



Academic Challenge

DATA ANALYSIS REPORT
FALL 2017

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All images and illustrations were created by the design team unless otherwise stated. The editorial content of this process book was entirely created by the design team and does not necessarily reflect the views of Savannah College of Art and Design. Apple Macintosh OS X computers with Adobe Creative Cloud software were used to detail all pages. This report uses the font 'Whitney' by Hoefler & Co. Typeform was used to create and host the survey. Lastly, Kumu was used to create the social network topology.

ACKNOWLEDGEMENTS

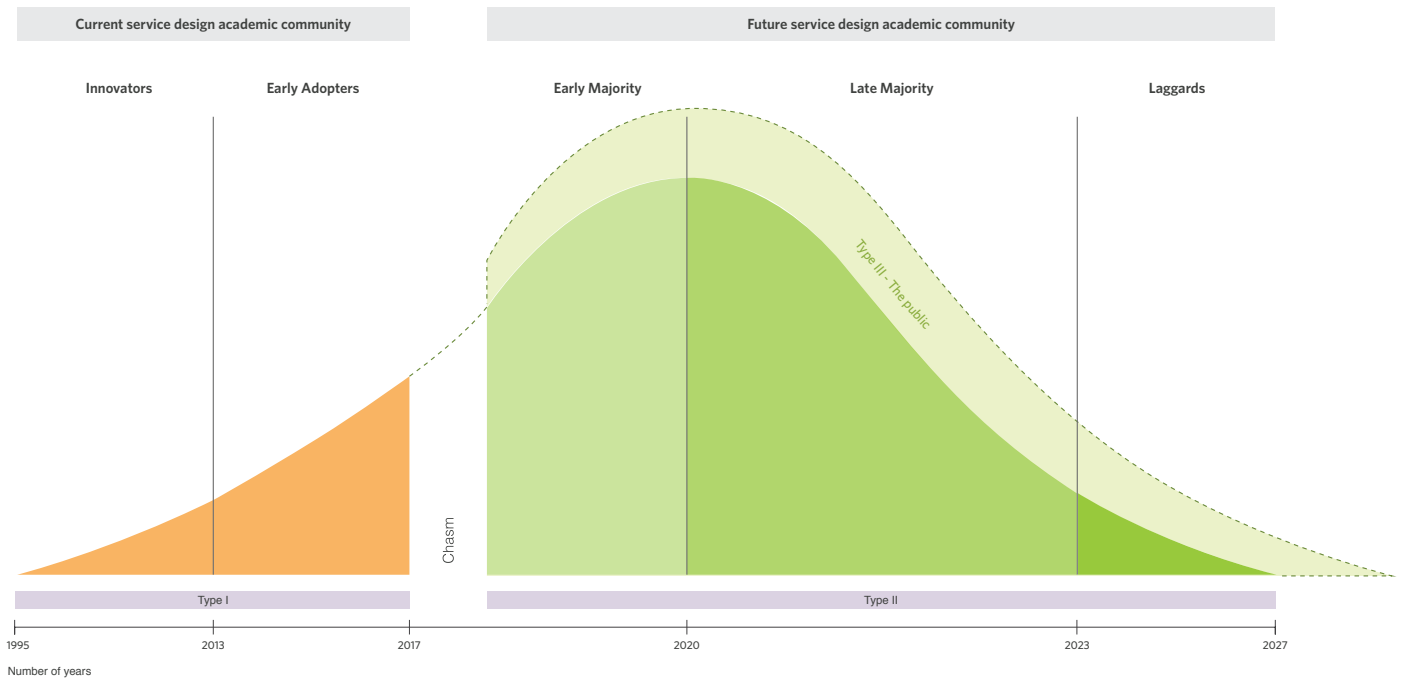
We would like to thank the Service Design Network for allowing us to take part in this effort. We especially thank Professor Birgit Mager and Eloise Smith-Foster for their guidance and support throughout the project.

We would also like to express special gratitude to Professor Maurício Manhães for giving us support, direction and his valuable time and knowledge.

Finally, thank you to everyone who completed the survey. Your time, thoughts and input are very much appreciated.

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Executive summary

The purpose of this study was to assist the Service Design Network in exploring ways to bring increased value to and grow their academic community.

One of the key outcomes of the research conducted was identifying three types of users (each described below). In order to fully understand the stakeholder’s context, a survey was conducted targeting the three types of individuals. The goal was to understand their levels of interest and participation in service design and academia.

In total, there are 120 responses. *Due to timing constraints, only 114 out of the 120 responses are considered in this report.* Of the **114 responses, 46 currently teach service design and 53 are either planning to or are interested in teaching service design** in the future. 15 said they do not plan to teach service design in the future. Of the 46 currently teaching service design, **43 are interested in being listed in a service design academia directory.** Of the 53 planning to or interested in teaching service design, **all but 2 said they would be interested in being listed in a service design academia directory.**

Type I individuals are The Innovators and Early Adopters. Over two decades ago, The Innovators laid the groundwork for the service design and academia field. 18 years later, the Early Adopters entered the field. Today, SDN is at a point where the community must grow not just in terms of numbers, but also in types of members in order to sustain a healthy population. This is where Type II and III come in. **Type II**, depending on when they plan to enter into the field of service design academia, are the Early Majority (entering within 1 year), the Late Majority (entering within 2-3 years), and the Laggards (entering within 4+ years). **Type III**, “the public”, are not currently part of academia, which is why they are placed outside the curve of adoption. Though, depending on when they plan to enter the community, they will significantly add to the overall population.

	TYPE I		TYPE II AND TYPE III		
	INNOVATORS	EARLY ADOPTERS	EARLY MAJORITY	LATE MAJORITY	LAGGARDS
ADOPTION TIME FRAME	1995-2013	2013-2017	2018-2020	2021-2023	2024+

Project brief

SDN presented a brief at the start of the project, which detailed objective A. Objective B was added as the efforts needed in order to achieve objective A.

A Develop an initial proposal for SDN Academia Relationship Program in the form of the following deliverables:

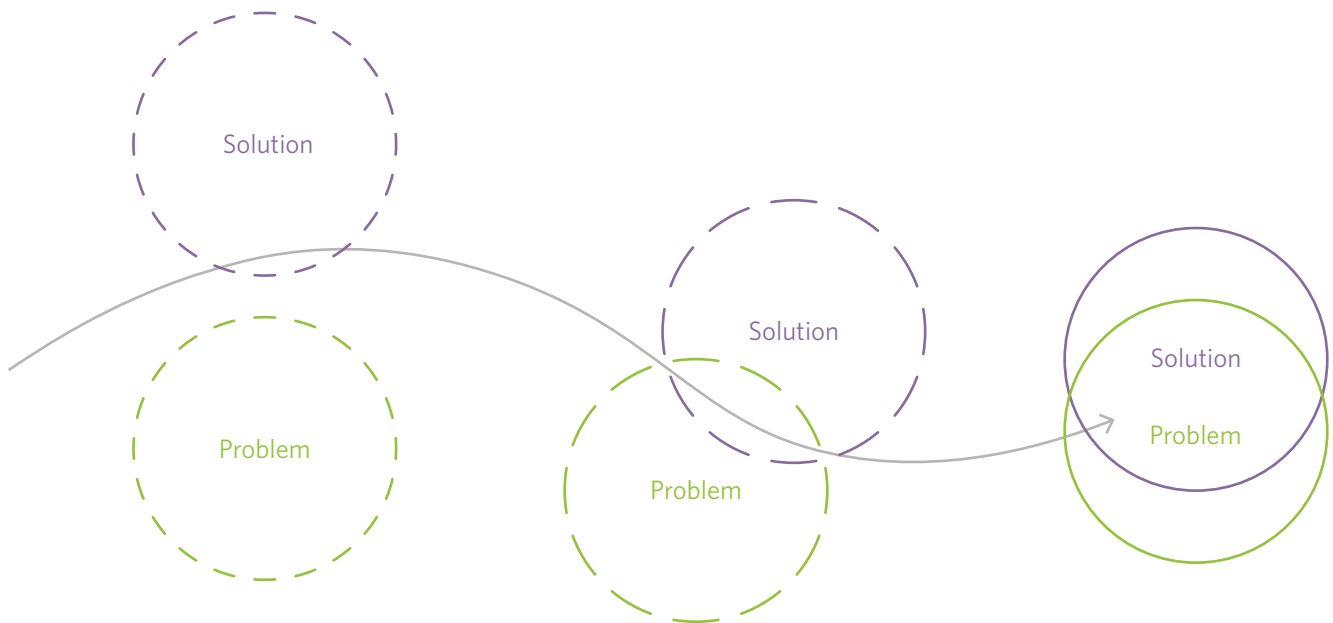
- **SDN Academia Task force:** Identify and form a task force from the interested faculty representing the internationality. Establish a criteria for the task force members and guidelines to create and manage it.
- **Faculty Directory:** Create and provide guidelines to manage a worldwide directory of faculty who is teaching service design or related courses in various academic institutions.
- **University Directory:** Create and provide guidelines to manage a worldwide directory of universities offering service design or related courses in various academic institutions.

B Analyse and synthesise quantitative and qualitative data collected through primary research to suggest opportunities for the further development of SDN Academia relationship.

Approach

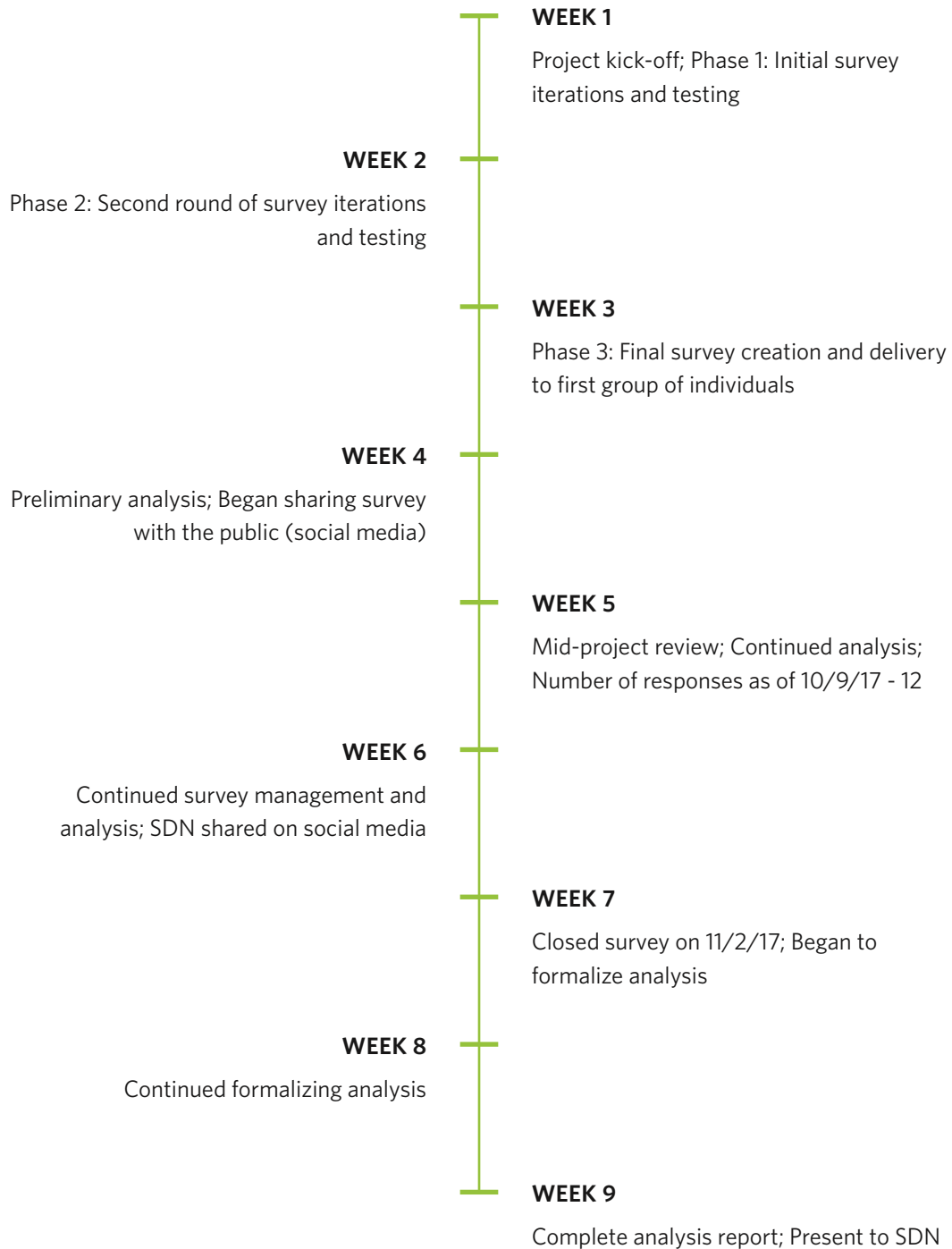
The primary approach and strategy for this project is based on a text written by Maurício Manhães, PhD, titled “Three Overarching Perspectives of Service Design” (“3OPs”). Based on the “3OPs”, the overall project is divided into three parts, the first being this initial phase of research and report. For the purpose of this nine week study, we will be focusing on the first OP - **understanding stakeholder’s context.**

The design approach was a co-evolution of the problem-solution spaces (Kees Dorst, 2001) in an attempt to develop the problem and expected deliverables and solutions presented in the brief. This process led us to arrive at a holistic solution that sets a foundation for the project going forward and the continued growth of the SDN academia relationship.



Dorst, 2001

Project timeline



Secondary research

Secondary research was conducted on two key areas- universities and faculty.

UNIVERSITIES

The research objective was to identify service design and/or related programs, degrees and courses offered by various academic institutions worldwide in order to understand the patterns amongst the course offerings.

An initial directory of 64 universities was created based on the close relativity of service design program courses. (i.e. innovation management, design for services, etc.)

FACULTY

The research objective was to identify individuals who teach service design at these universities and to continue researching on social media channels, such as LinkedIn, for additional service design faculty.

An initial directory of 102 faculty members was created detailing the universities they were listed at and the courses each taught. Data points from these faculty members was documented in order to analyse patterns in their backgrounds. This would aid in the creation of the task force criteria. Data points collected included institutional position, institutional profile, years of experience, educational background, and number of service design related publications, amongst others.



POPULATION DYNAMICS

Every population growth pyramid is unique, but most of them can be categorized into three prototypical shapes: expansive (young and growing), constrictive (elderly and shrinking), and stationary (little or no population growth). The growth of the SDN academic community can be more or less seen as a stationary to constrictive at this stage, with stagnant membership growth in comparison to the development of the SDN network as a whole. If SDN were to not make an effort to grow, its current population, made up of those similar to Type I's, would remain constrictive and eventually perish. If the population growth were to only expand to academia, it would remain stationary and grow, though not by much. SDN's academic community should strive for an expansive population in order to grow sustainably. In order to do so, SDN should expand their reach towards the public.

Primary research

SURVEY

The primary objective of the survey was to collect quantitative and qualitative data from faculty members within service design academia in order to inform the task force criteria and details to include in the directories. The survey process was carried out in three phases.

Phase I

An initial iteration of the survey was created using Google Forms and tested with one SCAD service design professor. Revisions were made based on feedback. The second iteration was tested with a different SCAD service design professor and revisions were again made based on feedback.

Phase II

The survey was then sent to four service design faculty members outside of SCAD for the first round of external testers. Two responses with added feedback were received. Following this, a revised survey was sent to 11 external service design faculty members of which only one responded. Based on this, minor revisions were made to the language and tone of the survey.

Phase III

Testing revealed a key insight about the survey- the scope was too narrow and heavily focused on specifically faculty members involved in service design only. It needed to account for the flexibility and ambiguity within service design in academia as a whole (courses versus programs, related subjects, etc.). Expanding the scope would reap additional insights and provide SDN with a broadened audience to extend their reach to. This phase led to the final survey, which this report details the results of.

Final survey

THREE ROUTES

In order to allow for more flexibility, the survey was broken up into three routes based on the user's input. Each route would collect data on a specific user type- **those that currently teach service design (type I), those that are involved in academia though do not currently teach service design (type II),** and the public- **those that are possibly interested in service design and academia though are currently not involved in it (type III).**

Route I | Type I

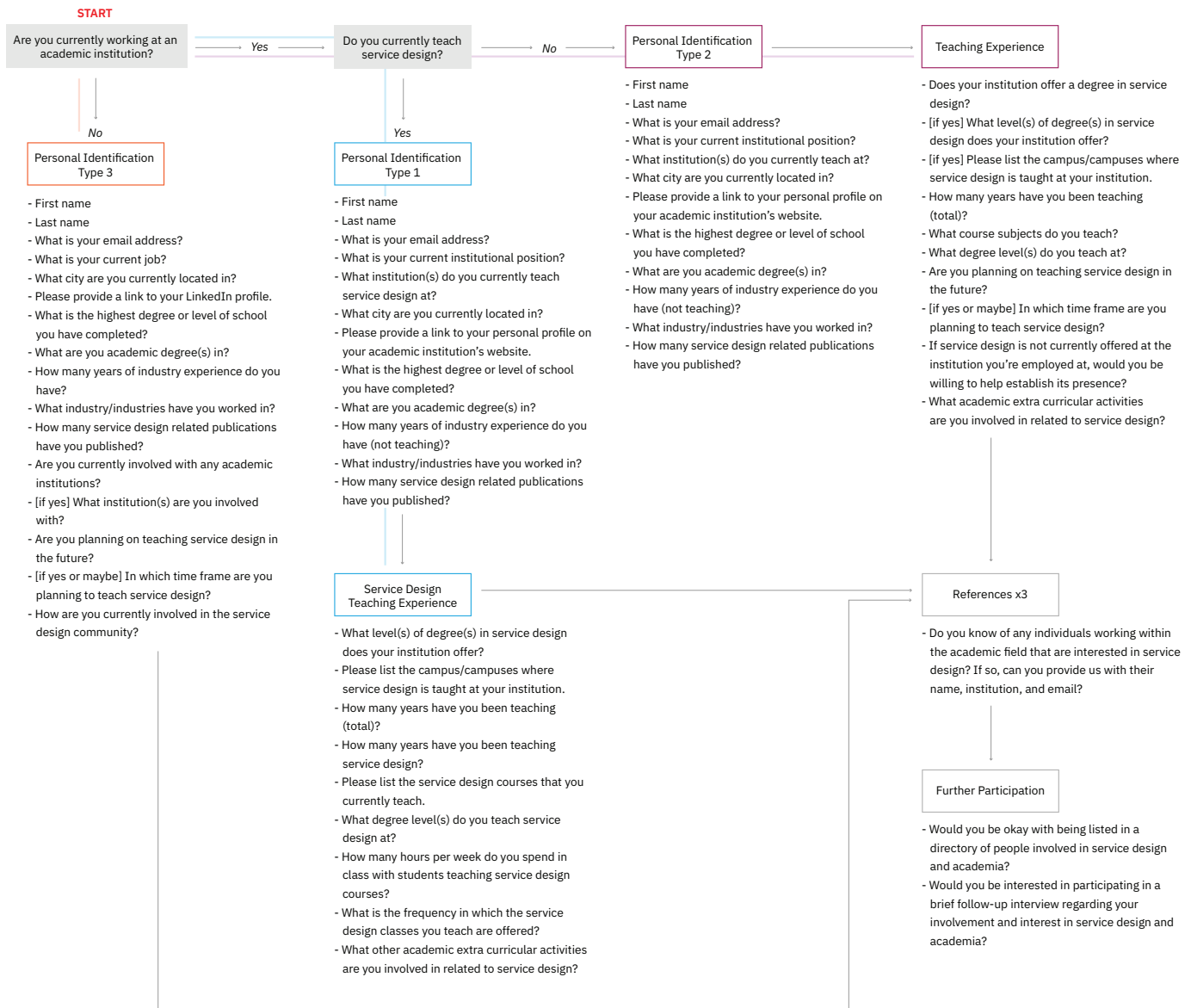
This route would help align data points collected through secondary research that would aid in the creation of the faculty directory, selection of the task force members, and know who is the community currently composed of.

Route II | Type II

This route would collect data from faculty members in academia who do not currently teach service design, but who are interested in doing so. It is important to understand this population and the universities they currently teach at as this will in turn help grow the service design academic community.

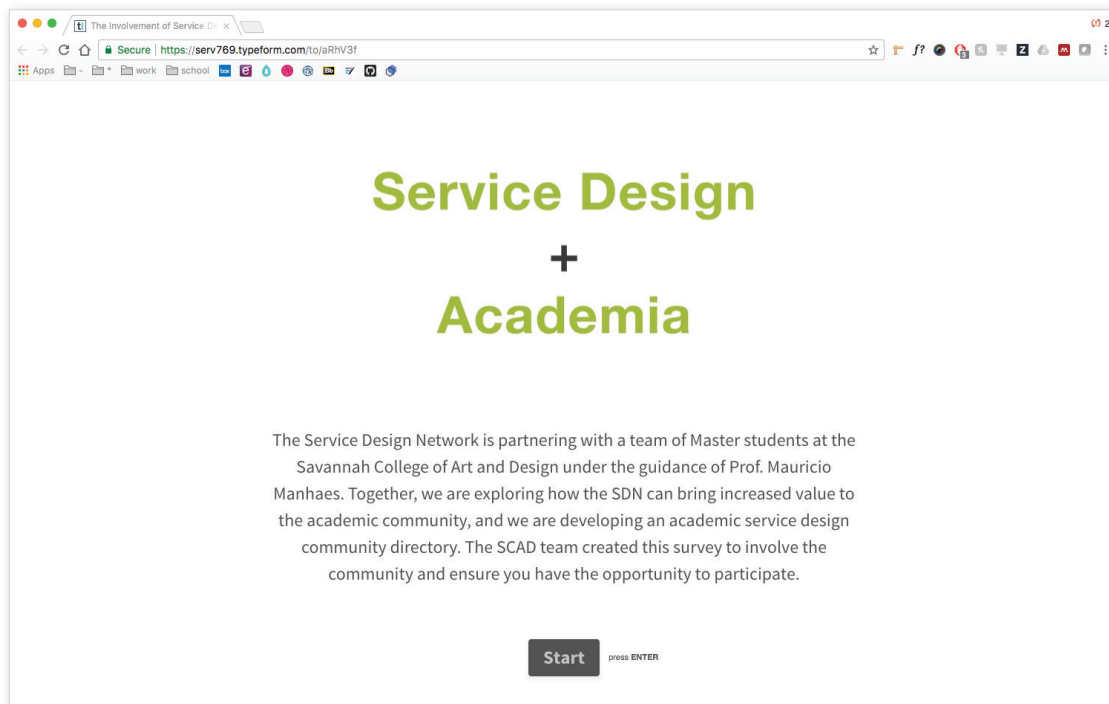
Route III | Type III

This route would collect data from those who are currently not a part of academia, though who may be interested in teaching service design in the future. It is important to understand this population because, being the public, these are the individuals who will ultimately grow the community to a new, expansive level. In reaching to the public, we're reaching "outside the box".



Identifying these three types of respondents was crucial in order to make sense of the data to be collected. It would help to see the similarities and differences amongst respondents and how they are interlinked and interdependent from each other. Based on this, SDN would have a better understanding of how to approach growth amongst a variety of audiences.

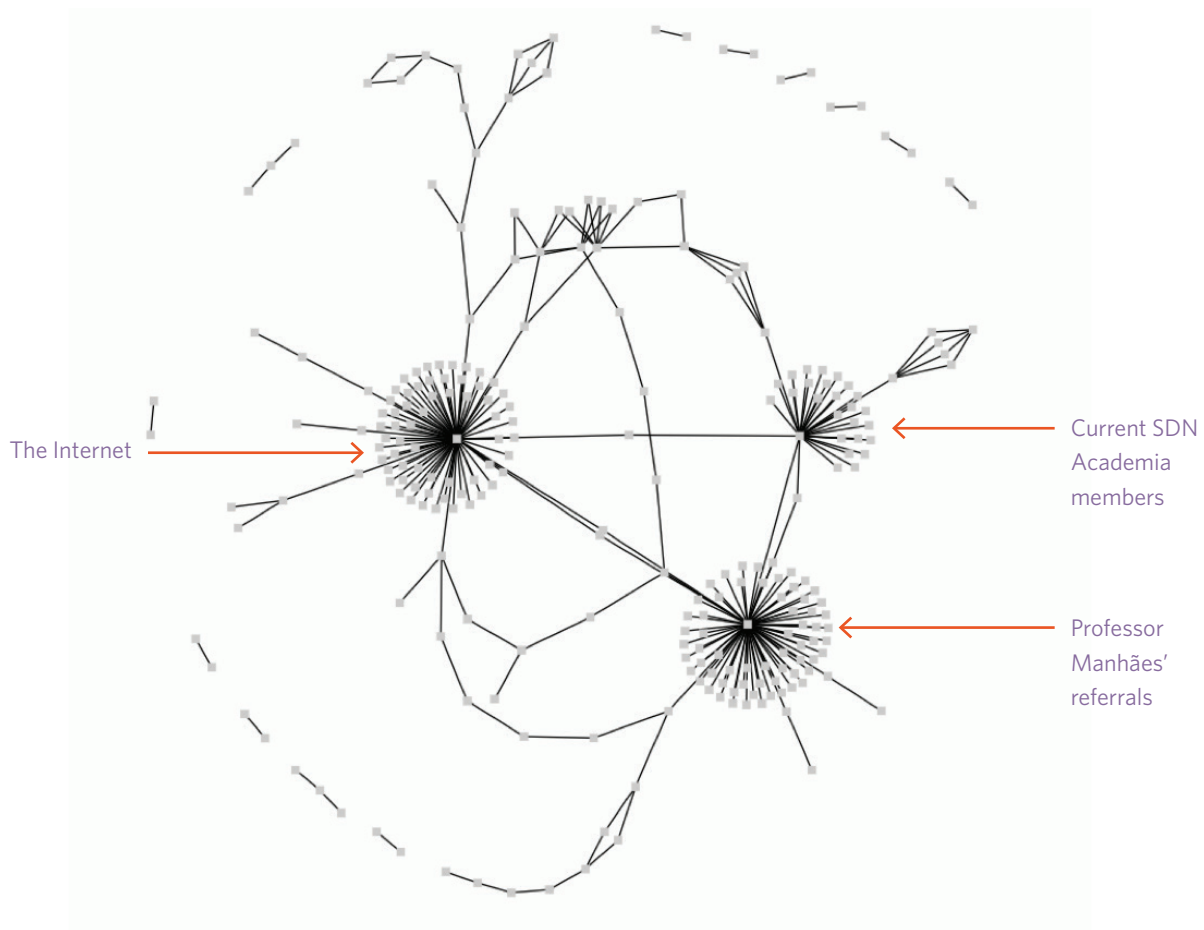
Above: question routes



LOGISTICAL DETAILS

- Typeform platform was used to create the survey to accommodate for the multiple logic jumps for the different routes designed.
- The survey was kept open for 28 days, from October 6, 2017 to November 2, 2017. It was reopened for four more days per request from individuals interested in participating. It was then closed again on November 6, 2017.
- A link to complete the survey was personally emailed to 84 individuals who currently teach service design (type I). Their details were initially collected through secondary research for the faculty directory. The respondents were asked to respond within 10 days.
- After receiving responses from the personally sent emails, the survey was opened to the public through social media and shared on various groups on Facebook, LinkedIn and Slack.
- The survey was later officially shared by SDN through their social media channels. In addition to this, SDN personally emailed its academic members requesting their participation.
- Lastly, emails were personally sent to the individuals referred by respondents asking for their participation.

Respondent sources



Respondents were directed to the survey from a variety of social media channels such as Facebook, LinkedIn and Slack. They also came from referrals in survey responses, word-of-mouth referrals, SDN global conference attendees, and other email lists provided by various sources within SCAD.

The social network topology diagram above shows how respondents and the source from which they were directed from are connected.



Respondents came from **6** continents, **32** countries, and **72** cities.

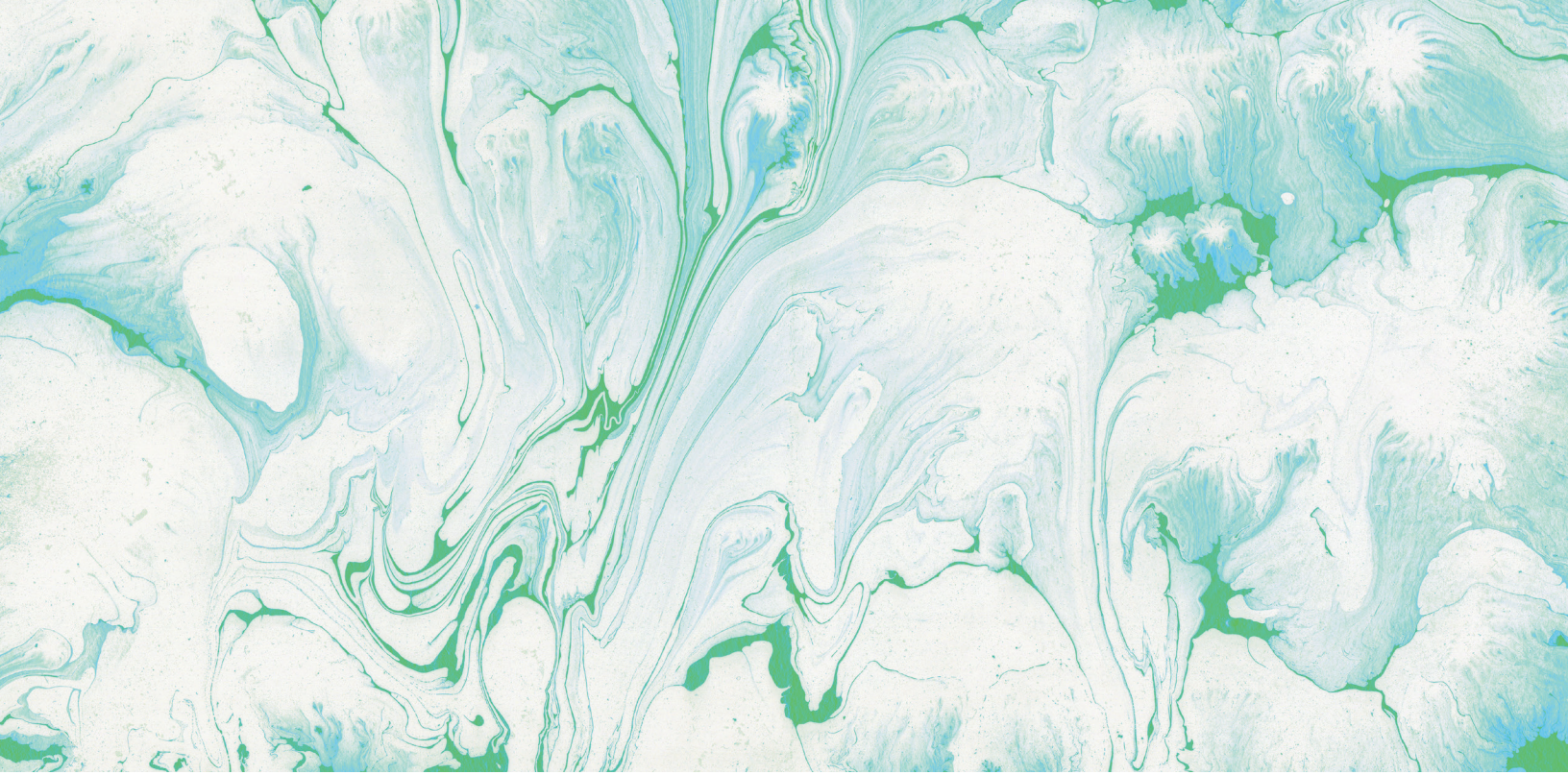
COUNTRY	RESPONSES	COUNTRY	RESPONSES
USA	21	Taiwan	2
Germany	10	Greece	2
Brazil	10	Peru	2
UK	8	Turkey	2
China	7	Denmark	2
Colombia	5	Italy	2
Mexico	4	Finland	1
India	4	Japan	1
Netherlands	3	Canada	1
Austria	3	Philippines	1
Sweden	3	Malaysia	1
Spain	3	Russia	1
Thailand	2	South Africa	1
Glasgow	2	Ireland	1
Guatemala	2	Hungary	1
Poland	2	Australia	1
Israel	2		

ANALYSIS

18	Overview
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Overview

Each section covers one user type. The data tables shown each correspond to a question in the survey. Observations and opportunities for the data points are noted as well. Lastly, for each type there is a radar diagram and a characterisation profile to help visualize the insights gathered.



Type I

The Innovators (1995-2013)

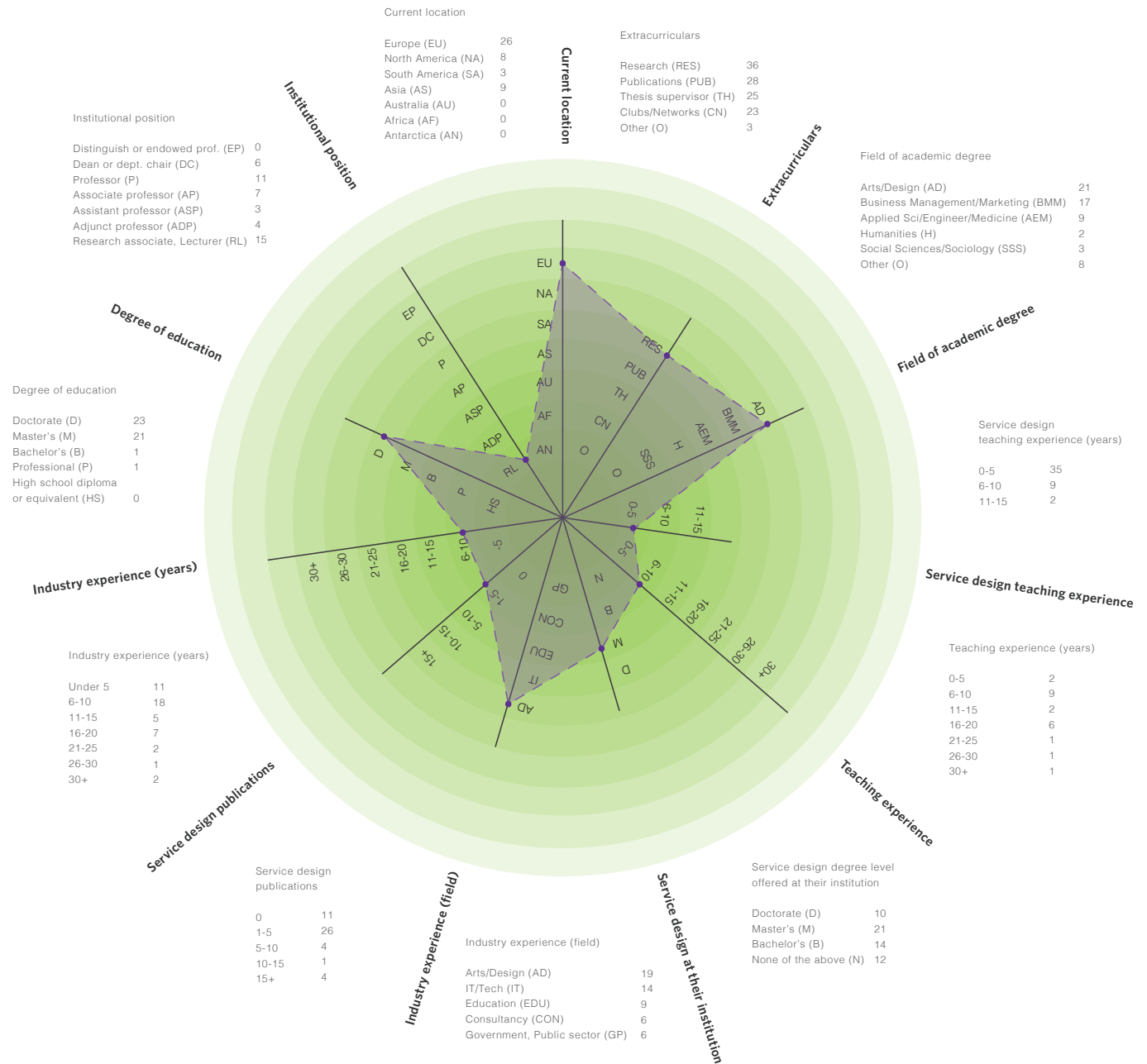
The Early Adopters (2014-2017)

Those who are currently part of academia and teach service design

These are the respondents who adopted the innovation (service design in academia) before the majority of others. Over two decades ago, the innovators laid the groundwork for the service design and academia field. 18 years later, the early adopters entered the field. These are the faculty from universities which currently offer service design programs or related courses. They are grounded in the practice of service design, though the majority are not part of the SDN academic community yet.

Responses: 46/114

TYPE I OVERVIEW



This radar diagram reflects the mode of the responses to some of the key questions asked.

1a. What city are you currently located in?

CITY'S COUNTRY	RESPONSES
UK	6
USA	5
China	5
Finland	4
Austria	3
Netherlands	3
Israel	3
Guatemala	2
Colombia	2
Germany	2
Mexico	2
Poland	2
Greece	2
Japan	1
Brazil	1
Hungary	1
Italy	1
Denmark	1
Spain	1
Ireland	1
Sweden	1
India	1

Observations & Opportunities

Analysis is based on country.

The 46 respondents are spread out globally, telling us that service design within academia currently has a wide reach. The UK has a number of well established design universities and has had a strong presence in the service design community since its start. We believe this is reflected in the results.

How we can connect those already teaching service design in such dispersed locations? With Type I respondents being so dispersed, SDN can help connect them with Type II's who are interested in teaching service design.

Please note, a number of responses were directed from social media posts shared by the US-based research team and their professor, who is from Brazil. This may have an impact on the results.

1b. What is your current institutional position?

Respondents could make multiple selections.

POSITION	RESPONSES
Research associate, lecturer	15
Professor	11
Associate professor	7
Dean or dept. chair	6
Adjunct professor	4
PhD researcher, fellow	3
Assistant professor	3
Associate dean	1
Distinguished/endowed professor	0

Observations & Opportunities

There's an opportunity to better understand the role of lecturers at academic institutions. *What topics are they lecturing about regarding service design? How can we create more value for this role?*



The role of lecturer is likely to be so prominent due to the fact that service design is not yet offered as a full degree program at many universities.



10/15 lecturers have a master's degree and 5/15 a doctorate (Q1d).

1c. At which institution(s) do you currently teach service design?

Observations & Opportunities

There were very few respondents that listed the same institution. This reflects a greater amount of institutions teaching service design. Though it also leads us to assume that institutions have few individuals teaching service design because there was just one respondent for each.

There's an opportunity to distinguish between the institutions that offer service design degree programs versus those that only offer courses and courses related to service design; gain an understanding of why there is not a service design program offered at some institutions; *How can SDN help facilitate the creation of one?*

Responses are listed on the following page.

INSTITUTION	RESPONSES	INSTITUTION	RESPONSES
FHwien University	2	ERAMUS University	1
Royal College of Arts and Design	2	Universidad Rafael Landivar	1
Ravensbourne	1	Univ. Francisco Marroquin	1
The Glasgow School of the Arts	1	EAFIT University	1
Loughborough University	1	Pontificia Universidad Javeriana	1
University of Strathclyde	1	University of Haifa	1
University of Arts London	1	Afeka College of Engineering	1
Carnegie Mellon University	1	Ruppin Academic Center	1
Illinois Institute of Tech.	1	ITESO	1
St. John University	1	Western Institute of Tech. & Higher Study	1
DePaul University	1	National Institute of Design	1
Savannah College of Art and Design	1	Academy of Arts Szczecin	1
National Tsing Hsinchu University	1	Collegium Da Vinci	1
University of Science and Technology	1	Moholy- Nagy Muveszeti Egyetem	1
Academy of Arts & Design Tsinghua Univ.	1	Universidade Federal de Santa Catarina	1
The College of Design and Innovation	1	University of Catania	1
Tongji University	1	Dept. of Product & System Design Engin.	1
FHwien University	1	University of Aegean	1
Donauuni Krems	1	Waseda University	1
Pu Kärnten	1	Tokyo University of Technology	1
MODUL University	1	The Educational Secretariat for Industry	1
University of Lapland	1	Universidad Rey Juan Carlos	1
Hokkaido University	1	Cork Institute of Technology	1
Pontificia Universidad Católica de Chile	1	Linkoping University	1
IE business School	1	Thammasat University	1
Maastricht University	1		
Copenhagen Business School	1		
Delft University	1		

1d. What is the highest degree or level of school you have completed?

DEGREE LEVEL	RESPONSES
Doctorate	23
Master's	21
Bachelor's	1
Professional degree	1
High school diploma or equivalent	0

Observations & Opportunities

Seeing that Type I's are currently teaching, we assumed they would have (if not be required to have) at least a master's degree.



Over half of the lecturers (Q1b) hold master's and/or doctorate degrees in art/design and the remaining in business management/marketing (Q1e).

1e. What field(s) is/are your academic degree(s)

in? Respondents could make multiple selections.

FIELD	RESPONSES
Arts/Design	21
Business Mgt/Marketing	17
Applied Sci/Engineering	9
Other	8
Social Sciences/Sociology	3
Humanities	2

Observations & Opportunities

There's an opportunity to understand if/how courses differ based on if the instructor has a arts/design background or a business management/marketing background. SDN can create more awareness around the overlap between these two fields and how they both complement the study of service design. This will help spark interest in service design amongst professors and students in other departments.

1f. How many years of industry experience do you have?

NUMBER OF YEARS	RESPONSES
Under 5	11
6-10	18
11-15	5
16-20	7
21-25	2
26-30	1
30+	2

Observations & Opportunities

The majority (63%) of respondents have under 10 years of industry experience.



Industry experience allows instructors to bring unique, valuable perspectives and knowledge into the classroom. It helps students to better relate to and appreciate the course content if they are able to learn about it from an industry perspective.

1g. What industry/industries have you worked in?

INDUSTRY	RESPONSES
Arts/Design	19
IT/Tech	14
Academia, Museums	9
Consultancy	6
Government, Public sector	6
Telecom	5
Hospitality, Entertainment	5
Service	5
Retail	4
Automotive, Transportation	4
Healthcare	4
Non-profit	3
Marketing	3
Financial services	2
Insurance	2
Supply chain, Packaging	2
Research	2
Journalism, Broadcasting	2

Observations & Opportunities

The amount of industry experience in arts/design correlates with the amount of respondents that have degrees in arts/design.



Type I respondents have higher rates of industry experience in art/design and IT/tech compared to Type II (Q2g) and III (Q3f).



Those teaching service design with arts/design industry experience are able to provide a valuable perspective to their students. They are often still active in the industry and can help connect their students to others within it.

1h. How many service design related publications have you published?

NUMBER OF PUBLICATIONS	RESPONSES
0	11
1-5	26
5-10	4
10-15	1
15+	4

Observations & Opportunities

57% have at least 1 service design related publication. Though, nearly a quarter of respondents have 0.



The 11 respondents who have 0 publications have lesser service design teaching experience than other respondents (Q1k).

1i. What level(s) of degree(s) in service design does your institution offer?

Respondents could make multiple selections.

DEGREE LEVEL	RESPONSES
Doctorate	10
Master's	21
Bachelor's	14
None of the above	12

Observations & Opportunities

It is evident that service design has advanced to a level where universities are able to offer higher degree levels. This provides current and potential students with the ability to enter into the field at a variety of levels.

1j. How many years total have you been teaching?

NUMBER OF YEARS	RESPONSES
0-5	21
6-10	7
11-15	9
16-20	2
21-25	6
26-30	1
30+	1

Observations & Opportunities

With so few respondents having more than 15 years of teaching experience, it raises the opportunity to further understand this demographic. Service design has not been around as long as other subjects have, so it is expected that those who teach it do not have much teaching experience.

1k. How many years have you been teaching service design?

NUMBER OF YEARS	RESPONSES
0-5	35
6-10	9
11-15	2

Observations & Opportunities

With service design being a relatively new subject in academia, we assumed respondents would have minimal experience teaching it.



In comparing Q1j and Q1k, you can see that many of the respondents have evidently started their teaching career in service design.

1l. What degree level(s) do you teach service design at? *Respondents could make multiple selections.*

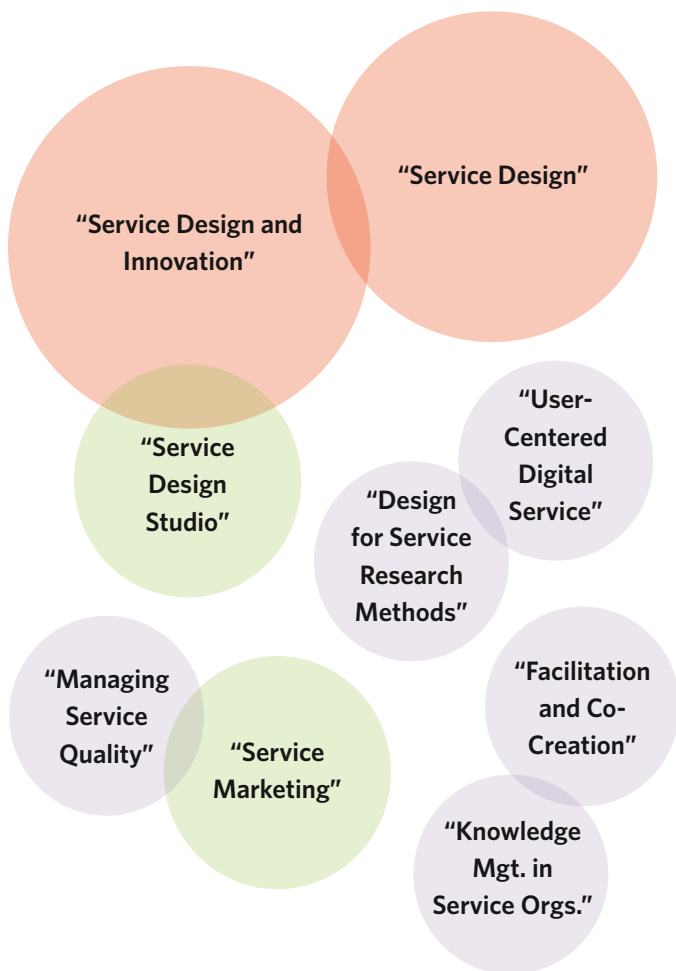
DEGREE LEVEL	RESPONSES
Doctorate	8
Master's	36
Bachelor's	26
All of the above	6

Observations & Opportunities

Based on these results, we're assuming that many are teaching undergraduate service design courses that are not part of a service design degree program. (14 said their institution offers a service design bachelor's program, yet 26 are teaching at the bachelor degree level)

There's an opportunity to better understand why there are less service design bachelor degree programs. *How can SDN help transition these undergraduate courses into complete degree programs?*

1m. What course subjects do you teach? 1n. Can you please provide us with a short description of these courses? *(2 questions)*



Observations & Opportunities

- 13 of courses listed by type I's had titles containing **"innovation"**, or areas surrounding innovation. 11 respondents listed courses which were titled more generally (i.e. **"Service Design"**). Though, the bulk of responses spanned across a variety of areas-marketing, UX, management, research, design thinking, prototyping, theory, and engineering, to name a few.
- 19 of the course descriptions mentioned **"service design tools"** and **"processes"**. Though, there are 16 mentions of **business/management** as well.
- There's an opportunity to title courses more specifically so it's clear as to what degree service design is taught. SDN can create a set of guidelines in naming courses.
- SDN can create a curriculum template that assists universities in pairing courses that will complement service design. They can also conduct an analysis of courses to understand how service design is currently being incorporated.

1o. How many hours per week do you spend teaching service design?

HOURS PER WEEK	RESPONSES
1-5	24
6-10	14
11-15	0
16-30	5
30+	1

Observations & Opportunities

The reason the majority of respondents teach only 1-5 hours per week is likely due to the fact that 15/46 are lecturers, teaching part-time. Though, there is an opportunity to explore this further in order to understand if there are other reasons why they are only teaching a couple of hours per week.

1p. How frequently are the service design classes you teach offered?

FREQUENCY	RESPONSES
Very frequently (i.e. every semester/quarter)	19
Frequently (i.e. one semester (or 1-2 quarters) out of the year)	21
Less frequently (i.e. part of the semester/quarter)	6
Very infrequently (i.e. every semester/quarter)	0

Observations & Opportunities

Though many respondents are teaching only 1-5 hours per week, their classes are offered at least half of the school year.



The level of frequency of classes offered points to the same notion in Q1b- service design is not offered as a degree program in most universities, therefore frequency of classes is expected to be low.

1q. What academic extracurricular activities related to service design are you involved in?

Respondents could make multiple selections.

ACTIVITY	RESPONSES
Research	36
Publications	28
Thesis supervisor	25
Clubs/Networks	23



5/46 respondents are currently SDN academic members.

Observations & Opportunities

Nearly half of the total respondents indicated that they take part in each activity. Though, there's an opportunity to explore new ways to encourage the service design academia community to publish more research. This is a key ask from those interested in teaching service design.

TYPE I CHARACTERISATION

Bio

A service design lecturer has been teaching service design for the last 4.5 years at a European arts and design university. They teach graduate students at the master's level and have a teaching experience of 10 years. They have also worked in the industry for 5 years and worked on projects in designing user experiences, content strategy, and IT management.

They are working on their latest research project on the innovation management and looking to publish their research to mark their 5th publication in service design.

Opportunities

- Create a way for the innovators and early adopters to connect with SDN and those planning and interested in teaching service design so that they can share their knowledge, experience, and guidance in teaching service design
- Work with current service design professors to create resources for those interested in teaching service design in the future

Service Design Involvement

Clubs/Network: [Progress bar]

Publications: [Progress bar]

Research: [Progress bar]

Thesis Supervisor: [Progress bar]

Quote: "Service design can be used as a powerful tool to understand and tackle many of the complex social and environmental problems facing organizations, communities, and societies today."

Location: Europe
Academic Degree: Doctorate
Academic Field: Arts/Design, Business Management/Marketing
Current Institutional Position: Service Design Lecturer
Courses Taught: "Foundations, Tools, and Methodologies of Service Design", "Innovation Management", "Business Design"

Type I
The Innovators and Early Adopters

Each characterization is based on the mode of the Type I responses.

Based on the characterisation profile created for Type I, here are examples of survey respondents who are somewhat similar:

Lara Salinas

Research associate, Lecturer; Service Experience Design and Innovation; London College of Communication

[LinkedIn](#)

Magda Malachowska

Assistant professor, lecturer; Management and Economics of Services; Academy of Arts Szczecin

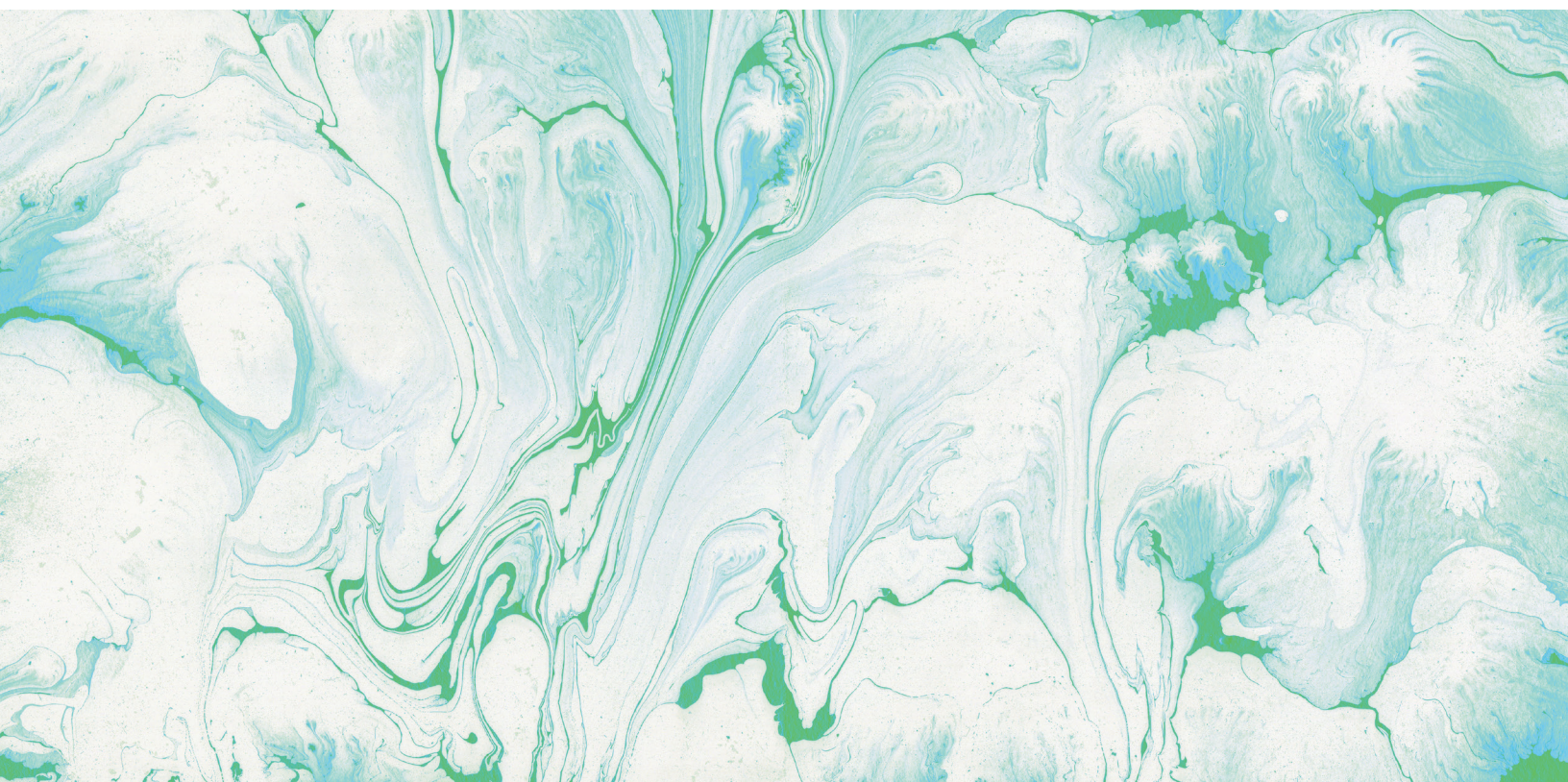
[LinkedIn](#)

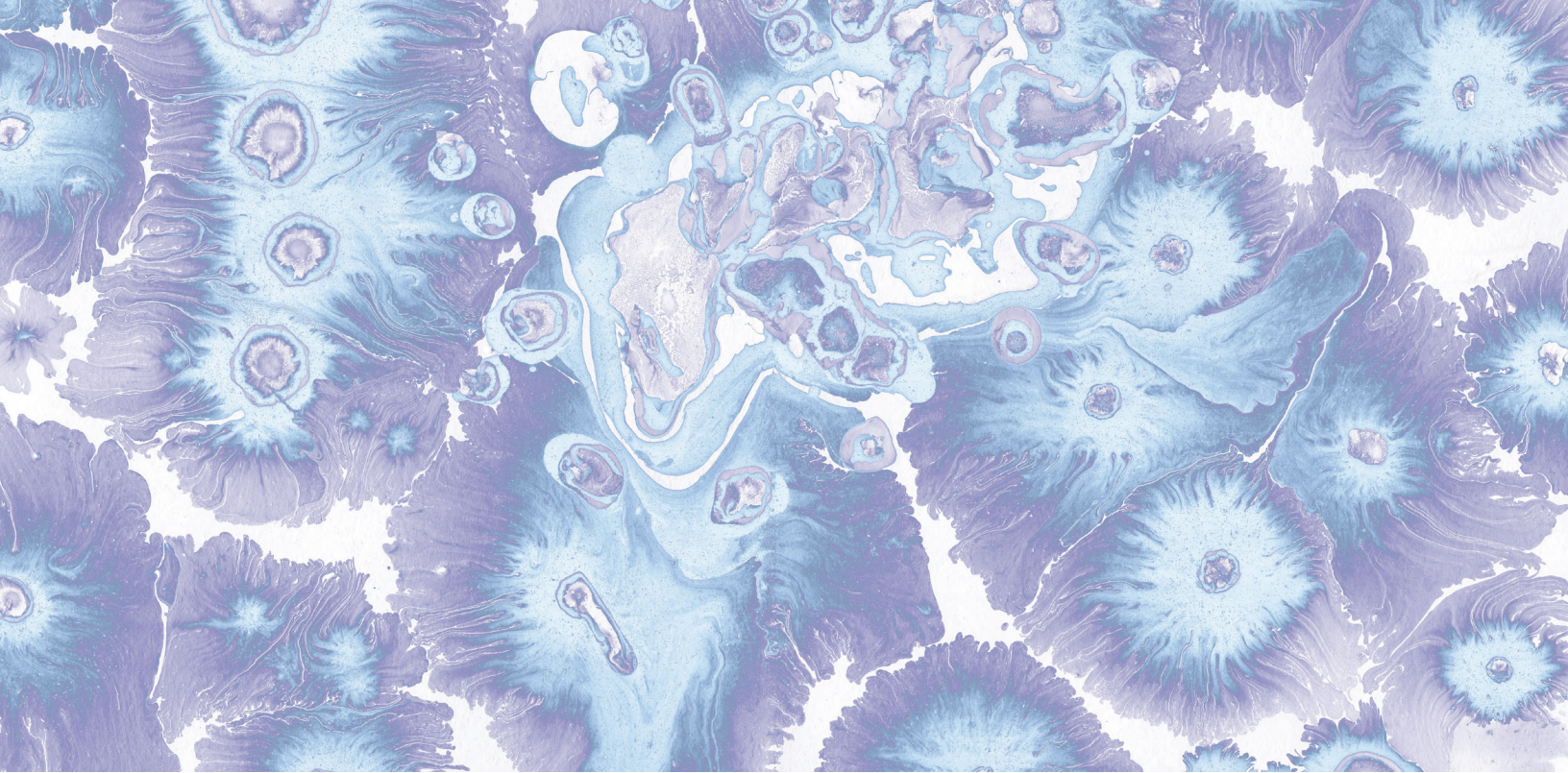
<p>Field of Academic Degree</p> <p>Business Management/Marketing (BM)</p> <p>Applied Sci/Engineer/Medicine (AS,E)</p> <p>Arts/Design (AD)</p> <p>Humanities (H)</p> <p>Social Sciences/Sociology (SS)</p>	<p>Years of General Teaching Experience</p> <p>0</p> <p>1-5</p> <p>6-10</p> <p>11-15</p> <p>16-20</p>	<p>Years of Teaching SD Experience</p> <p>0</p> <p>1-5</p> <p>6-10</p> <p>11-15</p> <p>16+</p>	<p>Years of Industry Experience</p> <p>0</p> <p>1-5</p> <p>6-10</p> <p>11-15</p> <p>16+</p>	<p>Highest Degree of Education</p> <p>Doctorate (D)</p> <p>Master's (M)</p> <p>Bachelor's (B)</p> <p>Professional degree (P)</p> <p>High School Diploma or Equiv. (H)</p>
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FURTHER EXPLORATION

Based on the insights gathered on Type I, there are areas where further exploration would help lead to a greater understanding of this group.

- **Resources;** *Assess existing SDN resources in order to evaluate if they meet the wants and needs of those in the academic community. What can we use more or less of?*
- **Making connections;** *Explore ways in which SDN can connect the current service design academia members with those interested in joining the community.*
- **Integration;** *How can those currently teaching service design, along with SDN, facilitate and promote the integration of service design practices into academic subjects other than arts/design?*
- **Publications;** *Case studies and resources was one of the main asks from those looking to enter the service design academic community. SDN can create a channel specifically for academic publications and encourage current members to participate in it.*
- **Membership;** *Reevaluate the current SDN academic membership program requirements. Invite those from this group who have said they are willing to be listed to join. Use the invitation as an opportunity to ask what they would like/expect to get out of their membership.*
- **Motivation;** *Why did they start teaching service design?*
- **Course structure;** *What is the basic understanding one should have about service design? What is the current curricula missing?*
- **Resources;** *What would help those planning to teach service design? How should we provide this for them?*
- **Establishing service design programs;** *Tips and ideas for how to initiate and promote service design in an institution that doesn't yet have it*
- **Background;** *Ideal background of people entering service design academia*
- **Participation;** *Willingness to help grow the community and connect with those interested in being part*





Type II

The Early Majority (2018-2020)

The Late Majority (2021-2023)

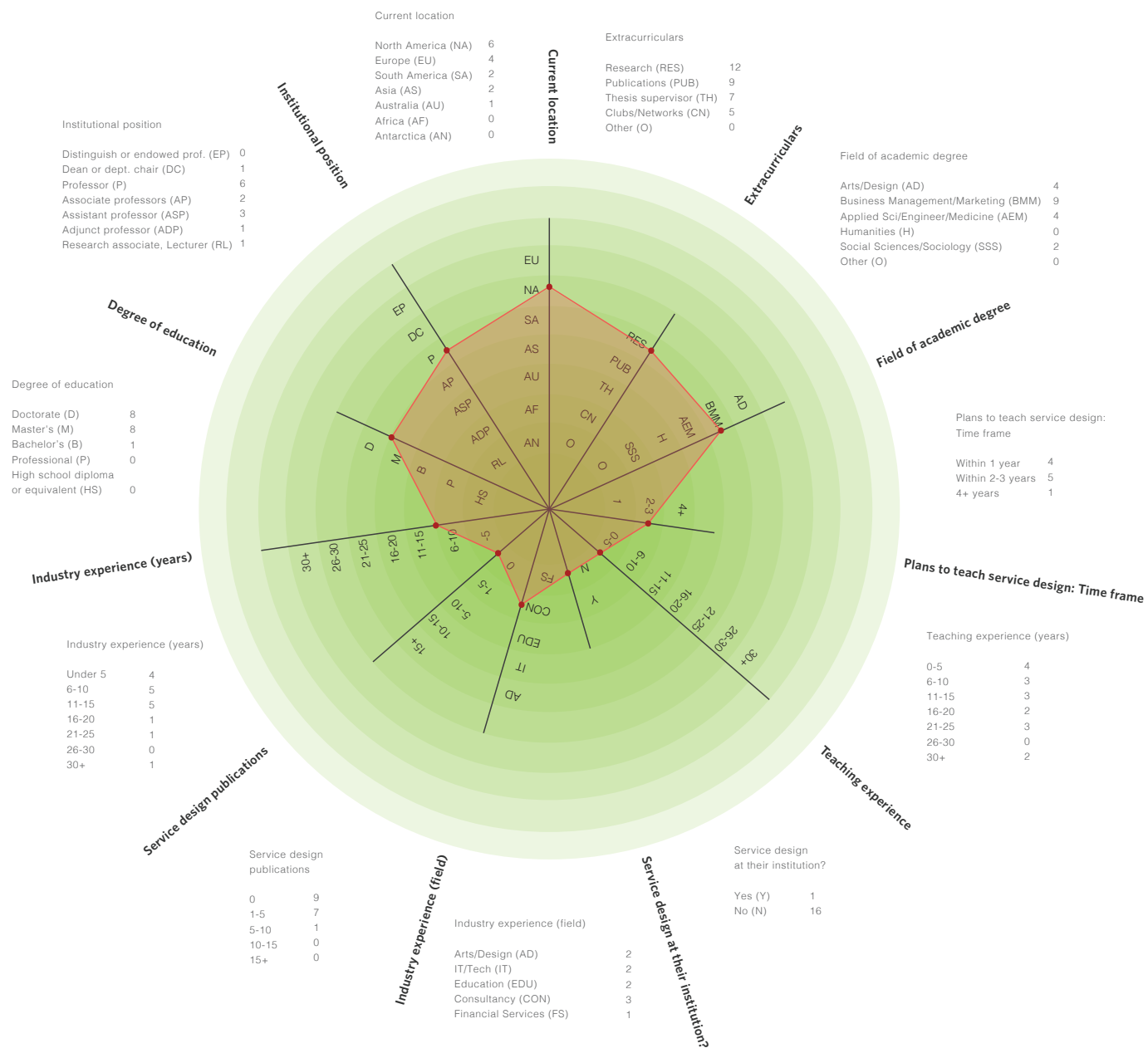
The Laggards (2024-2027)

Those who are part of academia but do not currently teach service design

Type II is divided into three groups based on their input. **Early Majority** are those that plan to teach service design within one year. This type would adopt the innovation after a varying degree of time which is significantly longer than that taken by the innovators and the early adopters. **Late Majority** are those that plan to teach service design within 2-3 years. This type views innovation with a degree of skepticism and take part after they see the early majority has. Lastly, the **Laggards** are those that plan to teach service design in 4+ years. This type is the last to adopt an innovation and typically have an aversion to change and are focused on more traditional approaches.

Responses: 17/114

TYPE II OVERVIEW



This radar diagram reflects the mode of the responses to some of the key questions asked.

2a. What city are you currently located in?

CITY'S COUNTRY	RESPONSES
USA	4
Italy	2
China	1
Canada	1
Sweden	1
Australia	1
Mexico	1
Philippines	1
Colombia	1
Germany	1
Brazil	1

Observations & Opportunities

Analysis is based on country. Only 15/17 responded.

Type II respondents are dispersed across the globe- out of the 15 responses there are 11 different locations listed.

Please note, a number of responses were directed from social media posts shared by the US-based research team and their professor, who is from Brazil. This may have an impact on the results.



The higher rate of respondents in North America could indicate a higher level of interest in service design because there are less universities that offer it as a degree program. In a way, one can compare this to supply and demand- less supply of programs in North America equals higher demand.

2b. What is your current institutional position?

Respondents could make multiple selections.

POSITION	RESPONSES
Professor	6
Assistant professor	3
Other	3
Research associate, lecturer	2
Associate professor	2
Dean or dept. chair	1
Adjunct professor	1
Distinguished/endowed prof.	1

Observations & Opportunities

There is a higher rate of full-time faculty / professors not teaching service design than there is teaching service design. There's an opportunity to analyse the motivations (Q2p) and needs (Q2r) from this group in order to better understand how we can get more existing full-time faculty members to also teach service design?



At least 4 current full-time faculty showed interest in teaching service design in the future (Q2n). Though, there is an opportunity to look to those who teach part-time as potential "traveling lecturers" who are not married to one university, but instead lecture service design courses at multiple. This can help minimise resources yet spread service design in academia at multiple universities.

2c. At which institution(s) do you currently teach at?

INSTITUTION	RESPONSES
Carnegie Mellon University	2
Bowling Green State Univ.	1
EAFIT University	1
KISD, TH Köln	1
Parthenope Univ. of Naples	1
PolyU School of Design	1
Queensland Univ. of Tech.	1
Univ. Autonoma de Sinaloa	1
University of Salerno	1
Univ. of San Jose - Recoletos	1
York University	1
Lund University	1

Observations & Opportunities

The institutions that respondents listed are dispersed globally.

SDN can look to the type II individuals that stated they plan on teaching service design, and which institution they teach at, in order to create a list of universities where they can help establish service design courses or a complete program.



Of the institutions listed, only 1 currently offers a service design degree program (KISD) (Q2i).

2d. What is the highest degree or level of school you have completed?

DEGREE LEVEL	RESPONSES
Doctorate	8
Master's	8
Bachelor's	1
Professional degree	0
High school diploma or equivalent	0

Observations & Opportunities

In order to teach at most institutions one must have at least a master's degree. This requirement is reflected in the results.



5 respondents with master's degrees, 4 with doctorates and 1 with a PhD said they are interested in teaching service design in the future (Q2n).

2e. What field(s) is/are your academic degree(s)

in? *Respondents could make multiple selections.*

FIELD	RESPONSES
Business Mgt/Marketing	9
Applied Sci/Engineering	4
Arts/Design	4
Social Sciences/Sociology	2
Humanities	0

Observations & Opportunities

The majority of type II respondents said they currently teach business/ management courses, which coincides with the majority of their academic degree backgrounds. Also, the fact that there are individuals teaching other subject areas interested in teaching service design speaks to the field's flexibility and how it complements a variety of other areas.

2f. How many years of industry experience do you have?

NUMBER OF YEARS	RESPONSES
Under 5	4
6-10	5
11-15	5
16-20	1
21-25	1
26-30	0
30+	1

Observations & Opportunities

Type II respondents have a range in number of years of industry experience, showing that there is the potential to teach at any stage in your career. On average, they have 12 years of industry experience (not including their teaching experience).



9/17 respondents have been involved in academia for the majority of their career (compared with Q2j).

2g. What industry/industries have you worked in?

FIELD	RESPONSES
Consultancy	3
Arts/Design	2
IT	2
Academia	2
Military	1
Agriculture	1

FIELD	RESPONSES
Optical	1
Service	1
Automotive	1
Financial services	1
Music	1

2h. How many service design related publications have you published?

NUMBER OF PUBLICATIONS	RESPONSES
0	9
1-5	7
5-10	1
10-15	0
10+	0

Observations & Opportunities

We assumed that because type II respondents do not currently teach service design, that they would likely have very few, if not any, service design publications.

There's an opportunity to create an SDN academic journal targeted towards those like type II respondents to encourage them to publish their service design related work.



5 of the 8 respondents with publications have said they have no plans to teach service design in the future (Q2n).

2i. Does your institution offer a degree in service design?

ANSWER OPTIONS	RESPONSES
Yes	1
No	16

Observations & Opportunities

One respondent said their institution offers a degree in service design- KISD, master's degree program.

2j. How many years have you been teaching?

NUMBER OF YEARS	RESPONSES
0-5	4
6-10	3
11-15	3
16-20	2
21-25	3
26-30	0
31-35	2

Observations & Opportunities

The amount of teaching experience varies amongst respondents. There's an opportunity to better understand if the amount of teaching experience affects their willingness to teach a new subject. Based on assumptions, the longer an individual has been teaching in one subject, the less willing they are to teach a new subject.

2k. What degree level(s) do you teach at?

Respondents could make multiple selections.

DEGREE LEVEL	RESPONSES
Doctorate	8
Master's	13
Bachelor's	12
All of the above	4

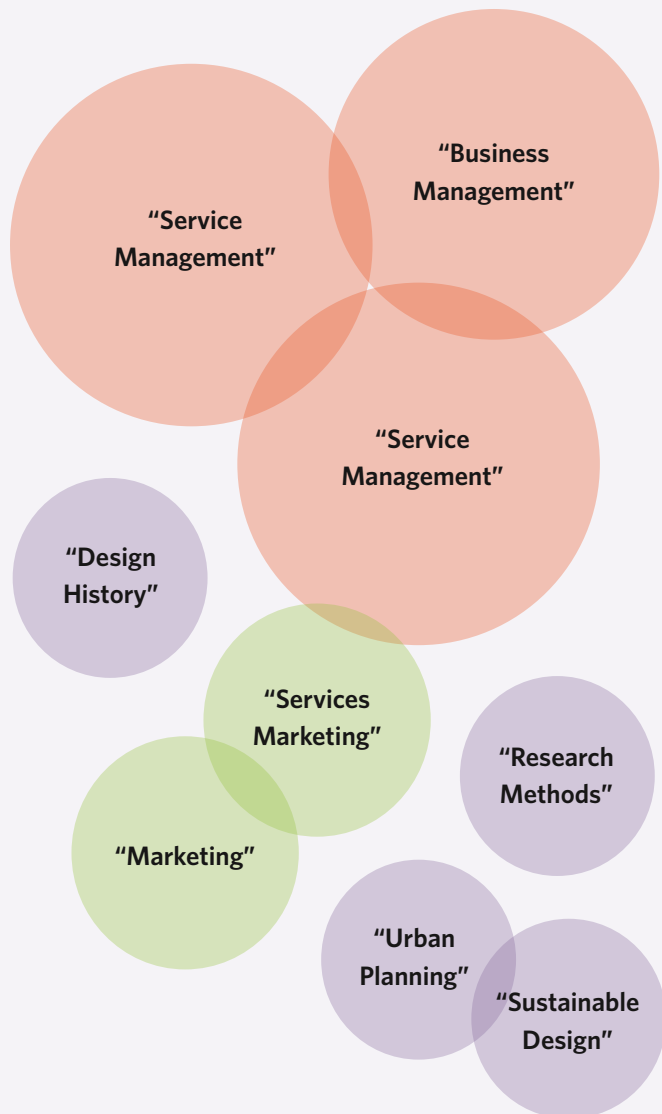
Observations & Opportunities

Out of 17 respondents, all degree levels were marked as being currently taught.



The same goes for the 10 interested in teaching service design (Q2n)- each degree level is currently being taught.

2l. What course subjects do you teach? 2m. Can you please provide us with a short description of these courses? (2 questions)



Observations & Opportunities

- There were 12 mentions of **business/management** within the course titles listed as well as eight mentions of **marketing**.
- There were **only five mentions each of research** and **design** related topics within the course titles. Although, two stated that they teach courses called **"Design Thinking"**.
- There were four mentions of **environment**-related topics and three regarding **sustainability**. Their course descriptions focused on urban design and environmental development and improvement.
- There is an opportunity to provide this user group with information on how to supplement their current courses with service design practices to show how it can fit seamlessly and complement many of the subjects they are already teaching.

2n. Are you planning to teach service design in the future?

ANSWER OPTIONS	RESPONSES
Yes	7
No	7
Maybe	3

Observations & Opportunities

There is a sharp divide in those interested in teaching service design and those who are not. There's an opportunity to understand why those currently in academia do not want to teach service design.

Note: At this point in the analysis, we began to see a clear divide amongst type II- those that are interested in teaching service design and those that aren't. This led separate the type into two sub-sections: Type II-A (yes/maybe to teaching) and Type II-B (no to

teaching). We began to dig deeper into the background of the two sub-groups to uncover patterns and insights about their similarities and differences. This focus on willingness to teach helped lead the analysis from this point onward.



Here are some additional insights on the **10/17 respondents who said 'yes' or 'maybe' to teaching service design in the future.**

- Half are working as assistant and adjunct professors, or part-time lecturers (Q2b). Though, on average, they have 10 years of teaching experience (Q2j).
- More than half have a master's degree (6/10) (Q2d) with a focus in business management/marketing or applied science/engineering (Q2e).
- They come from 10 different countries (Q2a).
- They have an average of 9 years of industry experience (Q2f) and have worked in a variety of industries - from design to IT and manufacturing (Q2g).
- 4/10 teach at the doctorate level (Q2k).
- Half have 0 service design related publications (Q2h).



Here are some additional insights on the **7/17 respondents who said 'no' to teaching service design in the future.**

- The majority are professors (4/7) (Q2b) with an average of 14.5 years of teaching experience (Q2j).
- More than half have a doctorate degree (4/7) (Q2d) with a focus in business mgt./marketing (4/4) (Q2e).
- None of them participate in service design related clubs or networks (Q2s).
- They have more experience in teaching (Q2j) and the industry (Q2f) than those who said 'yes' or 'maybe' to teaching service design. They've spent, on average, 16 years working in the industry (Q2f), and typically come from the design consultancy area (Q2g).
- 4/7 teach at the doctorate level.

2o. In which timeframe are you planning to teach service design?

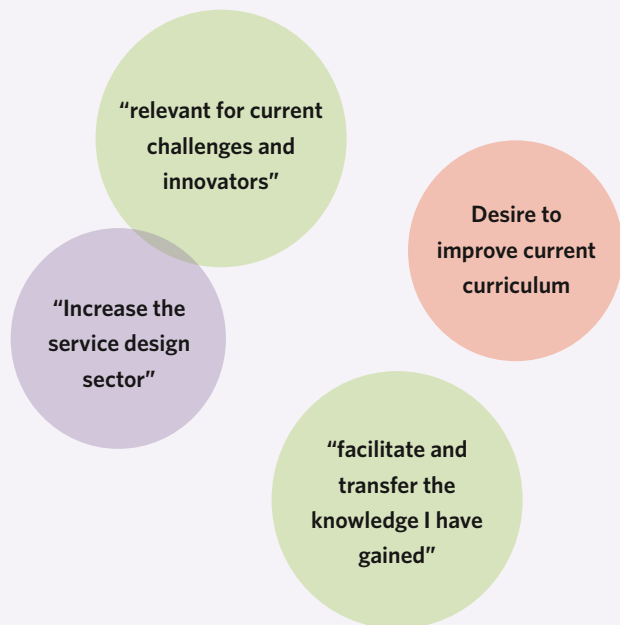
TIMEFRAME	RESPONSES
Within 1 year	4
Within 2-3 years	5
4+ years	1

Observations & Opportunities

Of the 10 respondents that said yes or maybe to teaching service design in the future, all but one plan to do so within 5 years. This reflects potential for short-term growth in the service design and academia community.

2p. What is your motivation to teach service design in the future?

Based on the 10 respondents who said 'yes' or 'maybe' to teaching service design in the future. See appendix for complete breakdown of responses.



Observations & Opportunities

- Three respondents described how they **see service design as a requirement for the future**- something that will continue to grow in relevance and usefulness.
- Two respondents said they wish to **share knowledge** gained and **help students see the value of service design in academia**.
- SDN can create material that allow faculty to easily incorporate service design into their current curricula. It can include case studies that will help them and their students see the value of service design.
- SDN can host an event where members can go speak to faculty at schools who are interested in teaching service design.

2q. If service design education is not currently offered at your institution, would you be willing to help establish it there?

Respondents were not required to answer this question. Analysis is based on 9 responses.

ANSWER OPTIONS	RESPONSES
Yes	0
No	1
Maybe	4
Service design is currently offered.	4

Observations & Opportunities

A deeper analysis is needed here- *How is it that when asked if their institution offered service design, only one respondent said yes, yet four said it was already offered for this question?*

There's an opportunity to better understand the reasoning behind the no responses. This may be something that SDN can help resolve, and in turn, make them want to help establish service design at their institution.

2r. How can the service design community (e.g. the network and resources) help you in achieving your goals?

Observations

- Type II respondents described how they want help with how to go about including service design in their current curricula. This includes information on the **what's needed to start teaching service design, tools, resources, and knowledge/insights** from experienced professionals that they can use when teaching.
- Others also mentioned they would like a **common platform** for those involved in service design and academia where all of the content above could be shared.

Opportunities

- SDN can create a **toolkit** for instructors and institutions to use when looking to incorporate service design.
- By **further defining the SDN academia sector**, instructors will be able to clearly see that they are being supported in their efforts to teach service design. Create a **platform** where they can access information, tools, resources, ask questions, network and collaborate with other instructors and their classes.

2s. What academic extracurricular activities related to service design are you involved in?

ACTIVITY	RESPONSES
Research	12
Publications	9
Thesis supervisor	7
Clubs/Networks	5

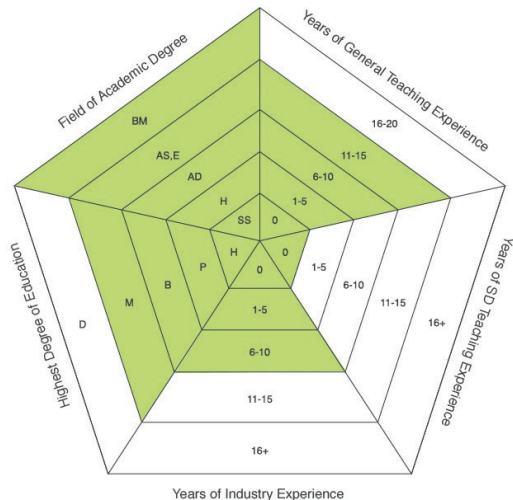
Observations & Opportunities

The assumption is that because research, publications and theses are more prevalent in academia, these were more popular amongst respondents. There's an opportunity to further understand why club/network participation is lower for those in academia.



1/17 respondents is currently an SDN academic member.

TYPE II-A CHARACTERISATION



Type II-A
Early Majority, Late Majority, Laggards

"SDN can help me be a part of the service design community by fostering a tight-knit network with one common platform..."

Location: Europe
Academic Degree: Master's
Academic Field: Business Management/Marketing, Applied Science/Engineering
Current Institutional Position: Assistant Professor
Courses Taught: "Business Management and Marketing", "Research Methodologies"

Based on the characterisation profile created for Type II-A, here is an example of a survey respondent who is somewhat similar:

Clara Bassano

Assistant professor
 Business Management and Marketing
 Parthenope University of Naples
[LinkedIn](#)

Bio

An assistant professor teaches business management at a European business management university. He has been a professor for the last 11 years before which he worked in the IT industry for about 7.5 years. He is an enthusiastic learner and has been trying to follow advancements in service design on the side. He has previously published 3 papers relating to the same in different journals.

He is looking for ways to use service design to bring value to his profession and is on the hunt for a perfect opportunity for the same.

Goals & Motivations

- Strong belief in the service design practice and its future developments
- Wants to share knowledge with and learn from the younger generation

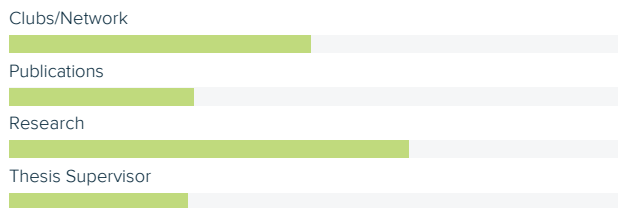
Frustrations

- Lack of access to service design resources needed to teach at the university level
- Needs guidance on how to go about integrating service design into current curriculum
- Need for a single, common platform for both current and potential service design instructors to connect with

Opportunities

- Create and share course material for professors to easily incorporate service design into their current curricula
- Create an event where SDN members can interact with professors from schools that may be interested in introducing service design in their classes
- Create a platform to connect and collaborate with other instructors

Service Design Involvement



Each characterization is based on the mode of the Type II-A responses.

Field of Academic Degree	Years of General Teaching Experience	Years of Teaching SD Experience	Years of Industry Experience	Highest Degree of Education
Business Management/Marketing (BM)	0	0	0	Doctorate (D)
Applied Sci/Engineer/Medicine (AS,E)	1-5	1-5	1-5	Master's (M)
Arts/Design (AD)	6-10	6-10	6-10	Bachelor's (B)
Humanities (H)	11-15	11-15	11-15	Professional degree (P)
Social Sciences/Sociology (SS)	16-20	16+	16+	High School Diploma or Equiv. (H)

TYPE II-B CHARACTERISATION

Bio

A professor of business management has been teaching for the last 19 years in a private research university in the USA. He has also been working as a design consultant for the last 16 years. He has never published any articles related to service design. He is well established in his field and is not looking for a career transition at this point in his life.

Service Design Involvement

Clubs/Network:

Publications:

Research:

Thesis Supervisor:

Location: North America
Academic Degree: Doctorate
Academic Field: Business Management/Marketing
Current Institutional Position: Professor
Courses Taught: "Service Marketing", "Service Management"

Each characterization is based on the mode of the Type II-B responses.

Based on the characterisation profile created for Type II-B, here is an example of a survey respondent who is somewhat similar:

Dwayne Gremler

Distinguished teaching professor; Marketing; Bowling Green State University

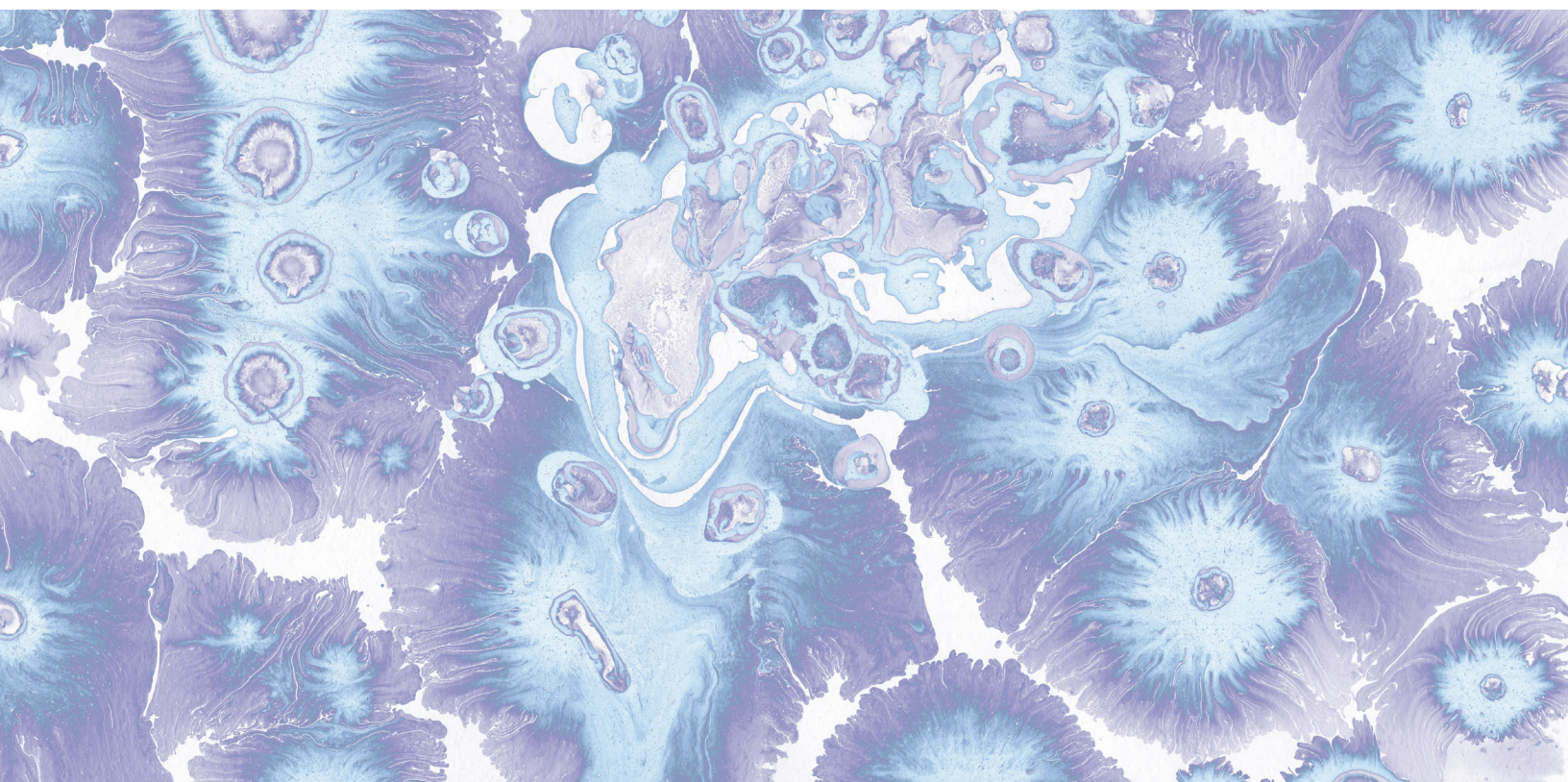
[LinkedIn](#)

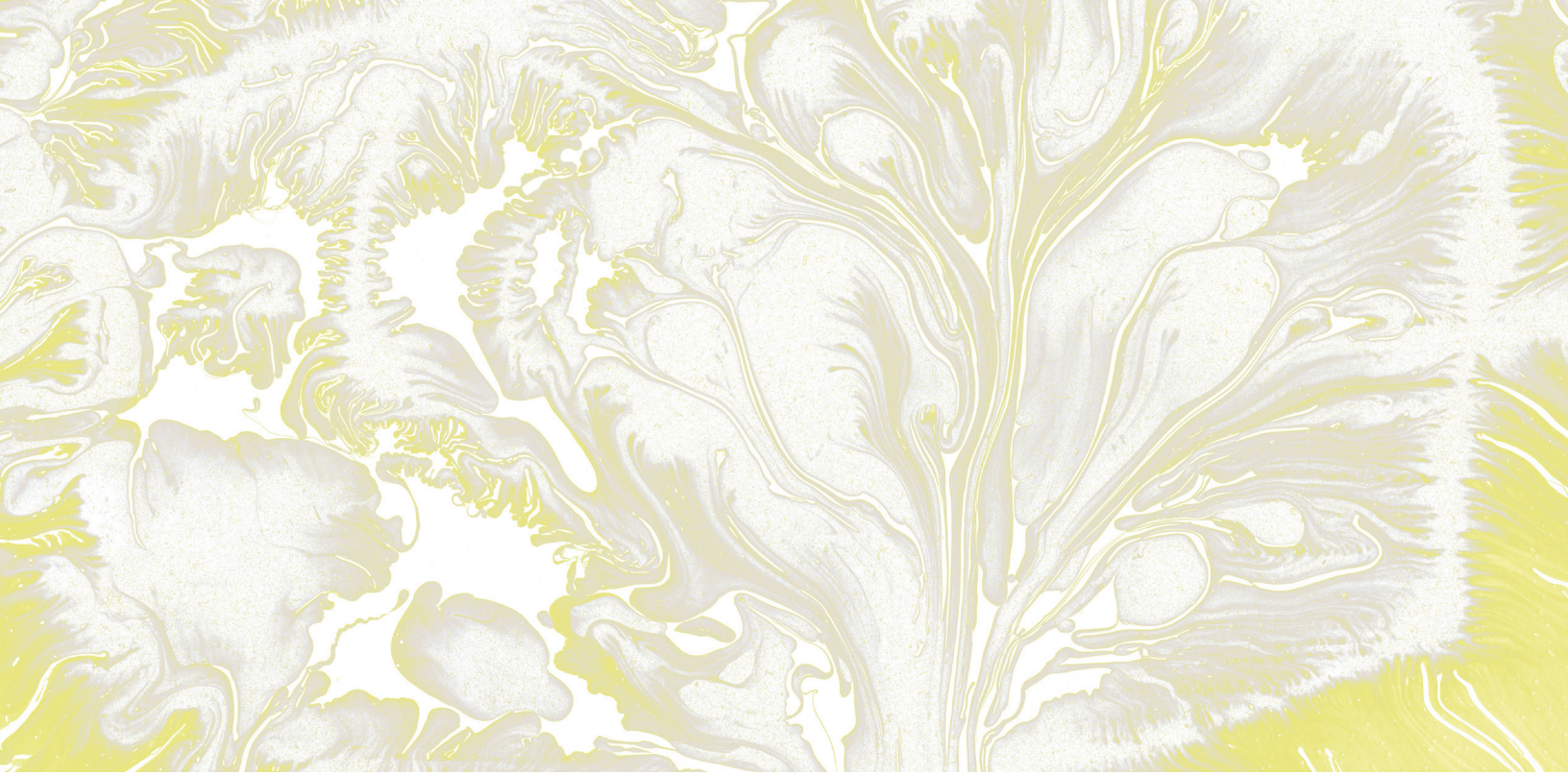
Field of Academic Degree	Years of General Teaching Experience	Years of Teaching SD Experience	Years of Industry Experience	Highest Degree of Education
Business Management/Marketing (BM)	0	0	0	Doctorate (D)
Applied Sci/Engineer/Medicine (AS,E)	1-5	1-5	1-5	Master's (M)
Arts/Design (AD)	6-10	6-10	6-10	Bachelor's (B)
Humanities (H)	11-15	11-15	11-15	Professional degree (P)
Social Sciences/Sociology (SS)	16-20	16+	16+	High School Diploma or Equiv. (H)

FURTHER EXPLORATION

Based on the insights gathered on Type II, there are areas where further exploration would help lead to a greater understanding of this group.

- **Getting started;** *Reach out to those that are interested in teaching service design but said their institution does not currently offer it. Discuss why it hasn't been established yet and how SDN can be of help in facilitating its establishment. Also, gain a better understanding as to why some are hesitant to want to help establish service design at their institution.*
- **Collaborate;** *Respondents came from a variety of backgrounds. SDN can look into ways to show how service design can complement/supplement a number of fields. They can work with interested professors in other fields to do trials of integrating service design studies into current curricula. SDN can also reach out to the industry to promote the field's flexibility via workshops.*
- **Teaching experience;** *Gain a deeper understanding of the motivations and barriers of those with more than the average amount of teaching experience versus those that have only a few years experience.*
- **Journey;** *What led them to wanting to be involved in service design and academia? How has the process been like getting there?*
- **Awareness;** *Understand their current knowledge of and interest in SDN*
- **Resources;** *What would help those planning to teach service design? How should we provide this for them?*
- **Knowledge;** *How would they rate themselves in terms of their knowledge of service design? What level of knowledge would they expect to need to have in order to be involved in service design and academia?*
- **Level of interest;** *In terms of involvement in service design and academia, what led them to say yes, no, or maybe when it came to interest in teaching service design? (especially those that answered no and maybe)*





Type III

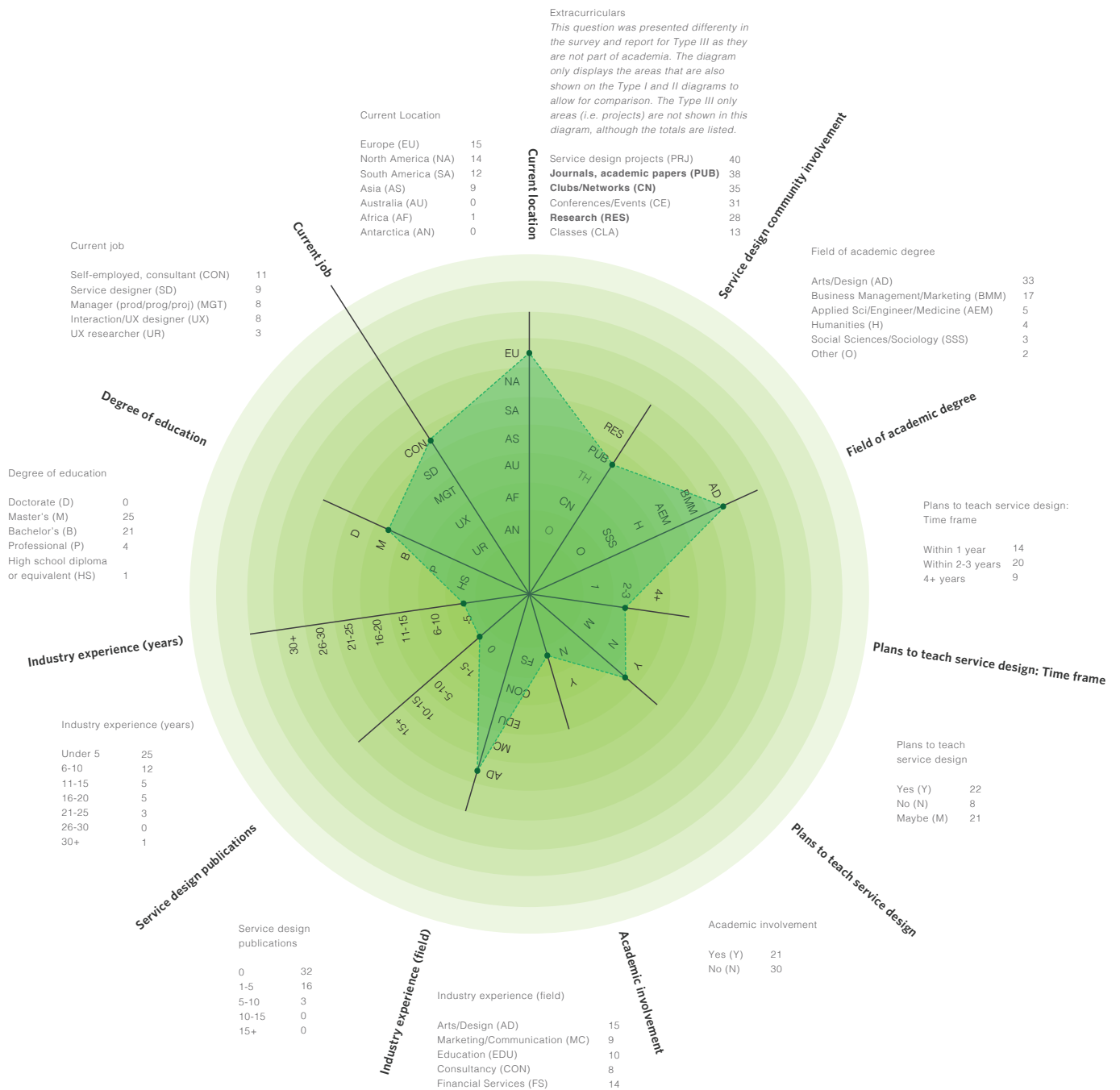
The Public (2018+)

Those who are not currently part of academia, though may be a part of the service design community or have interest in service design

These are the respondents who are currently not part of academia though may be part of or are interested in the service design industry. They have the potential to be part of the Early or Late Majority or the Laggards, depending on when they enter into the field of service design and academia. These individuals were either referred to participate by those who have completed the survey or they came across it via social media. This type forms the public and has the potential to have a significant impact on the overall population of SDN's academic community.

Responses: 51/114

TYPE III OVERVIEW



This radar diagram reflects the mode of the responses to some of the key questions asked.

3a. What city are you currently located in?

CITY'S COUNTRY	RESPONSES
USA	13
Brazil	8
Germany	4
India	3
China	3
UK	3
Turkey	2
Spain	2
Colombia	2
Peru	2
Mexico	1
Greece	1
Denmark	1
Taiwan	1
Malaysia	1
Russia	1
Thailand	1
South Africa	1
Ireland	1

Observations & Opportunities

Analysis is based on country.

- Those directed via social media reach came from 19 different countries.
- Responses weren't as high as expected in areas where SDN chapters are located.
- There's an opportunity to explore new ways to encourage participation in local chapter events, being that this population is so dispersed.
- Being so globally dispersed, SDN can work with Type III individuals to promote service design in their areas (i.e. an ambassador program).
- *It's important to note that Brazil had the highest representation at the 2017 SDN global conference (which took place during the project).*

Please note, a number of responses were directed from social media posts shared by the US-based research team and their professor, who is from Brazil. This may have an impact on the results.



31% of the respondents from the USA said they do not plan on teaching service design in the future (Q3j). Though of the 43 that plan to or are interested in teaching service design, they are dispersed globally, representing 32 different cities.

3b. What is your current job?

JOB ROLE	RESPONSES
Self-employed, Consultant	11
Service Designer	9
Manager (Prod/Prog/Proj)	8
Interaction/UX Designer	8
UX Researcher	3
PhD Candidate	3
Educator	3
Unemployed	2
Strategic Innovation Designer	1
Graphic Designer	1
Service Specialist	1
Insurance Broker	1
Logistician	1
Student	1

Observations & Opportunities

The majority of respondents are either consultants, freelancers or have their own companies.

How can SDN incentivise and create opportunities for those in fields outside service design to join the SDN academia community?



Making a shift from business to design: The majority of the respondents with a degree in Business management/Marketing (Q3d) are currently working in the design industry.

3c. What is the highest degree or level of school you have completed?

DEGREE LEVEL	RESPONSES
Doctorate	0
Master's	25
Bachelor's	21
Professional Degree	4
High school diploma or equivalent	1

Observations & Opportunities

Nearly half of the respondents have a master's degree and are eligible to teach at the university level in most countries.



Respondents with a bachelor's degree have nearly the same average amount of industry experience (7.8 years) as those with their master's (8.5 years) (Q3e).

3d. What field(s) is/are your academic degree(s)

in? Respondents could make multiple selections.

FIELD	RESPONSES
Arts/Design	33
Business Mgt/Marketing	17
Applied Sci/Engineering	5
Humanities	4
Social Sciences/Sociology	3
Other	2

Observations & Opportunities

There's an opportunity to provide field-specific service design materials and resources to help aid their teaching interests. SDN can also explore ways to encourage this public to get accredited by the organisation.



Respondents from the field of Art/Design (26) are most interested in teaching service design in the future (Q3j), followed by those from Business Mgt/Marketing (14).

3e. How many years of industry experience do you have?

NUMBER OF YEARS	RESPONSES
Under 5	25
6-10	12
11-15	5
16-20	5
21-25	3
26-30	0
30+	1



10 respondents with over 15 years of industry experience showed positive interest in teaching service design (Q3j), and the majority of them plan to start within 3-5 years (Q3k).



Making a shift from business to design: The majority of the respondents with a degree in Business mgt/Marketing (Q3d) are currently working in the design industry.

3f. What industry/industries have you worked in?

INDUSTRY	RESPONSES
Arts/Design	15
Financial Services/Insurance	14
Academia	10
Marketing/Communication	9
Consultancy	8
Retail/Consumer Goods	6
Hospitality/Tourism/Entert.	4
Healthcare/Fitness	4
Service Design	3
Automotive/Transportation	3
Government/Public Sector	3
Food Industry	2
Machinery/Construction	3
Research & Development	2
Supply Chain/Packaging	2
Telecom	2
Service	1
Plastics	1
Management	1
Sustainability	1
IT/Tech/Electronics	1

3g. How many service design related publications have you published?

NUMBER OF PUBLICATIONS	RESPONSES
0	32
1-5	16
5-10	3
10-15	0
15+	0

Observations & Opportunities

The majority of respondents have not published anything related to service design. SDN can encourage this public to submit their work for publication in Touchpoint by making the journal more accessible to them. This will create awareness of Touchpoint and SDN, as well as spark interest in a wider range of fields.



Of the 43 respondents interested in teaching service design, 58% of them have 0 service design related publications.

3h. Are you currently involved with any academic institution?

ANSWER OPTIONS	RESPONSES
Yes	21
No	30

Observations & Opportunities

Even though they do not teach, 21/51 respondents are somehow involved with an academic institution. This reflects the variety of ways in which one can be involved in service design academia yet not teach.

3i. What institution(s) are you involved with?

INSTITUTION	RESPONSES
University of Lapland	2
EESC-USP	1
Moscow State University	1
ESDEN Business School	1
General Assembly	1
Public Schools in Texas	1
PUC- Rio	1
SCAD	1
UFSC	1
National Institute of Design	1
Wawasan Open University	1
Escuela Superior de Diseño	1

INSTITUTION	RESPONSES
IED	1
IIT Institute of Design	1
Institute of Serv. Science, NTHU	1
La Nave Nodriza	1
Universidad De Deusto	1
HK PolyU School of Design	1
Istanbul Technical University	1
San Agustín School	1
Austin Center for Design	1

Observations

There is a wide range of institutions with locations dispersed globally. A few respondents also listed institutions not typically associated with academia, such as General Assembly. Lastly, one respondent listed an entire school system within a city, noting that they work with them on service design related projects.

Opportunities

How are these individuals involved with these institutions? What roles do they play? SDN can use this as an opportunity to connect with these institutions and Type III individuals involved with them to understand if service design is offered, and if not, how SDN can help facilitate this.

3j. Are you planning to teach service design in the future?

ANSWER OPTIONS	RESPONSES
Yes	22
No	8
Maybe	21



The highest degree level amongst those who said yes or maybe is a master's degree (22), which half of them hold. None of them hold doctorates (Q3c).

Observations & Opportunities

84% of the respondents showed interest in teaching service design.

There's an opportunity to increase interest by providing resources and outlets for individuals to get accredited by SDN to teach service design initially in a non-academic setting.



The majority of those who said yes or maybe have a degree in Art/Design. The second most popular degree is Business Management/Marketing (Q3d).

3k. In which timeframe are you planning to teach service design?

TIMEFRAME	RESPONSES
Within 1 year	14
Within 3-5 years	20
4+ years	9

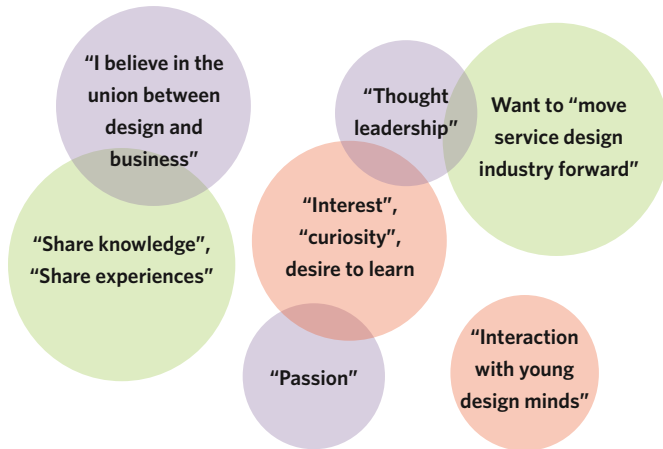
An error was discovered in the answer options. At this point, we had already received a number of responses and did not want to compromise this data, so it was decided to leave as is.

Observations & Opportunities

Of the respondents that said 'yes' or 'maybe' to teaching service design in the future, 29 do not plan to start until at least 3 years from now. There's an opportunity to understand how one's career affects their decision to leave the industry to teach. *Is there a stage in one's career they feel the most motivated to teach?*

3l. What is your motivation to teach service design in the future?

Based on the 43 respondents who said 'yes' or 'maybe' to teaching service design in the future. See appendix for complete breakdown of responses.

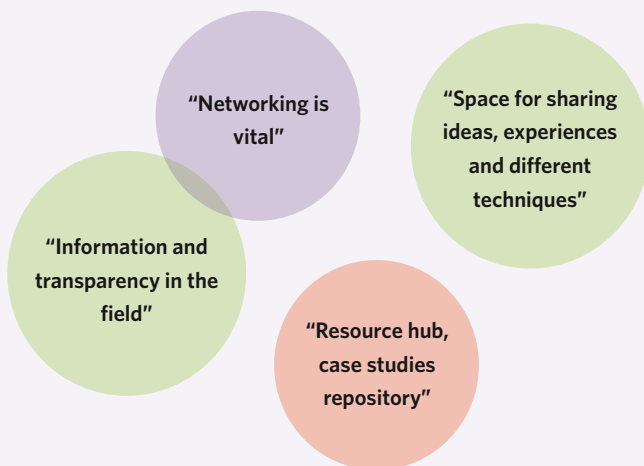


Observations & Opportunities

- There are 30 mentions of wanting to teach service design because of a desire to **share knowledge, learn,** and help designers and businesses **deliver more value.**
- 13 responses pertain to the desire to share knowledge.
- The platform will help **facilitate knowledge sharing** amongst the SDN community.
- SDN can encourage **teaching certification for service designers** within the industry so that they are able to learn more about SD practices and facilitate and teach these practices at their workplace.

3m. How can the service design community (e.g. the network and resources) help you in achieving your goals?

Based on the 43 respondents who said 'yes' or 'maybe' to teaching service design in the future. See appendix for complete breakdown of responses.



Observations & Opportunities

- Type III would like help in gaining **access to knowledge, tools, and resources.** They want to learn from service design professionals about their insights and experiences so that they can then share it with those they teach.
- Unlike Type II, this group was largely interested in **networking** with others in the community. They want opportunities to **collaborate, information on jobs,** and a way to make **contacts** in the community.
- The service design academia **directory** can help serve their networking needs. The **platform** described under Type II opportunities would also help meet these needs.

3n. How are you currently involved in the service design community?

Respondents could make multiple selections.

ACTIVITY	RESPONSES
Work on projects	40
Journals, academic papers	38
Clubs/Networks	35
Conferences/Events	31
Research	28
Take classes	13

Observations & Opportunities

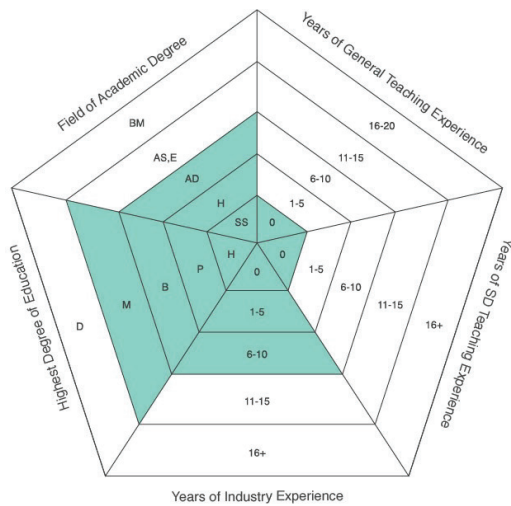
With a large number of respondents currently working in the industry, they are likely to be working on projects related to service design. Their interest in service design clubs/networks and journals and academic papers is higher than that of those currently involved in academia (type I and II).

There's an opportunity to provide more accessible resources for learning about service design to the public. SDN can create more awareness around existing academic materials and resources so that those not currently involved in SDN may become aware of them. Lastly, SDN can conduct weekly online master classes/webinars for people to participate in.



0/51 respondents are currently SDN academic members.

TYPE III CHARACTERISATION



Type III
The Public

"I believe that the world needs more exposure to Service Design. I would want to equip people with the skills to help them make a difference in their respective communities."

Location: Europe
Current Job: Service Design Consultant
Academic Degree: Master's
Academic Field: Arts/Design

Based on the characterization profile created for Type III, here are examples of survey respondents who are somewhat similar:

- Pilar Guerrero**
- Paula Baptista**
- Selen Sariel**

You can click on their names to view their LinkedIn profiles.

Bio

A service design consultant based in Europe has 8 years of working experience in areas of financial services, user experience research, and design.

The consultant has a deep interest in exploring more in the field of service design and finds great value in reading the SDN's Touchpoint journal where they have published 3 papers relating to their previous research projects.

Goals & Motivations

- Start teaching service design within the next 3-5 years
- Learn from those already teaching and share his own personal experience from working in the industry
- Help future designers create more valuable services for society

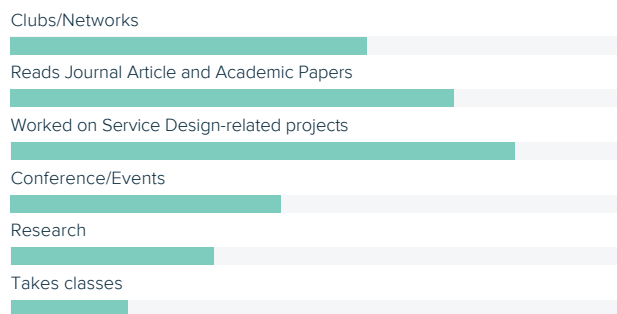
Frustrations

- Needs access to educational tools and resources related to service design
- Lack of awareness around collaboration, networking, and knowledge sharing in the industry
- Troubles connecting with current professors, especially service design professors

Opportunities

- Create a platform that will help facilitate connections amongst current and future service design academic community members
- Use this platform for knowledge sharing, collaboration, and networking
- Provide access to free tools and resources
- Collaborate with institutions and businesses in a variety of industries to promote awareness of and educate the public on service design

Service Design Involvement



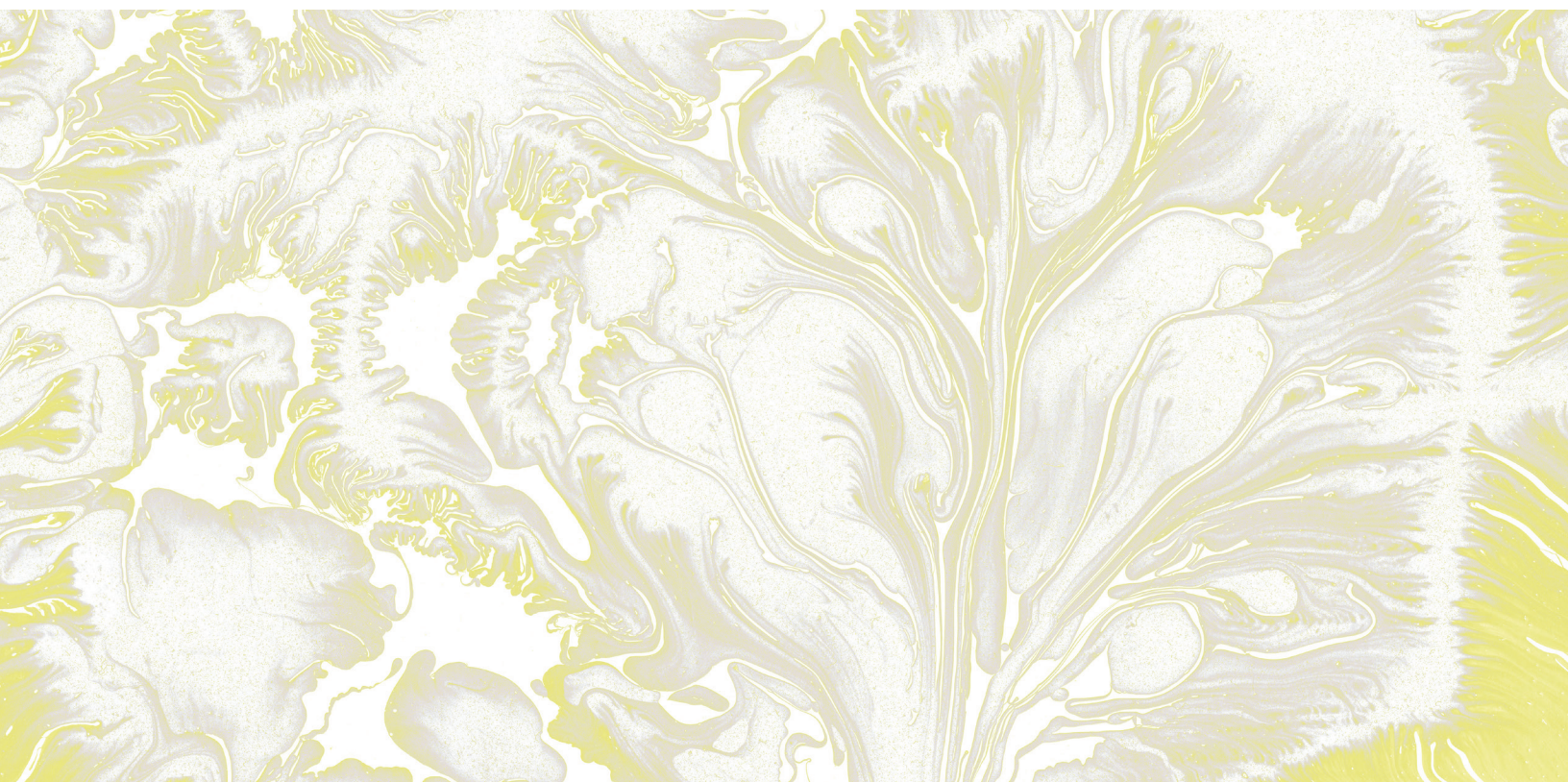
Each characterization is based on the mode of the Type III responses.

Field of Academic Degree	Years of General Teaching Experience	Years of Teaching SD Experience	Years of Industry Experience	Highest Degree of Education
Business Management/Marketing (BM)	0	0	0	Doctorate (D)
Applied Sci/Engineer/Medicine (AS,E)	1-5	1-5	1-5	Master's (M)
Arts/Design (AD)	6-10	6-10	6-10	Bachelor's (B)
Humanities (H)	11-15	11-15	11-15	Professional degree (P)
Social Sciences/Sociology (SS)	16-20	16+	16+	High School Diploma or Equiv. (H)

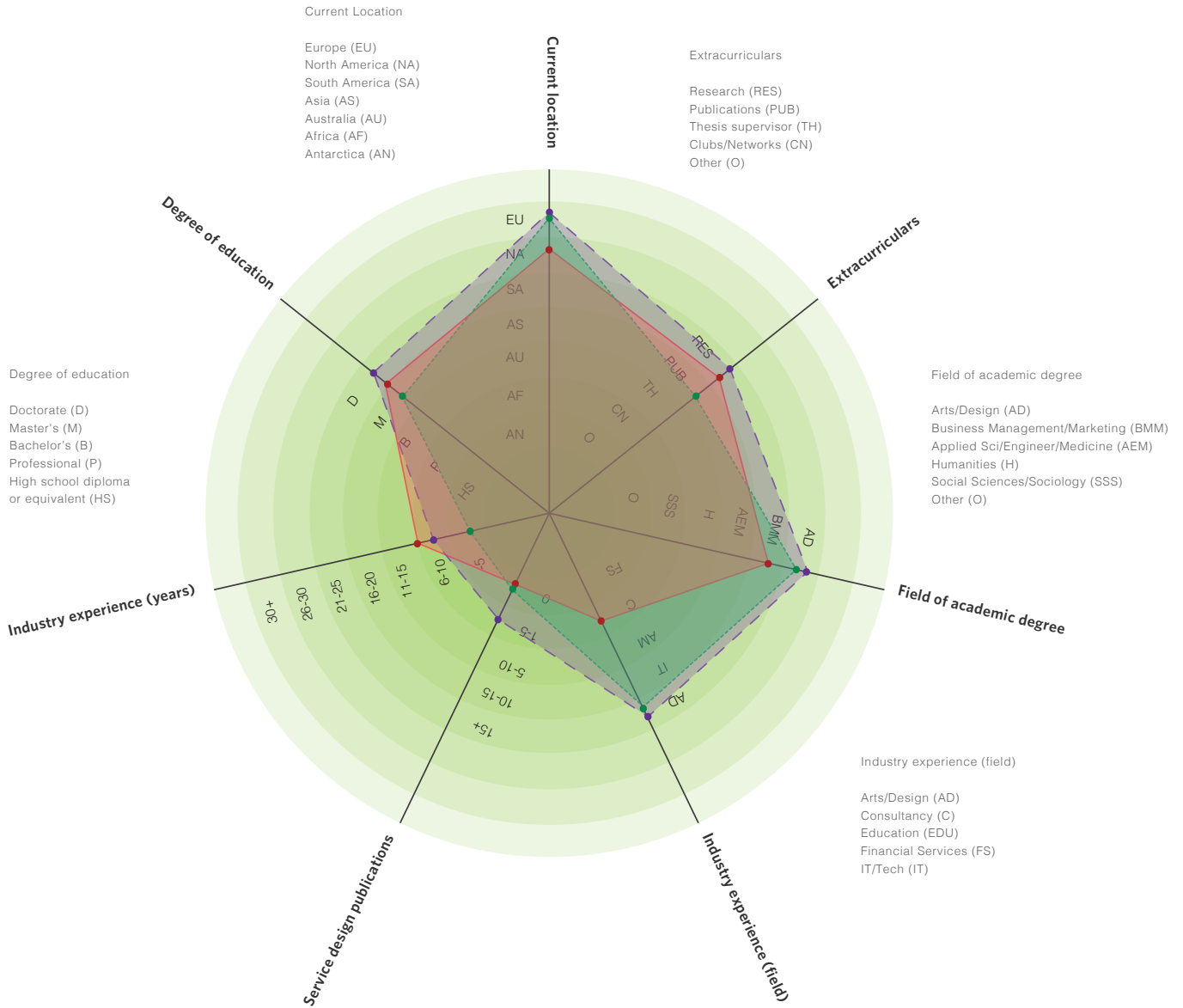
FURTHER EXPLORATION

Based on the insights gathered on Type III, there are areas where further exploration would help lead to a greater understanding of this group.

- **Getting started;** *Reach out to those that are interested in teaching service design but said their institution does not currently offer it. Discuss why it hasn't been established yet and how SDN can be of help in facilitating its establishment. Also, gain a better understanding as to why some are hesitant to want to help establish service design at their institution.*
- **Collaborate;** *Respondents came from a variety of backgrounds. SDN can look into ways to show how service design can complement/supplement a number of fields. They can work with interested professors in other fields to do trials of integrating service design studies into current curricula. SDN can also reach out to the industry to promote the field's flexibility via workshops.*
- **Teaching experience;** *Gain a deeper understanding of the motivations and barriers of those with more than the average amount of teaching experience versus those that have only a few years experience.*
- **Networking;** *Understand why networking is so important to them and how they currently connect and collaborate with people; What works? What is lacking? How would they prefer to connect with existing and potential SDN academic members?*
- **Awareness;** *Understand their current knowledge of and interest in SDN; What other initiatives are they aware of and/or participate in?*
- **Involvement;** *Talk to those that are currently involved with an institution in some way to see what role they play. This will help show how SDN and service design can be involved in academia other than through just teaching. Also, see if they would consider or think to join the SDN academic community even if they didn't teach, though were still involved in academia in some way. What would they expect and like to see as part of their membership in this case?*
- **Industry value;** *How can this group bring value to academia and the industry they currently work in? How would they like to deliver value to these areas? How are they promoting service design in the industry currently?*



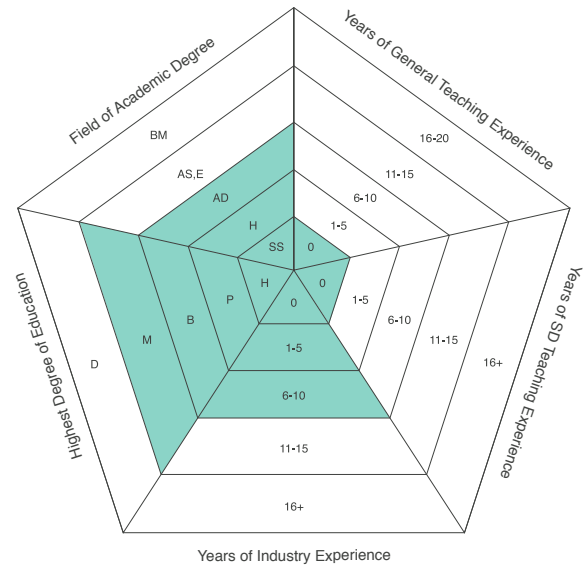
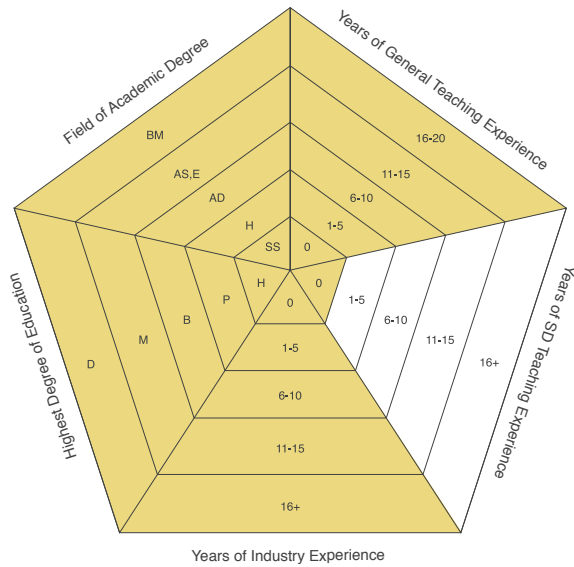
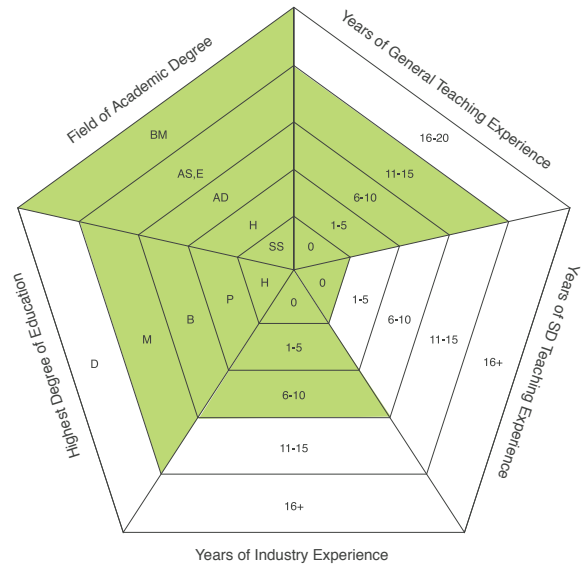
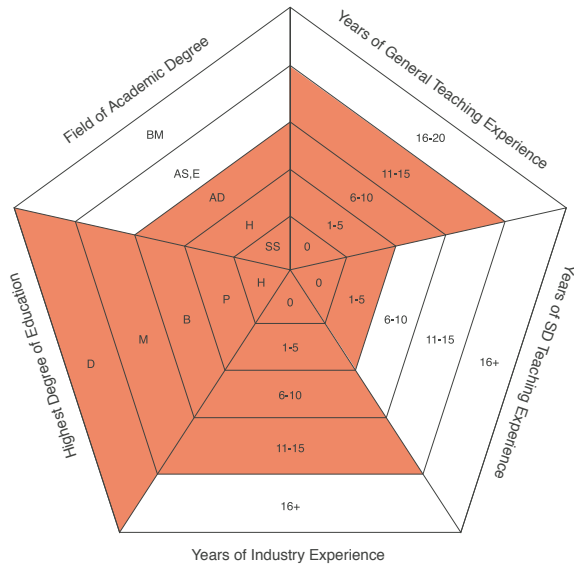
Comparison: All types



This radar diagram shows an overlap of the mode of the responses of the seven questions that were asked across all three types.

● - - - - - Type I: Innovators & Early Adopters ● - - - - - Type II: Early & Late Majority and Laggards ● - - - - - Type III: The Public

Comparison: Characterisations



Field of Academic Degree
Business Management/Marketing (BM)
Applied Sci/Engineer/Medicine (AS,E)
Arts/Design (AD)
Humanities (H)
Social Sciences/Sociology (SS)

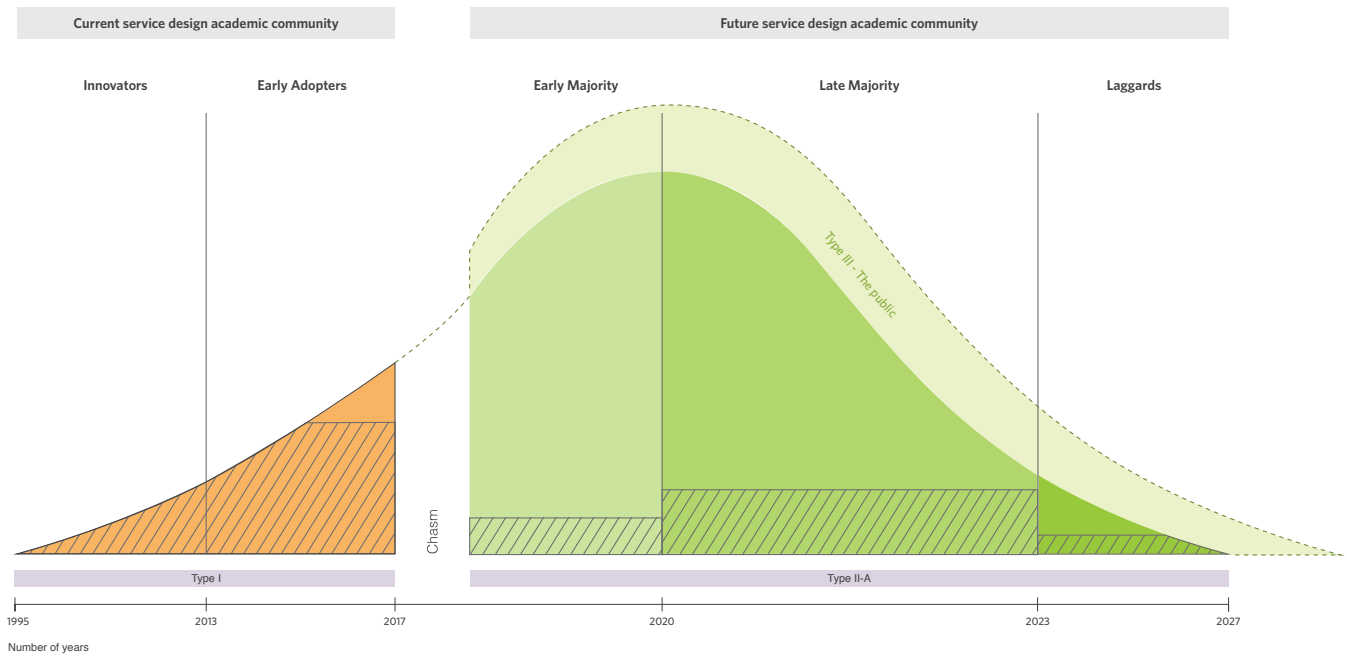
Years of General Teaching Experience
0
1-5
6-10
11-15
16-20

Years of Teaching SD Experience
0
1-5
6-10
11-15
16+

Years of Industry Experience
0
1-5
6-10
11-15
16+

Highest Degree of Education
Doctorate (D)
Master's (M)
Bachelor's (B)
Professional degree (P)
High School Diploma or Equiv. (H)

Service design adoption curve



The Diffusion of Innovation Theory developed by E.M. Rogers in 1962 was used to visualize the population dynamics of SDN's academic community. The entire curve is made up of service design academia as a whole. This theory helps us to see how we can approach growth within the SDN academia in order to create a community that is robust and sustainable.

Type I, as described previously, are the innovators and early adopters. You can see the area is nearly full as we are the point where it's time to break beyond the chasm (current population) and expand.

Type II, depending on when they plan to enter into the field of service design academia, are the early (within 1 year) and late (within 2-3 years) majorities and the laggards (4+ years). The fills shown reflect the respondents from this survey.

Type III are not currently part of academia, therefore they are placed outside the curve. Though, depending on when they plan to enter the community, they will significantly add to its population.

TASK FORCE

59	Why a task force?
60	Criteria
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62	Potential members
65	Invitation



Why a task force?

Creation of a task force can be an effective way for the SDN to address a specific problem by involving all the members of the service design community that are affecting it or affected by it. This can be achieved by having representatives from different locations and backgrounds worldwide representing their specific local service design communities. It can be a very effective way of managing an organisational objective within or separate from the larger SDN community.

Criteria

It is important to note that this criteria listed below are merely suggestions. They have not been tested by the research team and are purely based on the insights gathered in this survey.

- **Experience**
 - Industry experience = x
 - Teaching experience (minimum 2 years teaching service design) = y
 - $x + y = \sim 22$ years
 - *Example: 19 years teaching experience + 3 years teaching experience = 22 years*
- **Location** (*suggested countries for members to be located*)
 - North America- USA
 - Europe- UK, Germany and/or Netherlands
 - South America- Brazil and/or Colombia
 - Asia- China
- **Field of degree**
 - Arts/design, Business management/marketing; *this can be one or the other, both, or a blend of the two; closely related fields work as well*
- **Publications**
 - At least 5-10 quality service design related pieces published
- **Degree levels taught**
 - At minimum, they should have experience teaching at the master's level.
- **Time spent per week involved in academia**
 - 15-20 hours per week; *this will give them adequate time to spend on task force related things*
- **Extracurriculars**
 - *Task force members should be actively pursuing the following:*
Research, Publications, Clubs/Networks, Conferences/Events

Management tactics

It is important to note that the management tactics listed below are merely suggestions. They have not been tested by the research team and are purely based on secondary research.

IT IS IMPORTANT THAT THE TASK FORCE IS...

- **Small**, with less than ten members; It should not involve everyone who is interested in being a part.
- **Flat hierarchically**, with each member having equal rights.
- **Time-boxed**; It is suggested that the task force members change after periodic reviews.
- **Voluntary**; members should want to and be eager to participate.
- **Goal-driven**; a fixed goal should be set in place from the beginning and work should always be directed towards it.

SOME OTHER THINGS TO REMEMBER...

- **Encourage mistakes.** This will allow task force members to feel free to talk bold actions.
- **Be supportive.** Provide the task force with the tools and resources needed to not only study, define, and analyse issues but also periodic training in leadership skills to convert that understanding into action.
- **Maintain unity.** Always resolve areas of conflict to avoid distrust amongst members.
- **Be flexible.** Different members will have different levels of commitments towards the task force operations.
- **Be proud!** Celebrate success at every step. This reminds people that their efforts are valued and encourages them to continue working towards greater goals.

Potential members

Based on the criteria explained on the previous page, below is a list of potential candidates for the task force. These are individuals who have completed the survey and fall into the Type I, Innovators and Early Adopters, category. It is highly encouraged that SDN use the criteria to go beyond these survey respondents to explore other potential members.

MAURICIO BEJARANO

Professor, Consultant, Researcher

Service Strategy, Service Design, CX Research, Consumer Behavior

EAFIT University

Location: Medellín, Colombia

Education: MBA, Business Administration

Industry experience: 10 years

Teaching experience: 22 years (6 years teaching service design)

Publications: 1-5 service design related publications

Time spent per week teaching service design: 10 hours

Service design extracurriculars: Research, Clubs/Networks, Publications

GAO BO

Associate Professor, Master Instructor

Service Design

The College of Design & Innovation, Tongji University

Location: Shanghai, China

Education: PhD, The History and Theory of Architecture

Industry experience: 15 years

Teaching experience: 14 years (9 years teaching service design)

Publications: 15+ service design related publications

Time spent per week teaching service design: 16-24 hours

Service design extracurriculars: Research, Clubs/Networks, Publications

DOMINIK MAHR

Associate Professor, Scientific Director of the Service Science Factory
Strategic Marketing & Innovation Management
Maastricht University

Location: Maastricht, Netherlands

Education: PhD, Service Management & Economics

Industry experience: 10 years

Teaching experience: 11 years (3 years teaching service design)

Publications: 1-5 service design related publications

Time spent per week teaching service design: 6 hours

Service design extracurriculars: Research, Clubs/Networks, Publications

MAURÍCIO MANHÃES

Professor
Service Design
The Savannah College of Art and Design

Location: Georgia, USA

Education: PhD, Knowledge Management

Industry experience: 27 years

Teaching experience: 8 years (3 years teaching service design)

Publications: 5-10 service design related publications

Time spent per week teaching service design: 20 hours

Service design extracurriculars: Research, Clubs/Networks, Publications

XENIA VILADAS

Professor, Associate Chair

Service Design

The Savannah College of Art and Design

Location: Georgia, USA

Education: MBA, Design Management

Industry experience: 33 years

Teaching experience: 17 years (7 years teaching service design)

Publications: 1-5 service design related publications

Time spent per week teaching service design: 15 hours

Service design extracurriculars: Clubs/Networks

GUOSHENG WANG

Professor

Service Design, Design Management

Tsinghua University

Location: Beijing, China

Education: MFA, Art

Industry experience: 20 years

Teaching experience: 25 years (9 years teaching service design)

Publications: 15+ service design related publications

Time spent per week teaching service design: 5 hours

Service design extracurriculars: Research, Clubs/Networks, Publications

Invitation

A proposed invitation for task force members

Dear _____,

SDN is exploring ways in which we can grow our academic community. To help support these efforts, we have decided to establish a small task force. This group will be made up of individuals we feel align with SDN's values and vision for the community's future. This brings us to why we're reaching out to you today-

We wanted to extend an invitation to be a part of the task force.

We have worked with a team of researchers in gaining an understanding of how the task force should be built. Each member has been specifically chosen based on this understanding. We feel your background, experiences, knowledge in and appreciation of the field of service design and academia is invaluable and will be of tremendous support in the task force efforts.

To give you an idea of what the task force will focus on, here is what we would be working towards first:

1. *Creating a common platform for service design academia members to collaborate, network, and share knowledge and resources; The platform will host the Service Design Faculty and University Directories, which are currently already in the works.*

If you're open to the opportunity, I'd love to set up a time to talk more about the task force with you. This way I can explain what we're working on and answer any questions you may have.

We hope that you would consider this opportunity to take part in an exciting time for SDN.

Best,

UNIVERSITY DIRECTORY

Directory organisation

In progress. This page will briefly go over how the final directory is organised. It will be updated once the directories have been finalised and reviewed.

FACULTY

DIRECTORY

Directory organisation

In progress. This page will briefly go over how the final directory is organised. It will be updated once the directories have been finalised and reviewed.

GOING FORWARD

71 Creating a platform

Creating a platform

“The Service Design Network (SDN) is the platform to connect you with like-minded passionate service designers from companies, agencies and universities, and with curious innovators who embrace and apply this approach for the better of their organisations and for people.”

Like any other network, SDN strives to achieve continued relevance in its field. Being a member-based organisation, it is looking to re-imagine its member experience in order to expand its reach, address and connect to a broader, more global audience and build a foundation for a social platform. This would be a platform for academic research to promote service design and help connect service design academia with other research fields worldwide.

The platform should be designed to connect members, service design academia, academic instructors interested in service design, industry experts, students and even the public. It should provide access to relevant content (i.e. job postings, news, media, events, tools, resources- especially case studies). It should foster an open environment where members are encouraged to post questions and ask for advice in their service design academic endeavors. All of this leads to the creation of an online member center within SDN's existing digital platform.

Case study example

Dubberly Design Office, based in San Francisco, has worked on a similar project with Nat Geo called the Nat Geo Member Center. You can learn more about it here: www.dubberly.com/projects/natgeo-member-center.html

SDN can use this as a reference and source of inspiration in creating their platform. They can also look to Dubberly as a possible collaborator in designing it.

Team

We're a group of service design MFA students from the Savannah College of Art and Design in Savannah, Georgia, USA.



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[View project appendix](#)