

UKÄ's Programme Evaluations

Self-evaluation

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| HEI: Umeå Universitet |
| Third-cycle programme subject: Architecture |
| Degree of Licentiate: no |
| Doctorate: yes |

Submit one self-evaluation per programme that leads to a degree within the third-cycle programme subject to be evaluated. The self-evaluation should be based on quality aspects and assessment criteria within the aspect areas:

- environment, resources and area
- design, teaching/learning and outcomes
- follow-up, actions and feedback

and the three perspectives:

- working life perspective
- doctoral student's perspective
- gender equality perspective.

Briefly describe, analyse and evaluate, using examples, how the evaluated programme meets the assessment criteria for each aspect within the aspect areas and for the perspectives. The self-evaluation should be based on the current conditions for the programme. Describe both the strengths and identified areas in need of improvement as well as how follow-up, planned and taken actions and feedback occur both to improve the programme and to ensure that the programme is of high quality.

More detailed guidelines for HEIs on aspects and assessment criteria can be found in the *Guidelines for the evaluation of third-cycle programmes*, Annex 1.

The self-evaluation should not exceed 75,000 characters, including spaces (approximately 25 A4 pages, 12 point font size), excluding the tables completed by the HEI.

INTRODUCTION

Background:

[Umeå School of Architecture \(UMA\)](#) at Umeå University was founded in 2009 within the [Faculty of Science and Technology](#) and is part of [Umeå Arts Campus](#), a meeting place for researchers, students, industry and public organisations. In 2016, there were 247 students at first- and second-cycle study programmes, with 34 staff (27 full time equivalents [FTE]).

The School has embarked on an ambitious, long-term strategy of investment and improvements specifically in the following areas:

- Organisation
- 1st and 2nd Cycle Study Programmes
- Pedagogy
- 3rd Cycle Study Programme
- Research

The need for change became evident when Prof Ana Betancour, assumed the post of Rector and Head of Department (HoD) in 2015. A common vision for the School has been developed collectively and is focused on a number of areas:

- Sustainable Development
- Development of New Fields of Knowledge
- Pedagogy & Ethics
- International Validation

UMA is in the midst of a long-term development work regarding organisation, first- and second cycle education & study programs, pedagogy, research and research education. During 2016 a functioning structure of cooperation, leadership and a general focus on the duties of the school was reached, which has the ability to achieve the set goals. A shift in work place culture has taken place. The meeting culture and the communication within the school has shifted towards transparency and respect between colleagues. The vision for UMA has been collectively produced by all staff and is centred around the following general areas: Sustainable Development, Development of New Fields of Knowledge, Pedagogy & Ethics, Local and International Perspectives, International Validation and Independent Assessment of Examinations. This vision is based on the view that the operation of the entire school is a platform for subject development and specialisation of artistic-, professional-, and research practices. As part of this vision, a new Master's Programme in Architecture and Urban Design was established in June 2016. The program begins the fall term of 2017.

In addition, the School's focus on internationalisation means that architecture students have the opportunity to meet staff and students from different contexts and cultures, allowing them to understand the importance of creating common spaces, improving living conditions, creating architecture in dialogue, process and co-creation with other actors to acquire a global and deepened picture of the physical shape and infrastructure of a more sustainable future. The renewed focus on transparency across all organisational structures and programmes within the school encourages students to take part in the development of their education-, learning-, and decision-making processes. PhD students in particular will have multiple opportunities to influence general decisions at different levels, and to play an active role in

forming the orientation and content of their own education.

UMA is also committed to combining expertise in creative, professional and research practices & methodologies, providing a more holistic and inter-disciplinary environment, which is in line with global educational trends. The development is described in two reports: [Development work at the School of Architecture, 2016, Progress Report](#), [Development work at the School of Architecture, 2016, Final Report](#).

In connection with the development work during 2016 the then currently active PhD students from UMA were transferred during the spring semester 2016 to other Architecture Schools. At present there are no PhD students at UMA and there were none in the fall semester 2016, which is the period this self-evaluation relates to. UMA is now developing the research education subject according to the [Operational Plan 2016–2018](#), with the aim to admit PhD students when the conditions are assessed to be sufficient. The development consists of several parts. During 2017 the [General Syllabus for third-cycle studies in Architecture \(ASP\)](#) will be revised and aligned to the subject changes that have been made in the new Master's Programme in Architecture and Urban Design. The recruitment of researchers and professors is currently in progress in order to strengthen the research environment. The delegation related to the admission of doctoral students is temporarily situated at faculty level, awaiting the recruitment process of supervisors to be completed.

The descriptions in this self-evaluation are therefore to a relatively large extent plans for the education of future PhD students, but are of course based on existing structures and documents, such as regulations and routines at university and faculty level, the existing third-cycle study programme for architecture, operational plan for UMA and competence provision plan for UMA, established co-operations and networks.

University-specific Documents:

Below is an overview list of the relevant Umeå University documents related to this self-evaluation.

University Level:

[Admission regulations for doctoral education](#)

[Administrative procedure for the withdrawal of resources from doctoral students](#)

[Regulations for Doctoral Education](#)

[Umeå University 2020 – Vision and objectives](#)

[Individual study and funding plan for doctoral education, Section A](#)

[Individual study and funding plan for doctoral education, Section B](#)

The following documents are only available in Swedish:

[Quality Management System for Doctoral Education](#)

[Report from the final questionnaire, 2015](#)

[Rule for administrators and representatives for equal opportunities](#)

[Evaluation of the research contracts](#) (*Faculty of Science and Technology, see pages 28 – 30*)

Faculty Level:

[Manual for postgraduate students, Faculty of Science and Technology](#)

The following documents are only available in Swedish:

[Delegation of authority, Faculty of Science and Technology](#)

[Operational Plan 2016–2018, Faculty of Science and Technology](#)

[Roles and responsibility within the doctoral education, Faculty of Science and Technology](#)

[Guidelines for the appointment of an associate professor \(docent\), Faculty of Science and Technology](#)

Institution or Subject Specific:

[General Syllabus for third-cycle studies in Architecture \(ASP\)](#)

[Operational Plan 2016–2018, Umeå School of Architecture](#)

[Development work at the School of Architecture, 2016, Progress Report](#)

[Development work at the School of Architecture, 2016, Final Report](#)

[Management organisation at Umeå School of Architecture](#)

The following documents are only available in Swedish:

[Plan for competence provision 2017–2018, Umeå School of Architecture](#)

[Work environment plan 2017–2017, Umeå School of Architecture](#)

Other course Descriptions:

[Postgraduate Supervision in Practice](#)

[Course syllabus for the Master's Programme in Architecture and Urban Design](#)

Research Projects

[+Project](#)

[Digital Tools for Social Transformation \(DTST\)](#)

[Global Practice Programme \(GPP\)](#)

[Strategies for Change \(S4C\)](#)

[Charged Utopia](#)

[UnUrban Experiments](#)

[The Civic University, The Art of being Civic Symposium](#)

[Urban Commons](#)

[Urban Explorations](#)

[Project Office](#)

Other Documents and Links

[ResArc, Swedish Research School in Architecture: Course Descriptions](#)

[Research Environment: Architecture in the Making](#)

[Research Environment: Architecture in Effect](#)

Alternative links (to UMA webpage)

[ResArc, Swedish Research School in Architecture](#)

[Research Environment: Architecture in the Making](#)

[Research Environment: Architecture in Effect](#)

[Umeå Arts Campus Research Days](#)

[Umeå Arts Campus Research Seminar](#)

[Government Proposition: Kunskap i samverkan, 2016/17:50](#)
[Government Report: Designed Living Environment \(SOU2015:88\)](#)
[The 2030 Agenda for Sustainable Development](#)
[Royal Institute of British Architects: Validation Procedure and Criteria](#)

[European Association for Architectural Education \(EAAE\)](#)
[Architectural Research European Network Association \(ARENA\)](#)
[ARENA Journal of Architectural Research \(AJAR\)](#)
[Nordic Academy of Architecture](#)
[Nordic Journal of Architectural Research](#)

Reference Material

[Rendell, Jane. *Some Notes on Architecture and Design Research*. The Bartlett, University College London. 2007.](#)
[Till, Jeremy. *What is architectural research?* Royal Institute of British Architects.](#)

Aspect area: Environment, resources and area

Aspect: Third-cycle subject area

Assessment criteria:

The demarcation of the third-cycle subject area and its connection to scholarship or artistic practice and proven experience are adequate and appropriate. The third-cycle subject area's relationship to the area for third-cycle education is adequate (for the HEIs that have degree-awarding powers for an area in third-cycle education).

The development of doctoral research education and the research education subject, follows upon the revision of the basic and advanced education at UMA in 2016. These revisions have come about in a time of major societal changes that places new demands on research in architecture. UMA's response to these changes is to create a doctoral programme that has both breadth (crossing multiple new disciplines) and depth (integrating methodologies and models from other disciplines) with a particular focus on sustainable societal development.

The current [General syllabus for third-cycle studies in architecture \(ASP\)](#) will be developed further based on identified focus areas in the revised education at advanced level. The department is currently working on a strategic plan to continue developing the research environment(s) by building up research groups around different themes and through that increase the supervisory capacity. Research groups include researchers, supervisors, PhD students, teachers and students at advanced level.

The development of the doctoral research education subject, as well as the new master programme depart from a deepened insight into the societal challenges and the architect's role to meet these in trans-disciplinary co-operation. This is also in line with the discussion on a national level. For example the official report by the Swedish government [Gestaltad livsmiljö – Designed Living Environment \(SOU 2015:88\)](#) identifies the need for the architectural profession to extend its knowledge base to include areas such as anthropology, sociology, behavioural science, neuroscience, economy and creative disciplines to underscore the importance of embracing multiple perspectives in the formation of design education, recognizing the diversity of human life and life conditions. The architecture students of today need to develop a reflective approach that includes critical thinking and the ability to take a political/philosophic stance on a wide range of societal and ethical questions.

In the government proposition [Kunskap i samverkan – för samhällets utmaningar och stärkt konkurrenskraft 2016/17:50](#) (Knowledge in cooperation), much emphasis is placed on the importance of long-term, strategic planning on the part of institutions, which responds to global, regional and local societal challenges. The National Research Programme in Sustainable Development (Formas) provides opportunities to develop solutions for safe, sustainable and inclusive societies. The programme uses a broad range of Sustainable Development Goals ([Agenda 2030](#)), current national environmental goals and internationalisation as its basic point of departure. Of the 17 United Nations sustainability goals, Formas prioritises those that relate to social, ecological and economic sustainability.

Emerging Research Areas:

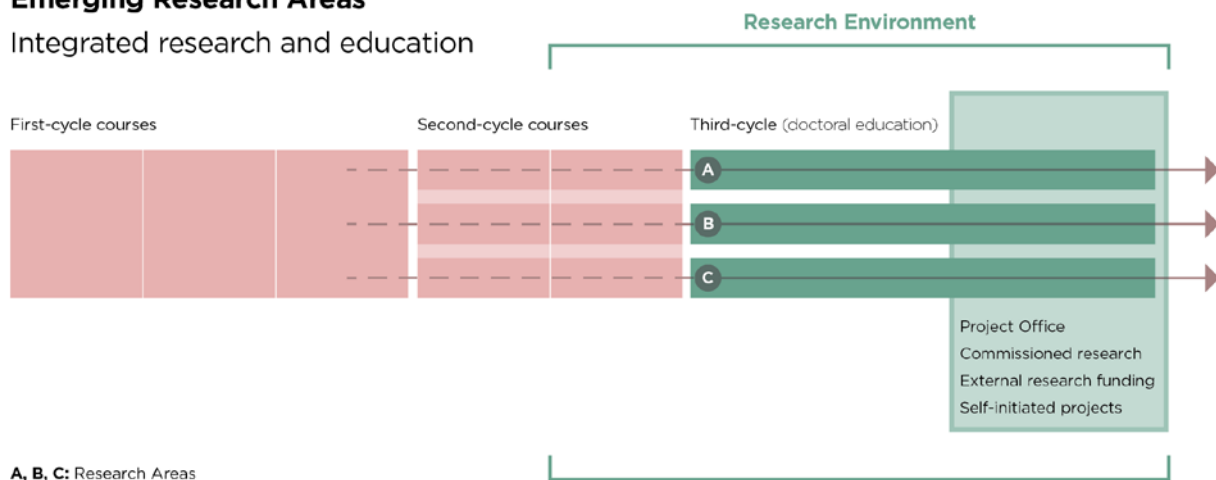
The doctoral research education at UMA is built upon design research within architecture with the profile sustainable societal development with three key areas:

- Emergent Technologies
- Social Architecture
- Urban and Rural Development

Research areas in relation to second and third cycle education:

Emerging Research Areas

Integrated research and education



The diagram shows the relationship of the research areas in relation to the subject themes in the second and third cycle education, showing how the new [Master's Programme in Architecture and Urban Design](#) builds upon the same key areas and becomes part of the research environment. UMA is in the process of the application for [RIBA validation](#) for its new research lead MA in architecture, to also established a common ground for an international research School.

Our approach is to focus on research in areas that have particular relevance to contemporary society with a focus on *climate and resources, technical development, urbanisation, urban and rural development*. The future PhD students and researchers on the programme will develop design projects in response to wider societal needs and demands, and work in collaboration with other stakeholders in the identified subject area (e.g. local municipalities, planning agencies, industry and cultural institutions). Clear examples are our current collaborations around emergent technologies such as timber construction, 3D printing, and the use of digital tools in radical cartography, or the introduction of fieldwork (a term borrowed from anthropology) in social participation processes. To create new perspectives and understandings of the term 'societal development' requires critical, creative and analytical approaches. The introduction of an emerging new methodology in architectural research, known globally as 'design research', is a key tool in this regard. Loosely put, design research recognises the specific methodologies and creative processes that are intrinsic and inherent in all design disciplines (ref: [Rendell, Jane. Some Notes on Architecture and Design Research.](#)

[The Bartlett, University College London. 2007.](#) and [Till, Jeremy. *What is architectural research?* Royal Institute of British Architects.](#)

Some good examples of our recent projects done in collaboration with a number of organisations/actors include: [Infoga](#), [Mapping the Commons](#), [Urban Explorations](#), [UnUrban Experiments](#), and [Digital Tools for Social Transformation \(DTST\)](#).

Design Research:

Our current initiatives and projects are anchored in local issues and concerns, but are also related and relevant to global discourses on the future of architectural practice, education and research. The development of critical and practice-oriented design research (Jonathan Hill, *Actions of Architecture: Architecture and Creative Users*, London: Routledge, 2003), including analysis and design of different urban and rural areas in the region, is built on a deep understanding and interest in the socio-cultural dynamics in a regional context, which can be translated into new design strategies and interventions at a wider scale. The subject development integrates artistic, pedagogical, professional and research practice.

Pedagogy and Research Initiatives

In our doctoral programme, the point of departure is a broad understanding of a range of contemporary issues in architecture (e.g. climate change, social crises, inequalities in local and global development and current migration and immigration patterns) by developing pedagogical approaches that both address the challenges placed on architecture and urban planning and develop innovative alternative solutions and methods, based on wider interdisciplinary perspectives. In particular, we are interested in experimental and 'transgressive' pedagogies (Bell Hooks, *Teaching to Transgress*, 1994), which seek to integrate scientific competence with design and creative practices with a single, holistic research paradigm. Theory and practice are brought together. Important parts are to be able to employ a broad range of 'tactics', from technical solutions to full-scale prototypes and installations, as well as developing test models through situated projects.

Current Projects

The recent project, [The Art of Being Civic Symposium at Tate Modern](#), a collaboration between several researchers, practitioners and academics at UMA, Public Works and Tate Modern, is an excellent example of the type of on-going, multi-disciplinary and international collaborative model for community development based on local initiatives in civil society. The development of multi-disciplinary and cross-disciplinary projects is fundamental to UMA's research goals whereby collaboration takes place not only within institutions and faculties, but across academic and non-academic environments and disciplines. Current projects and initiatives include Umeå Municipality; regional municipalities; [Västerbottens Museum](#) and [Vartooe Centrum för Samisk forskning](#) at Umeå University. UMA is actively pursuing collaborations and partnerships within local industries such as timber and forestry, and the project [UnUrban Experiments](#) in northern Norway evolved from a single field study into a broader research project on rural areas in general. [Charged Utopia](#), an initiative within the project [Digital Tools for Social Transformation \(DTST\)](#), a design project that in 2016 produced an interactive exhibition, integrated in the education at UMA. Charged Utopia links UMA with Norrbyskär Museum and Umeå Municipality, [RISE Interactive Institute](#), [RATS \(Research in Arts and](#)

[Technology in Society, Stockholm University](#)) and a range of individuals, residents and local groups.

UMA also takes part in the national development of architecture as a research and research education subject through the platform the [National Architecture Academy](#) which was created in 2012 with the support of Formas. This national infrastructure and platform for research and research education in architecture aim to strengthen architecture research, education and cooperation in shared projects in national and international environments. UMA is part of the Architecture Academy together with KTH School of Architecture, Chalmers and Lund University of Technology. The platform consists partly of [ResArc, Swedish Research School in Architecture](#) (see a closer description under the aspect research education environment) and partly of two strong research environments, [Architecture in the Making](#) and [Architecture in Effect](#).

[Architecture in the Making](#) has two main focus areas: Material Practice and Making Discipline. It is about developing integrated theories and methods in which design thinking is central. Special attention and focus are paid to the central role of artefacts and craft in society. This is research with high societal relevance and fosters strong cooperation with industry and the surrounding community. Both senior and junior researchers participate in the projects.

In [Architecture in Effect](#), the emphasis is on a critical understanding of the built environment and its social context. This initiative is an ongoing exploration of the role and purpose of architecture in its cultural and socio-political context, including professional roles and education, as well as power relations in architecture. There are four identified program areas: Critical Historiography, Material Conditions, Critical Projections and Architecture in Formation.

Aspect area: Environment, resources and area

Aspect: Staff

Assessment criteria:

- A. The number of supervisors and teachers and their combined expertise are sufficient and proportional to the content of the programme and its teaching/learning activities.
- B. The combined expertise of supervisors and teachers and skill development are followed up systematically to promote high quality in the programme. The outcomes of the follow-up are translated, when necessary, into actions for quality improvement, and feedback is given to relevant stakeholders.

Detailed Report A:

The doctoral research programme at UMA has been developed since 2016 as part of a long-term development of the institution's operations. The institution is working according to its strategic plan to develop the research environment by building up research groups around different themes and to extend the number of supervisors. The research groups will include researchers, supervisors, PhD students, teachers and students at advanced level.

Current recruitment is planned within the 2017 budget of UMA and then yearly in accordance with the institution's [Operational Plan 2016-2018](#) and [Plan for competence provision 2017–2018](#). The planned recruitment is summarised in the table below.

| Research Area A | Research Area B | Research Area C |
|---|---|---|
| Research Group A | Research Group B | Research Group C |
| 2017/2018 <ul style="list-style-type: none">• One professor• Guest professors• Researchers, senior lecturers• Senior guest lecturer• 2 doctoral students, thereafter every/every other year | 2018/2019 <ul style="list-style-type: none">• One professor• Guest professors• Researchers, senior lecturers• Senior guest lecturer• 2 doctoral students, thereafter every/every other year | 2019/2020 <ul style="list-style-type: none">• One professor• Guest professors• Researchers, senior lecturers• Senior guest lecturer• 2 doctoral students, thereafter every/every other year |

Implementation of the above is dependent on UMA's funding. There is a requirement for long-term and stable financing for research and courses at third-cycle level from the university, in conjunction with UMA's own efforts at external fundraising.

During the autumn 2016, as mentioned before in the introduction section, there were neither any PhD students nor any active supervisors at UMA. However, there were 5 staff members at with Doctors degree who could serve as supervisors (out of which 3 were active as supervisors at other departments/ institutions) and 3 professors. In UMA's research council there are also 2 external members who contribute to the research environment: 1 professor, and 1 professor emeritus that is chair of the national research school ResArc. This research

school and other external networks and networks within Umeå University are more closely described under the aspect Third- Cycle Programme Environment.

During 2017–18, the following staff will be recruited for research and for the doctoral education in accordance with UMA's [Operational Plan 2016-2018](#) and [Plan for competence provision 2017–2018](#).

- 1-2 Professors on scientific basis and research merits (50-100 %)
- 1-3 Guest Professors (50-100%) on scientific and research merits, and/or artistic/professional merits
- 1-3 Permanent Senior Lecturers (50-100 %)
- 3-4 Guest Senior Lecturers (20-100 %)
- 2 Doctoral Students annually (see table on previous page)

It is UMA's aim to have the highest percentage possible of staff with PhD qualifications. When the new admission of PhD students can start is depending on the recruitments of supervisory competence as mentioned above. UMA encourages the teachers at the school to carry out PhD studies.

In order to ensure that competent supervision is provided and to facilitate collaboration between PhD students and supervisors on specific issues, PhD students will only be admitted to areas where it is possible to assign the PhD student a main supervisor and an assistant supervisor who are researchers or experts in the field of the subject area of the dissertation. The goal is that each PhD student will be part of a research group with at least three doctoral-level researchers with regular group meetings involving research, strategic issues but also other questions can be discussed eg. ethical issues. In addition, each PhD student is assigned an independent reference person who has no direct connection to the PhD student's or supervisors' research projects. The reference person shall form an independent forum for both the PhD student and the supervisor in matters of general character, such as planning, progress in postgraduate education, general tips on presentations and scientific writing, and more. The access to a reference group follows [Regulations for doctoral education at Umeå University](#) and is concretized by the [Roles and responsibility within the doctoral education at the Faculty of Science and Technology](#).

If there would be a need to change supervisor there is a developed process regulated by the [regulations for doctoral education at Umeå University](#). The PhD student reports a request for change of supervisor to the prefect at the institution where the doctoral student is registered, using one of the common university forms in the new internet-based, electronic individual study plan system. Any changes of supervisors are reported to the faculty as part of the yearly report.

To prevent problems and ensure well functioning supervision, the individual interaction between the PhD student and supervisor is crucial as well as the feed-back between all parties (ie. supervisor, reference persons, leadership at the institution, PhD students).

The following routines will be implemented:

- In the beginning of the third-cycle programme, the Director of Studies for research

education informs invested parties on regulations and routines. Thereafter the PhD student and the main supervisors develop an individual study plan together with the reference group. For PhD students from different cultural backgrounds it is especially important to understand the conditions for PhD education in Sweden.

- The PhD students [Individual Study Plan \(ISP\)](#) is followed-up at least once a year. Then there is a discussion on whether the supervision is perceived as well functioning. This should also be followed up by the yearly individual meeting between the Director of Studies and the PhD student.

Detailed report B:

Implementing the [Plan for competence provision](#) at the institution, internal training and continued professional development at Umeå University ensures the quality of the supervisors and the quality of the research education, as well as quality development of both.

- The supervisor's own competence development occurs first of all through individual research and related activities (project work, conferences, editorial work, opponent assignments, examining committee).
- Supervisors are also expected to participate in the programme for pedagogy and teaching support at Umeå University. The programme is aimed at supporting the supervisors, and includes the course [Postgraduate supervision in practice](#), as well as seminar series. All senior lecturers employed as active researchers are encouraged to take the course to qualify as supervisors. Only those who have taken the course (or other corresponding courses) are eligible to act as main supervisors within the research education, according to the [regulations for doctoral education at Umeå University](#) and, according to the [guidelines for the appointment of associate professor](#), may thereafter apply for an associate professorship. The course is two weeks long and aims to professionalise research supervisors by supporting supervisors in the development of a reflective approach to supervision. Different supervisory roles; different phases of supervision; ethical and intersectional perspectives on supervision and conflict handling are included.
- Through UPL courses, workshops and seminars, there are opportunities to create a pedagogic portfolio, a qualitative and quantitative account of a teacher's pedagogic merits with the aim of visualising and assessing teaching skills. A pedagogic portfolio is required in accordance with the [guidelines for the appointment of associate professor](#) to be appointed as an associate professor. All main supervisors apply regularly for external funding for projects in collaboration with other actors from the academy, the private or the public sector.
- Those who are appointed as assistant supervisors will, as far as possible, at the same time be used as reference persons for other PhD students to provide them with a wider understanding of PhD students' needs and an insight into other supervisory styles.
- UMA intends to have a yearly planning workshop for all supervisors and PhD students

to inform on and discuss regulations and routines, and thematise the needs, problems and future challenges of the research education in order to secure the competence of the supervisors and at the same time develop the education further.

Aspect area: Environment, resources and area

Aspect: Third-cycle programme environment

Assessment criteria:

A. Research and artistic research at the HEI has sufficient quality and scale for third-cycle education to be carried out at a high scientific/artistic level and within a good educational framework. Relevant collaboration occurs with the surrounding society, both nationally and internationally.

B. The third-cycle education environment is systematically followed up to ensure high quality. The result of the follow-up is translated, when necessary, into quality improvement actions and feedback is given to relevant stakeholders.

Detailed Report A:

In UMA's [Operational Plan 2016-2018](#) the basic goals and strategies for the research education are described. It is explained that UMA shall educate PhD students with an international perspective both for academia and the surrounding wider society and that high standards of academic rigour and excellence must be put on both PhD students and supervisors. The research education is individually adapted and is both scientific and creative, based on professional knowledge and involves personal development, not least in the creative realm. Postgraduates are active in interdisciplinary environments, as well as in international research contexts. In the operational plan it is also described how long-term cooperation with other creative and research institutions is preparing the ground for expanding the possibilities of including a doctoral degree in design research, currently the leading international research paradigm in architecture.

The operational plan states as a goal to engage three to five new PhD students during a three-year period, and a vision that UmU and UMA will be an environment where everyone within architecture research and architectural education would want to spend some years during their career as students, PhD students and teachers. UMA aims to become one of the most educationally interesting sites for architectural research.

During the build-up phase of the research environment an important focus is to create long-term conditions for an inter-disciplinary subject development within the architectural field and interdisciplinary research cooperation.

One of the main development areas is to increase cooperation with other disciplines and other university programmes at UmU, as well as cooperation to achieve the interdisciplinary focus and to create a holistic view on the role of architects in societal development.

The operational plan emphasizes the need for research cooperation on both national and international level to give the future PhD students access to a broader network and important and co-operations.

Cooperation and Networks - Interdisciplinary collaboration within UmU

UMA is well established in the Umeå University Artistic Campus (UAC) and share within UAC a common research platform, ongoing research seminars and joint activities. There are established formal and informal collaborations with several other researchers within UmU, both within the Department of Cultural Geography, Applied Physics and Electronics, as well

as the UCGS/ Umeå Center for Gender Studies and other institutions. We want to offer a third-cycle education which is cross- and interdisciplinary and therefore collaborate with institutions in humanities, technology, sociology, psychology, pedagogics, as well as ecology and environmental science at UmU.

National cooperation

UMA is one of the partners in several joint Swedish research environments. With the support of The Swedish Research Council [Formas](#) the [National Architecture Academy](#), a national infrastructure and platform for research and research education in architecture has been developed since 2012, partly in the form of a Swedish research school, [ResArc](#), and partly through two strong research environments (SRE), [Architecture in Effect](#) and [Architecture in the Making](#). The purpose is to strengthen architectural research education and cooperation in shared projects in national and international environments. UMA is part of the Architecture Academy - both the research school, and the research environments – with the Faculty of Engineering at Lund University, KTH Royal Institute of Technology, and Chalmers University of Technology. The work with ResArc and SRE has enabled a critical mass of networked research environments.

[ResArc, the Swedish Research School in Architecture](#), runs the courses *Approaches, Communication, Philosophies, Tendencies*, that run once a year, of which UMA is responsible for one of the courses: Communication. In addition to these courses, ResArc organizes several other courses, workshops and conferences like *Rethinking the Social in Architecture* at UMA, *Architecture & Feminisms/ecologies, economies, technologies, and the symposium CSOP02- the Changing Shape of Practice*. From 2017 until 2021 all architectural schools will manage the ResArc courses and have the possibility to share supervisory resources.

The strong research environments within architecture consist of two main areas: [Architecture in the Making](#) and [Architecture in Effect](#). This is research with high societal relevance and strong cooperation with industry and the surrounding community. Special emphasis is on creating a successful exchange between academia, architecture and engineering practice.

International cooperation

The international collaboration the [Global Practice Programme](#) is a network, a platform and a research school led by the University of Brighton, UK, University of Johannesburg, South Africa, UMA at Umeå University, Sweden, and University of Limerick, Ireland. Doctoral students are offered exchanges in the form of research periods at other institutions (nationally and internationally) as part of the planning for their ISP. PhD students and master students remain part of the home institution, but can benefit from the joint resources of supervisors, research, courses and environments within the network of international research schools that are part of this collaboration. Research periods nationally and internationally for our future PhD students will become an important part of the PhD students ISP:s. UMA is also developing a strategy to invite guest researchers and guest PhD students to the school for longer and shorter periods in order to contribute to our own research environment with international contacts.

During the fall of 2016 and spring 2017 we have collaborated with a number of external and guest researchers in both the National Research School ResArc, the strong research environments Architecture in The Making and Architecture in Effect, [Nordic Academy of Architecture](#), [Architectural Research European Network Association \(ARENA\)](#), and through our joint initiative [Global Practice Programme](#), and other international networks are the [European Association for Architectural Education \(EAAE\)](#).

The [Strategies for Change project \(S4C\)](#) is co-financed by the EU Commission and the Erasmus+ programme and intends to establish a formalized training program to prepare students to develop socially innovative projects in the local community. The project is implemented by the following consortium: Glasgow Valedonian University (GCU), Dublin City University (DCU), University of Aveiro, Eindhoven University of Technology and Rise Interactive Institute. UMA is a partner in the project with a pool of students participating in educational activities and is supporting the evaluation and development of educational materials.

[Charged Utopia](#) is an ongoing research project in collaboration with RISE, Interactive Institute, Norrbyskär Museum, Umeå Kommun, KFUM, and RATS Research Art& Technology for Society (Stockholm University) and focuses on historical and current utopia. A first part was carried out in August 2016 through an interactive exhibition at Norrbyskär Museum.

In a research study in cooperation with [Træna](#) municipality in Nordland County in Norway the aim is to explore issues how small communities in the north can survive and have a sustainable development through participatory processes and use of common resources.

[Infoga – Rum för alla](#) is an exploring project based on the thesis that a society of non-meetings risk leading to non-democracy. The project is a *situated classroom* initiated by students studying at the advanced level and is exploring the possibilities for how an alternative urban development can be pursued by creating space for more non-commercial spaces in centrally located areas.

Research Days and Research Seminars at the Arts Campus at Umeå University

Annually, the [UAC Research Days](#) and [UAC Research Seminars](#) are organized for employees who conduct research at the various institutions and departments at the [Arts Campus at Umeå University](#). During these days, participants are given the opportunity to discuss and share their research and their different perspectives. The aim is to open up the opportunities for trans-disciplinary collaborations and to strengthen the currently ongoing research at the Arts Campus. UMA is able to guarantee each doctoral student his/her own workplace, as well as access to a workshop environment and the opportunity to access advanced technical equipment such as 3D printers for the production of models.

UMA is currently developing a [Project Office](#) which will offer professional architectural support to students and staff to undertake consultancy research, projects and assignments, as well as to assist in project management for *live projects* conducted by students at advanced and doctoral level. The projects aim to support socially engaged creative projects where students, academics and practitioners from arts, architecture and design schools come together and deliver *situated live projects*.

Detailed report B

The Rector and HoD at UMA is responsible for conducting quality assessment in the doctoral research education, and delegate some tasks to the Director of Doctoral Research Studies (DDRS), as well as the Chair for the Research Council (CRC).

Individual conversations and tutorials:

The DDRS is responsible for ensuring regular conversations with each of the doctoral students. This should happen at least twice each semester and is an important component of quality assurance and for the PhD student's ability to achieve his/her degree within an agreed timeframe. In these meetings, the student can address problems that arise: issues around quality, progress, development of study, etc. Furthermore, the PhD student can raise questions regarding compulsory and specific courses, possible research collaborations and the relationship with the supervisor.

Follow-up of the doctoral student's ISP:

Each PhD student will have an individual study plan (ISP) as prescribed by the regulations and followed up annually by the principal supervisor, reporting to the faculty. Approved courses, quality of research projects and the overall timetable are examined according to the order established by the Faculty.

PhD seminars:

At least once a semester, UMA PhD students (or from co-operating institution) will hold a seminar in which on-going research projects are presented. Participants are invited guests and/or other employees at the department, who then provide feedback in the form of in-depth questions and comments from other perspectives. The supervisor and/or one of the invited guests provide individual feedback on presented research.

Participation in international conferences:

Each doctoral student should strive to publish an article in a recognised journal or have a lecture or a piece of visual work approved at an international conference.

The Preparatory council for research and doctoral education:

One important forum as part of the following-up of the research educational environment is the *Preparatory council for research and doctoral education at UMA*. The Council is among other things tasked with writing the operational plan and the operational account for the research activities and for the research education and follow-up and suggest changes in the quality system for research and research education. The council shall also be advising on the development of the research education and assist in discussions on research funding and for cooperation and coordination with other higher education institutions.

Quality Assurance: Dissertation:

UMA is required to build an environment where the quality of the dissertation can be ensured. An important part of this, which also is described under the aspect Area Goal Completion will be the staged seminars where the quality of the PhD students ongoing research can be monitored and measures taken if needed. The examiner and assistant examiner are appointed

via a proposal from the HoD to give his/her opinion on its merits and to assess its likelihood of acceptance at doctoral degree level.

Aspect area: Design, teaching/learning and outcomes

Aspect: Achievement of qualitative targets for 'knowledge and understanding'

Assessment criteria:

A. The programme ensures, through its design, teaching/learning activities and examination, that doctoral students who have been awarded their degrees show broad knowledge and understanding both within their third-cycle subject area and for scientific methodology/fine arts research methods in the third-cycle subject area.

B. The programme's design and teaching/learning activities are systematically followed up to ensure achievement of qualitative targets. The results of the follow-up are translated, when necessary, in actions for quality improvement, and feedback is given to relevant stakeholders.

Detailed Report A:

In the [General Syllabus for third-cycle studies in Architecture \(ASP\)](#) at Umeå University there are, in addition to the national goals, local learning outcomes for the degree of Doctor under the heading Knowledge and understanding:

- Demonstrate a thorough understanding of the artistic/creative foundations of architectonics and insight into relevant research and development work.

The research subject architecture is complex, cross-, multi- and trans-disciplinary, and relates to theories and methods of disciplines within the academy and the professional discipline. It involves processes where several scientific and creative cultures need to approach each other in parallel with the development of critical approaches to sustainable societal development.

Architectural design research is increasingly based on societal challenges. Since UMA's focus is on social equality, research may involve working on contextual and relational issues, which in turn means that, for example, social, political, psychological, gender and philosophical theories and methods will gain an increasingly prominent role. As mentioned earlier, the field of research is an interdisciplinary and trans-disciplinary area, where each project uses and develops methods that are relevant. It should be noted here that this approach places great demands on a postgraduate and doctoral education that cannot reasonably have knowledge and familiarity with *all* the different scientific and artistic methods and theories that may be relevant to a given research project. Therefore it is of great importance to build up a critical mass that is rooted in the local society in close co-operation with other research environments and other actors in the surrounding society. This is described more above in Aspect: Third-cycle subject area.

Broad knowledge of the subject and its scientific/creative methodology is therefore ensured through a series of specific points in the education framework:

- The entry requirements ensure that the PhD students already have achieved a relatively broad understanding of the area already when they are admitted. Special entry requirement for the education according to [General Syllabus for third-cycle studies in Architecture \(ASP\)](#) is a Master Degree in Architecture. Students who, in some other system, within Sweden or abroad, have acquired largely equivalent skills, i.e. professional experience relevant to the subject area may, following assessment, be admitted for third-cycle studies.
- Developing an understanding of the creative foundations of architecture and insight in relevant research and development work is further achieved through the thematic courses. In the general study plan for postgraduate education in 2014 there are the electable thematic courses architectural theory and communication, architectural intervention and sustainable architectural production, respectively of 7.5 higher education credits. In 2017, the syllabus will be revised and adapted to the changes in the subject matter that, in line with UMA's vision, have been implemented in the [new Master's Programme in Architecture and Urban Design](#) and new thematic courses are under development in this regard.
- The compulsory faculty joint courses in science theory, ethics and conduct, oral presentation and written presentation, of which an introductory course on central science-theoretical questions comprising 4.5 higher education credits and Research communication comprising 3 higher education credits familiarise the student with the appropriate subject methodology.
- The courses by ResArc contribute to knowledge in the subject and its methodology, both through the annual courses: *Approaches, Communication, Philosophies, and Tendencies* and through courses, seminars and workshops that take place occasionally. In addition it should be mentioned that in the other architectural schools in Sweden some of the compulsory courses have been replaced by ResArc courses by means of dispensation.
- In the regular supervision supervisors have the opportunity to identify any lack of knowledge of adequate literature/development work in the broadest sense.
- Through the adjunct of prominent active architects and guest professors and at higher seminar series at the School, there are also opportunities for PhD students to develop both depth and width within the subject.
- Each PhD student will be connected to the international network *Global Practice Programme* (see the description under the aspect Research education environment), which aims to contribute to ongoing research projects, presentations and to publish articles.

- PhD students will be encouraged by their supervisors to participate in ongoing projects and case studies, review work of research articles to be submitted for publication. These activities, which are documented in the PhD student's ISP, contributes to that the PhD student's understanding and knowledge of the research area and its methodology becomes broader and in some cases deeper.
- Through the dissertation and its public defense, extensive knowledge and understanding of the subject and scientific/creative methodology are examined. In addition to displaying profound knowledge within his/her own field of specialization, the student must also be able to argue in a broader perspective. Before the dissertation there are staged seminars to recurrently explore the dissertation work, where the PhD student gets feedback from the appointed opponents from the institution. The most important of these staged seminars are when the PhD student presents the research PM, the middle seminar, where the PhD student is expected to have reached half way with the dissertation work and the final seminar, which is held 6 months before the dissertation. At the final staged seminar there is also an external opponent.

Detailed Report B:

There are overall regulations in the [Quality Management System for Doctoral Education](#) for follow-up in 1, 3 and 6-year cycles. This entails among other things follow up of the individual study plans and yearly operational plans and operational accounts, measures from the graduation survey or research level every third year, and thematic audits and review of the quality system at faculty level every sixth year. Follow up is also on-going through reviews of plans and regulations and through internal and external evaluations of various kinds. The most important routines to ensure and develop the quality of the education regarding subject related knowledge and understanding are:

Follow-up of ISPs:

The procedures for the follow-up of the PhD students' ISPs shall ensure that both individual and structural problems are detected. The doctoral student, along with the reference group, follow up the PhD student's progress and knowledge development. Based on that assessment, the continuation of the education is planned. How it will be done and the distribution of responsibility is primarily governed by the decision of the Faculty of Science and Technology and the institution's instructions.

Annual individual conversations with PhD students:

The DDRS tasks will be annual conversation with the PhD students. These aim, among other things, at getting an understanding of the PhD students' views on their course, and if they feel that the course/programme is leading them to the achievement of their goals. These conversations also give an opportunity to address any issues that have been encountered in connection with the update of the ISP.

Annual research education seminars:

The institution plans annual research education seminars to raise awareness about the various conditions, objectives and rules of the doctoral program, as well as to discuss the need for

improvement.

[The Preparatory council for research and doctoral education](#) at UMA is tasked with monitoring and suggesting changes in the departments quality system for research and research education. Regular meetings take place between the chairman of the faculty's research education committee and the the person responsible for research education at the institution (currently the Head of Department). These meetings address issues of general interest and lead to an exchange of experience that supports local quality work.

Aspect area: Design, teaching/learning and outcomes

Aspect: Achievement of qualitative targets for 'competence and skills'

Assessment criteria:

A. Through its design, teaching/learning activities and examination, the programme ensures that doctoral students whose degrees have been awarded can plan and use appropriate methods to conduct research and other qualified (artistic) tasks within predetermined time frames, and in both the national and the international context, in speech and in writing authoritatively, can present and discuss research and research findings in dialogue with the academic community and society in general. Doctoral students shall also show they can contribute to development of society and supporting the learning of others within both research and education and in other qualified professional contexts.

B. Programmes are followed up systematically to ensure that their design and teaching/learning activities are high quality and that the doctoral students achieve the qualitative targets. The results of the follow-up are translated, when necessary, into actions for quality improvement, and feedback is given to relevant stakeholders.

Detailed Report A:

According to the [General Syllabus for third-cycle studies in Architecture \(ASP\)](#), the local learning outcomes for the Doctoral degree under the heading of Skills and abilities are that the student shall:

- Demonstrate the ability to independently develop architectonic arguments and to communicate these;
- Demonstrate an in-depth ability to work in national and international contexts within architectonics;
- Demonstrate a well-developed ability to apply an independent approach to architectonics.

Ability to plan:

The research education must have a plan that ensures progression in the PhD students development towards becoming independent researchers and that they already from the first semester are able to demonstrate planning ability and the ability to complete tasks within given timeframes. Development of and yearly monitoring of ISP (individual study plan) as well as staged seminars are of importance here.

The PhD student shall:

- Select a research area and begin the theoretical development based on a plan for research implementation within that field;
- Present a research plan/research PM and the research area's limits and depth
- Progress with the dissertation works so that the dissertation is completed within the allocated time frame.

Oral and written discussion of research results:

The PhD student should demonstrate the ability to discuss research results by practicing different methods such as models, prototypes, full scale studies, field work and in writing develop the research results. Through different examination methods, the doctoral student will be able to demonstrate independence, and skills in argumentation and visualization, and in various ways demonstrate his/her knowledge in the field of research and in the architecture profession.

The PhD student shall:

- Participate in doctoral research seminars at the department and at campus/other symposia and conferences where others' texts are presented and/or parts of their own dissertation are presented and discussed;
- Participate in staged seminars, where the own research project is presented and, in its form, can be described as a 'mini-dissertation.' The seminars have set dates that must be respected.
- In mandatory and specific courses practice the ability to discuss research;
- Participate in conferences where the research field is discussed;
- Communicate with other actors in other related research areas;
- Present and defend his/her research results through publications, seminars and during the dissertation.

Contribute to the development of society and support the learning of others:

All research in architecture is to be permeated by contributions to social development and a cross-disciplinary approach. A supportive idea of postgraduate education is to create research teams where each doctoral student is assigned to support the learning of others, thus deepening their skills in analysing other people's research and being able to provide constructive criticism containing new perspectives or references to research findings already published. The aim is also that each PhD student can become an integral part of the basic education at the department. One possibility is that, in addition to teaching, they are allowed to conduct supervision of the independently carried out projects at the Bachelor level.

The PhD student's ability to contribute to the learning of others by:

- Publishing articles and other publications of high international quality;
- Actively publishing research-related information on our website;
- Spreading conference articles in architecture magazines;
- Documenting completed projects, including publications;
- Participating actively in the various courses; giving constructive criticism and being careful to contribute to other participants' learning.

Detailed Report B:

Overall regulations for follow up is found in Umeå University's [Quality Management System](#) at research level with 1 , 3 and 6 year cycles. It entails among other things yearly follow up of ISPs yearly operational plans and operational accounts, every third year measures related to the graduation survey, thematic audits at faculty level and review of the quality system every sixth year. Reviews are also carried out continuously through requirements for follow-up and development of plans, internal and external evaluations and follow-up discussions with the faculty.

At UMA, we work systematically with follow-ups as follows:

- Annual follow-up of ISP (individual study plan) - where any changes are entered into plan.

- The doctoral student presents his/her research PM at a seminar with designated opponents of the institution who give their views.
- At the end of the first year, a mandatory follow-up call will be held with the head of department, research responsible, doctoral student and supervisor.
- Continuous follow-up talks during the 4 years with a doctoral student regarding development, results, production and publication of articles, participation in conferences, issues that the doctoral student himself/herself wishes to highlight.
- Mid-term seminar is held halfway through the programme, where the doctoral student is expected to have reached the mid-point of the dissertation. At this session, articles are presented or half of the dissertation, together with an overall summary describing the theoretical framework of the research proposal.
- The final seminar is held approximately six months before the dissertation. At the final seminar there is an external opponent. When the dissertation is completed, it is to be read by 2 researchers at the department with at least the qualification required for appointment as an associate professor (docent).

In addition, there are regular discussions between the responsible for the department's research education and the chairman of the faculty's research education committee.

[The Council for Research and Research Education at UMA](#) is tasked with monitoring and suggesting changes in the departments quality system for research and research education.

Aspect area: Design, teaching/learning and outcomes

Aspect: Achievement of qualitative targets for 'judgement and approach'

Assessment criteria:

A. Through its design, teaching/learning activities and examination, the programme ensures that doctoral students who have been awarded degrees show intellectual independence, (artistic integrity) and scientific probity/disciplinary rectitude and the ability to make research ethics assessments. The doctoral student shall also have a broader understanding of the science's/Fine Art's capabilities and limitations, its role in society and human responsibility for how it is used.

B. Programmes are followed up systematically to ensure that their design and teaching/learning activities are high quality and that the doctoral students achieve the qualitative targets. The results of the follow-up are translated, when necessary, into actions for quality improvement, and feedback is given to relevant stakeholders.

Detailed Report A:

Intellectual independence:

As the programme progresses, doctoral students gradually take more responsibility for their work and increasingly influence the direction of their own research. This is attained in a number of ways:

1. According to faculty document, [Roles and responsibility within the doctoral education](#), the scientific/creative practice dialogue at the defence of thesis shall be evaluated according to the general syllabus for the research topic and the national qualitative targets. In the dialogue, the doctoral student shall be able to demonstrate, in an intellectually convincing way, the ability to defend both the results and selection of research topic and the ability to engage in the field of research.
2. In presenting their work at international conferences, doctoral students learn to take responsibility for their research assignment.
3. The mandatory courses with elements of ethics and theory of science augment the reference frames regarding both the topic of research, as well as the perspective.

Conduct and ethics:

In the mandatory courses in the theory of science, ethics and research conduct and in the introductory course on central scientific issues, students receive a thorough grounding in ethical behaviour and conduct. Ethical dilemmas in both the literature review and the student's own work, are discussed and resolved between supervisor, student and, in some cases, the examiner.

The possibilities, limitations and role of science:

The multi-disciplinary, cross-disciplinary and trans-disciplinary character of architectural research means that doctoral students conduct the thesis work in an expansive field that illustrates both the possibilities and limitations of science; its role in society and the responsibility of the researcher, especially regarding the societal challenges. In courses covering theory of science, introduction on central scientific issues and ethics & conduct these issues are also addressed.

Detailed Report B:

The systematic follow up of the design and the implementation of the education related to goal fulfillment follows, as mentioned before, the [Quality Management System for Doctoral Education](#) and takes place in 1, 3 and 6 year cycles or continuously through overviews and revisions of regulations and plans, internal and external evaluations of different kinds and faculty audits.

The most important routines to secure to develop the quality of the education (see earlier sections) and ensure that the doctoral students achieve the goals are:

Follow-up of ISP:

The systematic follow-up procedures ensure that both individual and structural problems are detected. Procedures are primarily governed by the faculty document [Roles and responsibility within the doctoral education](#).

Staged seminars:

Seminars are planned at different stages: one where the doctoral student presents his/her Research PM, one mid-term seminar where the doctoral student is expected to have reached half way with the thesis and a final seminar, which takes place six months before the dissertation.

Yearly individual talks with doctoral students:

The Director of Studies yearly talk with the doctoral students aims to understand student views on programme implementation and whether the programme assists the students in progressing toward goal completion. The talk also offers students the opportunity to bring up broader issues that may surface as the programme progresses.

Yearly research studies camps and planning workshops:

The department plans for yearly 'research studies camps'/planning workshops aiming to augment the awareness of the different prerequisites, goals and regulations of research studies, and to discuss the need for improvements.

Regular discussion meetings also takes place between the Chair of the Faculty Research Committee and the research education responsables of the departments. At these meetings, questions of general interest are addressed and lead to an exchange of experiences that supports the local qualitative work. [The Council for Research and Research Education at UMA](#) is tasked with monitoring and suggesting changes in the departments quality system for research and research education.

Working life perspective

Assessment criteria:

A. The programme is useful and prepares students for an ever-changing working life.

B. The programme's design and teaching/learning activities are systematically followed up to ensure that it is useful and prepares for working life. The results of the follow-up are translated, when necessary, into actions for quality improvement, and feedback is given to relevant stakeholders.

Detailed Report A:

Since the development of the research subject departs from the societal challenges architecture is facing, preparation for a changing work life is a key theme. The focus, as expressed in the [Operational Plan 2016–2018](#), is also about bringing the scientific and the art cultures closer to each other and in that way constitute a humanization of the view of our society. The focus on developing the issues of sustainable development, emergent technologies, urban and rural development also demands the identification and exploration of the changed roles within the architect profession needed to face these challenges.

In that way the ambition is not only to prepare the doctoral students for a changing work life but also to prepare them to actively drive the work life's change.

Giving students the opportunity to teach in 1st cycle courses and study programmes also allows for diverse pedagogical qualifications and experience, which in turn improves their employability.

UMA is currently planning to develop a [Project Office](#) that will offer professional support to doctoral students and staff to undertake consultancy tasks and research projects, as well as assisting in project management for live projects conducted by students in their education. The project's aim is to support socially engaged creative projects, where students, academics and practitioners from art, architecture and design schools come together and deliver situated live projects. Participation in such projects will provide a good preparation for and contacts for a working life both within and outside academia and will also improve their overall employability prospects.

Detailed Report B:

The systematic monitoring of the educational forms and its implementation is done in line with [Umeå University's Quality Management System for Doctoral Education](#), among other things through the graduation survey, in which the doctoral students who finish their studies give their views on the education. In this document the questions relating to post-qualification working life could be made more explicit. For anonymity reasons the results of the survey cannot be distinguished at department level.

Long-term the ambition is therefore to build up a network with alumni and employ them as mentors, teachers and supervisors. In that way a dialogue will develop about the utility of the education and how the doctoral education prepared them for a changing work life. Alumni follow-ups will in the future continually provide an insight into these aspects.

Doctoral student perspective

Assessment criteria:

A. The programme allows the doctoral students to play an active part in work of improving the programme and learning processes.

B. The programme is systematically followed up to ensure that doctoral student input is used in quality assurance and improvement of the programme. The results of the follow-up are translated, when necessary, into actions for quality improvement, and feedback is given to relevant stakeholders.

Detailed Report A:

The shift towards internationalisation across the whole School affords students the opportunity to meet other perspectives from a variety of different contexts and cultural backgrounds. This allows them to understand the importance of creating common spaces, improving living conditions, creating architecture in dialogue, process and co-creation with other actors to acquire a global and deepened picture of the physical form and infrastructure of a sustainable future. In particular, the culture of transparency that the School is beginning to display encourages all students to take part in the development of their education-, learning-, and decision- making processes. There are several opportunities for doctoral students to influence general decisions at different levels of management, and to take an active role in forming the orientation and content of their own education. In practice, this works through the structures detailed below:

Follow-up of ISPs and yearly individual talks:

The individual study plans will be reviewed at least once a year by the student and the reference group. In this way the doctoral student will take an active part in the development of his/her individual education. Together with the yearly individual talks between doctoral students and the research director of studies, the students will be given the opportunity of putting forward ideas and requests, as well as remarks on general shortcomings, to be discussed at the different levels mentioned.

Common planning days:

The doctoral students will take part in the planning days at the institution. The institution organises yearly conferences where current issues as well as strengths, weaknesses and possible improvements of the educations of the institutions are addressed by the staff in different groups depending on position and competence.

The Research Studies Seminars

The School will hold annual research studies seminars. The aim will be to gather all supervisors and students for a systematic run-through of the programme, to inform and remind participants of regulations and purposes, and to discuss improvements in a more thorough way than is possible within the framework of the institutional planning days.

Research Council:

The Council is the organ that influences the programme most directly and tangibly. All issues regarding the development of research education are processed in the council. It is of the utmost importance that doctoral students are represented by at least one member at

Council.

Umeå Science and Technology Student Union (NTK):

The student union has a section for doctoral students that represent the doctoral students of the faculty and their interests. The union appoints the student member of the councils, boards and committees mentioned below.

Faculty Research Committee:

This is the preparatory organ of the faculty for research issues, where doctoral students are represented.

Faculty Committee for 3rd Cycle Education:

This is the preparatory organ for issues regarding research education issues. It is of utmost importance that doctoral students are represented at all times on this committee.

Faculty Board:

The Faculty Board is responsible for monitoring and developing the research education of the faculty, its general organisation, rules and terms. Doctoral students are represented by at least one member.

Strategic Research Council of UmU:

The Council is in charge of initiating and coordinating strategic research discussions, as well as providing material for future research strategies. Since the research strategies influence the research education and its focus, doctoral students are represented.

Detailed Report B:

All monitoring processes are integrated in the instruments mentioned above. Members of the different committees are tasked with ensuring that all aspects and proposals are considered and benefit the programme. In particular, recurring yearly activities at institutional level (planning days, research camp, monitoring of ISPs and individual talks) with the doctoral representative who will ensure that proposed measures are discussed and decided upon.

UmU effects regular employee surveys that highlight potential and existing problem areas in the working environment. UmU also effects a yearly survey directed towards doctoral students that have completed their education, the graduation survey. The survey investigates the social background of the doctoral students and how they perceive the scientific/research- and working environment. It contains questions on the content of the programme, the thesis work and what knowledge the programme has led to, but also on future working tasks. The results are a part of the follow-up of the programme and serve as important discussion material. The survey is distributed prior to the public defence of the thesis. The answers cannot be distinguished on a subject level due to stringent anonymity. General trends and problems are highlighted and give useful input for quality assurance purposes.

Gender equality perspective

Assessment criteria:

- A. A gender equality perspective is integrated in the programme's design and teaching/learning activities.
- B. Systematic follow-up is performed to ensure that the programme's design and teaching/learning activities promote gender equality. The results of the follow-up are translated, when necessary, into actions for quality improvement, and feedback is given to relevant stakeholders.

Detailed Report A:

According to the [Operational plan for 2016–18](#), one of the most important goals of the organisation is to create an excellent and creative work- and study environment. UMA strives to be an outward-looking school where everyone understands the role of education in addressing wider societal challenges. The School is actively engaged in creating an international network, which assists us in providing world-class, top-quality education. At the school's reviews during Spring Term 2016 (ref: [Development work at the School of Architecture, 2016, Final Report](#)), it was agreed that improvements in the working environment and a more open and respectful climate have created greater job satisfaction and increased collaboration among colleagues. This implies a clear shift of culture. Collaboration, participation and openness are clear working environment targets along with the quality of education, pedagogy and organisation. We will continue to develop our environment towards a constructive, safe and positive workplace culture.

Gender Equality:

Regarding the gender distribution in the staff, there are 50% men and 50% women. Amongst students at first and second cycle there are 68% women and 32% men.

The integration of an 'equality perspective' in education is a part of UMU's and the School's general focus, with the stated purpose of ensuring equal conditions and promotion of equality. Some specific examples of our continued work in this regard are described below:

- Through experiences at 1st and 2nd Cycle level, we have become aware of the vulnerability that can be created in the educational situation regarding the creative and personal development of the student. We have implemented a number of seminars on educational ethics and awareness for teachers on how to handle their power. This involves supervisors and teachers at postgraduate level and doctoral / PhD education.
- Doctoral students are encouraged to take courses on gender aspects at the gender research school (UCGS), e.g., [Arbete, organisation och genus](#) (Work, Organization and Gender), as well as other courses.
- There is an equal opportunities group at the school with student representatives and an equal opportunities plan is to be completed during the Spring 2017. Different competence-enhancing measures are carried out at the school in order for the staff to be aware of their responsibility and conduct regarding equal opportunities.
- The Equal Opportunities Council at UmU is tasked to work on issues of equal rights and treatment. The Council is a preparatory and advisory forum for the strategic work in the field.

- According to [UmUs regel för företrädare för lika villkor](#) (Regulations for Equal Opportunities Representatives at UmU) the institution must have two representatives of different gender and background with knowledge of the recruitment and decision-making processes.
- Both genders must be represented in all examining committees according to [UmU regler för utbildning på forskarnivå](#) (Regulations for 3rd cycle level programmes at Umu).

Detailed Report B:

Follow-up takes place in different ways and on different levels. Work with equal opportunities is in its beginning stages at the School. An increased knowledge and awareness needs to be created through different activities in order to facilitate monitoring and measures at an institutional level. The School's Equal Opportunities Group fulfils an important function initiating a series of competence-enhancing meetings and courses.