, competence and technology development in relation to both research and education, from the perspective of driving development in design.

Inventory of which labs and technologies are most in use, to make strategic decisions on future development on the level and range of necessary equipment.

Applications for funding for relevant equipment and software in order to keep a high level of quality in infrastructure. Formulation of an investment plan to define the most urgent, relevant and prioritised equipment and supporting systems to invest in. Most crucial are investing in current generations of 3D printing technology platforms, updating our full-scale milling system, vacuum casting equip-

ment, high end scanning solutions, colour analysis technology, software for 3d modelling and renderings, Teach-In lathe machinery and specific work-environment related investments.

Follow-up:

- Analysis of historical and recent investments in labs and technology
- Analysis of costs for upkeeping and repair of equipment
- Overview of machine hours and support time

Attractive research programmes create competitiveness

Attractive PhD education is a competitive advantage

Analysis: We educate PhD students in industrial design, with an international perspective, for both academia and society. High quality standards are put both on PhD students and their tutors. The PhD studies are individualised and focuses on both scientific and personal development. The PhD students are active in interactive and cross-disciplinary environments as well as in international research communities.

UID currently attracts international PhD students of very high quality (we currently have only one out of nine PhD students who is Swedish, and we have approximately >20 applications every time we open a PhD position). For us the big challenge has been in assuring the high quality of the supervisors, as recruitment has not been easy due to lack of funding. We currently only have two professors hired (100% and 20%), plus two guest professors (20%) to supervise all 10 PhD students. Apart from a newly hired assistant professor and a temporarily hired part time senior lecturer, we have no senior staff with research competence. Several of our PhD students will finish their education during 2015 and 2016, and with the current funding situation we will probably not be able to open new PhD positions. The risk is therefore that our investments in building a strong PhD education might result in us having to downsize and dismantle it due to lack of stable state grant based funding.

UmU objective 3.8. The university has a study plan in place as early as at the acceptance of the new PhD student, which can be followed-up and measured against.

Analysis: All PhD students at UID formulate their Individual study plan together with their supervisor(s) upon acceptance to UID. Part of the ISP is also the economic plan for the PhD project. UID has thoroughly revised the PhD programme in order to in the best possible way support the PhD student during the process of the PhD education. Part of this work consists in defining criteria and methods that can be used to follow up the general as well as the individual learning outcomes for each PhD student.

Strategies:

Learning outcomes. We have a transparent and supportive process in which each PhD student's individual study plan is used by supervisor and PhD student to define and follow up the learning outcomes during the PhD education.

Follow-up:

- Yearly, in relation to ISP revision.

UmU objective 3.11. PhD students shall during their PhD education be given international experience.

Analysis: UID currently attracts international PhD students of very high quality, and we recruit internationally. Our 10 PhD students come from the United States, the Netherlands, Italy, Germany, India, Denmark, Canada and Sweden. Our PhD students are active in participating in conferences and work-

shops internationally, and several have spent or are planning to spend time doing research or courses at another university or institute. Thus, the level of international contacts is high. What we are aiming for in expanding in international experience, is more presence of international researchers at UID.

Strategies:

International exchange. Research periods for PhD students at other departments are actively explored and supported, as part of the planning for the ISP.

Guest researchers. We form a strategy for inviting guest researchers and guest PhD students to UID for longer and shorter periods in order to enrich our own research culture.

Follow-up:

- Yearly in the PhD student ISP
- Research council, strategic plan follow-up

Faculty objective 3.11.2 . PhD students shall during their doctoral education have access to a relevant offering of courses.

Analysis: Umeå Institute of Design's doctoral education with the purpose of a PhD degree in industrial design consists of courses to the extent of 70-100 credits. We are pushing for a more systematic and organised structure to the PhD education, with specific general and individual learning outcomes. In this process, courses play a fundamental role. The courses are divided in three parts: 45 credits of mandatory courses, 8 credits of participation in the department's research seminar, and the remaining credits consisting of elective courses. The mandatory course elements can be divided into three groups: design specific courses, courses related to academic research more generally, and mandatory participation in the research seminar. We are currently developing the content and structure of these courses, as well as the plan for how often and in which way to provide the courses for our PhD students – which is also linked to the obstacles related to the fact that there is no secure University funding of PhD level courses.

Strategies:

Course development. Continued work to define course content and structure of mandatory and academic courses at UID.

Course collaboration. UID aims to take leadership in establishing strategies for collaboration with other PhD educations in design and related fields to provide relevant courses and critical mass of participating PhD students.

Follow-up:

- Courses provided at UID
- Courses taken by UID PhD students
- Involvement in the work with defining University or Faculty level generic PhD courses.

4. The excellent and efficient university

Umeå University is its staff and students, and is developed by them. Equality, diversity and equal treatment are thus crucial concepts. We offer long-term provision of skills and a stimulating work environment. Efficient business support gives us excellent opportunities for successful work.

UID organisation and leadership work well, with a clear division of responsibilities and good collaboration within the leadership group, and with a good foundation and participation from all staff and students. Co-workers at UID are, on all positions, highly competent and the best possible person for that position and task. UID is a work place that stimulates and promotes development for all staff and students, in offering stability as well as challenges and possibilities to develop within the own field of

expertise. Active work with work environment, security and equality issues ensure a good work environment and atmosphere. Tools, facilities, administrative systems and work methods are developed to reach the best possible result, and equipment in our labs are on par with those used in the design profession.

UmU objective 4.2. Administrative support at the university gives a good support for leaders on all organisational levels and works in a cohesive system.

Analysis: Students and staff at UID often highlight the supportive and open atmosphere. Simultaneously, both students and staff often experience a high work load, and periods of intense work can be both motivating and stressful for individuals as well as for the organisation. Characterised by a high level of ambition and flexibility, UID could also benefit from implementing certain more stabilising routines and working with systematic documentation in order to promote learning and development on organisational level.

Strategies:

Administrative systems. Further development of administrative routines and tools in order to support collaboration and enhance communication in the organisation. Establishment of a visual overview of the “administrative year” in order to promote internal awareness and collaboration.

Leadership structure. The already implemented model for leadership and organisation is evaluated and further developed in relation to the recruitment of a new Rector.

Communication and information. Internal and external communication strategies are established in order to support UID communication, recruitment, visibility and collaboration.

Facilities and infrastructure. Strategic work to better adjust our facilities and infrastructure to our varied needs.

Work environment. All students and staff experience UID as an inspiring, and open place of work and study, feel that the work load is possible to manage well, and there is good support for handling periods of more intense work. (see separate plans).

Equal treatment. All students and staff experience UID as an egalitarian and inclusive place of work and study, where we have a flat and transparent organisation. Students and staff alike should experience that they have equal opportunities as their peers, and that the work with equality and equal opportunities is incorporated and visible in the daily work in a positive and enriching way. (see separate plans)

Sustainability. All activities at UID are based in a sustainability perspective, and we strive after the least possible negative environmental footprint in our activities. (see separate plans).

Follow-up:

- Administration: yearly follow-up for Annual report. Listing of routines developed.
- Leadership: evaluation at leadership group meetings and for Annual report. Order of delegation revised with Vice-Chancellor’s office.
- Communication: follow up of external web communication (web analysis) and internal communication (survey), and in communication plan and at staff meetings.
- Facilities and infrastructure: Follow-up of usage of facilities and infrastructure. EHS group, Annual report, staff meetings.
- Work environment and equal treatment: Follow up of University employee and student barometers. (and according to separate plans).