slu 2017-2020
URBAN AND RURAL DEVELOPMENT
DEPARTMENT PLAN
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DEPARTMENT PLAN

The department in the world

PROFILE OF THE DEPARTMENT

The Department of Urban and Rural Development is a multi- and interdisciplinary department. In our research and teaching we focus on the societal aspects of SLU’s areas of responsibility. Our research and teaching are grounded in social sciences, humanities and landscape design principles, but is also characterised by interdisciplinary approaches in which natural sciences are important. At the department, we share common interests in development, planning and communication for a sustainable world. We work with issues concerning conditions in Sweden and the world.

The department is divided into four subject divisions: Agrarian History, Environmental Communication, Landscape Architecture and Rural Development. The department also houses the Swedish Centre for Nature Interpretation, on behalf of the Swedish Environmental Protection Agency, and Sida’s Helpdesk for Environment and Climate Change. Since 1 July 2017, the new platform SLU Future Food is located at the department. The department's administrative division provides important support for our activities. They are responsible for financial, human resources, IT and communication support.

The department belongs to two faculties. The NJ Faculty is our administrative main faculty, and most of the department belongs to NJ. The Division of Landscape Architecture is part of the LTV Faculty.

The faculties support the department with funding for the development of seven subjects:

- one at Agrarian History;
- one at Environmental Communication;
- two at Rural Development (Global South and Sweden and Europe);
- three at Landscape Architecture (design theory, spatial planning and landscape design)

We also receive more limited subject support for landscape architecture focusing on landscape management, and strategic support for landscape architecture focusing on environmental impact assessments.

There are two research schools at the department. One, Society and Landscape, is run by our department, the other, Social Science Perspectives on Sustainable Development, is run in cooperation with the Department of Economics. The department has around 30 doctoral students.

The department carries out approximately 10 per cent of SLU’s entire teaching volume. We have the main responsibility for two professional programmes, Agriculture – Rural Development and
Landscape Architect and two international Master’s programmes, Environmental Communication and Management, and Rural Development and Natural Resource Management. The department also offers courses on the Bachelor’s programme Biology and Environmental Science, in other specialisations on the Agriculture programme, civil engineering programmes in Environmental and Water Engineering and Energy Systems, and the Master’s programme Sustainable Development. Our programmes and courses are popular, and according to surveys our students have no problems finding employment after being awarded their degrees.

The department has more than 125 employees. We are currently in an expansive phase as there is a generational shift at higher positions, both among the professors and the senior lecturers.

Our objective is to have at least one professor, two senior lecturers and several senior researchers within each field of research/subject area. In the divisions with more than one subject area (Rural Development and Landscape Architecture), researchers often work within several areas, and we encourage cooperation between divisions and departments.

THE DEPARTMENT’S ROLE AT SLU

Our work has a clear link to SLU’s mission statement and vision. Many of our research projects and courses address the sustainable use of biological natural resources and human sustainable use of these.

We contribute with knowledge within our unique subjects – agrarian history, rural development, landscape architecture and environmental communication. Our research is of high scientific quality, we actively cooperate with organisations (companies, authorities, institutes) that work within our areas. We provide excellence in our subject areas, which benefits all of SLU. Our teaching is of high quality and we carry out a significant part of the teaching at SLU. We continually develop our courses and our course offering, as well as teaching and learning within our subjects.

Our unique range of subjects and our location at SLU means that we have an opportunity to take on several important future issues. Our goal is to run more interdisciplinary research projects between the divisions within the department, but also together with other departments at SLU.

The SLU strategy consists of five focus areas. These specify what SLU will focus its efforts on to create the best possible conditions for the organisation:

- Employees
- Students and education
- Research infrastructure
- External collaboration
- Our shared SLU

In this overall description of the department, employees, external collaboration and our shared SLU are mentioned. The focus areas “Students and Education” and “Research Infrastructure” are mentioned in the division sections A–D, pages X–XX. At the end of this document, there is an appendix with the objectives from the NJ and LTV strategies that we strive to meet.
EXTERNAL CONDITIONS ("OMVÄRLDSFÖRUTSÄTTNINGAR")

Society faces major challenges in the context of globalisation, urbanisation and climate change. Many of the UN’s sustainable development goals (Agenda 2030) affect SLU and the department’s activities. We see the need for new knowledge to be developed within:

- Climate change and an increased risk environment
- Energy: the future struggle between fossil and renewables
- Food security and food production: making food production sustainable
- Agrarian transformations and changing rural-urban relations
- Commodification and marketisation of nature and public space
- Implications on planning institutions, for public participation in planning

EXTERNAL COLLABORATION

At the department, we see collaboration with actors in society as a tool for our employees to contribute to a sustainable society and as a method to enhance and develop our teaching and research.

Collaboration is carried out in many different ways within our operations, sometimes in more permanent constellations, sometimes more temporarily. At the department of Urban and Rural Development (SOL), there are various cross-cutting themes that link researchers and teachers from the different divisions at the department. We have an extensive network outside the university ranging from public authorities and municipalities to NGOs and individual stakeholders within the department fields. We collaborate with these in matters where the purpose is to generate new knowledge, and we share our knowledge with the surrounding society. External actors also have an important role in our teaching. Part of our research and teaching is carried out through external assignments. Our research is often characterised by a desire to understand and contribute to change processes that engage people. Based on the department’s experience and cutting-edge expertise in both issues and processes, as well as the networks of our coworkers at SLU and in other research environments in Sweden and internationally, our aim is to play an important part in collaboration processes.

We also have well-developed platforms for external collaboration in the Swedish Centre for Nature Interpretation, Sida’s Helpdesk for Environment and Climate Change and Forum on EIA and Environmental Assessment. We have a senior extension specialist in rural development, the department hosts the SLU platform SLU Future Food and we have employees active in the platforms SLU Urban Future and SLU Animals, Nature and Health.

The Swedish Centre for Nature Interpretation (SCNI) has been working with knowledge development and nature interpretation professionalisation for 10 years. This work is mainly carried out through an agreement with the Swedish Environmental Protection Agency and other actors in close contact with the practice. SCNI still focuses on the role and opportunities of nature interpretation in communication processes in nature conservation and sustainable natural resource management. During the period, SCNI is producing a textbook together with actors in the other Nordic countries, supported by the Nordic Council of Ministers. In the coming years, SCNI plans to develop cooperation within SLU, including opportunities for developing the course and programme offering in nature tourism related to forestry, agriculture and protected natural areas. The knowledge field of nature experiences and health in collaboration with the platform Future Animals, Nature and Health will also be developed.
At the department, we have an external collaboration group with representatives from each division. Their task is to develop our collaboration work. The group will:

- work to ensure that SOL’s collaborative work in its various forms becomes known within SOL, within SLU and to our target groups, for example:
  - within SOL: through collaboration breakfasts, department days, inventories;
  - within SLU: by actively participating in SLU’s collaboration activities;
  - externally: through a website, project presentations and attending events arranged by SLU.

- jointly develop methodological and skills development within SOL and in close cooperation with the faculties and the university management, e.g. by:
  - actively disseminating ideas on working methods for collaboration that work in practice;
  - doing annual follow-ups with those responsible for collaboration at the faculty and with university management;
  - participating in the design and implementation of GHAL’s collaboration training;
  - exploring the possibilities of establishing a collaboration professorship located at SOL;
  - taking an inventory of existing research in Sweden (student assignment).

WORK ENVIRONMENT

We share SLU’s fundamental values. These provide guidance in everyday life by describing what the starting point is for contacts with the outside world, and how we should behave towards each other and others.

The fundamental values are:

- scientific approach
- creativity
- openness
- responsibility.

In addition to these four fundamental values, there are six fundamental principles:

- democracy
- legality
- objectivity, factuality and equal treatment
- free formation of opinions
- respect
- efficiency and service.

We want to be a department characterised by employees who are happy with their work tasks and who enjoy job satisfaction.

A summary of the staff survey conducted by SLU in spring 2016 shows that our strengths are that our employees think their tasks are interesting and rewarding and that the physical work
environment feels safe. Many feel they have their manager’s trust and that managers are open to feedback.

Our areas of improvement are stress, the ability to recover, and procedures in case of accidents. The perceived stress and recovery difficulties are reflected in all our categories of staff. We will especially focus on the issue of stress and opportunity for recovery and will investigate the cause in the coming years. We will identify what we need to invest in to prevent stress and improve the situation. We have seen that stress is experienced differently by different types of employees, and we are now working on an action plan. We will follow it up thoroughly in the years to come.

Our goal is to ensure a positive and constructive working environment with a reasonable workload, where negative stress is limited.
DIVISION PLANS

A. Agrarian History

A.1. DIVISION'S ROLE AND PROFILE

The Division of Agrarian History is part of the Department of Urban and Rural Development and consists of 15 employees. Agrarian history is a historical discipline that studies the development from the oldest to the present time. The subject deals with agricultural production and technological change, social and economic conditions, people in the agrarian society and their relation to nature, the landscape and to society at large. The main focus is on research and education on northern European conditions, including Sweden, although a wider international agrarian history is also important for the subject.

The division's research largely consists of basic research which gives an understanding of the society and the landscape we meet today. Based on the historical processes studied, unique opportunities are generated for addressing issues relating to the interaction between people and landscape, and to provide insight into the complex processes that arise between social and economic conditions and the utilization of natural resources. Knowledge of natural resource utilization through history and its relation to the surrounding community can contribute to increased understanding of current resource utilization and also indirectly contribute to solve future challenges regarding biological natural resources and human management and sustainable utilization of these resources. The division's goal is that by dissemination of research and popular science communication and through participation in research, teaching and interaction with the community, the understanding of these complex processes will be deepened.

An important quality of the division is its interdisciplinary composition, not only between different subjects within social sciences and humanities but also between science and social sciences / humanities. In agrarian history research, knowledge, perspectives and methodologies are combined from many disciplines and research areas. Unlike many other historical disciplines, agricultural history thus rests not only on written sources and analytical methods, but often combines theories, methods and source material from both the humanities and from natural science. Over the years an important development of theory and method has taken place within the subject of agrarian history. The development has, to some extent, been a consequence of the multifaceted research of the subject; Different issues and sources have required different ways of working. But the development has also been the result of an active interest from the division's researchers - for multidisciplinary methodology in general and for the particularities of agrarian theory and methodology. A number of research projects in agrarian history have thus had theoretical and methodological development as a particular purpose or as part of the purpose. Examples of theoretical concepts and methodological approaches launched within these projects are source pluralism, historical map overlays, experimental agrarian history, regressive methodology and retrospective diagnosis.

The division has a variety of research areas, which are described in section A.2. Many of the division's researchers work in two or more of these subjects. The division aims to provide
everyone with the opportunity to do research and teach and that all researchers work independently and freely formulate their specific research profile. The recruited professor has the overall responsibility for research at the division, but all researchers actively engage in interdisciplinary issues to create synergies and a common plan for future research issues.

The researchers at the division cooperate both within the department and with other researchers at SLU (Alnarp) and various Swedish universities, for example Uppsala University, Lund University, Chalmers and Gothenburg University, as well as internationally, including the Ecole des Hautes Etudes and Sciences Sociales (EHESS) in Paris, The Leibnitz Institute of Agricultural Development in Transition Economics (IAMO) in Halle, Faculty of Applied Economics and Economic History at Universidad de Zaragoza, HISTAGRIA at Universidad de Santiago de Compostela, and The Vincent and Elinor Ostrom Workshop at Indiana University. In addition, the division's researchers interact and collaborate with, for example, the County Administrative Board Uppsala County, the Royal Forestry and Agricultural Academy, the National Archives, Upplands Museum and the Nordic Museum.

Over the years, the division's researchers have been successful in obtaining external funding from a variety of financiers, such as the Swedish Research Council, the Swedish Foundation for Humanities and Social Science, the Royal Swedish Academy of Agriculture and Forestry, the Royal Swedish Academy of Letters History and Antiquities, Handelsbanken's research foundations and several other private research foundations.

A.2. RESEARCH AREAS

A.2.1. Animal History and History of Veterinary Medicine

In this research area, animal husbandry and livestock management are studied in a historical perspective. At the center of attention are the farm animals' work, yields, illness and health. A number of research projects at the division have explored the different roles of animals for the supply of food, the commodity production, transports, and for trade, as well as focused on the changing economic, social, technical, scientific, cultural and political conditions of animal husbandry throughout history. Some research projects have had particular bearing on future challenges in agriculture, for example discussing the importance of grazing for landscape care and biodiversity, as well as societal and political conditions for animal health, the fight against epizootic diseases, and food safety.

A.2.2. Collective work, property rights and organization of agricultural activities

The research area focuses on analyzing and understanding how the agricultural production has been organized under different epochs. Particular focus is on how property rights in various forms affect incentives for and organization of primary production and what outcome changes in property rights results in, economically and organizationally. This includes how changes in collective ownership and management have affected and changed agriculture, forestry and reindeer husbandry, and the impact of privatization of former collective resources. The research area thus contributes to a deeper understanding of how people react to changes in presumed long-term institutional conditions.
A.2.3. Pre-modern agrarian history and archeology

The research area deals with long-term development patterns in agriculture. The general societal development in pre-industrial times was largely dependent on agricultural development. The research group has found long cycles in agrarian growth, where ownership, technological development, population size and composition, as well as organization of production played a decisive role in social and economic development. The area makes an important contribution to understanding why Sweden developed as it did and on a general level how processes of growth and stagnation can be understood and explained.

A.2.4. Technological change and history of tools

Technical development in agriculture has contributed to a huge increase in productivity. The field of research studies technical change in agriculture and has shown that the implementation of new technologies is not self-evident, but depends on the specific conditions that agriculture has in terms of natural conditions, which partly distinguishes it from industrial technological development, and that technological development in agriculture is not linear but often happens in the form of agrotechnical complexes related to general social development. The research thus provides new insights into implementation of technology within agriculture.

A.2.5. Markets and commercial development

The research area focuses on describing the effects of periods of increasing commercialization on the organization of agricultural production. In addition, it relates to how agricultural commercialization affects regional growth and the development of new institutions. Particular focus is on three areas; 1) the commercialisation of the peasant-farmers and the organization of the domestic grain trade during the agrarian revolution; 2) the organization of Sami reindeer husbandry and the increased importance of Sami trade in northern Sweden in the early modern period; 3) how early modern peasants became increasingly involved in production outside the primary sector. The research area provides in-depth knowledge of the interaction between markets, primary production, social development and growth, and also analyses the farmer as a consumer.

A.2.6. Landscape and settlement history

An academic research program financed by the Royal Swedish Academy of Letters, History and Antiquities, Cultural history studies with a focus on landscape and settlement history, is located at the Division for Agrarian History and lasts until 2020. Within the project Self-Governing and Globalization the question how the increased use of commonly owned and used resources affects the utilization of the landscape and changes in settlement is examined.

A.2.7. History of science on SLU and its predecessor

The research area studies the discussions and considerations that have historically characterized academic and non-academic research on agriculture. So far, two areas have been covered: SLU’s role in the Swedish development aid and the development of SLU from an education institute to a modern research university. The debates that took place at the establishment of the Agricultural University and during the formation of SLU are relevant to today’s SLU and its relationship with agricultural at large, but also to the university system in Sweden as a whole, which makes continued research in the field important.
A.3. THE ROLE OF THE DIVISION WITHIN SLU

Our activities has a clear link to SLU's idea and vision as the subject provides historical knowledge about the development of agriculture and landscape as well as the people in the agrarian society. Agrarian history studies the human relationship to agrarian resources in a long-term perspective. This increases our understanding of the landscape and agriculture we encounter today. By studying the interaction between people, resources, and landscape, the subject can analyze, in a unique way, important beneficial factors for development, economically, socially and environmentally; historical studies can, through analysis of long processes, contribute to knowledge about how people act and respond to change in a way that is difficult with analysis based solely on the contemporary society. The interdisciplinary research environment, the agrarian methodology, and the historical perspective, thus enable studies of complex relationships with the history as the laboratory. Both the research and the teaching at the department therefore contribute with points of departure for, and hypotheses about, how a favorable development of the agricultural sector can be formulated.

A.4. GLOBAL CHALLENGES AND AGRARIAN HISTORY

One of the major challenges facing mankind today is to make the earth's resources last; they must not only suffice for all the people who live today but for generations to come. In this regard, it is important to study the effects of different scenarios on the use of natural resources and the effect of this on the environment the people will live and work in. In agrarian history, resource management is studied in a long-term perspective from both local, national, and global perspectives. The interaction between people and natural resources is a fundamental research issue within the division. Through historical studies and examples, agrarian history research can provide enhanced understanding of the effects new policies will have on people and their utilization of nature, dependent on e.g. the initial allocation of resources and property rights, as well as the effects this in turn may have on sustainability and the environment.

A.5. NEEDS AND OVERALL OBJECTIVES 2017-2020

A.5.1. Research

Agrarian history is an important part of SLU's research. It is only at SLU that the subject of agrarian history exists as an independent subject and this is linked to the university's special position as responsible for research on the agricultural sector. Within SLU there are also researchers in forest history in Umeå and in garden history at Alnarp. Moreover, researchers in agrarian history can be found in several other institutions, arranged under other subjects such as archeology, history and economic history. However, any national coordination or national association does not exist which, to a certain extent, exacerbates the exchange of research results and opportunities for joint research efforts.

The division already has a multidisciplinary character with researchers with degrees from different subjects, both humanities, social sciences and natural sciences. The subject has a professor who is funded 100% with faculty funds. The professor has been recruited (May 2017) and calculated pension (at the age of 67) will be in 2032. Furthermore, the unit has a tenured senior lecturer with primary responsibility for the department's teaching. The senior lecturer is funded by the subject means and through the educational resources and the calculated pension
will be in 2019. The division has an associated senior lecturer, who is expected to be promoted to the tenured senior lecturer in 2019; estimated retirement year is 2030. A post-doc was employed for two years in May 2017 and at the division there are currently 3 PhD students. In addition, there is a researcher and a assistant professor \((\text{forskarassistent})\) with fixed-term employment that expire at the turn of the year 2017/2018 and in September 2018 respectively. Of the division's researchers 44% are women and 44% are under 50 years. Finally, at the division there are a number of external resources funded through external collaboration and/or part-financed through external funds (6 persons). In order to maintain the breadth that exists scientifically and to create a critical mass of researchers, it is vital that the division recruit primarily younger researchers and that, in accordance with the University's strategic plan, they are offered long-term career paths.

Internationally, agrarian history is a topic that is often found as a subsection of history or economic history. For the last ten years, formalized networks have been built within the European rural history research community and several employees in the division have been active in these. Continued participation in these networks with the ambition to act as leaders, both organizationally and scientifically, is vital to the division's visibility and the role of the division as the natural representative of Swedish agrarian history.

Finally, collaboration with the community outside the academy has always been an important activity for agrarian history. The potential for future collaboration lies in, among other things, qualitatively high-level historical research on natural and cultural resources. Moreover, through teaching, including among other things practicing agrarian skills, collaboration with different stakeholders outside the academy opens in a natural way. Given the division's long tradition of collaboration, it is a goal to acquire a lectorate in collaboration \((\text{samverkanslektorat})\) when and if it is becoming necessary to increase these within SLU.

\subsection*{A.5.1.1. Strategic goals in research}

\textbf{GOALS:}

\begin{itemize}
  \item Create a national leading research node in the field of agrarian history with well-developed international collaboration.
  \item Increased recruitment of younger researchers and doctoral students.
\end{itemize}

\textbf{MEANS:}

\begin{itemize}
  \item Initiate the creation of a national organization in agrarian history
  \item Increased representation in national and international research networks
  \item Host national and international workshops and conferences
  \item Increased international publication
  \item Increased focus on obtaining external research funding
\end{itemize}

\subsection*{A.5.2. Education}

The division is currently responsible for 5 courses at the undergraduate and advanced level of a total of 37.5 credits. Three of these courses are included in larger programs at SLU, while two are aimed at a wider audience (one of which is an internet based distance course). In addition, the division holds two courses on PhD-level. The teaching is thus relatively small, and this partly has a background in the creation of program-based teaching at SLU according to the EU Bologna Process, with less space for single courses.
A recent survey of SLU students' interest in history shows that a majority (51%) of students believe that their education should include moments or courses in history. For SLU students, historical studies related to their own programs are particularly important and most consider that they would be better in their future professions with such knowledge. The methods that agrarian history work with and teaches about are useful in many of SLU’s core areas, activities and disciplines. Thus, they are not only valuable within agrarian history research, in a narrow sense. Certain agrarian methodologies (such as historical map overlays, landscape analysis and landscape care) have been particularly appreciated among broad groups of students over the years. This also applies to the more general-historical skills that the teaching provides: basic historical source and archive orientation, map interpretation, reading of older manuscripts, etc. The education is therefore aimed both at SLU students and professionals in museums and county boards with the aim of giving them methodological knowledge and practical skills for use in their usual studies or professions. Today, the majority of students at SLU's programs have no history education at all. Agrarian history is a unique subject for SLU, and the division is responsible for ensuring that education is available to people outside the SLU program structure. There are therefore strong arguments that agrarian history is needed both on the programs and as single courses.

For the development of the subject and for the students' ability to gain in-depth knowledge of the historical processes, it is important that agricultural history courses can be studied with progression and not just at the basic level. It is important that SLU students can continue with the subject at the doctoral level and that the subject thereby can retain its interdisciplinary profile.

A.5.2.1. Strategic objectives for education

GOALS:

• Offer a progression in education in the subject from basic to advanced level and further to postgraduate studies in agrarian history.
• Offer teaching in agrarian history, on both agrarian history itself and in different methods, widely within and beyond SLU.
• Offer high-quality education in the subject based on close links between research and education.

MEANS:

• Increased volume of education through cooperation within and outside SLU
• Increasing resources for educational training of the division's teachers
• Active researchers as teachers - close links between research and teaching

A.5.3. Doctoral education

During the last 10 years nine doctoral students have been examined for doctor and two for licentiates; on average, therefore, a doctoral student has been examined to a doctor per year. At present, the department has 3 doctoral students financed mainly through external funds (eg. Handelsbanken's research foundations and Upplands museum).

The division has participated in previous research schools and is now participating in a new research school that started in 2017, and thus has the opportunity to as well offer its own doctoral students courses within this, as an opportunity to provide courses in the subject for doctoral students in other subjects. The division also participates in the department-led doctoral education with courses for doctoral students and in continuous training of supervisors.
Future recruitment of doctoral students is largely based on opportunities for students to study the subject at undergraduate and master's level. The department is unique in Sweden with offering the subject, and although at first level there are students at other universities offered limited similar teaching in related subjects, the selection of good candidates on higher levels is limited. In order to maintain a cross-disciplinary composition within the subject and to get qualified candidates for doctoral education, a comprehensive perspective is needed on education at the university and the faculty where open courses in the subject are offered for SLU's own students and for students from other universities and that the education also includes essay writing (see sections 2.2 and 3.2 on Education).

A.5.3.1. Strategic objectives for doctoral education

GOALS:
• At least one graduated doctor / licentiate per year
• Very high quality of doctoral education

MEANS:
• Increased application of external funds for the purpose of recruiting doctoral students
• Increased investment in acquiring good candidates through increased education at the undergraduate and advanced level
• Participation with courses and doctoral students in the graduate schools
• Establishment of a supervisor's group and further training of supervisors
• Revision and development of doctoral education in the subject

A.5.4. Operational support

The division has financial, human resources, and IT/data support at the departmental level. Furthermore, there is a communicator within the department that the division uses for the maintenance of the website, as support for the presentation of research results, and for applications of workshops and conferences as well as in the work of the department’s report series. In addition, the department has a partially coordinated research education, in various subjects, with a joint director of studies.

A.6. ACTIONS

A.6.1. Research

In order for the subject to reach a critical mass in the research group, recruitment is required. An important task for the division is to work with recruitment of younger researchers. Within a major research project at the department, it is planned to recruit a post-doc with a focus on studies of public resource pools, and more specifically how increased early-modern tar production affected cooperation, resource utilization and property rights. We have recently also received funding from the faculty to recruit a doctoral student under the professor with a focus on production development in Swedish agriculture during the 1700s and 1800s.

In order to maintain the research group size in the long term, the division has decided to expand its efforts on applications for external funding. Currently, applications for funds have been submitted to Marianne and Marcus Wallenberg Foundation, to the Swedish Research Council and to FORMAS, and to strengthen further applications, the division will organize workshops on applications of external funds each year, where senior researchers support younger
colleagues. The ambition is further that the division's researchers through joint collaboration with related subjects within and outside SLU as well as interdisciplinary internally and externally generate joint project applications for long-term studies of people and landscape, animals, economic development, and sustainability and environmental impacts in agriculture. The Faculty's announced means for writing research plans will be used here to further strengthen the applications.

We are also planning for enhanced research collaboration through the use of the international networks that exist within the subject and within which the division's researchers are active. For example, we are planning to organize a number of international workshops in the coming years. Already planned is Agriculture, Approposserment and Alimentation in spring 2018 and Agriclimetrics IV with about 30 participants in spring 2019. In addition to an increased research exchange, these provide opportunities for publishing comparative articles or publishing anthologies.

In addition, the division will increase its national and international commitments. At the national level, the division will take the initiative to set up an agrarian history association and at the international level, the division will work for the division's researchers to be represented within the governing bodies of the main networks and to arrange important gatherings. Already now it is clear that the division together with the economic-history department at Uppsala University will host the world's largest agrarian history conference, Rural History, in 2021 with about 400 participants.

A.6.2. Teaching

In the coming years, our aim is to increase our teaching, both at undergraduate and master's level, with the aim of providing agrarian subject knowledge and academic skills. We also see opportunities for teaching for students outside SLU. Already now, we have a summer course that attracts students from SLU, from other universities as well as professionals from county boards, archives, museums, etc. In addition, we will start a internet based distance course from spring 2018, which will also be offered broadly. One goal is that during the period 2017-2020 we will supplement this course with an essay course. We have also initiated talks about cooperation in education for students at the Department of Conservation at the University of Gothenburg.

In order to strengthen the quality of teaching, the division will ensure resources for any newly recruited younger teachers to undergo pedagogical courses. A second part of this is to work for a close link between the division's research and teaching. This will be achieved through a strategy whereby both teacher allocation and course curriculums within current and possibly future courses will be coordinated with the research competence within the division.

The senior lecturer who has the primary responsibility for teaching at the basic level will be on a 80 per cent leave for one and a half years from the turn of the year 2017/18. Educational experience is important for our associate senior lecturer, but from early 2018 we also have to recruit an adjunct with the main focus on teaching in order to fulfill the teaching responsibility.

In order to achieve the goals set out in both research and teaching we estimate that funds for the employment of an additional associate senior lecturer is necessary.
A.6.3. **Doctoral education**

Doctoral education forms a central part of the division's activities. To achieve the goal of a dissertation per year, an admission of new doctoral students at the same extent is required. In addition, a good selection of applicants is required. The objectives on the education side of increased education and progression, as well as on the research side of increased external resources are thus intimately linked to the first goal formulated for doctoral education.

An important part of the goal of increasing the quality of the division's doctoral education is the new research school in the Society and Landscape, which extends over the period 2017 to 2021. The division has a representative in the steering group and thus has the responsibility and influence of the structure and structure of the research school. The research school will give the division the opportunity to provide courses in agrarian history for a larger cohort of students as well as to guarantee the course requirements of the division's own doctoral students regarding more general courses, eg. courses relating to theory of science and ethics in research.

With regard to the more subject-specific courses, a revision of syllabuses is currently underway with the aim of offering courses on the subject more generally as well as specific courses based on the division's research competence. Within the division, further training of supervisors will be prioritized during the period. A supervisor group will be set up at the division where external assistant supervisors also participate. In addition, the division's supervisors will participate in department-wide meetings and training.
B. Rural Development

B.1. THE DIVISION IN THE WORLD

The Division of Rural Development engages in international research, teaching and cooperation that contributes to scholarship, policy and practice in the Global North and South. Rural areas across the globe are undergoing rapid transformations caused by economic policies, climate and environmental change, and globalised food systems, among other processes. Our research, teaching and cooperation engage with justice, knowledge and power in agriculture, forestry, development and environmental politics. We approach rural areas as dynamic material spaces made up of networks of relations that span between the rural and the urban, the Global North and South. By bringing to bear social science questions of gender, race, class, territorialisation, state formation, scale, policy and development we are able to combat mainstream imaginations of the rural as residual, uninhabited, spaces for extraction and passive providers of food and natural resources. Our strength lies in our commitment to probing how development processes unfold through interdisciplinary conceptualisations and participatory methodologies.

Our group is comprised of 23 permanent staff (researchers and teachers). 14 mainly related to the subject “Global South” and 9 to the subject “Rural development in Sweden and Europe”. As regards gender the group consists of 14 women and 9 men. Seven of the permanent staff are today senior researchers (docents). Six persons are about to retire or will retire within 5 years. This group consists of 3 senior lecturers, one researcher and two guest professors. Among the challenges the coming years will be to recruit senior lecturers, work on staff development in order to have more docents, and strive for a better gender balance.

B.2. RESEARCH THEMES

B.2.1. Politics of Environment

The Politics of Environment uses environmental and natural resource related issues as an entry point for understanding how rural lives, identities, economies, governance processes and policies shape the emergence of nation states, agricultural and forestry resources, citizenship, and territory. Our work encompasses the entanglements of humans and non-humans that shape current development challenges including: commodification of nature, natural resource governance, food security, technological change, and land and property conflicts.

B.2.2. Rural Transformations

The Rural Transformations theme begins from rural economies and policies to probe how rural-urban linkages, markets and entrepreneurship shape changing demographics, political economics and livelihood possibilities for rural residents. Rural concerns are conceptualised as interdependent with wider processes of development and social change, encompassing some of the most pressing challenges faced by nations and peoples around the world including refugees, conservation, economic sustainability, and human security.
B.3. OVERALL OBJECTIVES

• Position ourselves as a Swedish and EU leader in the social science of climate change.
• Position ourselves as a Swedish and EU leader in understanding rural transformations that encompass interlocking social, ecological, political and economic change.
• Expand and resource our education programs by linking more closely with research and cooperation.
• Enhance our networks within SLU in for example, the Water Forum, Centre for Biodiversity and Economics.
• Continue to build our research schools.
• Ensure job security and progression for all members of staff.

B.4. ACTIONS

B.4.1. Visibility

• Draw more attention to our on going research and engagement with Swedish, EU and international development policy makers.
• Actively network with other departments at SLU where our interests intersect.
• Improve our web presence and use of social media.

B.4.2. Funding

• Enhance our excellent track record of external funding and expand our efforts to include larger, international grant competitions (i.e. ERC, Horizon 2020, Belmont).
• Apply for communication and networking grants to help expand our current spheres of influence.
• Finance one administrative assistant who can support research proposals, communication and cooperation activities.

B.4.3. Staffing

• Apply for support to hire new lecturers and PhD students in both subjects.
• Recruitment of at least one new lecturer with competence in GIS and quantitative methods.
• Discuss a progression pathway for current permanent researchers.

B.4.4. Resources development

• Ensure resources for an administrative assistant to work with teaching, research and cooperation.
• Resources to help us liaise with a GIS lab for teaching as well as research training.

B.4.5. Expected outcomes

• Consolidation as a Swedish and EU leader in research on Rural Development.
• Increase in productivity of all staff by virtue of more secure positions, support for publishing, grant writing and cooperation activities.
• Ability to attract a wider diversity of highly engaged students and increased competition for admission into our teaching programs.
• Increased international impact of our research, teaching and cooperation activities.
B.5. SUBJECT AREA 1 RURAL DEVELOPMENT IN SWEDEN AND EUROPE

We are the only University department in Sweden dedicated to the study of Rural Development in Sweden and Europe. The study of Rural Development in the global North has been a marginal field of study in relation to research on its urban areas. In mainstream imaginations and in much social science scholarship, the production of value is seen to be located in the urban centers of Europe. This is particularly so in Sweden. Yet, as it becoming increasingly apparent, rural areas are at the center of national and international flows of resources, people and policy-making. We carry out research in rural contexts that are central to creating ecological, economic, cultural and ethical values and to dealing with the major challenges that confront us today - of food security, climate change, energy needs and migration flows. Closer home, our work is crucial to putting SLU’s research on the biophysical environment in its societal contexts. We conceptualize the possibilities of biophysical interventions to make a difference, be sustainable and have value for people.

Rural Development in Europe is a subject to which we bring a multi- and interdisciplinary focus from the social sciences. We study places, institutions, structures, gender and power relations, the resource flows and the human and other living beings in rural areas of the global North in rural areas of the global North. We study long term changes in rural communities and landscapes and how rural areas are linked to global currents. Important in our work are the processes transforming rural lives and the limits of Western science and technology in the struggles and actions for sustainable futures. We examine how both conservation and resource exploitation restructure rural places and what that means for the future of both rural and urban spaces and for our possibilities to deal with the challenges confronting us today.

In doing so we give special attention to policy making and governance across geographic and administrative scales, trace the flows of capital, resources and people to and from rural areas. Thus, we address how policies at multiple scales are transforming rural areas – e.g. how EU policy making in agriculture, resource management or climate change is central to creating new contexts in rural Sweden. We study the diverse activities and the assets and capabilities in rural areas that form the basis of people’s livelihoods, people’s access to markets far and near as well as the large business interests that are increasingly becoming central to environmental governance and rural development. An understanding of people’s mobilities and migration and changing demographies of rural areas forms the basis of being able to work with environmental and development questions. A strong ethic of collaborative work and of cooperation with partners in rural areas as well as with those working with rural interventions is a cornerstone of our work towards reaching sustainability with social justice.

B.5.1. Overall objectives

- To carry out cutting edge research that theorizes and provides policy openings to deal with the future challenges in relation to environmental degradation/climate change, food security and agriculture, the abandoning of rural areas despite their being generators of wealth and the increasing conflicts over the governance of natural resources in European rural areas.
- To further develop relationships with stakeholders in Europe and especially within Sweden. This is all the more important to bring to light different narratives and solutions and collaboration on development and environmental governance.
• To further develop synergies between our research and education and collaboration with partners outside our university.
• To create more synergy with the research on the global South so that we are able to theorize on global trends and how they are shaped by the particular circumstances in different North and South contexts.
• Develop greater interaction with biophysical scientists at SLU to be able to discuss the context of the natural science solutions proposed for the problems confronting the world today and to ground in the possibilities for bringing about change.

B.5.2. Actions

B.5.2.1. Staffing
• Employment of lecturers: We propose to employ 4 lecturers in accordance with our strategic research and education needs in the coming 5 years, in part to replace 4 members of staff from the global North who will be retiring soon.
• Employment of 1 Assistant lecturer in the subject in the coming 3 years.
• Guest professorships: Apply for a guest professorship – (e.g. Kung Carl Gustav, Kerstin Hesselgren).

B.5.2.2. Funding
• Program application: Build up towards a program application. This needs to be preceded by discussions/ workshops and papers in the next 2 years from the group (and with external actors) that we can then build towards a program.

This should also be done with a North-South focus with the larger group at a later stage.

B.5.2.3. Collaboration
• Arrange workshops around common topics with others at SLU that may be the basis for longer term research.
• Also start discussion at SLU, KSLA and other forums etc. on inter-disciplinarity and social science research in agriculture and resource governance through workshops/conferences and seminars.

B.5.2.4. Resource development
• Support writing and publishing through writing workshops, inviting editors of journals etc.
• Support researchers in applying for funding through application workshops.

B.5.2.5. Visibility (to contribute to debates on Rural Development outside the University)
• More focus on our website
• More effort on popularizing our work on our website through multimedia etc.

B.5.3. Expected outcomes for this theme
• Establishment of our subject as a leader in interdisciplinary questions of rural development in Sweden and Europe and in its connections to rural development in other parts of the world.
• Improved quality and quantity of publications from the group.
• Increased grant income.
• Enhanced impact of our research in Swedish debates and collaboration with Swedish and EU actors.
• Critical inputs to local, national and international programs and projects intended to address rural development challenges.

B.6. SUBJECT AREA 2 RURAL DEVELOPMENT IN THE GLOBAL SOUTH

The subject, Rural Development in the Global South, is a multi-disciplinary group with expertise that spans between critical social science to agronomic and silvicultural knowledge of productive systems. The character of rural areas across the global south is in flux, causing major transformations in the use of natural resources and agricultural and forest-related production, catalysing development challenges for the global south and the global north alike. Our subject is at the forefront of theoretical and methodological research innovations on these rapid rate changes. Our researchers to draw from across the social sciences, agronomy, ecology and the humanities to make sense of dynamics on the ground. Linking scales of analysis reveals how processes of change in rural areas of the global south are related across space and can have significant implications for agriculture and natural resources in the global north. And conversely, how changes in the political economies of the global north are causing on-the-ground livelihood and production challenges for rural residents of the global south.

In order to remain at the forefront of our subject, we need to understand how economic policies have brought growing inequalities and triggered land acquisitions (‘land grabbing’), monetisation, the influx of new technologies, and wide-spread out migration of young people across the global south. Rural areas are increasingly targeted for global environmental ambitions such as carbon sequestration, provision of renewable energy to urban centres, and conservation of biodiversity and ecosystems. As a result, rural residents find they must adapt their livelihood strategies to rapid social, economic, political and environmental changes. For those located on the geographical and political margins of states, rural areas increasingly elude state control or come into friction with traditional tools such as sectoral-based policies. These policies can undermine local production innovations at the forest-agriculture frontier that belie current jurisdictional, territorial and policy frameworks. Similarly, natural resource management schemes encounter mobile populations with household labour shortages, and lack of opportunities for paid employment, making their participation in such schemes inconsistent.

Our subject has an excellent foundation to meet these challenges. Our research engages most parts of the global south and uses qualitative and quantitative methods to investigate the historical and lived effects of policy and markets including conflicts over environment, environmental impacts and transformations of livelihoods. Our researchers maintain close engagement with policy debates, but ensure that our scholarship is not driven solely by policy needs. Rather, we seek to intervene in policy making with robust conceptual tools and in-depth empirical studies that can challenge mainstream thinking. We have strengths in theoretical and empirical areas that range across: natural resource politics and policymaking; gender and social inequalities; climate change; food security and food systems governance; technology, markets and entrepreneurship; land and property regimes; the construction of public authority and citizenship and migration. Our work has a particular strength in local level, in-depth studies.
B.6.1. **Overall objectives**

- To enhance our theoretical abilities to break down traditional environment-society boundaries, global north-south, and rural-urban divides.
- To engage in problem-oriented research that tackles global challenges including climate change, food security and related questions of nutrition and health, loss of habitat for wild species, migration and refugees, and youth unemployment.
- To maintain our geographical coverage of the global south and to deepen our conceptual engagement with key trends such as those mentioned above.
- To ensure close links with disciplinary-based sciences to help ground our interdisciplinary approaches.
- To build strength in quantitative research, work which bridges between macro level processes and on the ground realities, and technical domains such as GIS.

B.6.2. **Actions**

**B.6.2.1. Staffing**

- Recruitment of two new lecturers and researchers to enhance our strength in linking global processes with in-depth research in rural areas.
- Support the promotion of current staff to docent. At present, we have only three docents in the Global South and several people close to being ready for promotion.
- Recruitment of at least one new lecturer with expertise in natural systems and rural development to ensure we retain our strong interdisciplinary skills.
- Establishment of career progression pathways for all staff.

**B.6.2.2. Funding**

- Funding for PHD students to engage with innovative and experimental rural development questions that are challenged by established approaches.
- Support for staff to engage in international networks of both disciplinary and interdisciplinary rural development scholars.
- Support for seminars and engagement with outside networks.

**B.6.2.3. Resource development**

- Support writing and publishing through writing workshops, mentoring, invitation of editors and international conference participation.
- Support researchers in applying for funding and gaining access to international research networks (i.e. EU Horizon 2020 grants).
- Improve research-teaching links to help bring cutting edge insights into the classroom.

**B.6.2.4. Visibility**

- Improve existing platforms and mechanisms for outside recognition (web site, engagement in Swedish, EU and global policy debates, invitations to guest researchers and engagement with international academics through seminar invitations and PhD education).
- Invite external speakers and guest lecturers to interact with our group.
- Encourage and finance international conference participation for all staff.
B.6.2.5. Expected Outcomes

• Establishment of our subject as a global leader in interdisciplinary questions of rural development.
• Improved quality and quantity of publications from the group.
• Increased grant income.
• Enhanced impact of our research on national and global debates.
• Critical inputs to local, national and international programs and projects intended to address rural development challenges.
• Improved teaching program.

B.7. DOCTORAL EDUCATION

B.7.1. Description of doctoral education at the division

Rural Development is an inherently interdisciplinary field and our doctoral education reflects the need for broad training across the social and natural sciences. Our doctoral education is targeted at exposing students to a wide range of debates, providing opportunities to do course work with interdisciplinary colleagues, and close mentoring by the supervisory team. Our students are part of the Society and Landscape research school which promotes multi-disciplinary, critical social science education on sustainable, socio-environmental transformations, management, and design. The modes of knowledge creation in the program are unique at SLU, embracing qualitative and quantitative methods in history, economics, geography, and design that together interrogate a wide range of positivist, critical and normative approaches to research questions.

The Research School delivers a comprehensive set of offerings that expose both current and incoming doctoral students to the full range of topics and methods that allow them to critically analyze and synthesize research within the areas of planning, management and governance of human and natural environments.

B.7.2. Overall objectives

• To provide doctoral education activities that transcend disciplinary and methodological boundaries.
• To enhance our long track record of international doctoral training through SIDA, ERASMUS, and similar schemes.
• To create a common doctoral culture across the social sciences at SLU.
• To strengthen cooperation with other SLU departments and research schools.
• Provide networking opportunities with other universities, both in Sweden and internationally.
• To prepare doctoral students for both academic and non-academic careers;
• To provide outstanding supervision for doctoral students.

B.7.3. Actions (on short & long term)

• Establishment of a set of core courses to ensure all students are given a solid intellectual base for interdisciplinary engagement.
• Development of workshops and seminars designed to provide exposure to international research leaders and cutting edge debates.
• Establishment of subject courses that reflect the main themes in Rural Development.
• Continued engagement with educational schemes that bring students from across the world to SLU and that allow our students opportunities to travel.
• Workshops for academic supervisors on best practice and procedures.
• Participation in ex-situ courses organized with international collaborating institutions

B.7.4. Expected outcomes

• Expansion of our doctoral education both in terms of number of students and quality of dissertations produced.
• Increased visibility globally in research networks by virtue of attracting outstanding students.
• Better consistency in the training all doctoral students receive by providing a common curriculum in the core courses.
• Enhancement of the local and SLU wide intellectual environment through international students.
• Establishment of Scandinavian and EU post graduate training networks that enrich learning and student contact with international scholars.

B.8. COOPERATION IN RURAL DEVELOPMENT

The strength of cooperation in Rural Development lies in our strong commitments to probing how development processes unfold through interdisciplinary conceptualizations and participatory methodologies. We capitalize upon close cooperation with rural development actors at all levels--local, regional, national or international— to enhance our abilities to deliver relevant education and engage in cutting edge research that can inform policy and enact change. We approach cooperation as a joint activity where two or more parties work together to generate results they could not have achieved independently. Our activities often build from long-term relations and trust, as well as new, unexpected cross boundary initiatives. Most often, our cooperation activities evolve from a joint problem or opportunity formulation. As a part of our cooperation we take on different short and long term projects such as evaluations and contracted education. We actively promote our students as coworkers in different activities organized by actors in the rural development sphere, both as parts of our courses and as short term assignments.

B.8.1. Overall objectives (on short & long term)

• Enhance the strong ethic of collaborative work and cooperation with partners in rural areas as well as with those working with rural interventions.
• Cement the division as a preferred partner for cooperation by actors on the rural development arena.
• Ensure top quality knowledgeable and communicative staff capable of working with external actors.
• Perform useful and innovative research.
• Contribute to meaningful, applied education.
• Maintain a sound economic base through entrepreneurial packaging of our cooperation abilities.
• A broad participation in cooperation projects, preferably involving at least two members of staff in each project.
• Enhance links between cooperation and research.
B.8.2. **Actions (on short & long term)**

- Enhance visibility of our cooperation activities to both internal SLU and external actors through web sites, workshops and interpersonal engagement.
- Increased efficiency in organizing student engagement in external projects.
- Joint critical reflection on cooperation praxis at Division level.
- Increase cross departmental cooperation at SOL and SLU.

B.8.3. **Expected outcomes**

- Well informed researchers, lecturers and students on current on-the-ground rural development needs.
- Well informed actors taking stock of our research and cooperation projects in policy formulation processes.
- More effective rural development processes in Sweden and abroad.

B.9. **UNDERGRADUATE AND GRADUATE EDUCATION**

The Division hosts two main educational programs characterized by pedagogical quality, feasible learning environments, strong research links and connections with society’s needs.

*The Agriculture - Rural Development Program* (300 credits) is a vocational educational program that includes studies at both first and second cycle courses. The program provides students with in-depth knowledge of the multi-disciplinary field of rural development. The program is unique in the Swedish context by situating rural development issues in Sweden and Europe within global trends and rural development the Global South. The program equips students with knowledge and understandings of key interdisciplinary perspectives and methods in rural development and sustainable development, including political, economic, cultural, social, spatial and ecological frameworks. Emphasis is placed on practical development methods in addition to the scientific research methods that are required to study, analyze, problematize and contribute to rural development. Collaborative activities are an important part of the program, providing students with real world domestic and international rural development experiences.

*The Master Program - Rural Development and Natural Resource Management* (120 credits) is a multi-disciplinary program that teaches students to analyze, define and apply concepts, theories and practical skills from a variety of subjects connected to rural development and natural resource management. The program focuses primarily on rural development in the Global South, and includes rural development in Sweden and the Global North. Drawing from a theoretical base in the social sciences, students are taught to assess and apply practical and innovative approaches to rural challenges. Emphasis is placed on both equipping students with the conceptual and practical skills to facilitate and manage diverse rural development projects, as well as robust scientific research. The result is students are equipped with the appropriate theoretical and experiential skills to work internationally within a wide range of governmental and non-governmental organizations, academia and consultancy.

The programs face challenges related to falling applicant numbers, especially in the Agriculture – Rural Development Program and decreases in funding. The new education funding allocation model at SLU will decrease first and second cycle education budgets for the social sciences putting them at risk.
B.9.1. Overall objectives (on short & long term)

- To provide high-quality education with strong social relevance.
- Increase competition for admission.
- Increase student diversity to reflect the full width/breadth of society.

B.9.2. Actions (on short & long term)

- Work to increase both internal and external sources of funding for education.
- Professional development for teachers including internal committee work and workshops on advanced pedagogy.
- Enhance the links between research and teaching to ensure cutting edge research insights are reflected in our educational programs.
- Provide opportunities for students to engage in ongoing research projects through thesis projects, co-authorship of international publications and fieldwork.
- Enhance opportunities for transdisciplinary and cooperation activities both in Sweden and abroad.
- Expand and more carefully target the marketing of programs drawing on multiple channels including SLU-support and a newly established alumni network.
- Analyze why students applications are decreasing to better target remedial measures.
- Analyze why student diversity is limited.

B.9.3. Expected outcomes

- High-quality education with high social relevance.
- Top quality pedagogical competence.
- Increased competition for student places.
- Increased diversity of the student body.
C. Landscape Architecture

C.1. INTRODUCTION

Landscape architecture is a discipline that focuses on relationships between people and their biophysical environment. Landscape architecture involves planning, designing and managing the landscapes to create, maintain, protect, preserve and develop sites and areas to make them effective, aesthetically pleasing, as well as ecologically and socially sustainable.

Landscape architecture is thus art and science of combining function, aesthetics and sustainability in the planning, design and management of landscapes. The subject covers a broad field, from regional and city spatial planning to the design of urban spaces and the individual elements which constitute them. This is addressed with an awareness of the mutual dependencies and interactions between these different scales. The LA Division embraces the ECLAS and IFLA vision of landscape architecture (core competence in landscape design, planning and management).

The research conducted at the division aims to advance theory and methods of planning, design and landscape management. Our researchers work on the theoretical foundation of landscape architecture, but also its applications and methods. Research and professional activities in the LA Division are implemented in many different forms, from large national and international research projects to partnership projects in close collaboration with stakeholders and administrations, commercial organizations and private businesses. Our activities have strong interdisciplinary and international characteristics and contribute to knowledge about different types of landscapes, their shaping at various scales and their role in society. We are collaborating with universities in, amongst other places, Europe, the Baltic Sea region, North America, Africa and Asia.

The Division is responsible for education programmes at the Bachelor and Postgraduate levels in Landscape Architecture. We have approximately three hundred students and employ some 45 staff members.

At present, the Faculty is supporting the subject of Landscape Architecture by funding the subject areas of Design Theory, Landscape Design and Spatial Planning as well as the smaller subject area with focus on Landscape Management. Faculty funding is also provided for research and outreach activities on environmental assessment, as a component of spatial planning.

C.2. RESEARCH IN LANDSCAPE ARCHITECTURE

The aim of research in the LA division is to make innovative, timely and critical contributions to the discipline and linked fields of research and practice. The research conducted in the four subject areas addresses the fundamental tasks of the landscape architecture profession, as defined by ECLAS: planning, design and management.

The Division has successfully recruited a new cohort of research leaders and future leaders over the last two years. This puts the Division in a strong position to exert a profound international influence in the future on the research agenda within this discipline.
There is an ongoing trend in society for promoting triple helix co-operations, which requires skills to work in inter- and transdisciplinary ways. Requirements for partnership between universities, public agencies, business and NGOs are now a standard component of most research funding. Landscape architecture has great potential for conducting inter- and transdisciplinary research, and for developing partnerships with different stakeholders, particularly because the discipline is closely linked to practice.

The LA Division is seeking to expand its research income by exploring new opportunities for funding. For example, its staff will increasingly pursue funding available from the full range of national funding bodies and place greater emphasis on targeting international funds (e.g. from the European Commission).

Our discipline suffers from the fact that forms of publishing supported and rewarded by the university (and the state) are not always appropriate for the discipline. Articles in peer-reviewed scientific journals are important, but there is a need to emphasize the validity of a broader range of research outputs, including books, art, and methods. The LA Division will also continue to prioritize publications for practitioners alongside more traditional peer reviewed venues.

C.2.1. Overall objectives

- Create a world class research environment that is dynamic and interdisciplinary.
- Conduct fundamental and applied research that is at the forefront of advances in landscape architecture.
- Foster an open and critical academic culture for graduate students and researchers.
- Emphasise research training, through a focus on PhD recruitment and excellence in doctoral education.
- Exert a profound influence on policy and professional practices in Landscape architecture and linked disciplines.

C.2.2. Actions

- Implement a new model of strategic oversight and management of the research environment, in accordance with SLU’s strategic values and basic principles, to ensure the overall objectives are realised.
- Strengthen the research environment and promote collegiality and collaboration across subjects and groups by pursuing: (a) a variety of support activities (e.g. seminars, writing groups, application masterclasses); (b) a prudent division of activities between the Division and its subject groups.
- Strengthen the internal and external visibility of the Division’s research by:
  - Creating a stronger online profile.
  - Encouraging participation in international networks through research projects, seminars, workshops, conferences.
  - Publishing societal impact cases and highlighting our considerable outreach activities.
  - Pursue staff recruitment and development strategies in line with SLU policies:
  - Facilitating the recruitment of new PhD candidates, through, amongst other things, enhanced support to researchers in attracting external funding.
  - Attract highly competent staff from Sweden and abroad.
  - Actively engage with shaping SLU’s strategy work on improving career progression and job security.
  - Review the interfaces between research and teaching within the division and beyond.
  - Actively engage with ‘SLU Landscape’ and the Urban Futures’ platform.
C.2.3. Expected outcomes

- Improved staff satisfaction with the research environment.
- Enhanced internal (within SLU), national and international research profile.
- Stable research income.
- Increased productivity across the full range of relevant research outputs within the discipline of landscape architecture.
- Recruitment and mentorship of new PhD candidates.
- Enhanced societal impact in landscape architecture and linked disciplines.

C.3. DESIGN THEORY

C.3.1. Description of the subject area

The Design Theory Group (DTG) is an international research collaborative and one of four subject areas in the Division of Landscape Architecture, Department of Urban and Rural Development, SLU Uppsala. The group currently consists of fifteen researchers, teachers, and PhD students from six countries.

The principal aim of DTG is to investigate design as a way of creating knowledge. In keeping with its situation, the group is concerned first and foremost with the methods, tools, and pedagogy of landscape architecture, one of several ‘environmental design’ professions. However DTG is also a forum—unique at SLU—for exploring the modes and practices of ‘design thinking’ across disciplines, cultures, and scales. Members advance knowledge in both areas through a variety of research, teaching, and outreach (‘samverkan’) projects, and use this knowledge to interrogate and improve the educational and institutional settings where they are embedded.

Group activities revolve around a series of broad and related questions:

- What habits, methods, and practices characterize design, both in general and within the discipline of landscape architecture in particular?
- What is the nature of design when considered as a form of scientific inquiry? What can design thinking offer to the theories and practices of ‘research,’ and what are its limitations?
- What is the role of design thinking in the modern university? How has this role changed over time, and how does it vary across institutions and cultures?
- How is design taught, particularly within the field of landscape architecture? How have practices of design teaching emerged and changed over time? How are these practices evolving, and how should they evolve, in the future?
- How are new technologies changing the design process? What are the implications of these changes for design teaching and learning, particularly in landscape architecture?
- What settings, both physical and social, foster design learning and teaching? What principles and practices should guide the planning and management of these settings?
- What are the tensions between design as universal impulse and design as professional competence? How are these tensions manifested in design teaching and practice? What is the relationship between design and democracy, particularly with respect to landscape, in an era of networked knowledge?
• How are design curricula being adapted in response to economic restructuring, mass urbanization, and ecological crisis? How should they be adapted? How do these curricula, particularly in landscape architecture, best serve contemporary social needs?

These questions have both positive and normative dimensions, and group members explore them using a variety of methods, both qualitative and quantitative. In particular, pedagogy is an integral part of the group’s research activity; rigid distinctions between ‘teaching’ and ‘research,’ ‘theory’ and ‘practice’ are avoided. Members strive instead to foster a culture of collective knowledge creation where diverse methods and approaches can flourish and enrich one another. Innovations flow to the public via many channels including (but not limited to) peer-reviewed scholarly journals; trade and professional periodicals; on-line venues; and outreach (‘samverkan’).

A key group resource is the new Design Theory Lab, a collaborative space for seminars, lectures, and activities located in Ulls Hus, SLU Uppsala (see below).

C.3.2. Actions and initiatives

A number of shorter-term (< 1 yr) and longer-term (< 5 yr) actions have been identified to further the aims and objectives above. Among these the following are prioritized (responsible parties and actioned items are noted in parentheses):

C.3.3. Shorter-term actions

• Recruit one or, if possible, two doctoral students within the subject area (subject area head, actioned)
• Initiate regular Wednesday lunch meetings where group members can discuss common issues, present ongoing projects, and network with guests from Sweden and abroad (subject area head, actioned)
• Initiate a DTG reading circle, provisionally to meet once per month, based on design-related titles suggested by group members (subject area head, actioned)
• Sponsor at least one landscape architecture seminar series speaker per semester (subject area head, actioned)
• Conduct scoping workshops on design theory and design research at both SOL and SLU level (subject area head, actioned)
• Conduct a private meeting between subject area head and each group member to develop a long-term mentoring plan in light of DTG aims and objectives, and to discuss individual needs (subject area head and individual members)
• Develop a strategy for the Design Theory Lab as a space for group meetings, activities, and seminars, as well as a setting for collaboration with other divisions within SOL and SLU Uppsala (subject area head and individual members)
• Begin to assemble an informal lending library for group members and projects (subject area head and individual members)
• Hold an end-of-year away meeting to revise or expand the present document, and to plan activities for coming year (subject area head and individual members, actioned)

C.3.4. Longer-term actions

• Mentor, monitor, and publicize the research, teaching, and extension projects of each DTG member on an ongoing basis, irrespective of rank or title (subject area head)
• Support production of master theses related to design theory through mentorship and outreach to professional program students (subject area head and individual members)
• Establish collaborations with other design-related institutions in Sweden and abroad, to support both general group activities and individual member projects (subject area head and individual members)
• Secure external funding for group activities and member projects, and establish a DTG ‘surgery’ for the writing of design-related grant proposals
• Establish an ‘exploratorium’ where LA division staff can propose, develop, test, and share innovations in landscape design teaching (subject area head and individual members)
• Organize events and workshops related to design theory during ECLAS 2020 (subject area head and individual members)

C.3.5. Expected outcomes

These initiatives are expected to contribute to the following outcomes within the term of the current plan:

• Increased prominence of DTG as a locus of research and innovation in the area of design theory generally, and landscape design theory specifically
• At least one completed doctoral thesis in the subject area ‘Design Theory’
• At least two professional master’s theses on topics related to design theory
• Stronger linkages between research and teaching agendas in the LA Division
• A Design Theory Library for use by group members
• Innovation in the professional landscape architecture curriculum at all levels
• A congenial yet rigorous culture of ideas within DTG
• A more open and diverse academic culture at the LA Division and Department of Urban and Rural Development

C.4. LANDSCAPE DESIGN

C.4.1. Description of the subject area

Within the LA Division this group is the biggest in the terms of staff number and the diversity of research and teaching activities. The group covers the landscape design theme widely, with sub-fields which are more theoretical (history of landscape architecture, landscape analysis) and more applied such as urban design, i.e. design of macro, intermediate and micro scales from local environment to regional urban and rural environment, plant selection, urban soils and plant system, urban biodiversity and ecosystem services and conservation of the garden heritage. The scope of the research of this group comprises all types of landscapes, from urban, peri-urban to rural.

The group works predominantly with landscape architecture design, history and plant material and related practical applications (working with professional firms, governmental agencies and local communities). The group’s design competence of the academic discipline contributes to the Landscape Architecture profession. This group has a very dynamic character due to a big emphasis to teaching and professional practice activity. A large part of the research in this group is based on theories and methods from social as well as the biological sciences.
The Landscape Design group is involved in the research funded by national and practical projects in local and national municipalities (e.g. Uppsala, Gothenburg, and Stockholm) and national public bodies (Swedish Transport Administration, Trafikverket). The group has well-developed networks at professional international, national and regional levels and various international assignments within the IFLA, EFLA and ECLAS (Executive committee members, organizing conferences and workshops).

C.4.2. Overall aims and objectives
A key aim of the landscape design group is to develop new concepts in landscape design for creating, managing and maintaining an attractive and livable environment. There are needs to reinforce the design competence of this group by more active involvement of professional landscape architects in teaching and research projects. Within this main aim there are following objectives, which have been identified:

- To reinforce the national and international reputation within the landscape design profession.
- To find a mechanism for teachers to be involved in research projects and apply research results in teaching.

C.4.2.1. Internationalization
- Reinforce the existing international connections with European countries, USA and Global South (Tanzania) via continuing collaboration exchange programs in teaching and research. Develop the new connections, which can strength teaching efforts of introducing and running of a new Landscape Architecture Master’s program.

C.4.3. Actions
- To reinforce the national and international reputation within the landscape design profession:
  - Reinforce Erasmus activity (teachers and students exchange)
  - More active participation in the ECLAS, IFLA and EFLA conferences and other types of activity (Executive committee membership, editorial activity).
- To find a mechanism for teachers to be involved in research projects and apply research results in teaching:
  - Apply for SLU projects (Climate fund), Movium projects and national professional organizations that can use the expertise of the group’s teachers.
  - For teachers: to allocate some percentage of employment time for research and for the research skills development.
  - Increase contributions to doctoral education through doctoral courses, especially within the field of history and theory of landscape architecture, garden conservation and urban ecology.
  - Attract industrial doctoral students.
  - Reinforce the culture of the lunch seminar lectures.
  - Involve researchers from other Divisional groups in a new master’s education.

C.4.3.1. Internationalization
- Reinforce participation in international conferences and networks through delivering of the results (and teaching methods) at the national and international conferences, seminars and workshops.
- Overseas educational trips.
C.4.4. Expected outcomes

- Development of stronger connections between teachers and researchers in other LA Groups.
- Enhancing education and research profile within the SLU and internationally.
- Improving confidence and satisfaction of teaching, research and general academic environment within the group’s members.

C.5. SPATIAL PLANNING AREA (SPA)

C.5.1. Description of the subject area

Spatial Planning Area (SPA) is a vibrant and expanding research group in the Department of Urban and Rural Development. Its members address spatial planning from a landscape perspective, working with basic, critical and applied research about planning, governance, place and space, and connecting with contemporary policy and societal needs. The SPA group is highly distinctive, nationally and internationally, due to its combined focus on governance and landscape planning. The group works predominantly with theories and methods from the social sciences. The geographical interests of the group cover all types of landscapes (i.e. urban, peri-urban and rural, and the interfaces between different landscape settings), in both the global North and South.

C.5.2. Overall objectives

The overarching objective of the SPA group is to strengthen its national and international reputation as a centre of excellence in landscape planning and governance. It also aims for strong links between research, education and applied planning. SPA places empowerment of its members and the maintenance of a strong, stable and engaging scholarly environment at the forefront of its ambitions. Within this context, the following objectives have been selected for prioritisation in this action plan:

- Strengthen the profile and reputation of the group: The SPA group aims for a strong and internationally recognized research profile, in order to become an even more attractive partner in large international projects and for visiting researchers.
- The constellation of the group: To maintain an appropriate balance of age, experience and gender amongst the SPA membership, including a focus on recruitment of PhD candidates and the facilitation of career progression for all staff. Academic output: Maintenance of an academic environment which inspires and facilitates high quality publications (peer-reviewed and popular scientific), academic discussions, and inter/national networking.
- Synergy-effects between research and education: Deliver a solid research-based educational input into the taught programs in LA, and improve the dialogue and mutual learning between researchers and students.
- Research targeting the LA discipline: Apply, test and develop discipline specific research methodologies and theories.
- Internationalization: Contribute to the internationalisation of Swedish research and education through global research and collaboration efforts, particularly with the Global South.
C.5.3. **Actions**

- Strengthen the profile and reputation of the group.
- Encourage further collaboration within the group in terms of joint articles, research applications, and other activities.
- Strategically use funding to strengthen the identity of the group, to foster collaboration, and to promote synergy effects which will strengthen the SPA-group in the long run.
- Develop an action plan for writing research applications comprising a collaborative process in the group.
- Explore the possibilities for closer dialogue on environmental planning with the other units at the Department.
- Explore how to collaborate with the Future Cities platform.
- Launch a SPA-day to improve visibility and the identity of the group.
- Develop a SPA web-page to disseminate information on our activities.
- Consider a more appropriate name and/or acronym for the group.

C.5.3.1. **The constellation of the group**

- Develop a plan for future recruitment of staff-members, to secure a good balance in the group and strengthen its thematic focus.

C.5.3.2. **Academic output**

- Each year the SPA group members will get support from the group to develop a tailored strategy for publications, outreach, networking and research applications.
- Develop the concept of “critical friends” for reviewing each other’s work (publications, applications, etc.).
- Focus on thematic meetings/workshops within the SPA-group, aimed at specific ideas on collaboration (e.g. joint articles, research applications, seminars or courses), as a complement to more general activities at the Division level.

C.5.3.3. **Synergy-effects between research and education**

- Be active in education activities at all levels (undergraduate, graduate and doctoral) through the development of new courses, participation in, and improvement of, existing courses, and in seminars and workshops that can advance knowledge in landscape planning and governance.
- Encourage collaboration on research and education with the other subject areas, the other divisions and units at the Department of Urban and Rural Development, with SLU Landscape, and with other departments at SLU.
- Contribute to the development of the LA program in order to strengthen the skills of LA students in: Spatial planning, especially landscape planning, from the local to international level. This includes a historical perspective, instrumental knowledge of laws and bylaws, but also critical thinking and an introduction to governance and planning theory.
- Applying theory in their work from the different schools of thoughts.
- Introduce risk and resilience dimension to the LA discipline to address global sustainability challenges (e.g. climate change).
- Make sure that each member of the SPA group are involved in teaching at least 20 – 30% of their time, pro rata.
C.5.3.4. **Research targeting the LA discipline**

- Arrange and/or contribute to capacity building seminars and workshops regarding research methods, scientific writing and theory.

C.5.3.5. **Internationalisation**

- Encourage active participation in international networks through research projects, seminars, workshops, conferences, and other relevant activities.

C.5.4. **Expected outcomes**

- An enhanced academic profile, internally within SLU and internationally.
- Recruitment of new staff (including doctoral candidates) and career advancement for existing staff.
- Stronger synergy effects between research and teaching on all levels (research education to bachelor’s level)
- A high level of impact on policy and planning practices.
- An improved level of satisfaction with the academic environment amongst SPA members.

C.6. **LANDSCAPE MANAGEMENT**

C.6.1. **Description of the subject area**

Landscape Management is the smallest and youngest subject area at the LA Division. Landscape Management is the knowledge and understanding of how planning, design and building influence the needs for future maintenance and use of outdoor environments. The division is engaged in how to develop and communicate such knowledge amongst students, practising landscape architects, planners and managers.

Practicing landscape management means how to guide decision-making in collaboration with relevant stakeholders and to deliver overall principles as well as practical proposals focusing how to the conservation and progress of landscape resources in a continuous process.

The subject area includes studies of in what way intended maintenance methods can develop new values of existing urban plantations, strengthen or create new eco-system services qualities and how to prevent maintenance debts in the future.

The subject area includes theoretical and practical knowledge of how to identify, formulate, maintain, develop, monitor, mediate and research heritage values in urban and rural landscapes from all times.

C.6.2. **Overall objectives (on short & long term)**

The overall aim is to describe the impact and importance of the outdoor environment management sector in the maintenance and development of urban landscapes used by people in all ages and social contexts. The ambition is to describe under what circumstances landscape management can contribute to biodiversity, climate resilience and other kinds of eco system services. But also in what way landscape management can ensure suitable circumstances for recreation, urban outdoor life, play and learning.
The subject group aims for a strategic approach to landscape management as an essential background in landscape design.

The work is based on experiences from existing traditions, common tools and organisation models in the urban outdoor management in our days. From this kind of experiences the subject group aims to develop new concepts for outdoor urban management. Research and experiential knowledge is of that reason partly constructed from dialogue and collaboration with stakeholders outside the university.

The overall aim is also to communicate subject knowledge of how to integrate a pro-active approach to maintenance issues into the design process with students at the Landscape architect training program as well as strengthen the competence in the profession field outside the university.

The main short term objective is to create an action plan including a financial base to realize future projects. The ambition is to include both public and academic stakeholders within and outside SLU Landscape in this work. As the subject is newly started the first years will be concentrated to define the framework for further research, education and external collaboration.

**C.6.3. Actions (on short & long term)**

Initially the work will be concentrated on:

- Develop an action plan for future research projects based on a national and international outlook.
- Prepare and produce education material for internal and external use focused on city tree heritage.
- Strengthen the landscape management perspective in the teaching at the landscape architect education year 1-5 at SLU Landscape.
- Develop a planning tool and a model for inter-departmental administration and management of child-friendly cityscapes

**C.6.4. Expected outcomes**

- A distinctive academic profile within SLU Landscape.
- Documented synergy effects between research and the teaching at the division of landscape architecture on all levels.
- Established collaboration and capacity building in the practising landscape management sector outside the university

**C.7. DOCTORAL EDUCATION**

**C.7.1. Description of doctoral education at the division**

The LA Division provides doctoral education in landscape architecture. The education is given within the frame of two different research schools; Society and Landscape (SL) located within the Department of Urban and Rural Development, and Social Science Perspectives on Sustainable Development (SSPSD) which is a collaboration between the Department of Economics and the Department of Urban and Rural Development.
Society and Landscape will operate between 2017-2020. The research school is based on two profiles: social science and design science. This research school is directed especially to doctoral students engaged in environmental design, policy, land management, natural resource management, planning and related issues. It offers interdisciplinary, critical social science education on sustainable, socio-environmental transformations, management and design.

Social Science Perspectives on Sustainable Development will also operate between 2017-2020. This research school primarily targets social science students working with topics related to the sustainable use and management of biological natural resources and sustainable development.

The research schools organize courses, seminars, workshops and student driven activities in their respective subject areas. All activities are open for doctoral students at SLU, and students at other universities.

C.7.2. Overall objectives

• Create an international reputation for excellence in doctoral education
• Attract and mentor high quality doctoral students
• Increase the intake of doctoral students from external funding
• Continually enhance the capacities of supervisors in the LA Division
• Deliver high quality postgraduate education in landscape architecture
• Further internationalize doctoral education at the department

C.7.3. Actions

• Facilitate the recruitment of new doctoral candidates, through, amongst other things, enhanced support to researchers in attracting external funding.
• Engage in calls for partnerships in capacity building programs.
• Enhance the external visibility of research conducted at the LA Division.
• Provide enhanced opportunities for the mentoring and training of supervisors.
• Collaborate in doctoral education and supervision with relevant partners, both within SLU and externally.
• Support staff members experiences from, and knowledge about, planning and development in national and international contexts.

C.7.4. Expected outcomes

• An international reputation for high quality doctoral education and doctoral candidates.
• Increased external funding for doctoral student positions.
• Increased satisfaction amongst doctoral candidates with the research environment.
• Doctoral students with strong national and international networks for future academic careers.

C.8. UNDERGRADUATE AND GRADUATE EDUCATION

C.8.1. Description of undergraduate and taught graduate education at the division

The LA Division carries the main responsibility for the courses at the Landscape Architecture Programme Uppsala, five years leading to a professional degree, but also enables the student to get a bachelor’s and master’s degree. The intake is 60 students per year. From 2017 the program
has new prerequisites equivalent to the Social Science Programme at High School (gymnasiets samhällsvetarprogram). The interest for the program and profession is good, but we have seen decreasing numbers of first choice applicants over recent years. However from 2017 the numbers increased to 2,6 applicants per seat, which is gratifying and probably in parts due to the change of prerequisites. As far as we know, looking at course evaluations and on a general level, students are pleased with the program. But in the last years we don’t have any data of what students think about the program as a whole. From what we know most students gets jobs after examination.

The program is at the moment changing the structure and amount of courses on the first compulsory three years. The amount of courses will change from 23 to 15, but the main content from current courses will remain. The structure with longer 15 hp courses will give an easier overview for students and teachers. Some course administration will disappear but it will also add administration within the courses when more teachers will be involved in them. Hopefully, when the new courses have settled, it will lead to more time for teachers to develop knowledge and skills, adding to the benefit of the program.

From year 2018 we will start a new international two year’s master’s program, Landscape Architecture for Sustainable Urbanisation. It has been a desire of will for the LA Division for some years to develop this course. It is a response to the increasing interest of the subject in society and a possibility to strengthen the internationalization of the landscape architecture environment in Uppsala. It is also in line with one of the themes, “urban and rural landscapes”, that the faculty wants to emphasize the coming years. The program will collaborate with the professional program in courses on master level for students in both programs. This also means that we need to start new taught postgraduate courses. The intake for the master’s program will start at 15 students. It is a careful start, but our aim is to increase the intake size, given the right conditions.

There has also been a long discussed idea to start a Landscape Engineer Programme in Ultuna. This idea is based on the fact that SLU’s program in Alnarp is doing well, but practically it serves only that region. We see few landscape engineers in Uppsala-Stockholm-region or further north. It would fill a gap. It would also enable positive synergies with the Landscape Architecture Program, and different departments at Ultuna. SLU has recently asked for an investigation to consider launching such a new course and how soon it could take place.

We collaborate with other departments (e.g., Ecology, Soil and Environment, and Energy and Technology) at Ultuna who are responsible for some of our courses in the program. There is some collaboration within the Department of Urban and Rural Development (SOL), but this is quite limited. We would like to develop more collaboration in courses.

Most teachers are lecturers and senior lecturers and we have both scientific and artistic lectureships. Some of the staff members are practicing landscape architects and part-time employees at SLU, which is an essential characteristic of the landscape architect education.

Lecturers have a heavy work-load, but if the quality of teaching is to be maintained, they must be offered the opportunity for development, through artistic or scientific research, development projects, international exchanges, research education, and other relevant forms of professional development.

Also lecturers have felt compelled to put a lot of time and effort into teaching. This has meant that they have not been able to develop their own competence. In the long term this is untenable for knowledge production and it also erodes the quality of teaching. In addition, a number of experienced lecturers will retire in the coming years.
Of the three professors we have, two have recently started and one is now leaving. They, together with our academic staff, are important for knowledge creating and high academic level in our programs. They are contributing to the program with lectures, tutoring and examination etc., but we would like to increase their share in courses. There are important challenges that need to be addressed during this strategy period to facilitate a better balance between teaching and research activities across the division: e.g. matching different fields of competence with ongoing courses, balancing administration and other work, etc.

Since we have a professional program it is equally important to investigate the possibilities of having an artistic professorship (a professor of practice).

According to SLU the subject Landscape Architecture are divided into planning, design and management. Of these three are planning and management are well represented in the program but management not so much, especially in the first three compulsory years which is something that needs to be changed.

Work life enquiries and health control at the department show that many staff involved in teaching experience high level of stress. Addressing the causes of stress remains a key priority for the LA Division.

C.8.2. Overall objectives Undergraduate and Graduate Education

- Deliver high quality education in landscape architecture.
- Deliver an education with relevant competence for professional life, and further research education.
- Establish strong interfaces between research and teaching activities.
- Develop and launch our international Landscape Architecture for Sustainable Urbanization – Master’s Program
- Establish a Landscape Engineer Programme in Uppsala
- To secure and develop collaboration with relevant actors in the region in order to support the professional practice in education

C.8.3. Actions

- To ensure that all academic staff have time for career and skills development through research or other further education
- To perform a focused effort to enhance the skills of our staff, for example through pedagogical courses and teacher exchange programmes, such as ERASMUS.
- To develop collaboration at course level with other departments at SLU and within SOL
- Continue to develop a long-term cooperation with Uppsala Municipality
- Continue to carry out a teaching field trip for academic staff once per semester
- To increase the number of researchers taking part in courses
- To promote an artistic professorship and preferably employ one
- To maintain the number of "guest teachers" on part-time employment with current professional experience from landscape architecture practice and who work at least half-time outside SLU
- To explore ways of handle stress in the organization, both structurally and individually.
- To add content of management in the first three years of the LA-programme.
- To add new master level courses relevant for both students in the professional and master’s program.
C.8.4. Expected outcomes

- High quality teaching based both on proven experience and research
- Expanded collaboration with stakeholders in the field of landscape architecture in the Mälardalen region and the northern part of Sweden
- Expanded collaboration with other departments at Campus Ultuna and within the LTV Faculty.
- To have an even more inspiring educational environment
- Establish a Landscape Architecture for Sustainable Urbanization – Master’s Program.
- A new Landscape Engineer Program in Uppsala by 2020

C.9. COLLABORATION

C.9.1. Synergies and collaboration with other subject areas and external partners

At the Division of Landscape Architecture and the Department of Urban and Rural Development we see collaboration with actors in society as a tool for our coworkers to contribute to a sustainable development, and as a method to conduct and continuously develop our research and education.

Collaboration is carried out in many different ways within our activities, sometimes in more permanent constellations, sometimes more temporarily. At SOL there are various cross-cutting themes that link staff from the different units at the department. We have an extensive network outside the university ranging from authorities and municipalities to NGOs and individual stakeholders within the fields of the department. External actors also have an important role in our educational programmes. Based on the department’s experience and cutting-edge expertise in issues as well as processes and the networks of our coworkers within SLU and in other research environments in Sweden and internationally, our aim is to be an important part in collaboration.

There is a special post as external collaboration specialist (samverkanslektor) in landscape planning. This post is held by Bengt Persson at the Department of Landscape Architecture, Planning and Management at Alnarp and he has a special focus on developing the extension processes in the field of landscape planning at the whole university.

To strengthen and secure the collaboration with relevant actors in the Mälardalen region and the northern part of Sweden, we would work for an additional external collaboration Specialist based at our division.
D. Environmental Communication

D.1. THE DIVISION IN THE WORLD

The Division of EC has since the start been concerned with deliberative, dialogic and discursive approaches to the empirical study of contested environmental questions. The Division conducts primarily qualitative research concerned with themes and theories around participation, collaboration, conflict and resistance in environmental decision making, implementation and change processes from a communicative perspective. Currently, the research spans a wide range of contexts such as the organisation of nature conservation, food production, forestry, game management, urban planning and mining. We have carved out a distinct reputation in the field of Environmental Communication studies because of our focus on longitudinal, case-based empirical methods. Additionally, we have had a historically strong focus on and connection to practice compared to other environmental social sciences, and we have developed a solid competence in interactive research methods. By working close to practice and policy, we are known for our explicit attention to research on and for sustainable development and social change.

D.2. RESEARCH ENVIRONMENTAL COMMUNICATION

In the period 2017-2020, the division will build on the above core of deliberative, dialogic and discursive approaches to the empirical study of contested environmental questions, and its historical strengths by emphasising the broad theme of connectedness across three objectives: connectedness within the Division across themes and contexts; connectedness to emerging themes in Environmental Communication research internationally; and connectedness to stakeholders. First, we will work to further consolidate the core of the Division to ensure that the work of all our researchers connects to our common core and that we can play to our strengths and promote our particular approach to EC nationally and globally. Second, we will connect our core strengths to emerging areas of research so that we can not only deal with important environmental problems of our time, but also develop and increase our collective and individual research capacities around a focused set of new issues. Third, we will further strengthen our collaboration with external stakeholders so that our work is more visible, has an impact on practice and policy, and ensures our continuing relevance and competitiveness as an environmental communication research division.

D.2.1. Planned Activities

We have planned seven sets of initiatives around our three objectives as follows.

D.2.2. Objective one

We will develop three initiatives to build the core and develop connections across the researchers in the Division. First, we will generate new research groups, comprising of new constellations of researchers who have not worked together before, in order to produce new theoretical and methodological insights across our themes and contexts. We will start a ‘research incubation’ series with the aim of producing at least two external grant proposals from one or more of these new research groups. Second, we will start a collaborative project of writing papers that describe
the innovative methods that we have used to conduct research across a series of projects over the last ten years. This will have the additional outcome of making our reputation in case-based and interactive empirical methods even stronger in the field of Environmental Communication studies. Third, we will continue to produce peer-reviewed research articles in high-quality journals in our field that are devoted to our core themes and contexts, so that we maintain our reputation in these areas over the next several years. We anticipate producing at least fifteen such articles.

D.2.3. Objective two

We will engage in two major initiatives to meet our second objective of connecting our research to emerging areas of inquiry. First we will connect to emerging areas in the field of Environmental Communication to ensure that we have continued global visibility and impact in our field, and develop our researcher capacities. These emerging areas of inquiry are strategically selected based on compatibility with our core interests, their relative salience and durability as topics of research and the opportunities for external networking that these areas bring. They include the role of environmental communication in a digital age, communication around climate change issues, communication issues around Global North and Global South issues, including the increasing concerns of marginalised groups, and expanding urban environments. In the next three years we will identify two such areas and contexts in greater detail that will connect multiple researchers in the Division and allow us to extend our core strengths. We aim to develop at least two research proposals in these areas, and invite at least two international visitors in these areas to our division.

A second major initiative to better connect our core strengths to emerging areas is to connect our work to the four signature platforms of SLU research on Food, Forests, Cities and Animals and Health, to make Environmental Communication research more visible and relevant in SLU. We will do so by ensuring that at least three of the research articles produced in the next three years are related to these signature platforms. We will invite champions on each of these platforms to speak with the Division in the next year and aim for representatives from our Division to feature on these platforms.

D.2.4. Objective three

We will engage in two initiatives to meet our objective of further strengthening our connection with external stakeholders. First, we will focus on strong presence in the global research community in Environmental Communication, of which we have been an active part for many years. In addition to offering a forum to engage with research, this research community more specifically has the ambition and experience of working closely with practitioners in international (global and local) environments.

Second, we will engage in outreach with environmental governance and community organizations in Sweden and abroad. Over the past ten years, the Division’s expertise has been frequently requested by environmental governance organizations such as SEPA and County Administrative Boards, and we have met their communication training needs by delivering workshops and evaluations on skill development. In the next three years we will continue this outreach by planning and developing at least two more communication training workshops with practitioners across sectors, on both basic and advanced level. Doing this not only underscores the importance of knowledge about communication in practice, but it also increases opportunities for us to further conduct and develop our own interactive research with these key policy actors.
D.3. EDUCATION AT THE DIVISION OF ENVIRONMENTAL COMMUNICATION

The Environmental Communication education offers crucial theoretical and practical skills to understand, manage and coordinate communication in change processes for sustainable development and environmental governance. Communication plays a key role in for example the planning and organization of sustainable production and consumption; democratic decision making and implementation; environmental impact monitoring and assessment and environmental conflict. Indeed, how communication is managed and coordinated is essential for the development of these processes and their outcome. Therefore Environmental Communication is indispensable for professions such as planners, environmental strategists, process facilitators and communication officers, and for people working at environmental NGO’s and for international organisations and companies engaging in sustainability issues. Environmental communication competences are in demand as complement to other professional competences, but also as a competence on its own. To meet this demand, the Division is responsible for independent courses in the MSc program “Sustainable development”, in the “Agronomy program” and in the BSc program Biology and environmental science. The main part of our education constitutes of the two-year MSc program in Environmental Communication and Management (ECM).

The ECM program forms a fruitful combination of social science reflection and theorizing with experiential learning about processes and social change, thus aiming to help develop students to become ‘reflective practitioners’. With a firm basis in social scientific theories and methods, the ECM program provides opportunities for course participants to develop competence to analyse and understand environmental communication as it unfolds, its function, and role in management of environmental issues in society, and to use this understanding in both research and practice for sustainable development and social change. The pedagogy for both theoretical and practical learning goals is experience based and focuses on the ability of theorizing (i.e. applying theories to reality) rather than theories per se. The pedagogical tools include social laboratories, case study research, research labs, role plays, excursions and self-reflection exercises. Through these tools a pending between attention to theory, experience and reflection is achieved. The Division often looks for cooperation with actors outside of academia for case-studies and student practice. This way external collaboration becomes part of both our research but also education. After completion of the ECM program the student is able to independently and in collaboration with others work with environmental communication in organisations, companies and public authorities, and to conduct basic research tasks within the field of environmental communication.

D.3.1. Development of education

The Division of Environmental Communication continuously and systematically works with maintaining and developing high educational quality and relevance. To this end the Division works through three focal points, namely developing learning goals, topic-didactics and fine-tuning progression of the competence of the students during their education. Of special importance is the parallel progression between understanding of environmental communicative phenomena, practical environmental communication skills, and competence to study environmental communication with social science theories and methods.

The link between education and research is purposively strong in the Division, as such a link leads to fresh material and the latest theoretical insights in the classroom, but also improves (the communicability of the) research by forcing the researcher to translate his/her research to the
classroom. All staff members who teach, supervise and examine MSc theses also conduct own research in environmental communication. We also ensure this link between research and education through a comprehensive coordination procedure of thesis supervision, in which students are connected to relevant researchers. Already at year one, we initiate the discussion between researchers and students about research topics and research proposals. This coordination procedure is continuously updated and developed further through joint half time seminars and supervisor meetings.

D.3.2. Future challenges

We see two main challenges to our education in the coming three years. One related to our staff composition (see competence development plan) and one with regards to the ongoing restructuring of the resource distribution system at SLU.

1. In order to reach the learning goals which are expressed in program and course plans, topic didactic is demanded which is characterized by experience and reflection, in which students experience of as well their own communication and communication in society is object for reflection and theoretical scrutinizing. This demands a high student-teacher contact ratio. The education resource distribution system at SLU is currently under restructuring in a direction which might result in it not being possible to maintain this didactic and making it difficult to reach the learning goals expressed in course- and program syllabus.

2. In total the staff at division of Environmental Communication teaches 17 months of full time work with courses in the ECM program, and in addition 4 months fulltime with supervising and examining approximately 25 MSc theses yearly. Taken independent and ECM courses together, the staff at the Division of Environmental Communication teaches 32 months fulltime per academic year. The Division has only one formal teaching position (senior lecturer/lector).

D.4. RESEARCH EDUCATION ENVIRONMENTAL COMMUNICATION

The division has a curriculum for a 7,5 credit PhD course in Environmental Communication (PNS0124). Beside this course we have also been responsible for PhD courses outside the Division, such as Interdisciplinary Research in Practice (Future Agriculture), a PhD course in Case Study Methodology, Nova-network courses and ARALIG courses. Our subject is also covered by the research school Society and Landscape at SOL. For the coming three year period, we are planning to deliver our PhD course at least once, as well as contribute as teachers in PhD courses such as the Nova-Network.

D.5. COMPETENCE ACTIONS ENVIRONMENTAL COMMUNICATION

Our ability to engage in the above mentioned seven initiatives depends on the continued input and support of SLU and SOL. Presently our group comprises three guest professors, two docents, one senior lecturer, six researchers, three post doctors, three doctoral students (two who will finalise in the coming year) and one research assistant. The relatively small size of this group means that we will face challenges in meeting our three year objectives. We present five competence development needs as follows.
Firstly, we are awaiting the recruitment of a new professor after Nadarajah Sriskandarajah who retired in 2015. The new professor is expected to contribute to the advancement of the strategy themes mentioned above. Our hope is that the new professor will be installed in Autumn 2018. The recruitment of a professor will primarily help meet Objectives One and Two.

Secondly, a number of our researchers are close to docentship and in order to reach that career step they need time off from education in order to be able to concentrate on the research and accreditation process. We will need at least three more docents in order to maintain the international reputation that we have acquired over a ten year period. The promotion of our researchers to docentship will help meet Objectives One, Two and Three.

Thirdly, as four of our doctoral students defended their theses in 2016, there are now only three doctoral candidates in the group. Doctoral students are essential for vitalising any academic milieu, and we intend to include new doctoral student positions in our next research applications. This in turn poses a particular challenge as Swedish research funding agencies do not support projects on scales that permit the easy recruitment of multiple doctoral students, and we now need to have funding from more sources to support the recruitment and development of doctoral students. We therefore intend to initiate discussions with the Faculty on how to address this situation. The supervision of doctoral students is also an essential part in the academic career of our researchers, and the recruitment of new doctoral candidates is therefore important to the advancement of our division’s capacity. Our goal is to have three new doctoral student positions in place during 2019. This will help meet Objectives One and Two.

Fourthly, our undergraduate and graduate education correspond to approximately 30 months per year. This workload is presently handled by researchers teaching to a higher degree than what is desired with the consequence that their research obligations are postponed. This situation is not ideal nor is it sustainable if we are to reach the research and collaboration goals presented in this strategy. In order to solve it, we require more teaching staff. Therefore, we request to appoint a senior lecturer in the subject area of Environmental Communication. This will help us meet Objectives One, Two and Three.

Fifthly, and in connection to external collaboration and SLU’s role as a University for the sectors, we have, in the past years, due to the intensive education load at the unit, been forced to turn down a large number of requests from non-academic actors and stakeholders. These requests concern communication training on collaborative planning of sustainable development plans and conflict management in contested situations. This is a lost opportunity not only for the unit but for SLU as a whole, as this involvement would strengthen SLU’s profile as an important societal actor. Therefore, we see our Division as a suitable placement for an External Collaboration Specialist in Environmental Communication (samverkanslektor) and ask the Faculty to consider this suggestion. This will help us meet Objective Three.
Appendix 1

We see it as an important task to work to meet the following objectives in the NJ strategy:

RESEARCH:
• An increase in the exchange between natural sciences, humanities and social sciences research leading to the evolution of interdisciplinary research.
• Heightened visibility and development of application-oriented agricultural research and research on rural development, the scientific impact has increased, and findings and knowledge are increasingly sought after in practice and throughout society.
• Research on sustainable food systems has evolved and is in greater demand.
• Environmental research is central to operations, and its impact on science and society has increased.
• Research leads increasingly to innovation.

DOCTORAL LEVEL:
• Reverse the downward trend in the number of admissions to and successful completion of doctoral programmes.
• Ensure depth and breadth in our course offering.

COLLABORATION:
• Increase the extent and quality of collaboration.
• The faculty and its stakeholders have a mutual understanding of each other’s circumstances.
• Increased mobility between academia and the surrounding community.

The overall objectives of the LTV faculty strategy:
• Operations are of high quality, attractive and well known for commitment to and work on current and future societal challenges.
• A good working environment and good leadership mean that employees and students have a sense of belonging and develop and take joint responsibility for our operations.
• Degree programmes and courses at first-cycle and second-cycle level expand and are in demand thanks to their close connection with research and society. An inspiring educational environment stimulates the development of the students’ knowledge and learning, which in turn makes them well equipped to handle complex issues and lead change management.
• Research and doctoral programmes show good growth, in which the doctoral programmes reflect and contribute to the breadth and focus of the research. There is increasing evidence of systems thinking as well as cross- and multidisciplinarity.
• Collaboration with the surrounding society strengthens education and research and makes an active contribution to society’s development and sustainability. The faculty is a natural choice as collaborating partner and is characterised by cooperation between departments and faculties.
• The infrastructure is well suited to its purpose and adapted to operational needs.