

**INTERNATIONALISATION AT THE ARTISTIC AND CULTURAL
INSTITUTIONS OF HIGHER EDUCATION**

Report Summary



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Front page: Students at the Royal Danish Academy of Music. Photography: Christopher Adam

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Introductory remarks

This summary is based on the results from the report on internationalisation at the institutions of higher education under the Ministry of Culture Denmark, which was conducted by the Ministry of Culture and the Rectors' Conference of the Ministry of Culture in 2010-11.

The report is based on data from the period 2007-2009. In 2010, a number of mergers took place in the policy area of the Ministry of Culture. The Glass and Ceramic School on Bornholm merged with Danmarks Designskole. Funen Music Academy, West Jutland Academy of Music and the National School of Acting at Odense Theatre merged into the Academy of Music and Dramatic Arts, Southern Denmark. Northern Jutland's Music Academy and the Royal Music Academy Aarhus merged into the Royal Music Academy Aarhus/Aalborg. Furthermore, in 2011, the Royal Danish Academy of Fine Arts, School of Architecture, the Danish Design School and the Royal Danish Academy of Fine Arts, School of Conservation merged into the Royal Danish Academy of Fine Arts, Schools of Architecture, Design and Conservation. The mergers have become effective after the data period 2007-2009 and will only be mentioned when relevant.¹

This summary comprises the institutions listed below. The abbreviations used for the individual institutions are noted in parentheses:

The cultural educational institutions:

- The Royal Danish Academy of Fine Arts, School of Conservation (SC)
- The Royal School of Library and Information Science (LIS)

Architecture and design:

- The Royal Danish Academy of Fine Arts, School of Architecture (SA)
- Aarhus School of Architecture (ASA)
- The Royal Danish Academy of Fine Arts, School of Design (SD)
- The Glass and Ceramic School on Bornholm (GCSB)
- Kolding School of Design (KSD)

Music conservatories:

- The Royal Danish Academy of Music (RDAM)
- The Royal Academy of Music Aarhus (RAMA)
- Northern Jutland's Music Academy (NJMA)

¹ In connection with the government formation October 2011, it was decided to transfer the following institutions of higher education under the Ministry of Culture to the Ministry of Science, Innovation and Higher Education: The Royal Danish Academy of Fine Arts, Schools of Architecture, Design and Conservation, Aarhus School of Architecture, Kolding School of Design, the Royal School of Library and Information Science. The following institutions of higher education are still under the Ministry of Culture: The Danish National School of Theatre and Contemporary Dance, the National Film School of Denmark, the Royal Danish Academy of Fine Arts, Schools of Visual Art, the Royal Danish Academy of Music, the Royal Danish Academy of Music Aarhus/Aalborg, the Academy of Music and Dramatic Arts, Southern Denmark, and the Rhythmic Music Conservatory.

- Funen Music Academy (FMA)
- West Jutland Academy of Music (WJAM)
- Rhythmic Music Conservatory (RMC)

Other artistic educational institutions:

- The Royal Danish Academy of Fine Arts, Schools of Visual Art (VA)
- The Danish National School of Theatre and Contemporary Dance (TCD)
- The National Film School of Denmark (FSD)

General terms

The Ministry of Culture works to ensure frameworks and terms that will promote internationalisation at the institutions of higher education, and it shares the ambition of the government that the education programmes should be world class and live up to international standards in the areas covered by the education programmes. This work is implemented *inter alia* through regard to internationalisation in the Ministry’s strategies and reports in the area of culture and education, through continuous adaption of legislation, through involvement in international agreements—especially the Bologna Process—and in regard to the political multi-annual agreements, which lay down the prospective development objectives for the education area.

Hence, in the three political multi-annual agreements made thus far covering the period 2003-2014, the contracting parties have stated that international quality must be ensured in all educational institutions. Concretely, the multi-annual agreements have laid down requirements of the implementation of a bachelor and master structure for a number of education programmes, of increased international student exchange and an increase in the number of students travelling abroad for study and internship purposes, along with an extended use of foreign instructors. Furthermore, the multi-annual agreements have stated requirements for the supply of education programmes taught in English and the attraction of foreign paying students.

FACTS – the political multi-annual agreements

The Ministry of Culture’s framework management of the artistic and cultural higher education programmes has since 2003 been supplemented by a number of political multi-annual agreements, which cover a four-year period. The political multi-annual agreements lay down the prospective objectives and intentions for the area of education.

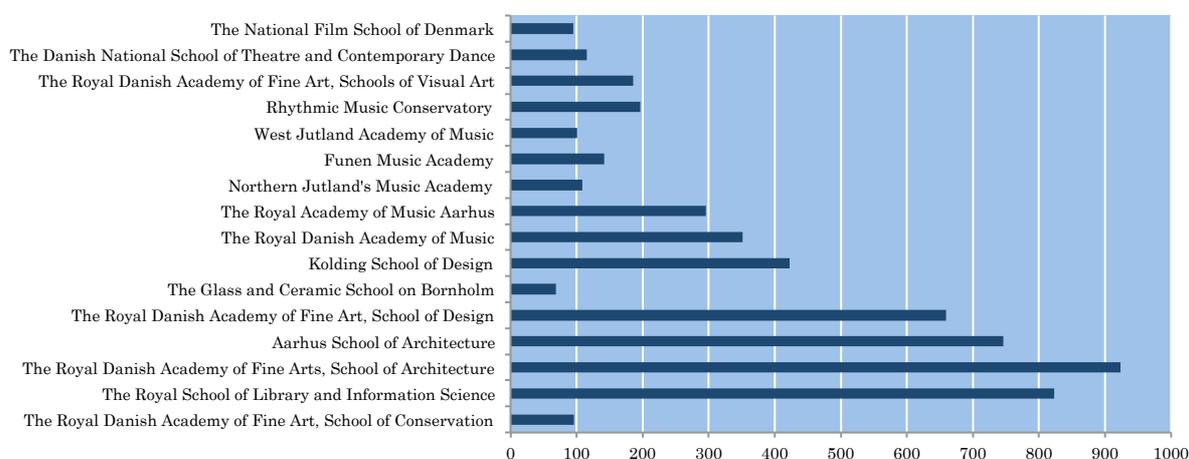
The political multi-annual agreements are implemented through performance contracts between the Ministry of Culture and the individual educational institutions. The performance contracts are based on objectives of the current multi-annual agreement, but the concrete content of the contract is negotiated between the Ministry and the given educational institution. Furthermore, the financial framework and the framework for student intake are laid down in the performance contracts.

The individual educational institution shall account for the fulfilment of the objectives in the performance contract each year.

Higher education programmes under the Ministry of Culture

The higher education programmes under the Ministry of Culture educate within the areas of architecture, design, visual arts, conservation, information science and cultural communication, music, film and stage art. Completion of the education programmes takes, as a main rule, four to six years. The act on higher education programmes under the Ministry of Culture and the individual promulgations of the educational areas lay down that the institutions of higher education educate to the highest level attainable in the country.

Figure 1. The institutions of higher education under the Ministry of Culture, number of students (2009)



Source: The Ministry of Culture's statistics on education

The institutions of higher education under the Ministry of Culture are characterised by mainly accepting students on the basis of the talent of the applicants. The education programmes are thus generally based on cultivation and development of the talent of the student to the highest artistic level in order for the student to work within an artistic or cultural profession after graduation. For the same reason, the institutions of higher education under the Ministry of Culture are very small with specific subject areas in comparison to the universities. In 2009, there were a total of 5,329 active students in the institutions of higher education under the Ministry of Culture, which corresponds to approx. 3% of the total amount of students in higher education programmes in Denmark. Further, in 2009, a total of 1,621 students were admitted to the institutions of higher education under the Ministry of Culture out of 8,040 applicants.

Table 1. Active students, applicants, admitted students and graduates at the institutions of higher education under the Ministry of Culture 2009.

| | Total | Foreign students | Share in % |
|-------------------|-------|------------------|------------|
| Active | 5329 | 1142 | 21 |
| Applicants | 8040 | 2181 | 27 |
| Admitted students | 1621 | 330 | 20 |
| Graduates | 1190 | 206 | 17 |

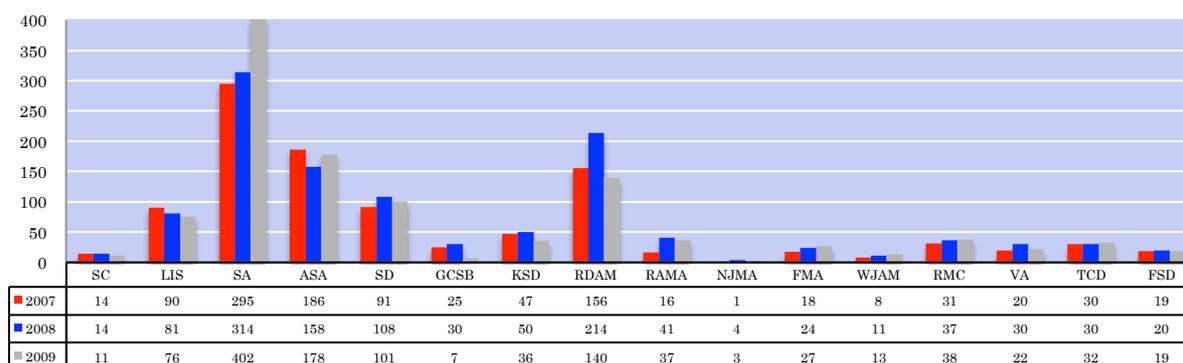
Source: The Ministry of Culture’s statistics on education

The size of the institutions, the specific subject areas along with the limited intake of students entail that an active internationalisation effort and a targeted international collaboration are often a necessary condition to ensure the quality improvement of artistic and cultural education, research and activities of artistic development.

Foreign students enrolled in full degree programmes

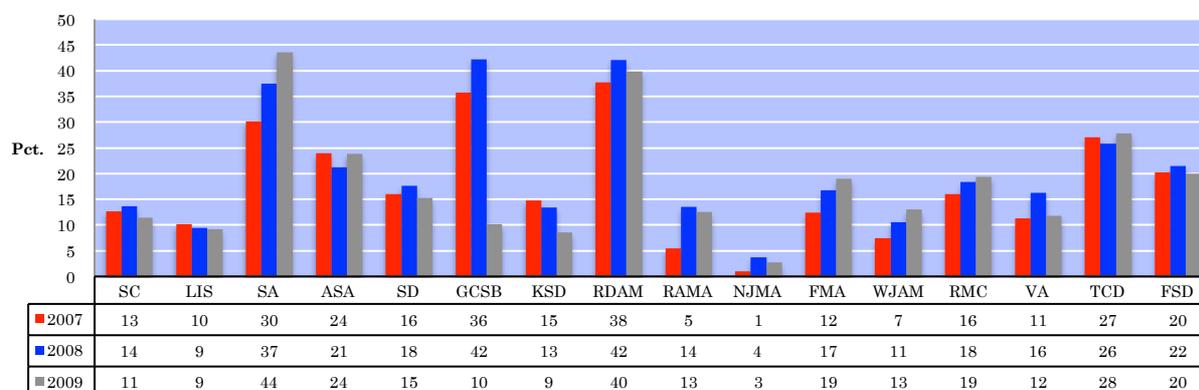
The institutions of higher education under the Ministry of Culture attract many foreign applicants and have as a whole a large percentage of foreign students enrolled in full degree programmes. In 2009, foreign students enrolled in full degree programmes thus accounted for 21% of the total amount of active students at the institutions under the Ministry of Culture. The foreign students are concentrated in a number of the larger institutions, but all institutions have a share of foreign students.

Figure 2. Foreign students enrolled in full degree programmes 2007-2009, per institution.



Source: The Ministry of Culture’s statistics on education

Figure 3. Share of foreign students in a full degree programme 2007-2009 in % per institution.



Source: The Ministry of Culture's statistics on education

The nationality composition shows that 72% of the foreign students in 2009 came from the Nordic countries, primarily Sweden and Norway. The group of students from EU-countries outside the Nordic countries accounted for 18%, while the group of non-EU/EEA-countries accounted for 10% of the total amount of foreign students enrolled in full degree programmes.

The educational institutions under the Ministry of Culture are generally positive towards foreign students. Foreign students can contribute towards ensuring a high academic and artistic level and an international orientation of tuition and study environment. Barriers to the recruitment of foreign students are, according to the institutions, that only a small number of the institutions offer full degrees in English. Furthermore, the high cost of accommodation and living in Denmark limit the possibility of attracting foreign students. Finally, the majority of institutions point out that the very expensive education programmes deter students from countries outside the EU/EEA from applying for admission.

Study visits and internships

The institutions of higher education under the Ministry of Culture are generally attractive for foreign exchange students and experience a far greater influx of applicants each year than they can accommodate. The schools of design and architecture in particular receive many exchange students. In the academic year 2008-09, the institutions received a total of 358 exchange students. Exchange students from the Nordic countries accounted for 28% of the total amount of exchange students in 2009. Exchange students from EU-countries outside the Nordic countries comprised 56% and exchange students from other foreign countries accounted for 16% of the total amount of foreign exchange students in 2009.

The number of students from the educational institutions under the Ministry of Culture that have been on a study-related visit abroad has, in the period 2007-2009, been approximately constant. In the academic year 2008-09, a total of 201 students went on a study visit abroad. The Nordic countries and the EU were the most popular destinations for the students. A number of institutions did however have relatively high proportions of students going on a study-related

visit abroad outside the Nordic Countries and the EU. The larger institutions especially send many students abroad. It is, however, also notable that relatively many institutions send only a few students or none at all on study visits or internships abroad.

Table 2. Students under the Ministry of Culture on study trips abroad and foreign students on study trips at institutions under the Ministry of Culture.

| | Students under the Ministry of Culture abroad | Foreign students at institutions under the Ministry of Culture |
|--------------------------|---|--|
| Exchange students | 201 | 358 |

Source: Danish Agency for Universities and Internationalisation

Several institutions emphasise that work needs to be undertaken to increase the number of students going on a study-related visit abroad during their education. A number of institutions however also remark that it should not be an objective in and of itself to increase the number of students going on a study-related visit abroad. The institutions emphasise that this should take place on the basis of collaboration agreements with academically and artistically strong and dynamic partner institutions.

Several institutions further emphasise that they work very targeted with short-term study visits and internships abroad and longer-term study trips abroad as part of their internationalisation effort.

FACTS – Internships abroad – Aarhus School of Architecture

The schools of architecture and design in particular send many students abroad on internships. This can be explained by the partially practice-based character of these education programmes and the fact that interning, including internships abroad, is to a large extent an integrated element of these education programmes. At Aarhus School of Architecture, approx. 90% of the students do an internship during their master’s programme, and one-third of these go abroad. At the school of architecture, internships abroad are considered to be an important activity, and the school has targeted the development of business partnerships with foreign companies towards this end. The school has thus established standing partnerships with a broad spectrum of foreign companies and had by the end of 2009 made internship agreements with 106 companies abroad.

Educational collaboration

International collaboration in the form of short-term study sequences and joint study programmes are more far-reaching types of internationalisation than exchange of students and lead to closer partnerships and a qualitative boost of the international level of the institution.

The development and execution of international short-term study sequences are, for the main part of the institutions, an integrated part of their framework of activities. The institutions thus annually arrange a large number of summer school programmes, master classes and similar activities in collaboration with foreign partnership institutions. The institutions emphasise that these intensive study sequences are an effective form of internationalisation, which give students and instructors alike a condensed international experience, and which give the institutions valuable international experience. The institutions however underline that it is a resource demanding effort to plan these sequences.

FACTS – Intensive study sequences – Kolding Design School

During the autumn of 2009, 25 students and instructors from Kolding Design School's programmes in the areas of Industrial Design and Interaction Design travelled to Shanghai for five weeks. Here they partook in an intensive sequence with students from Tongji University in Shanghai and Asia's largest bicycle factory, Forever. The objective of the sequence was to design and produce a bicycle able to serve as a sustainable means of transportation for the visitors at the World EXPO 2010 in Shanghai.

Joint study programmes are a very demanding form of international exchange and educational collaboration in which a Danish institution collaborates with one or more foreign institutions on a joint programme consisting of elements from the cooperating institutions. Four out of eleven of the institutions of higher education under the Ministry of Culture were involved in five joint master's degree programmes with foreign educational institutions in the academic year 2010-2011.² Primarily the conservatories have adopted this form of educational collaboration. Of the five international master's degree programmes, four are based on collaboration with Nordic partners. In a single case, the joint programme is based on a broader European collaboration.

² These institutions were the Royal Academy of Music Aarhus/Aalborg, the Rhythmic Music Conservatory, the Academy of Music and Dramatic Arts, Southern Denmark, and the Royal Danish Academy of Fine Arts, Schools of Visual Art.

FACTS: Joint study programmes – Two examples: Rhythmic Music Conservatory and the Royal Danish Academy of Fine Arts, Schools of Visual Art

| Title | Institutions | Description |
|-------------------------|---|--|
| Nordic Sound Art | <p>The Royal Danish Academy of Fine Arts, Schools of Visual Art</p> <p>Malmö Art Academy</p> <p>Bergen National Academy of the Arts</p> <p>Finnish Academy of Fine Arts, Helsinki</p> | <p>Nordic Sound Art, Joint Study Programme (MFA level) is a Nordic collaboration established within the KUNO network. The study programme is a collaboration between the Royal Danish Academy of Fine Art, Malmö Art Academy, Finnish Academy of Fine Art, Bergen National Academy of the Arts, Dept of Fine Art and Trondheim Academy of Fine Art. The ambition is to create a study programme that will provide the student with the necessary knowledge and professional competence to create and analyse sound art. Further it is the aim of the program to enable the student critically and independently to make use of the sonic dimension in the visual arts.</p> <p>Website: www.nordicsoundart.com</p> |
| EUJAM | <p>Rhythmic Music Conservatory</p> <p>Conservatorium van Amsterdam</p> <p>Universität der Künste, Berlin</p> <p>Conservatoire national supérieur de musique et de danse, Paris</p> <p>Norwegian University of Science and Technology, Trondheim</p> | <p>Contemporary jazz performers must possess innovative skills in order to stay at the forefront of development in music, culture and business. EUJAM will educate a new generation of strong contemporary jazz performers by supporting a student driven curriculum. EUJAM students will get the possibility to investigate European jazz in its broad artistic, cultural and entrepreneurial scope. EUJAM students will design and perform artistic projects in collaboration with professional performers, organisations and business enterprises. EUJAM students will be given the opportunity to develop a strong international professional network. EUJAM will provide students with a broad range of professional qualifications.</p> <p>Website: www.eujam.eu</p> |

The participating institutions emphasise that the positive effects correlated to participation consist of closer partnerships, a qualitative boost of the international level and development of the international dimension of the institution. Participating institutions and institutions not cooperating on international joint programme alike emphasise that international joint programmes are time-consuming to develop and complicated to set up.

Language of tuition

As internationalisation has become an unavoidable condition for the educational institutions under the Ministry of Culture, English has concurrently become increasingly popular as a language of tuition and instruction. The main part of the educational institutions under the Ministry of Culture thus practise a flexible “parallel-lingualism” in which the language of tuition or instruction can change as required. A number of institutions also offer master’s degree tracks in English, and some institutions offer full master’s degree programmes in English. Several institutions have also incorporated language-political objectives in central institution-political documents.

FACTS – Full master’s degree programmes in English – The Royal Danish Academy of Fine Arts, School of Architecture

The School of Architecture has set up two master’s degree tracks in English. The objective of the master’s degree is to recruit talented international students, stimulate the international environment of the school and prepare the students for international work. The programme admits 50% Danish and 50% foreign students. By the application deadline in the spring 2009, 123 students from 38 different countries had applied for the master’s degree programme, and 20 foreign students of those were accepted. Of these, five were paying students with a citizenship from a country outside EU/EEA.

The institutions generally emphasise the necessity of developing their own English tuition if they wish to appear as professional actors on the international stage and as attractive collaborators for foreign institutions.

International networks and binding institutional collaboration

International network and institutional collaboration can contain different degrees of obligation and e.g. focus on areas such as organising seminars and conferences, mobility for students and employees, development and offering of joint courses, joint research and development activities and development and offering of joint educational programmes.

The main part of the educational institutions under the Ministry of Culture participate to a high degree in international network and institutional collaboration in the areas of education, research and activities of artistic development. In this context, the institutions underline that participation in international networks and collaboration with foreign institutions are the foundation for large parts of the internationalisation efforts of their institution. A number of institutions further emphasise that, as small institutions with specific subject matters, they depend on international collaboration to ensure the development of their education, research and activities of artistic development.

FACTS – International networks - the Royal School of Library and Information Science

In 2008, the Royal School of Library and Information Science along with the Humboldt-Universität zu Berlin became the first non-American institutions to be invited to apply for, and subsequently be admitted to, the North American-based collaboration *iSchool Caucus*. The *iSchool Caucus* collaboration is a union of universities working to increase knowledge of, support for and engagement in the information-scientific field in relation to media, the business community, research programmes and student activities. The collaboration makes possible, *inter alia*, student exchange, researcher exchange and organisation of joint international symposia and conferences. Members of *iSchool Caucus* include, beside the Royal School of Library and Information Science, University of California, Drexel University and Florida State University.

International profiling and visibility

The educational institutions under the Ministry of Culture generally point out that recent years have seen an increased focus on international profiling and visibility. To this end, the institutions make use of a wide range of initiatives in order to raise their international profile. The English-language websites, publications, productions etc., often function as important marketing channels with respect to showcasing the quality and diversity of educational programmes, research and artistic activities to the surroundings. The participation of the institutions in international networks and strategic partnerships are also important elements in building increased international awareness. In this connection, the institutions point to an effective utilisation of the informal network of the artistic and scientific personnel as an important factor. The institutions, however, underline that talent and quality are a crucial factor in a strategic international profiling. An essential condition of raising one's profile is thus that the institutions can showcase student productions or productions by alumni and research and artistic activities at a high international level.

A number of institutions note that the marketing efforts made by the individual institution to a larger extent should be supported by a more focused effort at the ministerial or national level.

Organisation and strategy

As internationalisation has become a more complex area, increasing demands are placed on the educational institutions for a structured internationalisation effort. Two elements of this effort are the development of non-academic support structures at an administrative level, which can support the internationalisation effort, and the development of institution-political documents, which integrate the international dimension in the activities of the institution.

At the majority of the institutions, the internationalisation is anchored at the administrative level in the form of an international coordinator. A few smaller institutions have chosen to focus on internationalisation within specific areas and therefore take a decentralised approach in which matters pertaining to internationalisation are managed in the academic environments. Further, the dialogue between management, administration and academic environments with respect to internationalisation is, in the majority of institutions, ensured through an

international committee or similar. Finally, there is generally a high level of managerial involvement in internationalisation at the institutions.

When an institution is to formulate its ambitions in the area of internationalisation, the development of strategies and action plans often plays an important role. Strategies and action plans can account for the objective of internationalisation and work as a schedule for the internationalisation effort by drawing up concrete goals. In the institutions under the Ministry of Culture, the strategic approach to internationalisation ranges from being described in a public strategy at very few institutions to being integrated in different ways in central institution-political documents at among half of the institutions to finally being of a more ad hoc character in which no general strategy documents for internationalisation exist, but in which the approach is based on established custom.

FACTS – Internationalisation strategy - The Royal Academy of Music Aarhus

The internationalisation strategy of the Royal Academy of Music Aarhus, which covers the period 2007-2010, was drawn up in connection with academy's performance contract with the Ministry of Culture covering the same period. The strategy accounts for the overall objectives of internationalisation and lays down concrete goals for the international activities in four main areas: 1) mobility, 2) partnerships and networks, 3) international recruitment and 4) quality control of the international activities. In addition, the strategy focuses on organisation of the international work and contains, inter alia, an overview of concrete goals for the internationalisation with an indication of who is accountable for each of the subsidiary goals and the time frame for the goal achievement.

Summary

In sum, the institutions of higher education under the Ministry of Culture are, to varying degrees, internationalised and involved in international collaboration. The degree of internationalisation and the level of international activities naturally correlate with the size and resources of the institutions. Particularly the larger educational institutions under the Ministry of Culture thus have a broad range of international activities, a centralised organisation of the international work and a holistic approach, in which internationalisation is integrated in central institution-political documents or drawn up in an actual international strategy.

Despite smaller breadth, a more decentralised organisation and an approach of a more ad hoc character, the smaller institutions under the Ministry of Culture often also attach great importance to internationalisation. To these institutions, close interaction with academically and artistically strong and dynamic foreign actors in selected and prioritised areas will often be a basic condition for the continuous development of education, research and activities of artistic development.

Recommendations from the project board

The project board behind the internationalisation report has, based on the report, drawn up nine recommendations for the continued work of the educational institutions under the Ministry of Culture towards developing their internationalisation efforts and thus ensuring a strong internationalisation in the area of the Ministry of Culture.

The recommendations should be regarded as a proposal for the educational institutions to draw up objectives and levels of ambition for internationalisation and involvement in the national political initiatives to advance internationalisation of the higher educational programmes.

1. Internationalisation strategies

The educational institutions under the Ministry of Culture should continue strengthening their internationalisation efforts by developing strategies, action plans or guidelines for internationalisation. The development of a clear framework known, shared and owned by the entire organisation can both ensure that the internationalisation efforts at the level of the individual institutions are developed in an appropriate and effective way, and ensure a managerial focus on the internationalisation efforts.

2. Code of conduct

The educational institutions under the Ministry of Culture should jointly draw up a code of conduct articulating the principles for appropriate information to and treatment of foreign students and thereby forming the basis of a mutual matching of expectations between the individual institution and its foreign students.

3. Language policy

The institutions of higher education under the Ministry of Culture should draw up a language policy that can create a systematic focus on the choice of tuition language and the quality of tuition in English. In addition, a language policy can create a clear framework for what is expected linguistically of administrative, artistic and academic personnel and students.

4. National internationalisation strategies

The institutions of higher education under the Ministry of Culture should become involved in and follow the national strategies for internationalisation of the higher education programmes and marketing and branding of Denmark as a country of education.

5. More students on study-related trips abroad

The institutions of higher education under the Ministry of Culture should support the inter-ministerial effort to increase the number of students participating in international study activities (e.g. study trips or internships abroad). The effort to increase the outbound mobility should include all types of academically motivated mobility and focus on both longer-term stays abroad and shorter-term stays abroad.

6. Focused collaboration agreements

The institutions of higher education under the Ministry of Culture should attend to developing binding collaborations with a strategic aim and clearly formulated goals with strong and dynamic institutions and academic environments abroad. Such strategic and binding collaboration agreements can form the basis for a qualitative development of artistic and cultural education, activities of artistic development and research at the individual institution.

7. Internationalisation and learning outcomes

The institutions of higher education under the Ministry of Culture should continue their work on advancing internationalisation in accordance with the institutions' goals for learning outcomes. In order for internationalisation to be present as an integrated part of the education programmes, it would be a straightforward idea to let it be reflected both in the content and subject matter as well as the structure and organisation of the education programmes.

8. Documentation

The institutions of higher education should—annually and based on common guidelines—work jointly on ensuring a systematic collection of relevant data concerning international activities and relations. It is important that the internationalisation is made more visible and that the institutions can document the extent of their activities in the area of internationalisation.

9. Network group

To ensure a qualified follow-up on the recommendations and a more coordinated internationalisation effort in the institutions, the institutions of higher education under the Ministry of Culture should jointly establish a network with the purpose of knowledge sharing and exchange of experiences concerning internationalisation.