

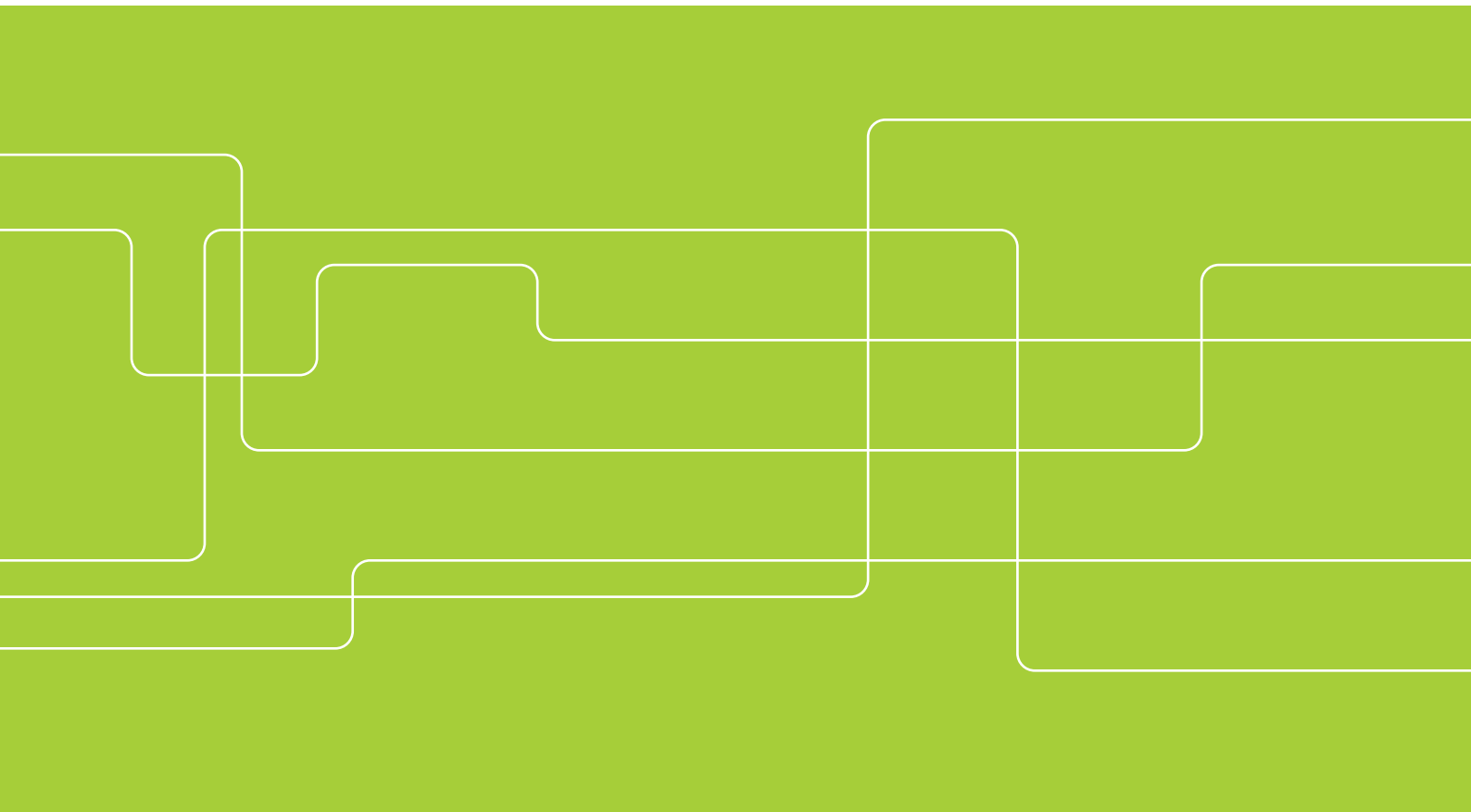


A sustainable society

Socially relevant, integrated and internationally leading research and education within architecture and the built environment

Development Plan 2018-2023

The School of Architecture and the Built Environment



Head of School's foreword

This development plan describes the direction of the School of Architecture and the Built Environment over the coming six-year period (2018–2023). The plan formulates the overall and long-term ambitions for education, research and collaboration based on the school's profile, with particular focus on gender equality, sustainable development, internationalisation and digitalisation. The plan is also linked to operational plans where activities and goals are formulated in order to achieve the overall visions.

An additional important aspect of the school's development, which is not discussed in detail in this document, is long-term competence provision. The school's work with this is described in a separate competence provision plan.

The development plan has been developed during Spring 2018, in various internal forums: the School Executive Group, the school's Strategic Council, the local collaboration group and the school's representatives in the Faculty Assembly.

Thanks to all those who have contributed to this work!

Stockholm, June 2018

Muriel Beser Hugosson

Content

Head of School's foreword	2
The school's profile: Sustainable solutions to current societal challenges.....	4
Overall visions.....	5
High-quality education	6
Cutting-edge research	8
Socially beneficial collaboration.....	10

The school's profile

Sustainable solutions to current societal challenges

As a part of *One KTH*, the School of Architecture and the Built Environment drives development towards a sustainable society with research, education and collaboration at the forefront. The school covers both technology and natural sciences as well as social sciences and the humanities. Research and education at the school participates in formulating problems and finding solutions to complex societal challenges. By employing a dynamic approach, the activities at the school are adapted to respond to the ever-changing world around us.

The school operates within the entire built environment process, from idea, planning and design to technical solutions, production and management, while applying a sustainability perspective throughout. Research and education at the school has high societal relevance, with the Sustainable Development Goals as a central driving force. In line with Agenda 2030, the school endeavours to achieve the sustainable and efficient use of our natural resources, to ensure quality of life for future generations in an equal society.

Students who are graduating will be the future builders of society. They will participate in and spearhead the development of an economically, socially and ecologically sustainable society. The school's research and education is designed and updated in close contact with citizens, academia, industry and the public sector.



Overall visions

One vision is for sustainability issues to consistently be reflected in the school's work, thereby contributing to creating a more sustainable world. Sustainability aspects of social development are integrated into the research, which is also clearly reflected in the education.

Through education and research, the school ensures the provision of competences throughout the built environment sector, in order to address various societal challenges, such as housing construction, climate change, infrastructure supply, an ageing population and integration. Furthermore, the school is an important stakeholder in the public debate concerning societal issues, which also contributes to an even more increased visibility for the organisation.

A welcoming, open and equal workplace and study environment is offered, within the framework of *One KTH*. Such an environment is attractive and provides development opportunities for everyone within the organisation. Strategies are continually developed to achieve a more even gender distribution. In addition, gender conscious leadership creates the conditions for a more equal workplace in the long-term.

One vision is for internationalisation work to uphold and promote democratic values. The school's partnerships are being strengthened both in Sweden, the Nordic region and in Europe, as well as in the rest of the world. Academic mobility is promoted through various initiatives, within both education and research.

Active efforts to integrate internationally recruited staff continues, including targeted initiatives concerning the Swedish language and Swedish conditions.

As the organisation is complex, effective and needs-oriented support is continually ensured. This includes the modernisation of systems and working methods, including the digitalisation of processes and development of support systems.

There are a number of success factors for achieving the overall visions and development goals. This largely entails creating economic conditions, clarity in structures and a good working environment that provides security to all those engaged at the school.

The School of Architecture and the Built Environment

- drives social development towards a more sustainable world
- continues to be an active participant in the public debate on societal issues
- is an equal and attractive study environment and workplace
- has strong partnerships in Sweden, the Nordic region, Europe and the in rest of the world
- utilises the potential of digitalisation for more efficient processes

High-quality education

As part of a *leading KTH*, students receive an education that enables them to plan, build, develop and manage the society of the future in a sustainable way. The education is challenge-driven with elements including reality-based cases, external lecturers, seminars and workshops with topical themes, interdisciplinary courses, etc. to ensure high social and professional relevance – all in close cooperation with relevant societal actors. The school's teachers move between academia, the public sector and the business sector, which creates societal anchoring and strengthens the links between education and research.

Students receiving high-quality education through first, second and third-cycle studies continue to graduate, and high student completion rates are being maintained. The education is being developed, based on the needs currently in demand within the professional sphere and within society. This entails, among other things, a well-considered balance between generalist and specialist knowledge.

Through cooperation across disciplinary boundaries and with the use of digitalised teaching formats, the entire competence base of KTH is utilised to increase the quality of education. Pedagogical development will continue to be a priority in the quality work. Teachers are encouraged to develop their skills within areas such as teaching and learning in higher education and digital educational materials. A good balance between research and education ensures natural competence development, in which the school's teachers are given the opportunity to deepen their knowledge within their respective subject areas. The school is also a partner in lifelong learning.

There are great opportunities as well as some challenges with digitalisation, in order to create world-class education. For example, with student learning as a departure point, video-based teaching provides an opportunity for more accessible education and can increase flexibility for both students and teachers.

Student mobility yields many positive effects for the school's education and study environment, for example, in terms of knowledge and experience exchange. Students at all levels are encouraged to spend time abroad within the framework of KTH's international exchange activities. The school also strives to maintain a good balance between incoming and outgoing students.

One goal is for the student groups to reflect the diversity and gender distribution that is found in our society. In order to ensure an even gender balance and provide good role models for the students, active work is required. For external guest lecturers that are invited to the school, the goal is an even gender distribution. In this and other ways, gender awareness is integrated into the education, so that graduates may contribute to a more equal society.

The school's strong connection to sustainable development in all its dimensions, is renowned both nationally and internationally. It is clear how sustainability issues are included and integrated into all education at programme, subject and course level.

In order to maintain a high level of third-cycle education, a good research environment is required, which in turn is based on a work environment that allows doctoral students to develop their potential as distinguished researchers. The school ensures that there are enough competent

principal supervisors, which includes encouraging potential candidates to apply for a docentship. To achieve the best third-cycle education, there is a long-term plan for funding doctoral projects. This means that the school's researchers will continue to be successful in applying for major research grants, both nationally and internationally.

High-quality education

- has high social relevance, including a focus on sustainable development
- has space for teachers to develop their skills
- is based on student learning and utilises the potential of digitisation in order to more efficiently provide high-quality education
- has an international study environment characterised by equality

Cutting-edge research

The research at the school continues to make a difference. Societal challenges are a starting point in all research, for example, in relation to energy, environmental and climate issues, where solutions to complex problems are found through the conscious application of planning, material use, digitalisation, legislation etc. The integration of sustainability aspects into all research-related activities, is visualised and communicated even more clearly. Sustainability as a driving force, is reflected in the fact that all 17 Sustainable Development Goals are part of the school's research. An important task is to create good conditions, in order for the organisation to achieve its full research potential. The school facilitates a framework that promotes inter-, multi- and transdisciplinary research collaboration. Relevant high-quality research is a prerequisite for good education.



High-quality research is communicated within both the research community and within civil society. Publication is central to how the success of research is measured and monitored. The continuing goal is to feature at the top of ranking lists, and to have more researchers published in journals with a good reputation. To achieve this ambition, the work needs to be based on a joint publishing strategy. The research continues to play a strong role in society, with active involvement in popular science publications, polemic articles and referral statements, as well as contributing to the development of legislation and decision support in the social sector.

Conscious faculty development ensures competence renewal in the case of, for example, staff retirement. It is a challenge to formulate subject descriptions that capture the dynamics of ever-changing science, while at the same time retaining the essential elements of the important core subjects. A conscious approach to faculty development with particular focus on how the subjects are formulated, could also contribute to a more even gender distribution and counteract any conscious or unconscious discrimination. The advertisement of faculty positions is kept broad and international, in which efforts to obtain international and competitive staff raises the quality and improves the outcome of research applications. In addition to faculty development, the school's goal is to develop and better utilise the existing competence. In order to maintain quality in research and promote the research environment, the development of all staff is a high priority.

An in-depth exchange with strong research environments has great potential to enrich both education and research. Through close collaboration with KTH's strategic partners, conditions are created for achieving development goals related to gender equality, sustainable development, internationalisation and digitalisation. One goal is to increase research funding from the EU. Another ambition is to increase cooperation and joint publication with researchers at other national and international universities. The research contributes to the international knowledge bank by continuing to address issues prevalent in Swedish society.

Research is independent knowledge development, for the benefit of long-term development. This means that in the case of collaboration with parties outside of academia, an important task is to highlight the role and ethical base of the research. The school continues to assist decision-makers with research-based knowledge, in order to safeguard social benefits.

The school actively participates in Strategic Innovation Programs (SIP), research centres, platforms and other forums for collaboration, with the aim of creating conditions for international competitiveness and for sustainable solutions to global societal challenges.

Cutting-edge research

- makes a difference in society
- is linked to the Sustainable Development Goals
- features high in ranking lists
- has and recruits an international and competitive faculty
- is visible in both the research community and civil society

Socially beneficial collaboration

The school has well-established cooperation with industry, the public sector and civil society. Responsibility is taken through collaboration with different actors in society to ensure that education and research continue to maintain high social relevance. Collaboration is a key part in the work towards sustainable social development. The school's researchers and teachers participate in the public debate concerning societal issues and provide support in regard to method development, new technology, new working methods, legislation and guidelines. Another form of collaboration is contract education, which contributes to the elevation of skills within industry and the public sector.

In order to increase the visibility of the organisation and carry out important collaborative assignments, strategies and incentives are needed, so that collaborative commitments become a natural part of the work for the school's teachers and researchers. The impact of research and education and establishing partnerships with the surrounding society, will continue to be of great importance in terms of opportunities for research funding. The work with adjunct professors continues, with particular focus on more female adjunct professors.

The school continues to be a driving force in the design of industry-related licentiate projects, which deepen cooperation with companies, public authorities and institutes.

Within *Samhällsbyggnadslänken*, around fifty companies collaborate on issues that are relevant to the school's students. The Swedish Universities of the Built Environment, in partnership with *IQ Samhällsbyggnad* (The Swedish Centre for Innovation and Quality in the Built Environment), is involved in a project to increase understanding regarding funding of more long-term projects, and thereby the continuing success of third-cycle education. Close cooperation with KTH's strategic partners includes project collaborations and work to promote staff mobility. The school also has long and expansive partnerships with other organisations – both public and private. Some collaboration involves joint publications with Swedish organisations.

The school's centres function as natural meeting places for researchers, both internal and external to KTH, and for researchers and collaborative partners. They are used to address current challenges of which a range of expertise is needed and gathered. Collaboration is the focus. The school's Strategic Council provides a forum for utilising expertise from external representatives that reflects the school's education and research.

A clear strategy for international cooperation with ethical accountability is in line with the ambitions for a *more international KTH*.

Socially beneficial collaboration

- creates conditions for active participation in the public debate
- allows teachers and researchers to move between academia, industry and the public sector
- contributes to making the school a natural meeting place for different researchers and for researchers and collaborative partners
- stands for ethical accountability

