



# INTERNATIONAL STRATEGY

DASPA 2020-2022

DEN DANSKE  
SCENEKUNST  
SKOLE

THE DANISH  
NATIONAL SCHOOL  
OF PERFORMING  
ARTS

## INTRODUCTION

The objective of the international strategy is to support the Danish National School of Performing Arts' vision, which is set out in the framework agreement with the Ministry of Culture 2019-2022:

*DASPA will be home to a modern artistic learning environment that inspires new ways of thinking, artistic expression and social engagement. The school gives leading performing artists an in-depth practical and theoretical knowledge of their profession, as well as a strong critical awareness of the role of art in society. (p. 5)*

The agreement sets out a number of performance goals, focus areas and operational goals for the school's four main tasks:

- Education
- Research and development
- Further education
- Cultural institution

International relations, a core area across the four tasks, is considered to be crucial in supporting quality and promoting a mind-set among students and staff that includes global awareness and an orientation towards research. This strategy highlights sustainability as a fundamental value of the international work at DASPA, and draws up the organisation and strategic focus of the area from 2020 to 2022.

## VALUES

Whether it concerns people, nature or the economic, sustainability is the core value of the international collaboration at the Danish National School of Performing Arts. We are living in an unusual age, when climate changes and the social and political consequences of globalisation are ever more tangible. As citizens, artists and institutions, we feel increasingly compelled to respond to this reality in our daily lives and work. As an institution, we want to engage the challenges facing the world in a curious, critical and constructive way. In this respect, international collaboration involves both benefits and costs. It is our ambition to openly address and balance this dilemma.

Entrepreneurship, research and social engagement – benefits of international collaborations

International collaboration can lead to inspiration, learning and development – both for the individual and for the institution as a whole. Students' experiences with international exchange programmes, internships and project work help to prepare them for a globalised artistic working life, where entrepreneurship, social awareness and readiness for change are key competencies.

International collaboration is also crucial to developing and strengthening the research environment at DASPA. Employees' involvement in international research networks helps to maintain and promote a high level of artistic development activities that make DASPA comparable to the best art schools in the world.

The international outlook is crucial to the institution's success in asserting itself as a socially engaged cultural institution that connects and commits itself to the world, both within and outside the sphere of the performing arts. From this perspective, collaborations in international contexts and local communities are important platforms for the cultivation of artistic citizenship and broad social engagement at the school.

Ecological, human and economic costs of international cooperation

Working internationally also has certain costs in terms of resources. CO2 emissions from air travel should be highlighted as an obvious negative climate impact, which is why DASPA will make more sustainable land travel a priority.

From a human perspective, there is a cost in terms of the time and energy spent engaging in international collaborations. Therefore, the temporal, intellectual and affective investment that each project participant makes must be institutionally recognized in order for projects as well as participants to thrive and achieve success, in both the short and long term.

Finally, working internationally carries a monetary cost, which is why it is essential that the educational and artistic gains of international projects must always be proportional to the financial costs.

## Sustainability as an endeavour

Balancing benefits and costs for specific projects is a key step in the pursuit of sustainable international collaboration. DASPA will focus more intently on securing such a balance, where responsibility and resource awareness are at the centre of attention. In practice, we will commit to deciding which projects the school initiates and engages in based on sustainability from a climate, human and economic perspective. The following parameters will be brought into play:

- Sustainability in relation to the **climate and environment**, including the type and extent of travel.
- Sustainability in relation to **students'** well-being, learning and future artistic working life.
- Sustainability in relation to the well-being, learning and competency development of **the employees**.
- Sustainability in relation to the **school** as a globally oriented institution at the highest international level.
- Sustainability in relation to the **geographical contexts and local communities** in which DASPA is involved.
- Sustainability in relation to the school's **finances**.

## ORGANISATION

The Danish National School of Performing Arts' management team are responsible for the strategic and financial prioritisation of the international area.

Initiatives for larger international projects, such as strategic partnerships or new bilateral agreements, can be launched from all levels of the institution, but must always be approved by the rector.

The international relations unit is responsible for enabling international collaboration and networking across all DASPA programmes and campuses. This area is handled by two employees, corresponding to 1.5 FTEs, both of

whom are also part of the school's secretariat. The unit handles most of the planning and implementation of the school's international activities, in close collaboration with the relevant artistic/educational staff. In collaboration with the management team, the unit is also responsible for strategic development within the area.

International cooperation is a core task for all subject leaders. Heads of Programmes and Specialisations who are not members of the management team are responsible for incorporating international collaboration into the programmes. This includes shaping opportunities for ingoing and outgoing study exchange programmes and internships, as well as considering and planning the internationalisation of the learning environments, e.g. by inviting international guest lecturers.

Employees with staff responsibilities are responsible for making their staff groups aware of opportunities to achieve international work experience and for helping to attain it. This applies to both artistic-pedagogical and technical-administrative employees. The opportunities for gaining international work experience may be presented in connection with the annual staff development interview (MUS). The international relations unit acts as a supportive sounding board that shares knowledge and inspiration with the Heads of Specialisation, Programme and staff. International activities are administered and quality assured in accordance with the procedure described in The Danish National School of Performing Arts' quality assurance document.

## AREAS OF ACTION

Based on the objectives of the framework agreement, two strategic areas of focus for international cooperation have been summarised in the following, alongside operational goals for each area.

### 1) International learning environments

DASPA aims to strengthen the international dimensions of the programmes. We want the school to be home to a diverse learning environment in which students and staff see themselves as part of a global arena of education and knowledge within the performing arts. The focus area is divided into two sub-areas:

#### Being a good host

DASPA will have an increased focus on the inclusion and integration of international students and staff, including guest lecturers, exchange students and full-time students. The school will house a diverse and international teaching corps and maintain the high number of guest teaching courses on the programmes. In addition, a corps of associate professors whose primary artistic activities lie outside of Denmark will be established.

#### Strategic goals

- Minimum 60 annual teaching courses or Further Education courses with international guest lecturers, including focus on coordinating courses across several of the campuses
- 1 international associate professor per year
- Implementation of a new integrated language policy
- Implementation of an onboarding concept for international students and staff
- Satisfaction interviews with international guest students each semester

#### International mobility for students

DASPA wants to increase the number of students from basic programmes who participate in short- or long-term exchange schemes at partner institutions abroad. There will be a specific focus on increasing the outgoing mobility of the Master's Programmes in Performing Arts and in Choreography, where the international dimension has been clearly enshrined within the learning objectives in the curricula.

#### Strategic goals

- 20 annual incoming and outgoing study mobility arrangements of at least 20 ECTS
- 20 master's level students to complete an international semester every year

## 2) Partnerships and networks

As the only artistic higher education programme in performing arts in Denmark, international collaboration is essential for the continued development of a dynamic and modern artistic learning environment for the performing artists of the future. In this context, international collaboration and critical peer discussions are prerequisites for developing a strong artistic knowledge base and a research environment where the school's subject areas can be strengthened, expanded and innovated.

### Strategic goals

#### Nordic cooperation

- Management of the NorTeas network, including intensive projects and publication
- Establishment of a new Nordic network for choreography, including obtaining external funds for mobility and development of the network
- Participation in knowledge-sharing activities across continuing and further education programmes within the Nordic area

#### Global cooperation

- Hosting Glomus Camp 2022 for students from higher education institutions in music and performing arts within the network, in collaboration with The Royal Academy of Music Aarhus/Aalborg, as well as secretarial service for the network
- Minimum of 2 long-term study mobility arrangements to countries outside the EU/EEA
- Minimum of 2 teaching mobility arrangements to countries outside the EU/EEA

#### Artistic research

- The number of teachers participating in activities within international networks will increase to the following extent during the period: 2020:9, 2021:12, 2022:16
- Participation in international networking activities in the artistic research (KUV) area, including SAR, ELIA and the Oresund Network