

Translation by DeepL

The Swedish Higher Education Authority's thematic evaluation of collaboration with the surrounding society.

Template for self-assessment

In the self-evaluation, the institution is asked to describe, evaluate and justify its collaboration with the surrounding society. It is important that the self-evaluation is clear and complete. The self-evaluation with appendices constitutes the basis for the assessment of individual higher education institutions' collaboration with the surrounding community (Module I of the guidelines).

This template is to be used for the self-evaluation and covers the assessment areas and evaluation questions included in the evaluation of individual HEIs. In connection with the evaluation questions, a number of aspects are listed that should be taken into account when the institution answers the questions. However, the institution does not have to limit its answers to these aspects. The institution is also asked to attach a background description to the self-evaluation. For further information on the self-evaluation, see *Guidance for thematic evaluation of collaboration with the surrounding society* (ref. 111-00048-23).

The template follows the order of the guidance in terms of assessment areas, evaluation questions and aspects. However, the HEI is free to change the order of the template to structure the self-evaluation in the way the HEI finds appropriate as long as all evaluation questions and aspects are addressed. It must be clear where each evaluation question and aspect is considered.

The following applies to the scope of the self-assessment:

- The self-evaluation shall **comprise a maximum of 15 pages**, excluding the background description, which shall comprise a **maximum of 2 pages**. The page numbers do not include UKÄ's instructions and the list of appendices. The template's font and font size (Arial 11) may not be changed. This also applies to the template's line spacing and margins.
- The institution may upload a **maximum of five annexes** to complement the self-evaluation. These can be established documents that are central to answering the evaluation questions. The self-evaluation and the appendices are uploaded to UKÄ's collaboration area no later than 19 January 2024.

Self-assessment of the university's interaction with the surrounding community**Institution: Stockholm University of the Arts****Background description:**

Describe the higher education institution's profile and specific conditions for collaboration with the surrounding society, e.g. educational offerings and research focus, based on regional, national and international perspectives. Briefly describe opportunities and challenges. Give an overall description of the higher education institution's collaboration with industry, the public sector and civil society as well as individual citizens.

Stockholm University of the Arts (SKH) conducts education and research in circus, dance, dance education, film, media, opera, performing arts and acting. Within third-cycle education, SKH provides education in the third-cycle subject of performative and medial practices. The art forms themselves are precisely performative and collaboration with the surrounding society in the form of a recipient or audience is a prerequisite, this is also something that is highlighted in UKÄ's Thematic evaluation of collaboration with the surrounding society - a preliminary study.

Work is currently underway to gather all of SKH in a single building in Slakthusområdet, instead of the three geographical locations in Östermalm and Gärdet where SKH currently operates.

Education at SKH is mainly conducted within the framework of programmes, about 75 per cent, nine programmes at first cycle and eight programmes at second cycle, as well as subject teacher training in dance.

SKH has approximately 450 full-time students at undergraduate and graduate level, and 24 doctoral students. SKH has approximately 200 employees (full-time equivalents), including 14 professors.

SKH's programmes include a variety of artistic practices that relate to different research orientations. All education at SKH is linked to research and includes research preparation elements.

SKH is the only higher education institution in Sweden that provides education in certain fields of education, which means that SKH is the only alternative for higher education in these fields. Internationally, SKH's fields are represented at a number of higher education institutions.

The working life that SKHs train for varies depending on the field in question. Some professionals are self-employed or freelance, but may also be employed. For other professional groups, employment is the primary option. For SKH's doctoral students, it is most common to work in the professional art field or in artistic education and artistic research after their doctoral thesis. Many of the programmes lead to an international labour market.

At SKH, collaboration with the surrounding society is an integral part of education and research. It is also a prerequisite for the university's education and research, and the conditions are very good. Through a living dialogue with the surrounding society, SKH strengthens the quality of education and research and gives students and staff the opportunity to develop. At SKH there are well-established collaborative projects with the artistic field. For example, students do internships both regionally and nationally. The opera programmes at SKH have a need to offer opera students practical training and to carry out degree productions with a large orchestra. This is done through collaboration with various music institutions in the country such as the Royal Opera, Wermland Opera, Folk Opera, Norrlands Opera and Gävle Symphony Orchestra. Public degree productions and research presentations are open to the public.

The programmes are very professionally oriented and include internships, for example, acting students do internships in theatres, film and media students in production companies, and subject teacher students in primary and secondary schools.

As for the doctoral students, they maintain contact with their artistic field by working on their artistic research project throughout the doctoral programme. The doctoral students often present their projects at various public venues, such as the Gothenburg Film Festival and Årsta Folkets Hus. Several of the doctoral students maintain their international collaborations and cooperation with arenas and stages during the doctoral programme at SKH, such as in Europe, Africa and South America.

Because there are teachers who divide their working hours between teaching at SKH and working in their profession, there is a constant transfer of knowledge between the surrounding society and the university.

The opportunities for collaboration with the surrounding society for a mutual exchange in terms of education and research are particularly good, as education and research are very professionally oriented and, not least, require an audience. A challenge is to make well-adjusted trade-offs, as the commitment among teachers and students is great, see below on trade-offs.

Assessment area: Governance and organisation

The assessment area concerns how the higher education institution manages and organises the work to create good conditions for collaboration in research and education. Answer the questions by **describing, evaluating** and **justifying the** governance and organisation of the higher education institution's collaboration with the surrounding society. Also describe any risks and challenges in priorities and strategic choices regarding collaboration.

Evaluation question 1:

What does the higher education institution want to achieve with its interaction with the surrounding society?

Please consider the following aspects in your answer:

- How the HEI's overall strategy(s) and objectives for collaboration can be understood based on the HEI's specific profile and conditions.
- How significant societal challenges have been taken into account in the prioritisation and strategic choices regarding collaboration.
- How the higher education institution makes trade-offs in its collaboration with, for example, industry, the public sector and civil society, as well as with individual citizens.
- How any conflicts of objectives have been taken into account. This may apply, for example, within the higher education institution, in relation to collaborative partners or in the balance between collaboration and academic freedom.

What does the higher education institution want to achieve with its interaction with the surrounding society?

The question is answered on the basis of the following aspects.

How the university's overall strategies and goals for collaboration can be understood based on the university's specific profile and conditions.

The background description describes the profile of SKH and the great opportunities for SKH to co-operate with the surrounding society; the commitment among teachers and students is very high.

SKH shapes its activities based on the strategic plan for 2024-2027, which was decided by SKH's university board. The strategic plan contains an overall vision and is divided into the areas of education, research, collaboration and SKH together, which refers to SKH's common culture. The different areas contain goals to achieve the overall vision of SKH, which is: "Stockholm University of the Arts shall be an internationally leading artistic university where artistic education and research create conditions for art as a dynamic, challenging and independent force in society."

For the Collaboration area of the Strategic Plan, the SKH has the following objectives:

- We will be an active player in society, using the tools of art to reflect, challenge and help shape society.
- We will drive the development of education and research through mutual strategic national and international collaboration.
- We will build forms of dialogue, networking and skills development for alumni and professional artists.
- We will promote the mutual exchange of education and research processes and results in open forums.

The areas of education and research also include objectives that have a bearing on collaboration with the surrounding society.

In SKH's quality system, collaboration is one of the aspects: "The aspects of active conscious inclusion, gender equality, sustainable development, internationalisation and collaboration shall permeate the activities at SKH." This means that it needs to be ensured that the aspects are visible in the processes, for example in the admission of students, in the recruitment of staff and in the implementation of education, and that they should therefore be followed up and evaluated. When it comes to collaboration, it is followed up in operational planning, see page 14, internal programme evaluations and course evaluations, see page 17.

How significant societal challenges have been taken into account in the prioritisation and strategic choices for collaboration.

In SKH's strategic plan, there are links to the societal challenges the university will focus on in the coming years. The programmes will contribute to the development of society and we will share our research, its processes and results, and show that artistic research strengthens society and its democratic sustainability.

Based on the strategic plan, the management group holds regular discussions and undertakes overall planning and coordination of joint initiatives in the area of cooperation.

For example, in line with the objectives of the Strategic Plan, SKH has made the following strategic choices and priorities.

SKH is part of an Erasmus+ partnership, Diversity in European Higher Dance Education, which aims to create an inclusive dance education, see page 11.

Another example is Elsa - the climate calculator - which is free and open source. With the Elsa climate calculator, users can quickly get an overview of a film project's climate footprint and get concrete tips for planning film-making in a sustainable way. Elsa is used by a variety of professionals who want to investigate or report on the carbon footprint of films. The results are exported as a spreadsheet document as a way to confirm and verify the sustainability ambitions of film productions. The results are also presented in relation to political goals and allow the user to plan the film production to stay within the framework of, for example, the Paris Agreement. Elsa is part of a PhD student's artistic

research project and is a collaboration between SKH and the Royal Institute of Technology. Elsa is also used by students and teachers in film and media.

SKH is part of the Royal Institute of Technology's research centre NAVET together with the Royal Institute of Art, Konstfack and the Royal College of Music. School of Music. The collaboration also includes the Performing Arts Museum and the Technical Museum. NAVET is a centre with the overall goal of becoming a meeting place for research and projects at the intersection of art, technology and design, with the aim of facilitating and creating opportunities for exchange and research collaboration between artists, designers, engineers, humanists, natural and social scientists. NAVET's vision is for Sweden to have a leading position in the cross-border field of art, technology and design, with a practical and critical approach that stimulates research, innovation, creativity and the development of a sustainable society. NAVET wants to put people at the centre, which also means questioning what people are in an age of technology. The centre is a place for networking that can receive and initiate new research projects currently scattered in different environments and support them by sharing resources such as laboratories, equipment, courses and training.

During the autumn, SKH organised the seminar series A Season of Black Study, which was arranged by the research project FutureBrownSpace, partly funded by the Swedish Research Council. The series was aimed at SKH's employees, doctoral students and students and was open to the public. The seminars brought together artists, researchers and individuals from Sweden, performance art and theatre from South Africa, and researchers from the United States, to share the interdisciplinary, aesthetic and transcultural nature of Black Studies.

One example of an artistic research project funded by the Swedish Research Council is The future through the present, which resulted in the documentary film After work. The film depicts a society that does not yet exist, and what happens when technology that surpasses our physical and cognitive abilities, such as artificial intelligence and Big Data, controls and is expected to replace us on a large scale in most professional areas. The film had its world premiere at the documentary film festival CPH:DOX, where it was nominated for the Dox:Award competition.

How the university makes trade-offs in its collaboration.

Through a living dialogue with the surrounding society, SKH strengthens the quality of education and research and gives students and staff the opportunity to develop. Through this mutual exchange, the activities at SKH also benefit the surrounding society.

SKH is a university of the arts with a clear profile. The university's profile and the strategic plan are crucial for making trade-offs. For example, the strategic plan includes the following goals:

- We will be an active player in society, using the tools of art to reflect, challenge and help shape society.

- We will promote the mutual exchange of education and research processes and results in open forums.

SKH thus cooperates mainly with the cultural industry and what is relevant to SKH's students, such as meeting an audience.

SKH's teachers and students have a strong commitment, drive, networks and competences, regardless of whether it concerns collaboration or cooperation. This commitment creates value for SKH's education and research environment as well as for collaborative partners. A challenging aspect in this is precisely the balance between different collaborative activities and their effect on education and research as well as for the benefit of collaborative partners and society.

How possible conflicts of objectives have been taken into account.

Conflicts of objectives can arise both within the university and in relation to partners. Conflicts of objectives are considered on the basis of the nature of the potential conflict. So far, no conflict of objectives has arisen in the balance between collaboration and academic freedom.

SKH has a clear profile and works closely with the cultural sector, which sometimes leads to different challenges. Usually, any conflicts of objectives are due to different expectations, so it is important to maintain a continuous dialogue with partners. SKH's mission is to have high quality in education and research. SKH is also a small higher education institution with limited resources. The cultural industry is also an industry with limited resources and uncertain working conditions. One example of a conflict of objectives is that SKH is a university of the arts and not an event institution, which may mean that SKH needs to prioritise participation in external events. Another example is that SKH's students need to do internships at secure workplaces. If SKH makes the assessment that a workplace does not live up to S's values, it may mean that students cannot carry out their internship there even though it would mean important work experience for the student. Among other things, this assessment was made during #metoo, which SKH took very seriously. For SKH, it is important to strengthen students' awareness of work environment and values issues, so that they can influence their future workplaces in the long term.

If potential conflicts of objectives arise within the institution, it is also important to engage in dialogue, as it is often a question of strengthening the understanding of different areas, for example through direct invitations to seminars and exhibitions.

Evaluation question 2:

How does the higher education institution create frameworks and conditions for collaboration with the surrounding society in research and education?

Please consider the following aspects in your answer:

- Division of responsibilities and structure of the organisation. Please provide examples of different units and positions, their functions and their organisational location.
- How collaboration is integrated and considered in regular management systems and operational planning, for example when allocating resources.
- Incentivising and valuing collaboration, including systems for merit, recruitment and staff mobility.
- How the institution takes into account how collaboration takes place for mutual exchange.
- How the institution takes into account the differences that may exist between different subject areas.
- Give examples of methods and knowledge-driving initiatives used to strengthen collaboration in research and education.

How does the higher education institution create frameworks and conditions for collaboration with the surrounding society in research and education?

The question is answered on the basis of the following aspects.

Division of responsibilities and organisational structure.

The division of responsibilities at SKH is based on the rules of procedure, which are decided by the university board, and the delegation scheme decided by the vice-chancellor. With a bearing on collaboration with the surrounding society, the university board has decided that: "Core activities are led by artistically qualified teachers with managerial assignments as vice-rector for research or head of department. They are responsible for conducting and managing education, research and collaboration with the surrounding society."

As of 1 January 2023, heads of department will lead the work at SKH' two departments and be responsible for their respective activities directly under the rector. The aim of the new organisation has been to establish shorter decision-making and communication paths across the departments at SKH.

The Research Centre coordinates and develops SKH's research and doctoral education. The Vice-Rector for Research is the head of the Research Centre.

The rector's delegation to the head of department and vice-rector for research includes responsibilities and powers that correspond to an overall operational responsibility for the activities of the department/research centre, including education, research and collaboration with the surrounding society.

The departments have subject units, which are headed by heads of subject. The head of department's delegation to the head of subject includes responsibilities and authorisations that correspond to an operational overall responsibility for the subject unit's activities, including education, research and collaboration with the surrounding society.

The joint administration includes the Communications Department, the Educational Administration Department and the Research Office. It is the Communications Department that communicates information and results, mainly via the University's website and social media, regarding the University's collaboration with the surrounding society. The Educational Administration Department has an international coordinator who works with SKH's international cooperation, which in addition to cooperation with other higher education institutions also includes cooperation with the surrounding society in an international perspective, see page 11. The Research Office coordinates, for example, Research Week and the international conference Alliances and Commonalities, see page 10. At SKH there are producers and technical staff who work with, for example, degree productions and research presentations. There is also extensive collaborative work at the University Library, see page 19.

How collaboration is integrated and taken into account in regular management systems and operational planning.

At SKH, collaboration is integrated into regular management systems and operational planning. See page 14 on operational planning (operational dialogues and operational plans). SKH's resource allocation model therefore does not contain a specific parameter on collaboration. Strategic and prioritised collaboration activities are regularly recurring, and resources are allocated. See above on strategic choices and priorities. Below are some examples of collaborative activities that are integrated into regular operational planning.

In connection with the opening of applications for the study programmes, SKH organises an open house. At the open house, prospective students can meet teachers and students, go on tours and also participate in, for example, a dance class. Some parts of the Open House are also held digitally to make it easier for prospective students who are unable to come to Stockholm.

Within the special government initiative "Kulturskoleklivet", SKH is one of six higher education institutions in the country tasked with implementing courses specially adapted for the purpose of the school of culture. The areas deemed to be particularly important for the programmes have been identified through internal processes across departmental boundaries and in collaboration with other higher education institutions participating in the initiative, as well as with other external stakeholders such as the Swedish Arts Council, the Swedish Council for Higher Education and the Swedish Association of Local Authorities and Regions (SKR). Course activities within Kulturskoleklivet are provided by SKH in collaboration with Stockholm University and the Stockholm University College of Music Education. Courses have been carried out in circus, dance and acting and are aimed at people who are or want to become educators in cultural schools and who already have artistic training or equivalent professional

experience. Over the past year, there has also been a strong focus on marketing jointly developed courses, and there is now continuous communication with the Swedish Arts Council, as well as with the various regional coordinators of schools of music and performing arts. A special training day aimed specifically at teachers at the school of culture has also been organised with participants from all over the country, and the day is planned to be repeated.

SKH meets young people is an annual student project with students from acting and performing arts. The goal of the project is for the students to deepen their knowledge of culture for children and young people and to use the children as a starting point to create from an artistic and public perspective. In the production SKH meets young people, the students' meeting with the child audience is just as important as the co-operation with each other and the work process. Children aged 9-11 from a number of middle school classes have participated in both the research work and as reference classes. The project leads to performances that are open to the public.

At the beginning of each year, SKH organises the Research Week. The week is a unique opportunity for the public to take part in the research going on at SKH - but also an opportunity for students and staff at SKH to share, experience and discuss different perspectives in artistic research. The programme is livestreamed and includes artistic exhibitions, seminars and workshops. Allowing the public to meet the research conducted at SKH is an effective way to increase the visibility and impact of the research and to disseminate its processes, insights and results.

Every two years, SKH organises the international conference Alliances and Commonalities, where researchers and artists present their artistic research and formulate questions about creative working methods. The conference usually brings together around 250 artistic researchers and also interested members of the public from all over the world, and has been organised both digitally and on site. Through the Alliances and Commonalities conference, SKH expands its network of contacts and new ideas for research methods.

The journal VIS - Nordic Journal for Artistic Research, is the result of a collaboration between SKH and the Norwegian Programme for Artistic Research. The vice-rector for research at SKH is the responsible publisher. The purpose of VIS is to serve as a basic source of knowledge for everyone who wants to take part in and immerse themselves in artistic research in the Nordic region, and also to be a platform for international artistic research with a corresponding focus on reflection. The aim is to use the journal as a basis for strengthening Nordic co-operation in artistic research. The journal will also contribute with insight, knowledge and awareness of methods, ethics and context in artistic processes.

Incentivising and valuing collaboration.

The recruitment of teachers is one of the most important processes at SKH to maintain high quality in education and research. SKH's employment regulations specify incentives for and the valuation of collaboration with the surrounding community, both in terms of

the basis for assessment in recruitment and tasks in the employment. The job advertisements always state collaboration with external parties as one of the tasks.

In order to be qualified to apply for a position, the applicant must collaborate in their artistic work. SKH also appreciates that there are teachers who divide their working hours between teaching at SKH with their own artistic practice or work in the cultural industry, which is in line with the UKÄ's position in the UKÄ's preliminary study.

SKH offers opportunities for staff mobility, which is financed through Erasmus+ and SKH. The exchange can consist of visits to higher education institutions/companies/organisations, within the framework of the same mobility. During the pandemic there was a decline in staff mobility, but in 2022 there were 22 outgoing teachers and other staff.

Since collaboration is a prerequisite for and integrated into SKH's activities, there is no need for a special university-wide system for merit that includes collaboration. However, collaboration is valued in the promotion from senior lecturer to professor since collaboration is included as a basis for assessment in the employment regulations.

How the institution takes into account how collaboration takes place for mutual exchange.

SKH considers how collaboration takes place for mutual exchange, depending on the type of collaboration in question. The starting point is that the collaboration should create value for SKH's education and research as well as for the collaboration partners, and benefit the surrounding society.

SKH has initiated a collaboration format where SKH will conduct annual dialogue-based meetings with the Dance Alliance, the Theatre Alliance and the trade union Scen & Film. The purpose of the dialogues is both to present SKH's educational offerings in more detail and to give the external parties the opportunity to provide input on what they see as needs from their respective fields. The dialogues also clarify expectations from the field and from SKH, so that any conflicts of objectives can be avoided, see above on conflicts of objectives.

SKH participates in the Rådet för kulturarbetsmarknaden, which is led by the Arbetsförmedlingen Kultur och Media. The purpose of the council is to have a direct channel to a number of actors and organisations in the cultural field. At the Council's meetings, Arbetsförmedlingen Kultur och Media gives a picture of the development of the labour market and each Council representative informs about the trend in their respective organisation.

In addition, current issues with a bearing on the cultural sector are also discussed, such as the gaming industry's approach to the cultural sector, the future need for cultural organisers and practitioners in northern Sweden, which is currently undergoing a major business establishment, and most recently the rapid development of AI in the cultural sector and how this will affect our sector.

SKH also considers that collaboration takes place for a mutual exchange within Erasmus+ where parties outside the higher education sector are included. One example is RIGGERS - React, Invent, Get together for a Goal: Expertise in Rigging Services. RIGGERS is coordinated by SKH in collaboration with the European Federation of Professional Circus Education, FEDEC. The project creates an international network of circus riggers in higher education where they can exchange experiences and knowledge in order to increase safety in the field. Another example of an international collaboration involving SKH is Diversity in European Higher Dance Education coordinated by P.A.R.T.S. - Performing Arts Research and Training Studios (Belgium). In the project, alumni are important partners who work together with teachers to identify and further develop strategies and practices for a more inclusive dance education. The Erasmus+ projects aim to enable a number of actors to jointly develop their education by, for example, developing methods, materials or entire courses.

Commissioned training is important for training for the needs of society and for mutual exchange. Unfortunately, SKH rarely organises commissioned education because full cost recovery is difficult to achieve, as SKH has a high reimbursement rate for education.

SKH also considers the needs of society when establishing a programme. According to the guidelines for the establishment of education programmes, the departments must state in the decision-making documentation produced how the education has come about (for example, through requests from external parties and analysis of changes in the world around them) and which of the world's needs for social and knowledge development the education meets (including the needs of the labour market). The departments must also state how the social relevance of the education is incorporated into the education and how the students are prepared for their professions. Review by the Board for Education and Research ensures that departments take this perspective into account when developing a new programme. The Vice-Chancellor then decides, on a proposal from the Board, on the establishment of new education programmes.

For opera programmes it is essential to cooperate with professionals and other stakeholders, for example in terms of graduation concerts and internships. The opportunity to perform with a large orchestra or in a smaller chamber music format during the programmes is necessary to achieve the objectives of the programmes and to prepare students for working life. This is done through collaboration with various music institutions in the country such as the Royal Opera, Wermland Opera, Folkoperan, Norrlandsoperan, Gävle Symphony Orchestra and others. Collaboration also takes place with orchestras from other universities such as the Royal College of Music and the Royal Institute of Technology. Academy of Music and the Royal Institute of Technology. These collaborations are always reciprocal, giving the music institutions the opportunity to broaden both their repertoire and their range, which benefits everyone involved and a relatively large audience.

Students in the Bachelor's Programme in Dance Pedagogy immerse themselves in various approaches that characterise the professional role and work situation of the dance educator. Every year, public dance courses, Come and Dance, are given for both children and adults in many different dance styles and techniques. Students are given professional guidance during this stage.

Within the framework of SKH's quality system, internal programme evaluations are included. The assessment group includes a working life representative from the field for which the programme provides training. One assessment criterion is that the programme is useful for the students/doctoral students and future working life. When the Master's Programme in Film and Media was evaluated, it became clear that there was a mutual exchange, partly because the field gained knowledge about how the programme is structured, and partly because SKH receives views on educating for a changing working life, for example that artificial intelligence needs to be integrated into the programme. In SKH's upcoming operational plan for 2024, one of the activities is planned to develop competence in digital tools/technology.

An example of how collaboration takes place for mutual exchange is when SKH decided to support two research applications to the Swedish Research Council's call for grants for researchers' communication in artistic research. One of the projects was granted funding, Arbetsfri framtid. This grant enables previous holders of research grants from the Swedish Research Council to implement and evaluate communication activities that involve dialogue or co-creation with groups outside the academic world.

How the institution takes into account the differences that may exist between different subject areas.

SKH has a clear profile as the university provides education and research on an artistic basis in the fields of circus, dance, dance education, film, media, opera, performing arts and acting. In general, the subjects have the same conditions. Based on the purpose, subject and level of education, activities and communication are customised to the target group.

Methods and knowledge drivers used to strengthen collaboration in research and education.

SKH's knowledge culture for the free search for knowledge and free dissemination of knowledge is based on commitment and personal responsibility, which is also emphasised in the employment regulations where collaboration is one of the assessment criteria for employment. The systematic approach to developing and ensuring quality in the organisation is based on the enhancement wheel with the steps: plan - implement - follow up - remedy - feedback.

The preparation of SKH' strategic plan is an example of a method and knowledge-driving effort within the university. As mentioned above, the strategic plan initially contains goals for education, research, collaboration and SKH together. The work began with two workshops to which all staff were invited, followed by work in a steering group and a reference group, and the strategic plan was discussed on several occasions in the Vice-Chancellor's management group and by the university board before the board adopted it.

Another example mentioned above of a method and knowledge-driving effort is that in SKH's internal programme evaluations, a representative of the labour market is included in the assessment group for each programme.

Collaboration is integrated in most of the programmes, in the form of internships or public performances. One example is the Bachelor's Programme in Performing Arts, where the focus in the third year is on the skills and knowledge required for working life and the ability to identify further knowledge needs. Here students work with what it means to practice performing arts in professional contexts, and immerse themselves in a research preparation process in a degree project. The structure is linked to the degree objective: demonstrate the ability to present and discuss their activities and artistic issues with different groups, orally and in writing or in other ways.

SKH is involved in ULF (education - learning - research), which is carried out on behalf of the government. The activities will develop and test sustainable collaboration models between academia and schools in terms of research, school activities and teacher training. As active teachers in schools are involved in shaping research issues that benefit researchers and students, this helps to link practice in schools to current research.

Further examples of methods and knowledge-driving activities already described are the Hub, Alliances and Commonalities, Research Week and research seminars.

Assessment area: Implementation and results

The assessment area deals with how the HEI follows up the implementation and results of collaborative activities in research and education, and how the HEI uses the results of the follow-ups. Documentation is an important element here. Answer the question by **describing, evaluating and justifying the higher education** institution's follow-up work.

Evaluation question 3:

How does the higher education institution follow up activities and results of its collaboration with the surrounding community?

Please consider the following aspects in your answer:

- How the higher education institution follows up and documents the implementation and results of collaboration with the surrounding community. If indicators are used in the follow-up, describe and justify their choice and reflect on the outcome.
- How the higher education institution monitors the benefits of collaboration for its own activities and for the collaboration partners and the surrounding society.

How does the higher education institution follow up activities and results of its collaboration with the surrounding community?

The question is answered on the basis of the following aspects.

How the higher education institution follows up and documents the implementation and results of collaboration with the surrounding society.

At SKH, the overall follow-up takes place in the regular operational planning. The rector prepares an annual SKH-wide operational plan based on the areas of the strategic plan - education, research, collaboration and SKH together - and the goals for each area. The operational plan is adopted by the university board. The plan also includes other activities that the management team (i.e. the Vice-Chancellor, Pro-Rector, Vice-Rector for Research, Director of the University, Heads of Department, Head of Communications and student representatives) consider need to be prioritised during the year, with input from the operational plans of other organisational units. The operational plans describe planned activities and risks and measures to minimise the risks. An operational follow-up is also linked to the operational plans, where measures taken from the current financial year are stated, as well as ongoing activities. For example, the forthcoming joint SKH operational plan states that: Develop more platforms for sharing results from education and research in open forums - e.g. at Moderna Museet, Kulturhuset, Scenkonstmuseet, Cinema Africa, the Ethnographic Museum, the Technical Museum, Tom Tits Experiment, Dramaten, Konstnärshuset, Konträr, the Gothenburg Film Festival, Subtopia and MDT.

The operational planning also includes the operational dialogues that take place every semester between the Vice-Chancellor and the Head of Department/Vice-Rector for Research. Heads of subject and other staff from the department also participate in the operational dialogues, as well as the functions within the management and administration that have issues to follow up and discuss with the departments. The head of department also invites student representatives to participate in the dialogue.

The operational dialogues are a forum for dialogue on the departments' ongoing and planned activities based on the departments' operational plans, including collaboration with the surrounding community. The operational dialogues also include a follow-up of the previous semester's dialogue. The result of the dialogues is a basis for the development of the activities and is part of the quality system. The dialogue results in various measures being taken. These are documented and followed up at the next dialogue.

Comments from the departments that are at an overall level and that need to be handled by SKH' management or the joint administration are fed back to the responsible function within SKH for further handling.

Collaboration with society at large is also monitored at the departments and the Research Centre. Individual collaborative activities are followed up in different ways depending on the activity in question; these follow-ups form the basis for future strategic choices and priorities at the organisational unit and for the operational planning described above.

Collaboration with the surrounding society is also followed up in connection with the annual report through special sections under education and research. These describe SKH's collaboration based on purpose and with examples from the current year.

At events such as degree productions and research presentations where the public is invited, SKH uses the number of participants/visitors as a quantitative measure of results. A major seminar series in 2023 had the sub-goal of reaching out to people outside academia, and here participant lists were used as a measure of the number of participants and the number of repeat visitors. A high number of repeat visitors has been interpreted as partial fulfilment of the objective of mutual benefit and exchange.

Within the framework of SKH's quality system for research, research is monitored annually through key figures. One of the key figures is when published artistic research has taken place through collaboration. The data is taken from the national publishing platform DiVA. Unfortunately, DiVA's metadata does not distinguish between collaborations with other higher education institutions and collaborations with the surrounding society, which means that key figures for collaboration and cooperation are combined in the statistics. It may also be unclear whether collaboration between higher education institutions sometimes involves collaboration with the surrounding society. SKH is investigating whether the data for the key figure can be compiled using some other system.

How the higher education institution follows up on the benefits of collaboration for its own activities and for the partners and the surrounding society.

In SKH's strategic plan, the vision is that artistic education and research create the conditions for art as a dynamic, challenging and independent force in society. The strategic plan also includes the following goals:

- We will be an active player in society, using the tools of art to reflect, challenge and help shape society.
- We will share our research, its processes and results and demonstrate that artistic research strengthens society and its democratic resilience.

The objectives are long-term and relate to a democratic society's need for culture and the role of art in society. Art questions and provides different perspectives and approaches to different social issues.

STEAM (Science, Technology, Engineering, Art and Mathematics) is a process that promotes collaboration between the arts, science, technology, engineering and mathematics and can be seen as crucial to economic prosperity and development. At SKH, the perspective is increasingly integrated into education and research. STEAM unlocks a greater potential in thinking that also embraces the benefits of artistic practice and drives innovation in artistic research further. The combination of methods that promote a clear application of creativity and imagination, and more typical STEAM skills such as mathematical skills and analysis, is seen as a route to deeper insights and more transformative innovation. Through the inclusion of art and with a focus on artistic research, it increases intellectual curiosity and prepares, among other things, the development of solutions to global challenges.

SKH has strategically chosen to co-locate the university in the emerging district of Slakthusområdet, as SKH strives to be an integrated part of society. The City of Stockholm values that SKH is establishing itself in the area and sees SKH as an important player in realising the vision of the new district. In Slakthusområdet, new forms of workplaces and housing will emerge to create a unique and creative district in Stockholm.

SKH has a number of different recurring collaboration activities, which indicates that the collaboration is mutual and relevant to the surrounding society. For example, the Tempo film festival, SKH meets young people, Young people at the opera, the Dance on the Red Line network and Fanzingo. Other examples where collaboration is mutually beneficial are when SKH' students perform on stages around the country, for example during internships, see page 12 on opera students.

SKH's alumni work in the cultural sector, which is supported by statistics from Statistics Sweden. The alumni put art on the map, both nationally and internationally, for example by winning awards or participating in productions. Alumni also come back and teach at SKH, which means that there is a constant cycle between the university and the surrounding society, see e.g. page 10 on shared employment.

SKH does not apply a uniform formalised evaluation model for collaboration with the surrounding society, as it depends on the collaboration activity in question. There is always a continuous dialogue with collaboration partners, as well as final meetings. The follow-ups form the basis for operational planning, see above.

Evaluation question 4:

How is information from the follow-up of higher education institutions' collaboration with the surrounding society used?

Please consider the following aspects in your answer:

- How information from the follow-ups is used as a basis for strategic decisions and priorities at the university-wide level in terms of collaboration with the surrounding society.
- Give examples of how information from the follow-ups is used to support and develop the environments' collaboration with the surrounding society based on their different conditions, strengths and challenges.
- How the institution works systematically to disseminate results outside the institution's organisation.

How is information from the follow-up of higher education institutions' collaboration with the surrounding society used?

The question is answered on the basis of the following aspects.

How information from the follow-ups is used as a basis for strategic decisions and prioritisations at the university-wide level in terms of collaboration with the surrounding society.

Collaboration is a standing item in the operational dialogues and is thus included in operational planning, see above. Strategic decisions and priorities regarding collaboration with the surrounding community are made in the Vice-Chancellor's management group, and sometimes in the university board. This may, for example, involve SKH participating in public events such as the SACO fair, Järvaveckan, Slakthusdagen and Folk och kultur. Before strategic decisions are made, a consideration is made of whether it involves a mutual exchange and whether it is in line with SKH's profile. Consideration is also given to whether resources are available, both financial and human. See also above about SKH's considerations in its collaboration.

Within the framework of SKH's quality system, programme evaluations are carried out with external assessors and course evaluations are carried out after each course. Information from these evaluations forms the basis for the departments'/research centres' operational plans and for the operational dialogues with the Vice-Chancellor.

The projects implemented within the framework of Erasmus+ are followed up through extensive reports, which are sent to the Swedish Council for Higher Education and the EU. One area of development at SKH is to use these reports as one of the bases for a long-term international strategy at the university.

How information from the follow-ups is used to support and develop the environments' collaboration with the surrounding society based on their different conditions, strengths and challenges.

SKH has a clear profile as the university educates and conducts research in the fields of circus, dance, dance education, film, media, opera, performing arts and acting. In general, the subjects have the same conditions, strengths and challenges.

SKH's operational planning includes operational dialogues and operational plans; the activities are based on the strategic plan, see above. During the dialogues, the activities are also followed up based on the previous operational plan, and the dialogue forms the basis for the next operational plan. In connection with operational planning, collaboration with the surrounding community is followed up, ongoing projects are evaluated, which can lead to projects being terminated and new ones being started.

Within the framework of SKH's quality system, education programmes and courses at all three levels of education are followed up through education and programme evaluations and courses through course evaluations. Through the recommendations of the assessment groups and the students' views, SKH receives valuable information that is used to support and develop the programmes in collaboration with the surrounding society. The results of the evaluations constitute one of the bases for the operational dialogues and operational plans and for the annual quality report to the university's

board. The results are also a valuable basis for the exchange of experience between the programmes.

Just as in education, SKH follows up collaborative activities in research through evaluation and dialogue with collaborative partners. In this way, SKH gains valuable knowledge and can evaluate the benefits and mutual exchange in each collaborative activity. In cases where a collaborative activity has had a positive outcome, the evaluation provides valuable information and a basis for creating recurring and formalised collaboration with various arenas in society.

How the institution works systematically to disseminate results outside the institution's organisation.

SKH has well-established channels and arenas where results from collaboration and SKH's activities are disseminated in a systematic way. The approach differs depending on the activity in question. SKH's clear mission and profile give us the framework for what SKH disseminates.

Information on news and events is systematically disseminated via the SKH website and social media. The website also publishes the results of evaluations and reviews within the framework of SKH' quality system. The communications department has well-developed communication channels by sending targeted information and invitations via various contact lists and newsletters to external stakeholders.

SKH works closely and together with the cultural sector, where the commitment and networks of teachers and researchers play a major role. Since many teachers divide their working hours between teaching at SKH and working in their profession, there is a constant mutual transfer of knowledge between working life and higher education.

SKH disseminates results through public events and conferences, both those organised by SKH and those in which SKH participates. A number of different examples have been mentioned in this self-assessment.

For many years, SKH has had an established collaboration in which SVT buys the screening rights to the degree productions produced in SKH's film and media programmes. In 2023, SKH delivered 13 short films, which were shown both on television and SVT play. This gives SKH and its students a nationwide public viewing window. Films produced within the framework of research projects have also been shown in cinemas around Sweden and on SVT.

Teachers' external activities are to be regarded by SKH as research outputs on an artistic basis. These are to be compared with, for example, conference presentations.

The library at SKH has an important role in the dissemination of results; it is open to students, staff and the public. The role of the library is to support education and research by providing access to all kinds of analogue and digital resources through its collections.

The collections include books, journals, databases, film, music, sheet music, and play and film scripts.

The library provides support in the education and research process, whose new knowledge in turn produces results that are to be documented and become part of SKH' knowledge bank, which thus becomes available outside the university's organisation. This work includes offering platforms so that the results and research data that emerge can be made searchable and accessible via registration and digitisation. The library ensures that guidelines for registration are in place. The platforms for making SKH's results available within and outside the organisation are:

- DiVA database (platform for 50 Swedish higher education institutions)
- Research Catalogue (international portal for artistic research)
- The national library database LIBRIS
- SKH's publication series X Position (a channel for publishing research projects and doctoral theses).
- VIS - Nordic journal for artistic research

A continuous effort is being made at SKH to ensure that the research and its research data are continuously registered and made publicly available with so-called "open access". Among other things, revised guidelines have been produced.

An example of 'open access' is the Research Catalogue, a non-commercial collaboration and publishing platform for artistic research provided by the Society for Artistic Research. The Research Catalogue is free to use for artists and researchers. Research Catalogue also aims to be an open space for experimentation and exchange.

Collaboration with the surrounding community is a prerequisite for SKH's activities and value creation for the surrounding community, which is not least apparent as there are many external parties that want to collaborate with SKH. It is therefore important that the results are disseminated. Through the self-evaluation, SKH has gained an overall view of the collaboration that takes place at the university and how it can be used as a tool for the continued development of enriching contacts with various collaborative actors.

Annexes

Please list below the annexes (maximum five) attached to the self-assessment. Please also briefly describe what function each annex fulfils in relation to the self-assessment.

Title of the Annex	Description
Annex 1: Strategic plan 2024-2027	SKH shapes its activities based on the strategic plan for 2024-2027, which was decided by SKH's university board. The strategic plan contains an overall vision and is divided into the areas of education, research, collaboration and SKH

	together. The different areas contain goals to achieve SKH's overall vision.
Annex 2: Rules of Procedure with delegations	The division of responsibilities at SKH is based on the rules of procedure, which are decided by the university board, and the delegation scheme decided by the rector.
Annex 3: Rules of Employment	The purpose of the recruitment procedure is to ensure and clarify basic quality requirements in recruitment and assessment for higher education qualifications. One such requirement is the greatest possible transparency and legal certainty in the exercise of authority; procedures and regulations must be clear and known to the parties involved. The employment regulations summarise the rules for the employment of teachers that SKH applies and is based on.
Annex 4: Guidelines for systematic quality enhancement work	The quality work, i.e. the work to develop and ensure the quality of the organisation, at SKH is conducted within the framework of a quality system that is common to all activities at the university. The quality system shall contribute to securing and developing the quality of the organisation through a systematic approach. A central element is the commitment and participation of all employees and students in the quality work. The guidelines state the framework for the quality work and how the quality work is conducted, as well as responsibilities and roles.
Annex 5: Guidelines for programme evaluations	Programme evaluations with external review are part of SKH's quality system. The purpose of the evaluations is to generate regular and systematic knowledge needed to ensure and develop the quality of the university's programmes. An educational evaluation consists of four steps: Start-up, self-evaluation, peer review (which also includes a labour market representative) and taking action.