



Sveriges lantbruksuniversitet  
Swedish University of Agricultural Sciences

**Fakulteten för landskapsarkitektur,  
trädgårds- och växtproduktionsvetenskap**  
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## Strategy for the Faculty of Landscape Architecture, Horticulture and Crop Production Science 2021–2025

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## Strategy for the LTV Faculty 2021–2025

### 1. Introduction by the faculty:

The LTV Faculty shares the SLU vision.

The faculty contributes to the success of the university through its diverse competence and knowledge in many scientific disciplines, and by making this knowledge available to contribute to sustainable societal development locally, nationally and globally. Through our research, education, collaboration and outreach, we link actors throughout the knowledge chain. The faculty contributes to societal development within all dimensions of sustainability and based on the UN sustainable development goals.

Our subject areas are highly relevant to important societal challenges related to food, quality of life, health, climate, biobased raw materials, business management and environments for humans and animals. Our expertise in spatial planning, design and management of urban and rural environments including processes of change, and horticulture, are unique at SLU. This creates favourable conditions for developing new fields and transdisciplinary working methods.

The faculty conducts basic and application-oriented research, offering valuable breadth and depth in knowledge development. Scientific specialisation in individual fields of research can give rise to new insights and thereby future areas of application. In the interface between different scientific disciplines, new research issues and needs for learning can appear – issues and needs that may lead to more comprehensive solutions to the complex societal challenges of the future. Hence, the faculty wishes to continue to develop organisation-wide collaborations, both in-house and externally, as they facilitate the mobilisation of powers both within our disciplines and in new, interdisciplinary constellations.

The LTV Faculty is known for its close ties with the land-based sector, and our initiatives have resulted in good relations with important stakeholders in society. These provide an outside-in perspective on our knowledge-generating activities and serve as a network for the faculty's students and staff. They will also benefit future teaching, research and innovation.

Multi- and transdisciplinarity within the LTV Faculty, and collaboration with external actors, feed a valuable discussion on the concept of knowledge. We want to continue our work on transformative knowledge processes based on our areas of expertise, that way taking our share of responsibility for increasing professional development and skills in society. This needs to be done i.e. through increased dialogue in interactive, digital forums and inspiring physical environments. We

will consequently maintain our commitment to developing SLU's campuses as an important resource.

The LTV Faculty's strategy aligns with the university's focus areas:

- *SLU's next step for sustainable development*
- *SLU in the digital society*
- *One SLU*

In addition, the faculty prioritises the following focus areas:

- *Funding*
- *Campus development*

The next few sections present both overall objectives and subcomponents. The subcomponents that belong to the university-wide focus areas have been defined in the SLU strategy. Concrete activities for realising objectives will be defined in future action plans.

## Focus areas, overall objectives and subcomponents

### 2.1 Overall objectives and subcomponents for focus area 1 in concrete terms

#### ***Focus area 1: SLU's next step for sustainable development***

*Overall objectives:* In a changing world, SLU is a world-class university that plays a key role in the transition to a sustainable society.

Our faculty's high-quality research and education contribute to societal development within several sustainability dimensions, including environmental, economic and social sustainability.

The faculty's subject areas are highly relevant to important societal challenges related to food, quality of life, health, climate, biobased raw materials, business management, and environments for humans and animals.

Our breadth, diversity and potential for cooperation and synergies create particularly good conditions for meeting these challenges. Our knowledge of systems and processes for biological resources, humans, landscape and business management are all crucial parts of this. This applies to subjects, the scientific development of research, problem-solving in practice and courses and programmes, both professional ones and those preparing students for research.

Dialogue and co-creation between academia and practitioners are highly valued within the faculty and are an important prerequisite for our contribution to solving problems that engage society in its sustainability transition globally, nationally and locally.

#### ***a) SLU degree programmes recruit enough qualified students and doctoral students to meet the needs of a sustainable society***

Highly qualified students and doctoral students with diverse backgrounds are significant factors for successfully developing the faculty's operations and activities. The faculty takes an active part in developing a range of programmes and courses, including at doctoral level that contributes new and important fields and combines knowledge in innovative ways. The faculty is well situated to highlight all aspects of sustainability, and we will focus on using this potential. Cooperation between subjects and disciplinary domains, in collaboration with society's actors, ensures that programmes and courses attract students and contribute to the skills provision both for societal transition and within academia. This takes place in close cooperation with departments, programme boards, the Doctoral Education Committee and the collaboration platforms. Organising development work and structures that can exploit creativity and initiative is of particular importance. To be more proactive in societal development both

nationally and internationally, we will employ horizon scanning and interact with the world around us in a more systematic manner.

***b) There is an increased demand for scientifically based knowledge and decision-making data from SLU***

Well-developed research with access to the right resources forms the foundation of quality-assured, scientifically based knowledge at the faculty.

The LTV faculty focuses on internal and external knowledge dialogue for collaboration and transdisciplinary science with a system perspective. We improve research communication to increase both access to research and the knowledge of SLU as an important environment for knowledge on sustainable development. We see a potential for knowledge dialogue in collaboration structures and campus environments, and we use these actively to communicate knowledge, including erudition in a wide sense, to different target groups. The faculty increases its contribution to and develops environmental monitoring and assessment at SLU.

***c) SLU is an attractive cooperative partner and driving force for the green transition of industry and other parts of society.***

Research and teaching at the faculty enjoy a good international reputation and are characterised by high quality and a relevant focus. Skills development for professionals is an important contribution to the transition of society. We have structures in place to incentivise employee commitment to making a difference in society. The faculty facilitates participation in concrete projects in society that make use of knowledge from SLU and that can lead to new research questions, while also contributing to co-creation with stakeholders from businesses and public and non-profit organisations locally, nationally and globally. We use and develop existing and new collaboration structures for dialogue and change activities at the faculty. We continue to strengthen our contribution to innovations in close cooperation with SLU Holding and others.

***d) The ability to adopt a system perspective and to integrate all sustainability dimensions has been developed***

The LTV Faculty focuses on relevance for societal challenges in the areas of food, quality of life, health, climate, biobased raw materials, entrepreneurship and environments for humans and animals. We contribute to sustainable, multisector societal development that covers all sustainability perspectives. Transdisciplinary initiatives are developed through cooperation between subject areas at the faculty, SLU and with external knowledge environments. Where existing fields of knowledge at the faculty are characterised by a holistic view and a high degree of system thinking, this is utilised.

***e) SLU leads the way by conducting ambitious internal sustainability work that includes all sustainability perspectives.***

The sustainability perspective permeates all our operations and activities. The LTV Faculty contributes to the active development of our campuses as knowledge arenas for sustainable development, in particular through our specific competence in the development of physical environments. Our campuses should act as living laboratories that also mirror the ambitions and ability of SLU as a whole to contribute knowledge-based, societally relevant solutions for sustainable development.

## 2.2 Overall objectives and subcomponents for focus area 2 in concrete terms

### ***Focus area 2: SLU in the digital society***

*Overall objectives:* SLU contributes to the digital transformation and uses it to support the transition to a more sustainable society and to increase the quality of our activities.

Through its subject areas, the faculty contributes to the opportunities offered by the digital transformation, creating conditions for using and developing digital technology.

Some examples are landscape analysis and visualisation in landscape architecture, biological production in the field and in controlled environments, plant protection, plant breeding, animal welfare and business management. Collaboration with external actors, including academic communities and businesses, strengthens teaching and knowledge development at the faculty.

Making teaching a priority requires investments in digitalisation for both technical infrastructure and methods of instruction. The technical infrastructure at Campus Alnarp has been neglected and updating it needs to be prioritised. We want to see a continued trend where a programme is offered on several SLU campuses, and this places high demands on the digital learning environment.

Our collaboration structures can be made more accessible through the use of digital technology, that way increasing our national and international presence. Participating in EU projects and other international cooperation should be an important part of this development. Digitalisation should be integrated with campus development and contribute to increased communication about SLU activities in the regions.

***a) SLU makes full use of the opportunities of digitalisation in its education, research, and environmental monitoring and assessment.***

The LTV Faculty develops its abilities in line with the need for digitalisation in teaching, research, environmental monitoring and assessment, collaboration and exploitation. This can be achieved through professional development and support for our teachers and researchers, in cooperation with SLU's central support functions and external actors.

***b) The content of the degree programmes is adapted to students' future professional roles in the digital society***

Digital technology and knowledge about it should be natural and integrated parts of teaching at the faculty. Students at all levels should be prepared for an increasingly digital professional life. This is done in cooperation with actors from professional



life. We also contribute to strategic discussions on the needs and priorities for SLU as a whole in this area.

***c) SLU is on the cutting edge of research related to digitalisation within our areas.***

Through our subject areas, we actively contribute to cutting edge research in digitalisation, in cooperation with other knowledge and technology environments.

***d) SLU has developed the infrastructure and system capacity and ensured the necessary competence and expertise to meet the opportunities and needs of the digital transformation.***

Together with our support functions, we develop the support needed by our employees, and we clarify our cooperation with university-wide support functions. Our infrastructure comprises modern, digital labs and tools for teaching, research and collaboration to enable professional development for students and staff.

### 2.3 Overall objectives and subcomponents for focus area 3 in concrete terms

#### ***Focus area 3: One SLU***

*Overall objective: A stronger, unified SLU – both internally and in our external contacts*

The LTV Faculty sees a large potential in increased inter-faculty cooperation through a process for cooperating, drafting shared plans and planning joint activities. SLU's main campuses in Swedish growth regions mean our physical presence and mission bring with them considerable opportunities. The role of expert authority is part of our faculty's contribution to solving major societal challenges.

As the faculty responsible for most SLU operations and activities in southern Sweden, we want to improve opportunities for SLU in the region's areas of strength and the faculty's areas of activity. The collaboration structures developed at the LTV Faculty can be further strengthened in cooperation with other faculties and higher education institutions. As an example, we can contribute to cooperative digitalisation efforts through the Lårosäten Syd project and in collaboration with regional businesses. Today, we have operations in Alnarp, Ultuna and Skara, but we would like to be present with teaching and research in Umeå as well, as a natural part of a national role. We believe there are good opportunities for cooperation with the S Faculty, but also with other SLU faculties.

We want to continue developing organisation-wide cooperation that facilitates mobilising energies in our area of activity and new, transdisciplinary constellations. This can be within SLU, or with external actors. This mobilisation within the university is a condition for strengthening our role as an expert authority. The LTV Faculty sees this role as a necessary complement to SLU's research and education in the land-based sector.

The faculty wants to contribute to a good working environment and equal opportunities at SLU, regardless of where operations are located, and at the same time welcome and utilise diversity and positive differences.

***a) Active and systematic work environment efforts based on gender equality and equal opportunities are conducted, wherein proactivity and internal learning are guiding principles.***

We focus on developing creative and inclusive environments throughout the faculty. This involves creating a good work environment, equal opportunities related to all grounds of discrimination, cultural diversity and gender equality, as well as good career development opportunities. It also includes developing leadership and staff values.

***b) SLU has stronger, cohesive environments, wherein our mission to conduct first-cycle education plays a larger role and has gained increased status.***

The LTV Faculty increases the share of undergraduate education, in particular at departments with little teaching. In the same way, departments with more undergraduate teaching and less mature research traditions will increase the amount of research and doctoral education. We encourage cohesive environments covering several departments. SLU Landscape and SLU Horticulture are two examples of this. To create such cohesive research and education environments, where the teaching role has the same status as the research role, the faculty is improving mobility opportunities for researchers and teaching staff.

***c) SLU has seized the opportunities offered by a geographically dispersed organisation by facilitating and strengthening collaboration across geographical and organisational boundaries, as well as between areas of activity.***

The faculty wants more university-wide management and support functions to be located at all main SLU campuses and coordinated with faculty operations, something that would contribute to one SLU and at the same time ensure quality in recruitment and operations. We continue to contribute solutions that will make this a reality. We make it clear how the faculty can contribute to regional knowledge beachheads in Skåne and Västra Götaland, together with the other food science faculties. The LTV Faculty continues to improve regional cooperation and our contribution to societal development linked to the Alnarp, Ultuna and Umeå campuses. The faculty develops its relations to all programme boards.

***d) The harmonisation of procedures and processes has created equal opportunities, regardless of the part of SLU to which employees and students belong.***

The LTV Faculty continues to highlight and create equal opportunities for staff and students at all levels, regardless of which faculty or campus they belong to. The faculty is committed to transparent and equal systems and at the same time encourages diversity and positive differences. We contribute to improved dialogue and cooperation between faculties.

***e) By combining the role of university and the role of expert authority, SLU has advanced the development of knowledge.***

Our disciplinary breadth in research and education means the LTV Faculty can take an active part in the sustainable development of society together with businesses and the public and non-profit sectors. We aim to strengthen SLU's position as a source of knowledge for the public. Our particular disciplinary breadth is the foundation on which we build the knowledge needed to meet complex societal challenges. We develop formats and structures for taking part in the public debate and strengthening our role as an expert authority.

## 2. Supplementary information on the objectives

### ***Focus area: Funding***

#### *Overall objective:*

Strengthen the faculty's funding of research, teaching and EMA to achieve stable conditions long-term. Increase external funding through an increased number of funders, improved quality of applications and an increased number of larger projects making use of SLU's transdisciplinary potential. Direct government funding for our subject areas must ensure sustainable operations long term. Funding for education at the faculty to increase while preserving stable finances long term. Improve funding of EMA activities. Make better use of funding from external actors for support functions and infrastructure.

### ***Focus area: Campus development***

#### *Overall objective*

Together with other actors, develop the Alnarp, Ultuna and Umeå campuses in a way that benefits current and future users and stakeholders. Our expertise in planning physical environments means we can contribute to qualitative development with a holistic perspective. The values that our campuses bring to research, teaching, collaboration, innovation and communication should be used and developed, e.g. through various living lab functions. Our campuses should be developed as arenas for current and future issues in society, in line with sustainable development focusing on the faculty's and SLU's mission. SLU's campuses become well-renowned regionally, nationally and internationally within the university's areas of knowledge.

## 3. Long-term skills provision at the faculty

In 2017, the LTV Faculty Board adopted a process to secure skills provision at the faculty. This process involves bringing the departments' skills provision plans together at the faculty level, as a table listing the senior posts to be prioritised during the next few years. This is updated yearly and is part of the faculty's annual operational plan. The purpose is to achieve systematic management of skills provision, linking different levels within the faculty.

The material produced during this process is very complex, making it hard to get an overview and see the links between the wish for senior posts at the departments and the posts needed for organisational and operational priorities in the faculty strategy. Examples of factors that will influence the priorities to be made are: a student and staff population that mirrors today's

society, links between research and teaching (in particular for the professional programmes), supervisor competence for doctoral studies, increased number of senior lecturers, developing subject areas and the faculty's responsibility for the cross-departmental fields landscape, horticulture and plant and animal production.

The work on skills provision consequently has links to two subcomponents within the focus area *SLU's next step for sustainable development*:

- *The education recruit enough qualified students and doctoral students to meet the needs of a sustainable society*
- *SLU is an attractive cooperative partner and driving force for the green transition of industry and other parts of society*

as well as one subcomponent with the focus area *One SLU*:

- *SLU has stronger, cohesive environments, wherein our mission to conduct first-cycle education plays a larger role and has gained increased status*

The aim is for the faculty board to establish multiannual plans for recruitment (3–5 years). To reach this target will require defining clearer links between the faculty's subject area, main fields of study for education and third-cycle subject areas, as well as defining objectives for posts at different levels (subject field, department and faculty) to form a basis for prioritising the senior posts to include in the faculty's recruitment plan.

Work on skills provision has made it clear that there is a need for a broader approach to planning to secure the skills needed at the faculty. In addition to including more employment categories, we need to ensure skills provision through both recruitment and professional development for existing employees. The faculty also needs to play an active role in widening the recruitment pool in specialist areas in cooperation with external actors.