

Operational plan 2022

School of Architecture and the Built Environment



Contents

Introduction.....	2
Strategic goals.....	3
Annual cycle 2022.....	4
1. Attractive workplace	5
Planned activities 2022.....	5
Indicators	5
2. High-quality education.....	6
Planned activities 2022.....	6
Indicators	6
3. Cutting-edge research	7
Planned activities 2022.....	7
Indicators	7
4. Collaboration for societal benefit.....	8
Planned activities 2022	8
Indicators	8

Introduction

The 2022 Operational plan of the School of Architecture and the Built Environment details the activities and goals formulated to achieve the School's overall visions. The activities in the Operational plan are designed to be implemented during the financial year, within the framework of available resources. Responsibility for the implementation of all the activities rests with the school, and these activities are school-wide.

This Operational plan was developed in workshops with the School Management Advisory Board, Strategic council, School working group for gender equality, diversity and equal treatment issues (JML) and the School Faculty Assembly, with students represented in all groups, as well as in the Collaboration group. Suggested new activities were put forward and discussed. The activities were then prioritised and motivated based on requirements and previously formulated activities. In addition to the activities listed in the Operational plan, the School's operational planning also includes the assignments given to the School in KTH's 2022 Operational plan.

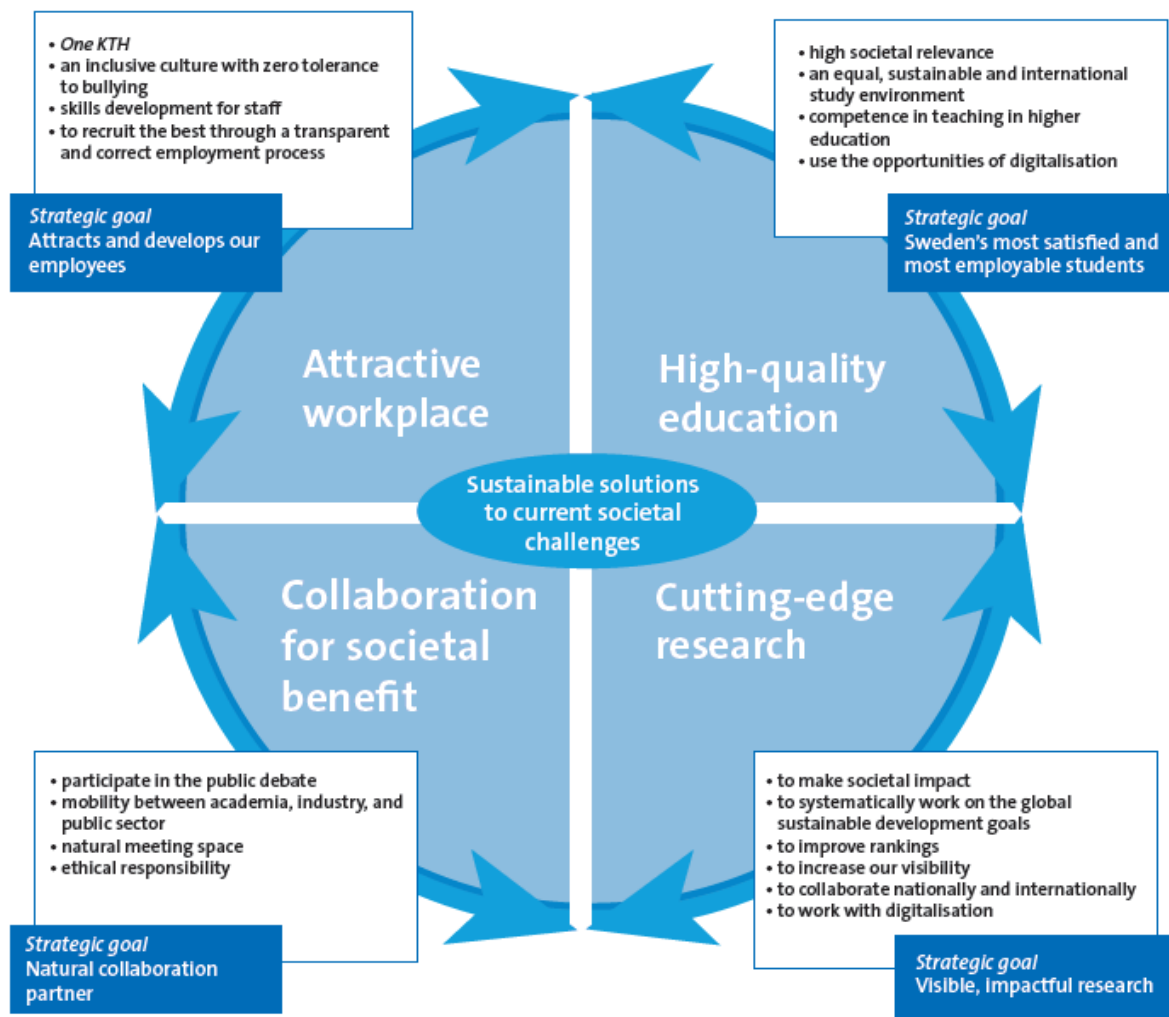
The School's annual Operational plans are based on the School's Development plan for the period 2018-2023. The Development plan formulates the overall long-term goals for education, research, collaboration and work environment based on the School's profile, with a special focus on gender equality, sustainable development, internationalisation and digitalisation.

Each activity listed has a responsible function that has the task of submitting a description of how the activity should be carried out, no later than 15 May. An interim report is then submitted on 15 October and the activities are finalised on 15 January 2023.

Head of School

Muriel Beser Hugosson

Strategic goals

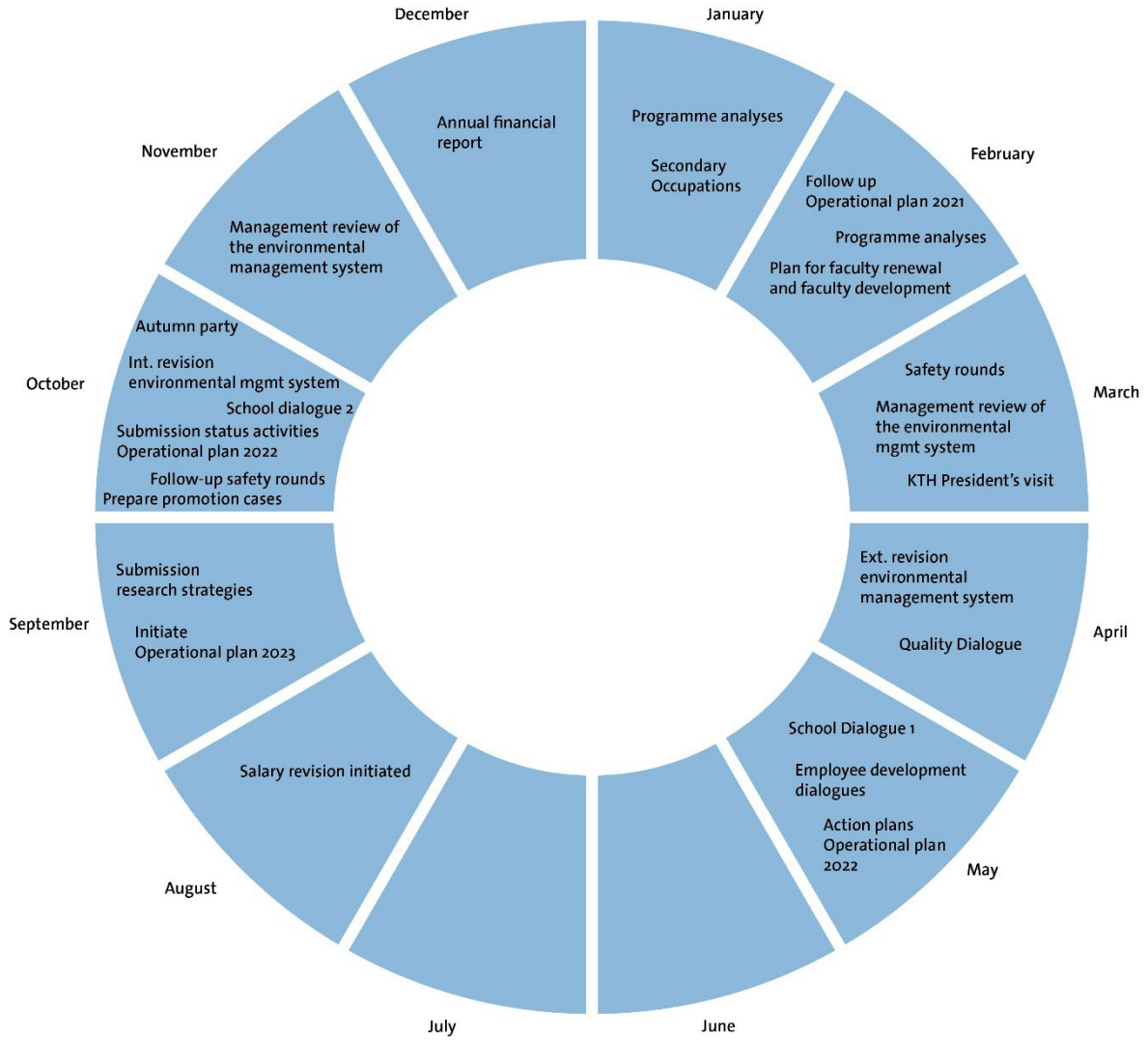


The above figure shows a summary of the School's Development plan 2018-2023 with formulated long-term strategic goals in the School's four key areas: Attractive workplace; High-quality education; Cutting-edge research; and Collaboration for societal benefit

The Operational plan is structured according to the four key areas: Attractive workplace; High-quality education; Cutting-edge research; and Collaboration for societal benefit. To track the School's development over time, a number of indicators are linked to each area. In the plan indicators from KTH's overall follow-up are also reported.

Commitment and participation in the planned activities, together with an understanding of the target goal, is key to achieving the desired development. Therefore, the School works continuously by adjusting and following up on the activities in various forums throughout the year.

Annual cycle 2022



An overview of the ABE School's administrative annual cycle is shown above. As shown in the figure, various processes take place continuously during the year, including quality follow-up, President's visits and School Dialogue 1 in the spring and preparation for the following year's assignments in the autumn.

1. Attractive workplace

To offer an attractive workplace that is open, equal and sustainable, we will conduct activities in 2022 to strengthen support for staff in leading positions, focusing on work environment initiatives adapted to the needs of the School. Better adapted tools and training initiatives give the entire School the opportunity for competence development. The physical work environment is always an important factor in meeting the goals of an attractive workplace.



Planned activities 2022

Planned activities 2022	Responsibility
Increased support for staff in leading positions. <ul style="list-style-type: none"> - FoFu-funding for Heads of Departments. - Targeted information for managers. - Manager network. 	HR <i>in consultation with the Communications manager</i>
Competence development for more adapted Operational support with focus on digitalisation.	Head of Administration <i>in consultation with HR</i>
Post-Covid follow-up and adaptation.	HR
Focused work environment initiatives with procured consulting support adapted to the needs of the organisation.	Heads of Departments
Investment in inclusion, diversity and gender equality. <ul style="list-style-type: none"> - Investigation of “academic housework”. - Follow-up of previous participants in educational initiatives on gender-conscious leadership. - Seminar on gender equality, diversity and equal opportunities aimed at supervisors in doctoral education. 	JMLA <i>in consultation with FA</i>
Investment in broadened recruitment. <ul style="list-style-type: none"> - Lava job market days. 	JMLA Communications manager
Improvements to the physical work environment, such as ventilation and temperature.	Infrastructure manager
Implementation of a new budgeting and forecasting system.	Finance manager
Conducting seminars on stress management aimed at doctoral students.	HR

Indicators	2018	2019	2020	2021	Desired trend
Good work environment – employee index	n/a*	n/a*	n/a**	n/a*	Increase
Average number of applicants per faculty position	20	13	22	24	Increase
Proportion of female applicants for faculty positions	40%	28%	24%	23%	Increased gender equality
Number of ongoing rehabilitation cases	n/a	12	9	13	Reduce
Proportion of women in ABE faculty	41%	40%	41%	41%	Increased gender equality
Proportion of female managers with staff responsibilities	41%	55%	50%	52%	Increased gender equality
Proportion of staff having completed leadership training ***	15%	25%	26%	27%	Increase
Proportion of Associate Professors having passed ‘Leadership for Associate Professors’	42%	53%	55%	57%	Increase

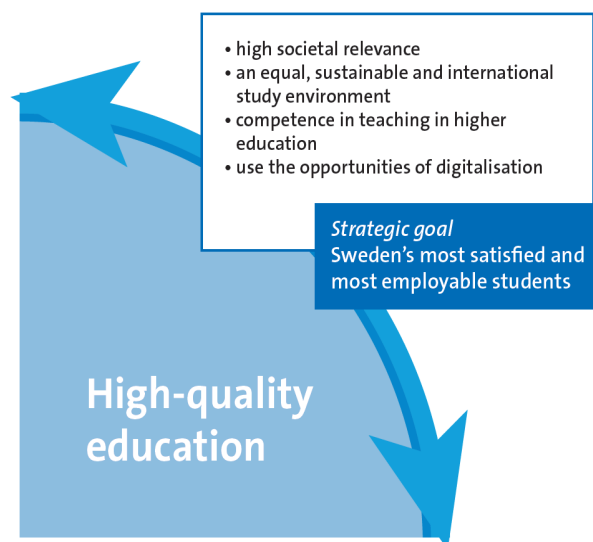
* No employee survey was conducted.

** The School conducted a Covid survey in 2021.

*** All leadership courses that are included as data in the continuous follow-up, as well as “Gender” (own).

2. High-quality education

To achieve high-quality education, we will conduct collective discussions to exchange experiences and formalise programme councils at doctoral level. To successfully integrate gender equality and sustainable development into all our educational programmes, we will also work to further increase awareness of how teachers can work on environment and sustainable development and gender equality, diversity and equal treatment issues.



Planned activities 2022

Responsibility

Conduct collective discussions and exchange experiences between supervisors in doctoral education.	FA
Formalise programme councils in doctoral education.	FA
Conduct a review of the School's education at second cycle level in social sciences and humanities.	GA
Further increase awareness of how teachers can work with issues of gender equality, diversity and equal opportunities (JML) and environment and sustainable development.	GA
Review of joint reading of the course elements for the Bachelor of Science in Engineering and Master of Science in Engineering programmes. - Conduct a workshop for teachers at Civil and Architectural Engineering to identify opportunities for joint reading of course elements.	Deputy GA
Continue the work of creating excellent educational environments and increase the attractiveness of the master's programmes.	Deputy GA

Indicators	2018	2019	2020	2021	Desired trend
Proportion of students having entered employment one year after graduation	93%	n/a	n/a	96%	Increase
Proportion of faculty having completed at least 15 credits of courses in higher education teaching and learning	37%	38%	41%	53%	Increase
Proportion of women among employed doctoral students	45%	42%	48%	48%	Increased gender equality
Number of newly admitted doctoral candidates	28	34	29	38	Increase
Proportion of women starting all educational programmes	47%	47%	46%	50%	Increased gender equality
Number of students spending at least one term at an exchange university	204	192	100	97	Increase
Number of digital examinations	n/a	5	298*	277	Follow up

* As a result of the major digital switch due to the pandemic, this indicator from 2020 is no longer relevant and will be removed.

3. Cutting-edge research

To continue our successful research activities, new research and publication strategies will be developed during the year. The starting point will be the outcome of the RAE report. To continue working on the School's visibility, a communication plan will be further developed and implemented. Within the systematic sustainability work, we follow up a number of publications related to the United Nations' global sustainability goals.



Planned activities 2022

Responsibility

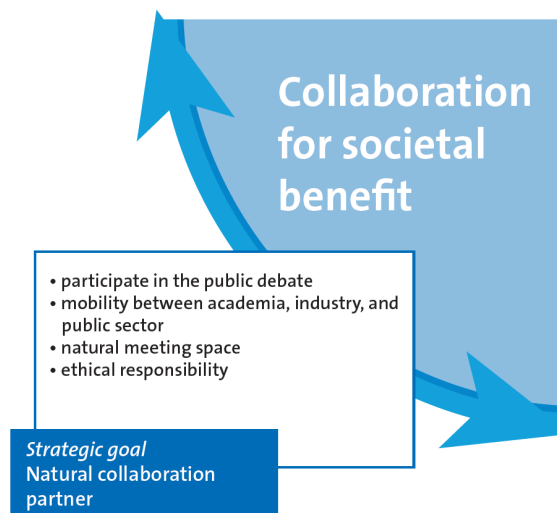
Develop a research strategy for each department.	Head of Department
Develop a publication strategy for each department.	Head of Department
Implement the digital communication strategy.	Deputy Head of School
Continue to conduct seminars in research law and ethics, aimed at supervisors in doctoral education.	FA

Indicators	2018	2019	2020	2021	Desired trend
Academic Ranking of World Universities placements in					Improve
• Civil Engineering	101-150	151-200	151-200	201-300	
• Environmental Science & Engineering	151-200	151-200	151-200	201-300	
QS World University Ranking placements in:					Improve
• Architecture & Built Environment	24	23	19	19	
• Civil & Structural Engineering	45	43	38	38	
• Environmental Sciences	101-150	101-150	101-150	101-150	
Number of DiVa publications <i>fractional count (Web of Science and Scopus)</i>	497	517	430	n/a	Increase
Number of citations (<i>Scopus</i>)	1408	1284	638	n/a	Increase
Number of publications related to the UN's global sustainability goals <i>fractional counts (Scopus)</i>	133	197	n/a	n/a	Increase
Cost per publication <i>(thousands of SEK of FoFu funds per publication)</i>	475,000 SEK	415,000 SEK	389,000 SEK	n/a	Reduce
Number of grants awarded over 1 million SEK	57	51	57	57	Increase
Number of EU applications granted, regardless of amount	10	9	13	10	Increase
Proportion of faculty recruitments with sustainability profile	66%	33%	66%*	66%	Increase
Proportion of women in new faculty	33%	66%	50%	33%	Increased gender equality
Proportion of female researchers	37%	37%	39%	38%	Increased gender equality
Proportion of female post-doctoral fellows	32%	40%	40%	27%	Increased gender equality
Proportion of staff having participated in a course or seminar on ethical responsibility	n/a	n/a	8%	13%	Increase

* Since 2020, sustainable development has been included in the employment profile for all advertised faculty positions.

4. Collaboration to benefit society

The School is aware of and values the great wealth of collaboration with industry, the public sector and other areas of academia. We continue to be involved in *Samhällsbyggnadslänken* and collaborate there with around forty companies on issues relevant to the School's activities and students. The School's open seminar activities contribute to a digital and physical arena with space for meetings and dialogue.



Planned activities 2022

Responsibility

Continued work towards a more equal gender distribution in the categories of visiting professors and adjunct professors.	FFA
Continued involvement in <i>Samhällsbyggnadslänken</i> .	Head of School
Continued open seminar activities.	Deputy Head of School

Indicators	2018	2019	2020	2021	Desired trend
Number of publications through Meltwater (publications in press and media)	n/a	193	235	206	Increase
Number of consultation responses submitted	17	16	7	8	Follow up
Number of industrial doctoral students	54	61	60	55	Increase initially
Number of open seminars registered via Deputy Head of School (impact)	1	2	8	7	Increase
Proportion of female adjunct professors	15%	18%	17%	18%	Increased gender equality