

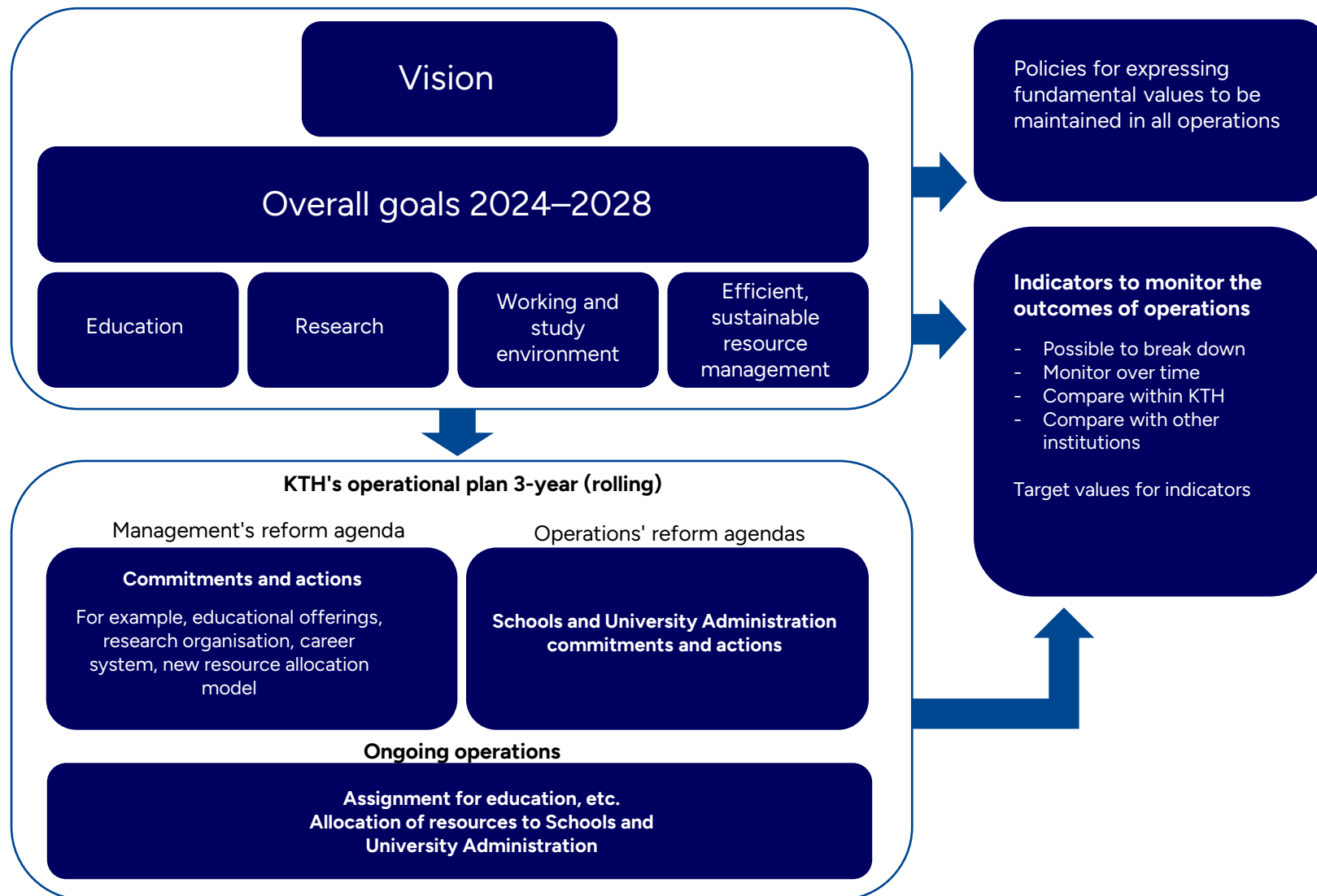


# **Reform agenda**

## **School of Architecture and the Built Environment**

Prioritised initiatives 2026-2028

# KTH's governance



# Prioritised initiatives 2026-2028

The reform agendas for each school and for the university administration is based on the KTH-wide reform agenda and constitutes the respective operations's prioritised initiatives. The reform agenda for the School of Architecture and the Built Environment identifies four main areas for operational development. It aims to further improve the quality of education and research, as well as to create a more equal and attractive workplace and a transparent, balanced economy.

- **Ensure an attractive, equal and inclusive workplace**
- **Develop the educational offer and improve the quality of education**
- **Develop complete academic environments**
- **Strive for a transparent and balanced economy**

# Ensure an attractive, equal and inclusive workplace

In order to create an attractive working and learning environment, the school continues to actively promote equality, diversity and equal conditions (JML). A well-functioning and active JML organisation forms the basis for this work. Furthermore, the continued professional development of employees is a central part of the school's strategy in this area. This is achieved through regular training in inclusive leadership and change management.

The distribution of non-meritorious tasks will continue to be highlighted within the school based on the survey of academic housekeeping. Unequal working conditions must be identified and addressed.

The strategic initiative for visiting professors continues with the long-term goal of achieving a more even gender balance among the school's professors.

# Develop the educational offer and improve the quality of education

In order to achieve the highest quality education, a review of the school's educational programmes and freestanding courses will be carried out. This is part of the ongoing work to create excellent educational environments and is based on the principles of Future Education at KTH. The school's master's programmes will be analysed in terms of content and application pressure, taking into account the social relevance, attractiveness and contribution to sustainable development of the programmes. Developing the range and quality of education involves both the development of new educational programmes and courses, but also the phasing out of others based on the same considerations.

Discussions on the development of contract education and lifelong learning shall continue to be given space in the school's quality work. This work includes analysis of demand and needs, as well as the exchange of experiences between KTH's schools. The role of the Faculty Board in quality work, as well as the quality system as a whole, shall continue to be developed together with the relevant responsible functions.

The school shall work to ensure that all doctoral students receive adequate supervision and offer opportunities for skills development for supervisors. Quality issues in doctoral education continue to be discussed in the programme councils established for each doctoral programme.

# Developing complete academic environments

The school shall develop complete academic environments where there is a balance and dynamic between research, education and collaboration. These environments shall offer research-related education at all levels.

Plans for faculty development and faculty renewal shall be used as tools for developing strategies that ensure a balanced and long-term sustainable teaching staff that meets the needs of the school's activities.

The school shall work to develop well-established collaboration with the surrounding community, including the business sector, the public sector and other academic institutions. There shall also be a balance between grant-funded and externally funded research.

# Strive for a transparent economy in balance

In order to contribute to efficient and sustainable resource utilisation, a financial function that meets the needs of the business is required, which is the cornerstone of a balanced economy from an organisational perspective. This must be linked to a robust and transparent system for financial management and operational control with a clear division of responsibilities and effective preparation. The school must take measures to achieve a balanced economy by, among other things, lifting agency's capital at the department level.

Skills development is needed in all areas of the business, and the school must ensure that employees have a good understanding of the economics of the business.

A well-functioning process for planning and monitoring the dimensioning of education must be in place and coordinated by the controller function within the school's management office.

All of the school's departments and units must have balanced finances by the end of 2026.