

Strategisk rammekontrakt 2022-2025

Arkitektskolen Aarhus indgår en strategisk rammekontrakt med uddannelses- og forskningsministeren.



ARKITEKTSKOLEN AARHUS



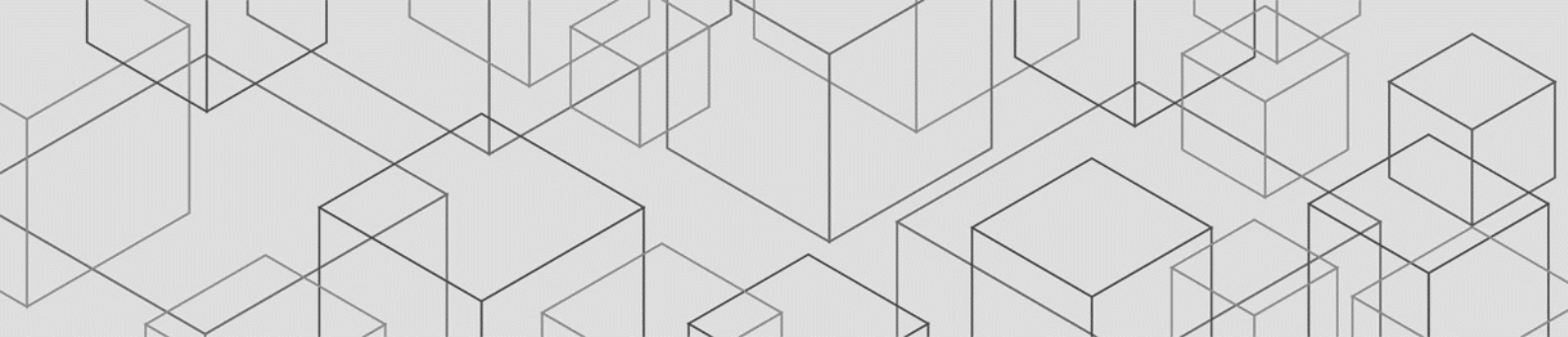
Uddannelses- og
Forskningsministeriet

Aarhus, 20. januar 2022

Bestyrelsesformand
Carsten With Thygesen

København, den 9. marts 2022

Uddannelses- og forskningsminister
Jesper Petersen



Strategic Framework Agreement 2022-2025

Aarhus School of Architecture enters into a strategic framework agreement with the Minister for Higher Education and Science.

Udskift med logo



[Place] [Date]

Udskift med underskrift

Chairman of The School Board
Carsten With Thygesen

Copenhagen, [Date]

Udskift med underskrift

Minister for Higher Education and Science
Jesper Petersen



Strategic Framework Agreement 2022-2025

This strategic framework agreement comprises strategic objectives for the core tasks of Aarhus School of Architecture

Status and Duration

The strategic framework agreement is effective from 1 January 2022 to 31 December 2025.

The institution and the Minister may choose to initiate a renegotiation of the strategic objectives if, for instance, the economic conditions of the institution should change substantially from what was expected - or if new challenges make changing the strategic objectives of the contract expedient. Changes to the contract can only be made if The School Board and the Minister are in agreement on this.

Reporting and Following-up on Whether Objectives Have Been Achieved

The institution submits an annual report on the status of the work with the objectives of the framework agreement. The status report should contain an overall assessment of the prospects of achieving the objectives, including documentation of developments in the established indicators. The status report should, furthermore, contain a description of the implemented supporting efforts aimed at achieving the objectives: a description that makes visible the institution's foundation for realising the objectives.

Indicators and affiliated specific data sources have been set up for each strategic objective. If new relevant data sources that may shed light on the development of a specific indicator are identified during the period the contract is in force, these may replace or supplement data sources in the agreement. Using new data sources in the framework agreement requires the parties to be in agreement.

When the contract expires, the institution takes stock of the final achievement of each of the strategic objectives. This stocktaking is based on an account of developments for each of the established indicators of the strategic framework agreement, including a description of supporting efforts during the period of the agreement.

Based on the institution's stocktaking, the Ministry then assesses the overall fulfillment of the objectives of The Framework Agreement.

Strategic Objectives of the Framework Agreement

Aarhus School of Architecture at Exners Plads

Aarhus School of Architecture's students, employees and external collaborators are going to benefit from a completely new and inspiring physical setting for the varied activities of the School: Aarhus School of Architecture moved into Denmark's first new-built school of architecture in August 2021, at a central location at Godsbanerealerne in Aarhus.

The new physical setting will have a major impact on teaching, research, and the School's interaction with society. The fact that all the School's students and staff members are gathered together in one building, rather than being spread across nine different locations, will in itself improve cohesion and dialogue across study units and research labs. Furthermore, we now have state-of-the-art workshop facilities and auditoriums that will provide an outstanding framework for life at Aarhus School of Architecture, make the School more open to the outside world, and lead to significant further development of the forms of collaboration in both research and teaching contexts. Factors that are going to improve the way we train the architects of tomorrow.

As you are probably aware, our physical setting is absolutely crucial to the way we live our lives. This also applies to the School's study and learning environment. In recent years, an excessively high level of stress among the school's students has come to light. In light of this, we are going to make a determined effort to improve the well-being of our students in years to come. We expect the physical setting at the new school to positively impact on the well-being of the architecture students. For which reason, we will, from the very beginning, actively launch initiatives that, in the best possible way, promote well-being and consequently a high learning outcome for everyone.

The need for a green transition and sustainability is gaining importance both on the national and international level. In recent years, Aarhus School of Architecture has intensified research and teaching efforts in the area of sustainable architecture. In the years to come, we are going to enhance the quality of our teaching and research in the area to ensure that students acquire clear and relevant competencies. We are going to achieve this by significantly enhancing what we see as our core mission: to support and strengthen a *holistic* approach to the built environment. Against this backdrop, Aarhus School of Architecture is going to increase its focus on sustainability in research and teaching at the School, including new continuing education initiatives aimed at the architectural profession.

Aarhus School of Architecture's general approach to sustainability and construction is founded on an artistic approach that is a unique trait of architectural education. This artistic approach is something we gradually train during the education through the projects the School's students engage in. We find there is a need to clarify and develop further the artistic methodological foundation that underpins the education, to align it with developments in society, not least in relation to the green agendas.

Consequently, Aarhus School of Architecture will during the period of the contract, 2022-2025, be working with the following strategic objectives for our core tasks:

1. Our students should achieve a high learning outcome in a study culture where they feel safe and which is characterised by a high level of well-being.
2. Transferring knowledge about sustainability and the green transition to the architectural profession by means of strong graduates and relevant continuing education offers.
3. Carrying out research of high quality that contributes to the sustainable development of the architectural profession and the building industry.
4. Developing further a clear and explicit artistic approach aimed at supporting the education and contributing to further developing society.

Strategic Objective 1

Strategic Objective 1

The students should achieve a high learning outcome in a study culture where they feel safe and which is characterised by a high level of well-being.

Aarhus School of Architecture is going to ensure the existence of a safe, inspiring, and ambitious study environment in a framework with room for experimentation, failure and innovative thinking. This should be achieved while maintaining the current level of intensity of studies and the high quality of the education. Aarhus School of Architecture is going to place a special focus on the study culture, the educational structure, and didactics as key elements for improving the study environment.

The Objective: Motivations and Ambitions

Well-being is the foundation that supports learning. If you do not feel safe and at ease in your environment, the ability to acquire new knowledge and, in particular, the courage to launch into the unknown is reduced; these are fundamental premises for the education of architects. The 2018 national study environment survey showed that students at Aarhus School of Architecture experienced very high stress levels during their studies. 41% of Aarhus School of Architecture's students always or often experienced strong stress symptoms. At the national level the percentage was 18%. The most recent study environment survey, carried out in 2020 and initiated by the Ministry of Higher Education and Science, shows that the school is still facing challenges in terms of its students' experience of stress during their studies.

Natural or positive doubt is part of the creative process. It is this type of doubt that makes you try different paths towards achieving a goal and, perhaps, discover a perfect solution. You do not know in advance where the path will lead you, but you enjoy travelling down the path, and you are confident your efforts are going to result in something good. This is the type of doubt we need to cultivate and address as something positive. Another type of doubt is the doubt that keeps you awake at night, makes you work from duty rather than desire, and makes you focus on the personal rather than the project – am I good enough? It is this negative doubt that ultimately turns into dissatisfaction and stress. Our ambition is to reduce dissatisfaction and stress to ensure the School's students the highest possible learning outcome. We need to achieve this while also maintaining the intensity of studies and the high quality of our education.

Ever since the preliminary work with the 2018-2021 Strategic Framework Agreement, student well-being has been an important factor in fulfilling the strategic objective that students should achieve a high learning outcome. Even though focusing on student well-being was not directly reflected in the 2018 agreement, several initiatives aimed at improving student well-being were taken, including the establishment of a Well-Being Council. The School wishes to continue its work with these initiatives in the coming period.

In the coming period, the efforts of Aarhus School of Architecture will be founded in the recommendations of the Well-being Council. Recommendations aimed at improving student well-being with an increased focus on the areas of *study culture*, *the way the education is structured*, and *didactics*. This, for instance, involves an improved focus on preparing new students for teaching and student life at the School through a special course held during the first months of the programme. Furthermore, we will work with and adjust the curriculum, focusing on what the architectural education of the future should be like, which learning objectives this would require, and the structure we need to succeed.

The Basis for Assessing Whether Objectives Have Been Achieved

The assessment of whether an objective has been achieved will be based on a comprehensive assessment of the achieved effect at the end of the period covered by the agreement. The assessment of whether the objectives have been achieved will be included in the final status report, which, in accordance with the above, will contain documentation of developments in the chosen indicators and an account of the supporting activities that have been implemented.

Maintaining a High Learning Outcome

- The dropout rate after the first year of studies (baseline 2019: 2.6%; source: the data bank of the Ministry of Higher Education and Science).
- "How many hours do you spend on teaching, self-studying, and internships during a typical week this semester?" (2020, 42.8 hours (median); source: Ministry of Higher Education and Science, Danish Student Survey; calculated during odd-numbered years).

Ensuring a High Level of Well-being Among Students

- "Have you experienced strong symptoms of stress in your everyday life related to your studies? (Baseline 2020: 41% of the students answered this question with 1. "Always" or 2. "Often" on a scale from 1 to 5. Source: Ministry of Higher Education and Science, Danish Student Survey; calculated during odd-numbered years).

Strategic Objective 2

Transferring knowledge about sustainability and the green transition to the architectural profession by means of strong graduates and relevant continuing education offers.

Aarhus School of Architecture is going to offer teaching based in a fundamentally sustainable approach to architecture that will be crucial to enabling the architects of tomorrow to contribute actively and creatively to the green transition.

Among other things, the School will work on and adjust the curriculum and ensure that competencies in sustainability are strengthened; competencies called for by the architectural profession.

Aarhus School of Architecture will, furthermore, exchange and transfer

knowledge in the area of sustainability and the green transition through continuing education initiatives to meet the profession's increasing demand for new knowledge and competencies for handling e.g. climate challenges.

The Objective: Motivations and Ambitions

Our society needs strong, innovative and culturally rooted responses to the challenges we face. Based on their professional and academic formation and competencies, future architects will need to contribute to the green transition and come up with proposals for how the whole nation could live and thrive; a nation where it is not only the largest towns that make possible a meaningful life from childhood to old age. The School's students, the employers of our graduates, and the community we are a part of demand knowledge about sustainable construction and sustainable solutions that can be employed to develop urban as well as rural areas. Students who graduate from Aarhus School of Architecture need to be equipped to handle this task.

Currently, one of Aarhus School of Architecture's teaching programmes has a special focus on sustainability, while the other two programmes incorporate sustainability into teaching in different ways. At the moment, we are working with sustainability focusing on, among other aspects, climate adaptation, cultural heritage, the use of sustainable materials and building methods, urban development, digitalisation, recycling, life cycle analyses, etc. In the coming period, these different approaches will need to be clarified and enhanced across the School's teaching programmes, while integrating into teaching knowledge and inspiration from other subject areas and from architectural practice.

One aspect Aarhus School of Architecture will be focusing on is setting up a shared digital platform with relevant content related to sustainability, including material that can inspire teachers on different levels of study, and heighten the development of didactic skills in the area. Apart from this, there is a need to clarify which competencies students need to acquire at individual levels of study. This will be achieved by creating a curriculum characterised by greater clarity.

We are currently seeing a massive transformation of the architectural profession's approach to sustainability. This transformation requires new skills and new knowledge. Society calls for sustainable solutions for developing our landscapes, towns and buildings in a long-term, holistic perspective.

In addition to strengthening its graduates' competencies in the area, Aarhus School of Architecture is, therefore, also going to develop continuing education offers in the areas of sustainability and the green transition to meet the demands of the architectural profession for new knowledge and competencies aimed at handling future climate challenges.

Aarhus School of Architecture is planning to offer continuing education in e.g. the area of climate adaptation in urban and landscape development. A course that is primarily aimed at municipal administration, consultants and other stakeholders in the profession who have a special interest in climate adaptation.

In addition to this offer, Aarhus School of Architecture will begin exploring the possibilities of supplementing the School's current master in cultural heritage, NORD-MAK, with another Nordic master programme focusing on designing sustainable urban spaces. This new master programme would primarily address fully-qualified graduates who work professionally with the strategic development, planning and design of urban spaces and landscapes.

The Basis for Assessing Whether an Objective Has Been Achieved

The achievement of objectives is assessed based on a comprehensive assessment of the achieved effect at the end of the period covered by the agreement. The assessment of whether the objectives have been achieved will be included in the final status report which, in accordance with the above, contains documentation of developments in the chosen indicators and an account of the supporting activities that have been implemented.

Strengthening Relevant Competencies Within Sustainability and the Green Transition

- The employers' assessment of the graduates' competencies "To what extent do you attach importance to newly qualified architects' professional competencies within sustainability and the green transition?" (Baseline 2021: 16% estimated that graduates usually/always possess these competencies and also attach importance to them (77% attach importance to them); source: graduate employer survey for AAA and the Royal Danish Academy; calculated every three years).
- "In your studies, how would you rate the emphasis on sustainability in relation to your interests and needs?" (Baseline 2021: 36% of the graduates answered that it was appropriate on the following scale: stronger than I needed, appropriate, insufficient) Questionnaire survey for graduates from AAA and the Royal Danish Academy; calculated every three years).
- Graduate unemployment rate for the fourth to seventh quarter after graduation (baseline 2019: 24.1%; source: The data bank of the Ministry of Higher Education and Science).

Developing Continuing Education in the Areas of Sustainability and the Green Transition

- The number of students participating in continuing education initiatives within the areas of sustainability and the green transition (baseline determined in 2022, source: calculated by AAA).
- The participants' evaluation of courses (baseline: to be determined in 2023; source: calculated by AAA).

Strategic Objective 3

Carrying out research of high quality that contributes to the sustainable development of architecture.

Aarhus School of Architecture is going to ensure the existence of a strong and

innovative research environment that can help shape the development of architecture and society. This concerns enhanced competencies in research management which will, among other things, help improve external funding in the area. It also involves an increased focus on long-term strategic partnerships in sustainability and the green transition, which should result in a greater volume of research and contribute to a sustainable development of the profession and the built environment.

The Objective: Motivations and Ambitions

In recent years, Aarhus School of Architecture has focused an increasing amount of its research on sustainability and the green transition. A strong grassroots culture has developed at the School. Ever since the founding of the School, the culture has focused on sustainable architecture and habitation in urban and peripheral areas. Rooted in this culture, several high-profile projects and partnerships have in recent years outlined strengths within the areas of sustainability and green transition that we want to develop further in years to come.

This concerns, among other aspects, climate adaptation, the area of cultural heritage, the area of urban development, the area of materials, digital fabrication, and Nordic sustainable architecture. All of these areas of research have strong external connections to architectural practice and other academic disciplines. However, in order to achieve the aimed for effect on society, we need to increase the volume and further strengthen external relations. Robust, long-term sustainable solutions within architecture and urban planning require strong cross-disciplinary research partnerships that can help create new horizons for the way we manage and develop our built environments.

We, consequently, need to focus on research leadership, a skill that is much in demand in the academic and professional environments, and which may help increase external research funding in the coming years in the fields of research Aarhus School of Architecture wishes to focus on, such as e.g. climate adaptation, cultural heritage, urban development, etc. We also need to conceive partnerships in a more long-term strategic perspective; a perspective that, apart from quality and validity, should aim for the growth of and increased professional impact of research areas at the societal level.

The Basis for Assessing Whether an Objective Has Been Achieved

The achievement of objectives is assessed based on a comprehensive assessment of the achieved effect at the end of the period covered by the agreement. The assessment of whether the objective has been achieved will be included in the final status report which, in accordance with the above, comprises documentation of developments in the chosen indicators and an account of the supporting activities that have been implemented.

Strengthening Research in the Area of Sustainability

- The percentage of the School's researchers who have formulated a focus on sustainability (baseline 2021: 60%, source: estimated by AAA based on the reported research plans; calculated annually).

- The proportion of publications and exhibition activities in the area of sustainability (baseline 2021 X%; source: PURE, calculated annually (to be determined in 2022)).

Increasing the Focus on External Collaboration

- The proportion of researchers who take part in external collaboration, including strategic partnerships (baseline 2021: 36%; source: calculated by AAA, stated annually).
- The proportion of externally funded research activities within the area of sustainability (baseline 2021: DKK X mio., stated in Sub-account 3. Source: the financial management system of Aarhus School of Architecture; calculated annually (to be determined in 2022)).

Strengthening Research Management

- The proportion of researchers who have research management competencies, i.e. who have participated in research management courses (baseline 2021: 4%; source: calculated annually by AAA).

Strategic Objective 4

Developing further a clear and explicit artistic approach that aims to support architectural education and contribute to the further development of society.

As a provider of artistically based higher education, Aarhus School of Architecture needs to ensure a continued high artistic level. Aarhus School of Architecture is going to develop further and clarify the artistic knowledge foundation as the education's foundation and as a methodical starting point for working with architecture and the societal challenges related to this. This should be achieved through, among other things, special initiatives under The Didactic Laboratory and by means of the Studium Generale, the students' introductory course.

The Objective: Motivations and Ambitions

Aarhus School of Architecture has a long-standing tradition of training architects with strong artistic profiles who are key to developing further our built environment. The artistic knowledge base is the foundation that supports the creative process. It is a source of innovation, aesthetic formation and beauty. Hand in hand with a strong awareness of history and methods, the artistic assets that are part of the architectural education have helped shape our physical surroundings and contributed to today's seamless society; a society many other nations have tried to imitate. Our physical surroundings and our towns and landscapes create our culture and provide the foundation for our behaviour and welfare.

The urgent need for a green transition and for a more sustainable development of architecture challenges the artistic-aesthetic practices we have taken for granted for generations. Several new questions that have not previously been asked, but which now seem obvious to ask, require us to take a new look at the artistic aspect,

which constitutes the field of tension in which changes need to originate. For this reason, Aarhus School of Architecture will in the coming period focus on the education's curriculum and on what constitutes a good architectural education based on the artistic method.

We also need to raise the level of our artistic approach from silent, unspoken knowledge to conscious knowledge of artistic methodological practices and their continued development and relevance to architecture and developments in society. For this reason, Aarhus School of Architecture will attempt to make the artistic approach explicit to the school's students and staff - and to the society around us.

The Basis for Assessing Whether an Objective Has Been Achieved

The achievement of objectives is assessed based on a comprehensive assessment of the achieved effect at the end of the period covered by the agreement. The assessment of whether an objective has been achieved is included in the final status report which, in accordance with the above, comprises documentation of developments in the chosen indicators and an account of the supporting activities that have been implemented.

Developing Further the Artistic Approach of Our Education

- “To what extent do you attach importance to the professional competencies of recently qualified architects in architectural design and shaping (baseline: 2021: 37% of employers attach importance to these competencies and assess that the graduates possess them. 47% of the employers attach importance to them but assess that some of the graduates lack these competencies. (93% of the employers attach importance to the competencies). Source: a graduate employer survey conducted by AAA and the Royal Danish Academy, calculated every three years).
- “In your studies, how would you rate the emphasis on architectural design and shaping in relation to your interests and needs?” (Baseline 2021: 72% of graduates from AAA found the emphasis was appropriate. Source: a graduate survey conducted by the Royal Danish Academy and AAA; calculated every three years).
- “In your studies, how would you rate the emphasis on aesthetics in relation to your interests and needs?” (Baseline 2021: 68% of graduates from AAA found the emphasis was appropriate. Source: a graduate survey conducted by the Royal Danish Academy and AAA; calculated every three years).
- “In your studies, how would you rate the emphasis on theories and methods in relation to your interests and needs?” (Baseline 2021: 27% of graduates from AAA found the emphasis was appropriate. Source: a graduate survey conducted by the Royal Danish Academy and AAA; calculated every three years).
- “In your studies, how would you rate the emphasis on understanding architectural history in relation to your interests and needs?” (Baseline 2021: 40% of graduates from AAA found the emphasis was appropriate. Source: a graduate survey conducted by the Royal Danish Academy and AAA; calculated every three years).