Agenda for UID Strategic Board meeting / Dagordning för styrelsemöte, Designhögskolans strategiska styrelse

**Time / Tid:** Friday the 26th of September 2014, 10.00 (and approximately ending 16.00)

**Venue / Plats:** Administration conference room, UID

**Board members:** Anne Asensio (external member/extern ledamot)
Björn O. Nilsson (external member/extern ledamot)
Daniela Rothkegel (PhD student representative/doktorand-representant)
Lars Isaksson (staff representative/representant TA-personal)
Lene Rydningen (student representative/studentrepresentant)
Maria Göransdotter (Head of Department/Prefekt) Chair/Ordförande
Mikal Hallstrup (external member/extern ledamot)
Niklas Andersson (faculty representative/lärarrepresentant)
Thomas Degn (faculty representative/lärarrepresentant)

**Other participants:** Birgitta Sundberg, minutes taker / sekreterare
Demian Horst, UID Collaboration council chair (item 5/ärende 5)

**Substitutes:** Demian Horst, Tomas Lindehell, Sara Eriksson (on parental leave), Tara Mullaney, Jonas Lindberg

**Item/Ärende**

1. Opening of the meeting / Mötets öppnande

2. Organisation / Mötets upplägg
   2.1 Approval of the agenda / Fastställande av dagordning
   2.2 Quorum / Mötesformalia
   2.3 Scrutinizers of the meeting / Utseende av justerare
   2.4 Last meetings’ minutes / Föregående mötes protokoll

3. Review of current issues / Genomgång av aktuella frågor

Maria Göransdotter
Item/Ärende

4. UID economy and budget / Designhögskolans ekonomi och budget
   Maria Göransdotter (appendix 1)

5. Developing UID: topics presented at previous meeting / Designhögskolans utveckling: teman presenterade vid tidigare möte
   5.1 The relation education-research, Thomas Dég
   5.2 Flexibility in education, Niklas Andersson
   5.3 Course development: Design practice, Demian Horst (appendix 2)
   5.4 Alumni relations and strategic collaborations, Demian Horst (appendix 3a, 3b)
   5.5 Scholarships and talent recruitment, Maria Göransdotter (appendix 4)

/12.00 – 13.30 LUNCH/

6. Core values / Kärnvärden
   6.1 UID Core values / Designhögskolans kärnvärden, Maria Göransdotter (appendix 5)
   6.2 Discussion and decision / Diskussion och beslut

7. SWOT analysis and risk management at UID / SWOT-analys och riskhantering vid Designhögskolan
   7.1 SWOT analysis and risk management at UID / SWOT-analys och riskhantering vid Designhögskolan (appendix 6)
   7.2 Discussion and decision / Diskussion och beslut

8. Dates for upcoming meetings / Datum för kommande möten
   Next meeting, spring: 3 February, 2015, 10-16
   Proposed date, autumn: 29 September, 2015, 10-16
   Proposed date, spring: 2 February 2016, 10-16

9. Any other issues / Övriga frågor
### Financial outcome UID 201401-201408

*(figures in thousands of SEK)*

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Course syllabi, Design Practice 1 and 2

The course syllabi for the courses Design Practice 1 and Design Practice 2 have been established in the UID Education council and Decision meeting, and are currently being processed by the Faculty of Science and Technology at Umeå University.
Designpraktik 2
Design Practice 2

30,0 credits

Course Code:
Syllabus valid from:
Responsible Department: Umeå Institute of Design, Umeå University
SCB Subject: Design
Main Field of Study and progress level: Industrial Design: xx xx
Level of Education: Advanced level

Requirements
Univ: In order to be admitted to the course students must have completed a BA in Industrial Design or the equivalent as well as all previous master courses in the Advanced Product Design (APD), Transportation Design (TD) or Interaction Design (xx) program at Umeå Institute of Design or the equivalent. Proficiency in English equivalent to Swedish upper secondary course English B (IELTS (Academic) with a minimum overall score of 6.5 and no individual score below 5.5. TOEFL PBT (Paper-based Test) with a minimum score of 575 and a minimum TWE score of 4.5). TOEFL iBT (Internet-based Test) with a minimum score of 90 and a minimum score of 20 on the Writing Section). Where the language of instruction is Swedish, applicants must prove proficiency in Swedish to the level required for basic eligibility for higher studies.

Learning Outcomes
After having completed the course, the student will be able to:

• reflect about the future of industrial design, drawing parallels between practice and the learning accumulated during studies and the previous internship(s).
• account for the diverse tasks and disciplines that are connected to the practice of industrial design.
• formulate and present an illustrated (written or oral) reflection describing a personal design philosophy and the student’s point of view on his/her professional responsibility in the future.

Contents
During the course contemporary design practice and work-related situations are explored by analyse and discussions and experience from practical participation in professional design contexts are critical reflected upon from design theory.

Instruction
The teaching is in the form of literature study, seminars and practical training in a professional design environment. All sections in the course are obligatory. The study language is English.

Examination
In order to participate in the final presentation the student must have fulfilled the minimum requirements for the deliberates specified in the study tutorial presented at the start of the course. The examination at the final presentation consists of an oral presentation of a critical reflection of contemporary design practice and a submission of a written analyse and reflection of the fulfilled design practice in English. The grade given is Fail (U) or Pass (G). For students who have not obtained the grade Pass, other examination sessions will be arranged. A student who for two consecutive examinations for the same course or sub-course has not been passed, has the right to have another examiner appointed, if there are no special reasons against this (Higher Education Ordinance chapter 6, 22§). The request for a new examiner shall be made in writing to the Head of Department at Umeå Institute of Design.

Academic credit transfer
Students have the right to request that previous studies, or equivalent knowledge and skills acquired in a professional work-related capacity, be validated and transferred into credits on an equivalent course or programme at Umeå University. Applications for credit transfer should be addressed to Student Service/Degree Evaluation Office. More information can be found at the Umeå University student web site (www.student.umu.se/english) and in Chapter 6 of the Higher Education Ordinance. Appeals may be made to the Higher Education Appeals Board (ÖNH) against a decision by the university not to approve an application for credit transfer (Higher Education Ordinance, Chapter 12), even in cases where only a part of the application has been rejected.

Course Literature
Designpraktik 1
Design Practice 1

30,0 credits

Course Code:  
Syllabus valid from:  
Responsible Department: Umeå Institute of Design, Umeå University  
SCB Subject: Design  
Main Field of Study and progress level: Industrial Design: xx xx  
Level of Education: Advanced level

Requirements
Univ: In order to be admitted to the course students must have completed a BA in Industrial Design or the equivalent as well as all previous master courses in the Advanced Product Design (APD), Transportation Design (TD) or Interaction Design (xx) program at Umeå Institute of Design or the equivalent. Proficiency in English equivalent to Swedish upper secondary course English B (IELTS (Academic) with a minimum overall score of 6.5 and no individual score below 5.5. TOEFL PBT (Paper-based Test) with a minimum score of 575 and a minimum TWE score of 4.5). TOEFL iBT (Internet-based Test) with a minimum score of 90 and a minimum score of 20 on the Writing Section). Where the language of instruction is Swedish, applicants must prove proficiency in Swedish to the level required for basic eligibility for higher studies.

Learning Outcomes
After having completed the course, the student will be able to:

• reflect about contemporary industrial design, drawing parallels between practice and the learning accumulated during studies.  
• account for the diverse tasks and disciplines that are connected to the practice of industrial design.  
• formulate and present an illustrated (written or oral) reflection describing the personal development that took place during the internship.

Contents
During the course contemporary design practice and work-related situations are explored by analyse and discussions and experience from practical participation in professional design contexts are critical reflected upon from design theory.

Instruction
The teaching is in the form of literature study, seminars and practical training in a professional design environment. All sections in the course are obligatory. The study language is English.

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Course Literature
UID Goals for Alumni Relations

Our strategic goal with alumni relations is to establish a strong network of individuals who share an understanding about the importance of developing the subject of design by constantly improving the quality of the school.

UID’s alumni relations should:

- Acknowledge the alumni value as ambassadors and their ability to promote the school on different social, academic and professional networks.

- Utilise an effective communication platform that benefits Alumni by providing information and inspiration from current activities or topics that are dealt with at the school.

- Promote engagement from the community, benefiting from Alumni skills, experience and potential influence as decision-makers in the profession.

- Highlight the Alumni base as role-models for current students.
UID Plans for Strategic Academic Collaboration

An email survey was conducted among all programme directors at the school. The goal of this survey was to compile a list of relevant schools located outside the tuition-free zone (Scandinavia, EU/EEA or Switzerland) with whom we believe it would be valuable to establish a formal academic exchange agreement. Parallel to this process a first contract for such kind of collaboration was drafted and agreed with the National Institute of Design in India.

During the Collaboration Council meeting on September 16 a criteria for prioritizing the selection of the first institutions to be approached with a request for collaboration was discussed and agreed.

The criteria involves the following:

- History of previous student recruitment processes (to or from which schools did we fail to enrol a selected applicant)
- History of previous academic relationship
- Geographical spread (being as broad as possible)
- Membership to the Cumulus Network (a network we are already part of)
- International ranking for design education (BusinessWeek, Red Dot, IDEA, etc)

The first schools we plan to approach with a formal invitation to establish exchange agreements are:

Art Center College of Design, CA, USA
Parsons The New School of Design, NY, USA
School of Visual Arts, NY, USA
PolyU, HK, China
Catholic University of Rio de Janeiro, RJ, Brazil

It is expected that this first phase of development will happen during 2014 and 2015.
UID International Foundation / or/ The Friends of UID Foundation

Background

Two of the key success factors for Umeå Institute of Design in reaching its current position as a globally recognized design school, has been 1) the possibility to recruit the internationally most talented students to all levels of our education, and 2) the ability to allow students to gain the skills and design practice necessary to successfully enter the profession by providing cutting edge technology and infrastructure in laboratories and workshops, on par with that in use in industry and the design profession.

Since the introduction of tuition fees in Sweden for non-EU students in 2011, the school has seen a drastic decrease in the number of international students accepting the study place offered them at UID. The high level of tuition fees (270,000 SEK yearly) sets UID apart amongst its main competing design schools world wide, as many of them offer either lower levels of fees, or well structured programmes for financial support. The financial reform concerning tuition fees introduced in Sweden thus implies a very negative impact on our ability to recruit, as the systemic change did not include the new complementary support structures necessary to still support the very best students in the way comparable international institutions can. To be part of, and contribute to, a truly global design community must include making it possible for international students to come and study here. Setting up a foundation with the strategic resources to allow support to the very best and most talented international students to come here, would provide a secure means of international recruitment when other systems in place will not. This includes scholarships covering study fees, otherwise making attendance impossible for students outside the EU.

Umeå Institute of Design depends on the highest quality in students and staff, as well as in infrastructure and equipment, in its education and in its collaboration with external partners. New funding practices and criteria locally at our University as well as on national Swedish level has made it increasingly difficult for us to apply for funding for investments in infrastructure and technologies used in laboratories and workshops, to keep them on par with the professional and industrial development in the field. A foundation’s strategic resources would allow the school to increase critical mass at specific pivotal points in its development, to transcend continuous improvement and maintenance, in order to take the necessary but currently also very difficult steps into a new technology, a new technique or area. This includes investments in the equipment of our laboratories, when other sources of funding are not sufficient.

Umeå Institute of Design proposes to set up a foundation, aiming at maintaining and further developing the high quality of the education, by providing strategic support to students and infrastructural investments in education.

Aims of the foundation

Umeå Institute of Design has, since the school started in 1989, established itself as a world leading design school in an international context. To be an inherently international institution located in the
very North of Europe takes exceptional effort and engagement. This foundation is formed with the aim to strategically support the ambition of upholding, strengthening and developing the quality of education on all levels, from an international perspective. To allow UID students to gain the skills and design practice necessary to successfully enter the profession, the school depends on the high quality of its laboratories. The foundation’s strategic resources will allow the school to increase critical mass at specific pivotal points in its development, to transcend continuous improvement and maintenance, in order to take the necessary but also difficult steps into a new technology, a new technique or area. Therefore:

1) The foundation’s primary objective is to provide strategic support to enable the Umeå Institute of Design to recruit the internationally most talented students to join its educations, national origin notwithstanding.

2) The foundation’s secondary objective is to provide strategic financial support at pivotal points in the development of the educational environment at Umeå Institute of Design.

Setting up the foundation

The foundation should be set up as an insamlingsstiftelse – i.e. a foundation based on financial contributions from different stakeholders following a call for donations or support. The initial founders of the foundation should be representatives of a limited group of mainly local and national companies and/or organisations, amongst whom the first foundation board members would be appointed. The foundation should be administrated by Umeå University, but without involvement of any representatives from Umeå Institute of Design, in order to secure the objectivity of decisions in the foundation board. The financial aim would be to raise enough funds to provide possibilities of an annual distribution of, for example a number of tuition fee scholarships and certain strategic investments in infrastructure or development areas. The foundation should be run over a 10 year period, with a possibility to extend the duration of the foundation upon decision of the foundation board.

Umeå Municipality and local companies already support UID through different actions, and have expressed a willingness to engage in supporting the development and quality of education at UID also in the future. The gain for UID as well as for local actors would lie both in building the respective brands even stronger together, and also in increasing the possibilities for keeping international competence in the region. On a national level, Swedish companies would see the relevance in working with UID in knowledge production and competence management in order to recruit our students to strategic positions in the future. Also, on the international level, UID alumni become “ambassadors” not only for UID and Umeå, but for Sweden, and are strategic future partners on an international market.

Specifics of the foundation

The seat of the foundation should be Umeå. The Board should consist of 3-6 persons from industry, and one Umeå University representative. The board should meet once yearly (or twice?) to decide upon the annual award of scholarships and funding.

Scholarships: For as long as Sweden has tuition fees but no scholarship system in place, the Foundation should prioritise scholarships for covering tuition fees for non-European students (fully or partially) accepted to studies at Umeå Institute of Design. UID shall provide the board with lists of students accepted to UID educations. Students apply directly to the Foundation for scholarships, not to UID. Upon request from the foundation board, UID can provide priority lists, evaluations or additional information about the applicants.
Scholarships might also be awarded other categories of students, should the board and UID deem that financial support would be beneficial for upholding the quality in education (for example scholarships open also for EU students or Swedish students, and for students on all levels of education: bachelor, master and PhD).

**Strategic investment funding**: Umeå Institute of Design could apply to the Foundation for financial support regarding investments to further the strategic development and quality of education. Prioritised areas would be funding for semi-expensive to expensive equipment, technology and infrastructure in labs and workshops supporting education on all levels. Secondly, strategic high-level projects aiming to develop the subject area of industrial design in education across the school as a whole would be relevant.

Applications would be made from Umeå Institute of Design to the Foundation, after an internal review and selection process on UID leadership and UID strategic board level.
UID core values: “Engagement” and “People first”

The UID leadership group has proposed the basic UID core values to be *People first* and *Engagement*. We see that these values can summarize and reflect many of the priorities and foundations that are essential to understanding what Umeå Institute of Design is, and how we should strategically act in order to maintain the “UID-ness”. Thus, the core values can also work as strategic tools or filters through which we can support decision making, communication and everyday practice as well as long term planning and strategy in developing the school. A first attempt to define UID in relation to these core values is:

Engagement is the core of our philosophy, and at the roots of our Scandinavian tradition. To make things, and to make things happen, design must be engaged and engage with the world around: with matters and materials; with capacities and contexts, with people and practices; with society, industry and environment. Engaging with the world around us, our way of making things happen starts with always putting people first: as students, future colleagues, co-workers, users of design and citizens of the world.

• Therefore we are committed to collaboration and each individual student’s learning process
• Therefore we work hard to create an social, engaging and supportive environment for education and research.
• Therefore professional practices have a strong presence in what we do
• Therefore our projects are collaborative, working with external stakeholders and real issues.
• Therefore our design approach puts people first, from design methodology to aesthetics.

To design is to engage in a dialogue with the world around in order to make a difference that matters.

Core values process
Umeå Institute of Design was founded in 1989, and is now celebrating its 25th anniversary. Over the years, UID has changed quite substantially in some ways, and in other ways not at all. There is still a core, or and atmosphere, or a "UID spirit" that permeates the things we do, and the way we do things. Over the last two years, we have actively worked in the UID leadership group together with staff and students in trying to define what the core values and "spirit" of UID actually is.
We’ve started the process of exploring UID core values at the study year kick-off with all UID staff at Gideå Bruk in August 2012, working with trying to visualize what is is that makes UID special. At the study year wrap-up in Vännäs in June 2013, we ran a workshop with all staff in which we boiled this down into keywords:

- Collaborative
- Creative
- Human-centred
- Professionalism
- International and super-Swedish
- Friendly / family
- Criticality
- Challenge ourselves

In order to take this further, in order to define what the core UID values are that defines our environment and our way of doing things, we continued during the study year 2013-2014 with exploring UID staff personal values in relation to our actions at UID and to the UID image or "brand".

One outcome of this was a brief description of the UID atmosphere and environment:

- Everybody has an equal voice at UID
- Open, warm and friendly atmosphere
- Non-hierarchical
- People can help you if you are in tough situation
- Everybody are welcome
- Student initiatives are welcome
- Solving problems together - fast
- A lot of solidarity and dedication / joint goals and understanding purpose
- Non-territorial (saving energy)
- Collaboration overruns individual agendas
- Freedom & trust
- Incredible & motivated students (and "spoiled"?)
- UID as a comfortable "nest" for our students
- Alumni network - how to use and scale up?
- Serving our students within limits (expectations have changed due to societal changes)
- Engaged people (students & staff)

At the staff kick-off in August 2014, the UID staff workshopped around the proposed core values of Engagement and People first, giving examples and “testing” them by relating to UID practices. The short notes from that exercise are listed here below. There was consensus on the validity and representativeness of these core values, and now UID leadership, staff and students will continue the process of visualising and grounding these core values in daily work as well as in strategic planning.
**PEOPLE FIRST**

- Even through the design methods taught at UID, "User-centered design".
- We say "Hi!" and it makes a difference.
- Same communication to all / no hierarchy.
- Meeting times matches family life

- Pedagogics: small classes, generous teaching time.
- Availability, approach and inclusion.
- Always available and welcoming
  - Open-door mentality
  - Empathy, respect & tolerance
  - Designing for PEOPLE
  - Inclusiveness

- Knowledge starts from the individuals
  - We need to define "people" (implies a political agenda)

- Students, staff, users, clients: YES
- You wouldn’t see any otherwise (in Umeå)
  - What else would you do (in Umeå)

- Personal excellence
  - Inspiration
  - Aspiration
  - Collaboration
  - Students find it easy to get assistance
  - Students keep in touch with tutors long after graduation
  - Alumni networks contribute as tutors but also internship/job networks
  - Great community events (wozzop, christmas, lucia, sports day)
  - Sharing knowledge and appreciating achievements > attending course presentations, PhD festival etc.
  - Appreciating employee/staff > christmas gifts, farewells and personal achievements
  - Open-door communication

**ENGAGEMENT**

- Stallverket student engagement - amazing!
- Inspired staff
- UID spirit
- Sharing knowledge, time & energy
- Student involvement in decision-making
- "Extra mile"
- Common vision / target
- Passion
- Crafts
- Educator & student
- Student & user
- Staff care
- Students, staff, users: YES
- Client, brief, project: NOT YET
- Help others
- Educate ourselves & others
- Care
- Commit
- Personal
- Engaging at different levels makes "us" happier
- One-off engagements (ex. DRS)
- Periodic engagements (reading groups)
- Long-term engagements (future of design)

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**Diagram:**

- People first
- Staff
- Conviction
- Necessity
- Small groups
- People first

- Help others
- Educate ourselves & others
- Care
- Commit
- Personal
- Engaging at different levels makes "us" happier
- One-off engagements (ex. DRS)
- Periodic engagements (reading groups)
- Long-term engagements (future of design)
Umeå Institute of Design SWOT analysis

The internal perspective: Strengths

UID is a small and agile school size-wise, that is also part of a larger university. We are internationally and nationally well established as one of the world’s leading design educations, with a fully international body of students from all over the world. Our educations are highly ranked academically as well as by the design profession. We have an excellent possibility to establish UID as a competitive design research environment, with a well defined and attractive PhD programme. UID has a very particular culture of engagement, openness and accessibility, shared by students and staff alike in approaching daily work and future development at the school. Our small size, varied cultural and professional backgrounds and collaborative atmosphere allows us to be highly adaptable to different situations and to solve problems in creative ways. UID pedagogics are built on process focused, project based and studio
based teaching in small groups of students, where each student can be met and supported out of their individual strengths and development potential. UID has a stable corps of skilled and engaged core area teachers, many of whom are formerly UID students and carriers of UID tradition, and excellent in-house support staff highly involved in our education, all working towards the aim of giving the best possible design education. The location in Umeå is an advantage, since our students focus on their studies without many distractions. We have a strong network of collaborating partners and alumni in industry and society, and strong connections to the local government, municipality and industry. The formation of a strong and well functioning UID leadership group has been very successful, working closely together with the school’s strategic development. We have good relations and good support from the University leadership.

The internal perspective: Weaknesses

One of the basic weaknesses of UID is mismatch between resources and ambition level. This has to do both with the small size of the school and the limited number of in-house staff — we are very few persons carrying out different kinds of daily operative and strategic tasks, and with a high ambition level when it comes to quality in what we do, which leads to an intense working environment. The small number of in-house teachers and staff makes us vulnerable if we lose competence due to different reasons (sickness, leave of absence, resignations). Our successful rankings based on the way we have educated the latest 25 years can lead to a false sense of security as a leading education, which does not push us towards change and development but can risk leading to stagnation. Many of our teachers are UID graduates themselves, and not all staff members have experience from working outside academia as designers or in other academic environments. The mismatch is also evident from an economic perspective, where we have a deficit that has been built up over several years. In research, we are under-funded and under-staffed, with very few professors and no body of senior design researchers to supervise PhD students and apply for research funding. We tend to solve problems ad hoc and create case by case solutions in different areas. The introduction of tuition fees has introduced a potential element of discrimination, with different situations for different students. We have a low level of representation and influence in committees and decision making bodies on Faculty level.

External perspectives: Opportunities

Given its close connections to society and industry, the design disciplines also undergo continuous change as a response to new needs, problems, and possibilities. Being a comparatively young, small and agile institution, UID has the opportunity to be a leading actor in developing the field of industrial design. Combining disciplinary development through education and research, we also have the academic tools necessary for pushing design practice in ways the profession can not afford. There are many opportunities to further expand our network and our educational development through working with industry, for instance by extending our work with commissioned educations. Developing our PhD programme further, we have the opportunity to become a world leading institution on all levels of design education, post-graduate studies included.
Our network of alumni is a significant potential resource that could be used in developing new directions and driving change. We can, through our networks, have an influence and an impact on future development on different levels of management in both industrial and societal stakeholders. Through strategic recruitments and through competence development of existing UID staff, we can further drive the changes within the field of design, by adding to competencies and bringing in external perspectives we do not currently have.

The Arts Campus in general, and Sliperiet in particular, offers contact areas and access to technologies that can further both UID education and research and our collaborations within university and with external partners. The focus on UID and Arts Campus, with a large number of visits and new contacts, extends our network and also strengthens our relationship with local decision makers.

**External perspectives: Threats**

The most imminent threat is an increasing mismatch between resources and ambition, and the strained work situation this implies. With much time focused on daily tasks, and little time left for working on the big picture and the development of our discipline, we focus on optimising what we have rather than to develop in new directions. Thus, other institutions might be developing faster than us to meet new quality criteria and professional demands, which in turns might affect our leading position in education. This could potentially also lead to staff and teachers leaving UID, as well as collaborating partners choosing other schools instead of us to work with. The shortage in strategic funding to develop our future is especially evident when it comes to our research. Limited possibilities to obtain research funding for developing *design* (which is different from, say, participating in research projects developing other areas of concern), locally, nationally and internationally, in combination with difficulties in obtaining allowance to recruit professors dramatically reduces our chances to grow. Indeed, if the current trend continues we will be reducing our PhD programme to about 50% of today in just two years time.

The introduction of tuition fees in combination with a lack of available scholarships can lead to a drop in quality among accepted students, if we cannot guarantee the possibility for the most talented students to be accepted. This would also put us at risk of losing the international dimension of our education, which would also directly affect the quality of education in a negative way. The economic situation, with higher rent and lower levels of university funding in combination with a high internal profile of UID, and thus substantial expectations from University as well as from the City and ourselves, can lead to a situation where too large a part of UID resources are spent on other tasks than the core areas of education and research. Being part of the Arts Campus and a larger university could lead to a devaluation of the UID brand, if we are “eaten up” by these or if we are associated with educations or research that are not our own.