

Strategic plan DOCH, University of Dance and Circus 2011–2015

Approved by the University board December 3rd 2010



Dans och Cirkushögskolan
University of Dance and Circus

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“Coming to DOCH must be a challenging, enterprising, stimulating, sometimes boring, more often entertaining experience in a caring environment where everything is possible and new frontiers are opened. DOCH is not a static room, but a well-organised chaos in continuous movement, with the kind of critical curiosity driven research needed to make the world a better place and reality into something resembling our dreams.”

DOCH, Sweden’s highest seat of learning and research in the art of dance and circus, started in 1963 and has developed into a leading institution for artistic education. We offer top class education for circus artists, dancers, dance pedagogues and choreographers. We give those who already have a profession in dance or circus a chance to enhance their knowledge and we offer research education for artists – all of this in a dynamic and creative international environment in close collaboration between art and research. The school has a staff of 75, some 100 lecturers and guest artists/teachers, some 200 students and a budget of about € 6,2 million (SEK 55 million).

The Strategic Plan present our visions and long term planning. It is a document to guide our activities and a manifestation of our core values based on democratic principles, openness and critical thought.

The execution of the Strategic Plan also demands Activities Plans. The Activities Plans convert the strategies into actions and are subject to revision in connection with the annual report and the financial report.

Activities at DOCH are guided by the Law of Higher Education and its guidelines, as well as the yearly governmental instructions in order to fulfil society’s demands for education, training and research within the areas of dance and circus.

In the Strategic Plan there are some quotations. A quotation without a source reference comes from a document approved by the school.

”Change a habit and prevent convention. Stop indifference from catching a hold. Counter resistance and open up for pleasure free from perversions. Stir up and mess about. Create new rites around that which must be defended, so that goodness and caring are once again visible. Regard art as immaterial enjoyment or materialised madness, the alphabet of recognisable craziness, in league with lust and deep empathy. A dissection of reality down to its smallest particles, then joined into new units dipped in love. The meeting with art should be like a homecoming or flight to a challenging place where anything may happen. A place where we want to stay, to take part in everything we don’t understand, being present, listening, story-telling...”

Efva Lilja, Vice-Chancellor

Aims

DOCH shall be a leading seat of learning within Dance and Circus in Europe.

DOCH shall conduct clearly profiled educational programmes of high international standard, and training aiming at excellence in new creative forms of artwork and presentations.

DOCH shall conduct high quality education and research to strengthen the position of art and contribute to the development of knowledge, innovation and society as a whole.

DOCH must, through a strong and visionary aim, contribute to making the arts of dance and circus important assets in a dynamic, democratic and multicultural society.

DOCH must be an attractive place for work and study with a culture of respect, equality, engagement and sharing within a well defined organisation with clear decision-making processes, a strong participation from students and staff, as well as good leadership.

DOCH must be a creative and useful forum for the different professions within dance and circus in collaboration with other artforms and areas of research; a meeting place for discourse, work and debate about artistic and didactic perspectives on dance and circus.

Strategic plan 2011–2015

"Curiosity changes the world. The prerequisite for all artistic work and research is the will to see beyond what is already known. Our intellectual and physical skills are honed by our ability to think, fantasize and imagine that which we have never before thought, seen or experienced. Common knowledge is the basis of our conventions. Through art we break those up and make room for new ones. That is how we all move forward. We do not educate for the present, but for the future. It is our students and their visions that will move the world forward and change it!"

DOCH shall be a leading seat of learning within Dance and Circus in Europe.

We educate artists and pedagogues who through their work will change our understanding of the world, of everyday life and its demands on us. DOCH is an international school with good networks and an active dialogue with the professions and markets we train our students for. We do not educate for that which is, but for that which will come. Our international networks enable us to have an exchange of students and teachers with other countries, as well as participation in international artistic and scientific projects. All activities at DOCH are saturated with an international perspective. We educate for a global work place. In our international undertakings, we strive to be a strong partner for cooperation within the system of higher education, in the academic world as well as with other partners.

Our combination of courses and research within dance and circus give us a unique and very attractive profile in a European educational context. There is no equivalent at the university level. In circus education we have the lead. We also have a strong position in training and research within choreography. When it comes to training dancers there is a strong development in Europe, which offers tough competition. The challenge stimulates and we improve our position every year. We regard ourselves as leaders within dance pedagogy on a national level and at a very good level internationally.

During the period, we must:

- *maintain our position as a leading institution for higher education within dance and circus in Europe.*

DOCH shall conduct clearly profiled educational programmes of high international standard, and training aiming at excellence in new creative forms of artwork and presentations.

At DOCH students and teachers from many different countries and cultures work together. The openness of our activities and the regular international contacts are manifested by a very active interest within the young generation, manifested first of all by a large number of applications to the school. Our different art forms demand different attitudes, different educational and cultural traditions. Dance and circus cooperate and stimulate development through their differences. As graduated performers, artists, pedagogues and teachers, the students must be able to make their own choices in a professional world where competition is based on artistry or ability to teach regardless of genre.

DOCH train young people to make use of their creativity, to think critically, to reflect and articulate their work. Time must be devoted to developing knowledge both within and about the artistic field they have chosen and to give a chance to develop the physical skills that are necessary to hone at a young age. We offer programmes that are useful.

After having completed their education, our students must have a strong artistic and/or scientific identity, they must be independent and have good insights into their own abilities and needs as well as the demands set by the outside world before entering their professions. The student must be able to meet professional life with expectations, an ability to compete and knowledge about how best to show one's abilities in an international context.

During the period, we must:

- *Strengthen our national and international networks, work for best practice and widen the excellent opportunities open for students and teachers to interact with international arenas. We do this by recruiting internationally, inviting guest lecturers and researchers, collaborating with seats of learning abroad for internships, exchange of teachers and research cooperation.*
- *Strive for a widened dialogue with the surrounding art and science community, nationally and internationally. DOCH must be a hub in the Swedish dance and circus environment. We cooperate with the majority of Swedish partners in this area, including Svensk teaterunion and teaterunionens utbildningsutskott (ITI), D.A.N.S., Danscentrum (DC), Manegen, Rörelsen, Dansalliansen, Sveriges danskonsulenter, Svenska institutet, Statens kulturråd, Konstnärsnämnden, SIDA, Internationella Programkontoret as well as scenic and educational institutions on different levels. This cooperation must be developed further.*
- *Strengthen our international cooperation with among others: The European League of Institutes of the Arts (ELIA), Fédération européenne des écoles de cirque professionnelles (FEDEC) and seats of learning connected to it, European Council of Arts Therapies in Education (ECArTE), dance and the Child international (daCi), World Dance Alliance (WDA), Nordiskt Forum för Dansforskning (NOFOD) International Dance Council (CID), Sokrates, Jardin d'Europe, Performing Arts Forum (PAF), Centre Choreographique National (CCN) Montpellier, Dance Web Wien, BUDA Bryssel, Jan Fabre LAB Antwerpen, Badco Zagreb, Teaterhögskolan Helsingfors, Baletthögskolan Oslo, The Conservatorium in Vienna, University of Chichester. Within Nordplus: Exploration Music&Dance (EMD), Reflecting Dance Pedagogy in Nordic Educational Settings, Nordiskt Koreografinätverk (NordKor) and Network for Theatre Academies (NORTEA).*

DOCH shall conduct high quality education and research to strengthen the position of art and contribute to the development of knowledge, innovation and society as a whole.

Artistic development and artistic research is a chance to establish strategies that will contribute to strengthening DOCH as an leading national and international partner. This includes further development of training for researchers and a widening of artistic and scientific projects. Research and artistic development work shall be present through the whole educational system at the school. The basic education must be enriched by high level international research. The research must in turn be enriched by meeting the next generation of choreographers, dancers, circus artists and dance pedagogues.

DOCH defines the discipline of choreography as encompassing many practices within art, making it a proactive, artistic dimension in society. Choreography offers tools for the production of movement, for process and analysis of the prerequisites for art and the creation of culture in many different contexts. Choreography offers opportunities for the realisation of alternative expressions, spatial as well as conceptual rooms in

dialogue with both the contemporary and the past. This discipline is of great interest also for other artistic and scientific fields. Choreography is therefore our primary area of artistic research.

Artistic research is a priority. Artistic research is to explore and investigate with the purpose of gaining knowledge about and within our art forms. The result of the research must place the new knowledge in a global context where we and our partners can criticize, use and administer this through presented documentation, reflection over the work or in the work of art itself. There is also interesting research about our art forms conducted within the science community. DOCH welcomes cooperation with researchers both within the humanities, political science and life sciences. We have a protocol of cooperation for cross-discipline research with KTH, the Royal Technical University in Stockholm.

As part of our research programme we shall continue to develop an infrastructure for discussions and exchange of experiences. The school has instituted a High Seminar; a forum for artistic and pedagogical intercourse on an advanced level. Apart from being a place where invited guests will be given an opportunity to present current research, the seminar will offer professors, doctoral students and teachers a chance to present and discuss their research. The internal networks created here will constitute the nucleus of a critical mass with many connections reaching outside the institution among artists, researchers and others with an active role in artistic development, nationally and internationally.

Research demands a well-functioning international network. This network must grow and branch out on DOCH's own initiative. Artistic research must be carried out by proven artists both within and outside the institutions. There is a great need for an international meeting place for the exchange of knowledge and experience. Through participation in international projects, regular conferences and workshops we shall strive for a continuous cooperation and exchange with active professionals and researchers within the disciplines represented at the school.

Close Encounter is an ongoing series of conferences with the aim of highlighting contemporary, international research within our various disciplines. In the field of circus our forum is known as CARD – Circus Artistic Research Development. Our international research cooperation is also greatly enhanced by the networks created by our professors through their research projects and the many international presentations made by our teachers and professors. Within the discipline of dance pedagogy, development and research is carried out by the Dance Pedagogy Research Group. In this forum research is also presented by teachers, professors, national and international guests.

DOCH shall conduct a curiosity driven qualitative research within all disciplines. An increased focus on research requires a realignment of our resources, but also an increased external financing and suitable forms of cooperation with other partners in the field. That demands an active dialogue with artists and researchers, with employers and other representatives from the public sector with an influence on our art forms.

Combining bodily and mental, verbalised reflection is fundamental. Our students must be stimulated to embrace this attitude. Artistic work puts creative processes in a context where the aim is not given, where risk taking is an important part and the insight and knowledge generated by the process is as important as the "product"/work. This must also find its expression both in word and action. The same goes for the role of pedagogue and teacher. The dance/circus pedagogue or teacher is facing a changing

work place. This puts new demands on pedagogy and method as well as knowledge about the artistic process. There are also new demands for leadership and entrepreneurial skills.

A qualitative and innovative development of the arts of dance and circus presupposes qualified education and research. For this purpose and in order to widen student recruitment there must be a realignment of existing resources as well as funding for an increased student body. A fully developed educational progression according to the Bologna accords, demands more students. It is our strategies and qualitative, resource effective activities that must motivate the widened task that will make the government to provide us with the future opportunities we strive for.

During the period, we must:

- *Improve the strategic positioning of the school in the dance and circus areas, both within the educational system and in terms of content.*
- *Develop international networks and platforms for research and training of researchers.*
- *Strengthen research cooperation with both national and international partners.*
- *Strengthen the artistic and scientific research by initiating and supporting new projects.*
- *Introduce qualitative criteria for research and training of researchers.*
- *Develop in writing and other innovative forms theory of reflection over choreography as a field of research.*
- *Develop tools to inform and recruit external partners that can economically support the growth of the sector.*
- *Develop knowledge about methods of financing and raise the degree of external financing for research projects.*
- *In different ways work for the recognition of art and artistic research as areas of great importance to the cultural development of society.*

DOCH must, through a strong and visionary aim, contribute to making the arts of dance and circus important assets in a dynamic, democratic and multicultural society.

If culture can be defined as the form we give our societal life, art becomes vital for the understanding of each other. Through our artistic expressions, we can gauge and develop the state of our culture. Knowledge and learning about art must be tried, re-tried and nourished. This is done through education and research in cooperation with society as a whole nationally and internationally.

Contemporary art has many forms of expression in a multicultural society, making political, ideological and cultural statements. By developing art, artists expand our cultural norms and formal boundaries set by society. At DOCH, the student who wants to become a circus artist, dancer, dance pedagogue, dance teacher, dance therapist or choreographer, will meet creative artists and researchers within these disciplines. This

offers a dynamic and creative environment with expanded opportunities to cooperate around dance and circus in our contemporary culture. We propagate dance and circus as a road to meaningful action.

Today the political and bureaucratic structures that influence the direction of artistic activity and cultural economics are in rapid flux. It is therefore important in our work to educate for new organisational forms that we can bring together researchers, artists and strong entrepreneurs. In this field we must cooperate with the professional dance and circus environment and with other universities and seats of learning in Sweden and abroad.

The world of universities and academia has during the last years been charged with new tasks besides education and research. Similarly our disciplines have developed greatly and offensively towards new forms of work and presentation, which in turn puts greater demands on education and research. In toto this means that we as an institution of higher education within the arts must increase our capacity. DOCH must grow.

During the period, we shall:

- *Work to make the government and the parliament aware of the consequences of their policies within education and culture, but above all point to the opportunities for society presented by a developed view of art and support to artistic education and research.*
- *Initiate and take the lead in the formation of qualitative criteria in cooperation with our professions and other seats of higher learning within the arts. Good criteria for quality rest on the judgement of qualified groups of artists and others with relevant knowledge and experience from artistic activity.*
- *Create faith in other ways than those that have been conserved by stereotype commercialised models, ways that give us courage to believe in what we dream is possible, that our questions, doubts and queries have a meaning and create a base for cross-border cooperation.*
- *Work for a developed attitude within dance and circus in relation to cultural and creative structures and work for a redefinition of the word business to include also the business of culture, i.e. those who produce, present and distribute culture to the market.*

DOCH must be an attractive place for work and study with a culture of respect, equality, engagement and sharing within a well defined organisation with clear decision-making processes, a strong participation from students and staff, as well as good leadership.

In all activities, in all places of work, routines and habits are formed and permanented as good traditions and conservative conventions. It is necessary to see through what many of us take for granted as part of a collective memory. We have to break free from that which conserves and start relying on intuition, desire and curiosity as driving forces. We need to find time for fantasy, dreaming, listening to the unspoken and looking past the obvious. Creativity is a force used to create what is new: a thought, a feeling, an act or an object/product.

Our culture is moved forward by people who use memories and experiences to recreate traces of life as it has been lived and then creatively develop and reshape this. At our school there are competent teachers who want to challenge and listen, teachers who are active in the formation of a reality that opens up for widening inner liberty, living up to high ambitions and an outlook on art work as a political act aiming at the liberty of thought. Our well educated teachers must be able to see relationships between theory and practice, between contemporary art forms and nourish the visions of the students. It is their task to develop the knowledge we have today, to move our society and culture forward, the quality of life as well as new artistic and pedagogical practices.

Our talented students and competent teaching staff are the school's most valuable assets. They guarantee the quality of our education and research. A continued strong development demands good support functions and an offensive academic leadership in an active dialogue and cooperation with the outside world. Our staff and students must have knowledge about and respect for the professions and genres that our art forms represent nationally and internationally. At DOCH we take pride in a working climate open to discussion, engagement and sharing based on our different areas of knowledge. This is all supported by a sound physical environment.

The will to share experiences and the ability to cooperate while maintaining a strong sense of individual identity, are good foundations for successful studies. Student participation and a strong student body are the pride of any university. Students who engage themselves in matters concerning their education learn democratic fundamentals. At DOCH students and staff have a joint responsibility for the qualitative development of the programmes. Students are represented in all decision-making bodies, working groups and fora for discussion.

During the period, we shall:

- *Offer students, teachers and other staff possibilities to use their creative abilities in relation to experience, relationships, cause and effect.*
- *Increase student participation, for instance by developing forms for meetings in cooperation with the student body and through support to student representatives in various fora.*
- *Create clear lines of communication.*

DOCH must be a creative and useful forum for the different professions within dance and circus in collaboration with other artforms and areas of research; a meeting place for discourse, work and debate about artistic and didactic perspectives on dance and circus.

Leading artists and researchers contribute to an advanced knowledge formation as a basis for the development of art, for cross-artistic and cross-scientific cooperation; for a development of the strong art political consciousness that will gain respect in the outside world and thereby become a force for good in culture and art. Within a progressive artistic educational institution, there is reason to discuss artistic quality. Artistic quality must not be seen as being in conflict with the idea of artistic freedom. No one can escape being judged in terms of good or bad. This happens on the market, in the cultural bureaucracies and in the academic world.

Both circus and dance demand specially designed work places and studios. Suitable premises are a prerequisite for the activities and at the same time our most costly

"work tools". Our premises make up a large volume specially equipped for artistic processes with technical equipment, rigging and security. As of January 2012 all of DOCH's activities will be brought together in a joint campus. The Circus Department will have permanent premises including a new circus hall. This investment means a qualitative lift in terms of facilities and more opportunities for cooperation between the circus environment and the other disciplines.

It is important that young people are given the opportunity to gain insights in our professions. We welcome primary school pupils as well as students from high schools, vocational schools and higher seats of learning to visit us. Our activities are open for active and prospective researchers and the general public.

During the period, we shall:

- *Continually maintain and develop our premises in order to satisfy new needs when they arise as our activities expand.*
- *Work for a wider accessibility for students and teachers as well as the general public. The working premises will be reorganised to accommodate a more inviting reception area, develop space for social interaction and keeping staff on duty in the evenings.*

Our Educational Programs

Our educational programs are organised as three Departments: Circus, Dance and Dance Pedagogy. Each Department is responsible for development of training on the basic and advanced levels and for separate courses. Each Department has a steering group headed by a prefect and made up of programme leaders and professors together with student and teacher representatives. A coordinated meeting structure is in place to guarantee cooperation between the Departments.

The students will be given tools for independence. There must be time for individual work in all courses. Themes concerning genus and plurality must be present in all courses since we see them as a prerequisite for a development of new perspectives, gained by looking at the world from different angles, all of which raises the quality of our work.

During the period we shall:

- *Continue the development of our educational structure with the aim of establishing a complete educational chain of progression within all disciplines.*
- *Offer professionals within dance and circus a chance to upgrade their education in separate courses, but also by taking part in existing courses within our educational structure. We shall design courses for special needs and wishes in collaboration with clients.*
- *Develop our best practice system and methods to secure high quality in all courses, including a follow-up system for graduates and developing systematic statistics.*
- *Stimulate a collegiate intercourse and create fora for exchange of experience between teachers, alumni and representatives for the work place.*
- *Develop our information about the training and courses offered by the school, giving priority to our web-site and in all ways work for a dialogue with society as a whole.*

THE CIRCUS DEPARTMENT

The Circus Department includes all programs and courses within the circus discipline.

Circus art is in rapid development, often with drastic displays and expressions. Circus education uses the technical qualities in circus and the artistic traditions as a foundation on which to build high level technical brilliance and artistic competence in new practices. It offers knowledge about, and an understanding of, the many forms of expression in circus, so that the student after the education can use her/his artistry to redefine circus as art and develop the vocabulary of circus art. The circus education at DOCH contributes to innovative ways of working and expressing oneself in near relation to choreography and performing arts.

The student will be given tools to make it possible to relate one's own activities to an artistic and societal context. This includes for instance working with the history of circus art forms, positioning in the cultural landscape, knowledge about other art forms and about their societal implications, with the goal to be able to reflect on one's own practice and with a good ability to communicate both artistic ideas and practices.

During the period, we shall

- *Work for greater flexibility between and cooperation with DOCH's other educational programs.*
- *Together with the Dance Department develop a cross-disciplinary masters program with profiled courses for circus artists, dancers, choreographers and others active in these areas.*
- *Strengthen the cooperation with research and the connection between research and the basic training.*
- *Continue to develop our networks with the national as well as the international circus environment.*
- *Increase the knowledge about safety both in training and rigging, and the mental training needed to better handle various risk factors in circus work.*
- *In close cooperation the professional circus environment develop separate courses on different levels.*
- *Establish the new circus hall to guarantee the highest possible quality and the physical conditions to further raise the level of circus education and the artistic rendition of circus in Sweden.*

THE DANCE DEPARTMENT

The Dance Department includes all training and courses within dance and choreography.

The development within these art forms demands training that can critically evaluate, question and redefine artistic methods and the role of the choreographer and dancer. We shall offer training that gives the student tools for a successful career within contemporary art.

The programs offers tools for critical evaluation of the physical, structural and intellectual methods established by current choreographic practices, and work for the expansion and development of these by finding new models for creation and production. Thematic learning processes are aimed at both theoretical and practical knowledge, preparation for research and interdisciplinary meetings with other fields of knowledge and expression within the arts and sciences. The training critically evaluate the roles of the individual and the collective in society's socioeconomic and political dynamics, in order to consciously participate in current processes of change. The activities must be a significant working resource for the renewal of national and international choreographic art.

During the period we shall:

- *Work for better opportunities for the students to develop an individualised profile in their education. Dancers and choreographers are active within a wide spectrum of practices that all demand widely differing forms of knowledge. We shall therefore develop the range of courses in order to better answer to these demands.*

- *Together with the Circus Department develop a joint cross-discipline Masters program profiled for circus artists, dancers, choreographers and others active in these areas.*
- *Open up for greater flexibility and cooperation with DOCH's other educational programs, strengthen the connection to research in the basic training and increase our cooperation with international partners.*
- *Develop separate training courses in close collaboration with the professional world of dance.*
- *Develop our cooperation with organisations in the field and increase our international cooperation in new forms.*

THE DANCE PEDAGOGY DEPARTMENT

The Dance Pedagogy Department includes all training, programs and courses within dance pedagogy.

DOCH educates dance pedagogues and dance teachers with an artistic and pedagogical profile relating to dance and choreography in a contemporary context. Participating in new social structures, interactions and work methods demands the development of the pedagogical and artistic methods used to train and communicate within and through dance. In new media, dance is communicated both as art, entertainment and knowledge. The teaching of dance has many levels and is becoming more and more interdisciplinary. An important prerequisite for contemporary artistic education in dance pedagogy is a close connection to other scenic education and other artistic work within dance.

DOCH educates pedagogues and teachers with a strong artistic and scientific identity. They become dance pedagogues or dance teachers with the ability to develop new forms of work for instance within schools with a dance or aesthetic programme, preparatory dance training or professional training of dancers as well as instruction of professionals. During training a connection is made to the plurality of modern society. The students are hereby made ready for a work place where they meet a need for training in the artistic forms of expression within dance for different groups through the whole life cycle. The environment at the school is suited for this.

Our training programs are profiled through a development of new research based on didactic work forms. They must encompass all forms of teaching in, about, for and through dance as an art form. Another important part is pedagogy as a scientific subject and cooperation with researchers and educators from other seats of learning, which contributes to strengthening the quality of education within this area. The training gives the student a chance to develop an independent, critical and respectful attitude as a dance pedagogue.

At DOCH the students must be able to adapt their dance profiles based on their ambitions for a professional life, through the possibility of combining the Dance program with other studies within "Dance Specialising in Choreography" or with studies in another subject in cooperation with other teacher training.

Dance therapy is a form of therapy integrating dance and psychotherapy with its roots in the artistic and creative process. It is offered at DOCH as a build-on program. Deep-

ened knowledge in combination with studies of therapeutic knowledge and dance, scientific method and preparatory research work, shall give the student good psychotherapeutic and dance therapeutic knowledge.

During the period, we shall:

- *Together with training programmes in other Nordic countries within Dance in Education Nordic Network (DENN) build a joint Nordic masters programme in dance with a didactic profile.*
- *Widen and explore artistic expressions of dance within other school subjects.*
- *Work to take care of the dancer's professional competence and increase awareness of training courses as a chance to stay active within the environment. We shall also develop separate courses and training on demand, net based training methods and in general strengthen the dance pedagogical environment.*
- *Strengthen and join together the research environments within pedagogical and didactic work with dance in the Nordic countries.*
- *Open up to greater flexibility and cooperation with DOCH's other educational programs, strengthen the connection to research in the basic training and strengthen cooperation with international partners.*
- *Develop cooperation with a university that offer degrees in the field of dance therapy.*
- *Develop strategies to improve the conditions for training dance pedagogues in research by cooperating with other seats of learning.*

TRAINING OF RESEARCHERS IN CHOREOGRAPHY

DOCH is a strong and creative environment for training artistic researchers in the field of choreography. The Swedish system offers a unique opportunity for training in artistic research, which we encourage by offering proven artists a chance to carry out research within their disciplines

Successful training of researchers and the development of a critical mass suited for artistic research depend to a large extent on its connection to the artistic environment outside the university as well as other seats of learning and art fora, nationally and internationally. We will safeguard this with fruitful forms of cooperation based on the needs of the artists. Our training of researchers must also have a clear connection to our basic training programs.

DOCH is one of twelve participating schools with four places in the National School of Artistic Research (Forskarskolan i konst). The activities at the National School of Artistic Research are planned to go on for five years starting 2010, after which they will be evaluated. The courses offered lead to a degree of Doctor of Art.

In 2008 DOCH started a research cooperation with KTH for the development of cross-scientific as well as specific artistic and scientific knowledge formation. The base for this cooperation is partly a joint research school, partly joint research, seminars and

training in specific areas of competence. In 2010 a collaboration started with Stockholm University for the training of researchers in choreography. These programmes lead to a degree of Doctor of Philosophy or Doctor of Technology.

During the period, we shall:

- *Strengthen our cooperation with universities and higher seats of learning that train students in artistic research nationally and internationally, as well as with other partners to develop quality criteria for the training of researchers, fora for tutors, forms of examination, documentation and archival routines.*
- *Contribute to the development of the National School of Artistic Research.*
- *Work for a really good, challenging, creative and stimulating research environment.*

Separate Units

THE MUSIC UNIT

Music as an art form is an important part of dance- and circus art. DOCH wants to stimulate creative forms of cooperation and an active relation to musical expressions through the participation of artistically active musicians, composers and other creators of music both in education and artistic projects.

At DOCH there is an emphasis on musical insight. Musicians are hired for specific training sessions that can be offered with live music, which enhances the musical part of the training and contributes to a mature attitude toward music of different kinds. It is the responsibility of the music unit to provide relevant knowledge, develop courses and events and find representative music for our activities in close dialogue with prefects and teachers.

The music unit is also responsible for the instruments belonging to the school.

During the period, we shall:

- *Support and develop representative music for our activities in close dialogue with prefects and teachers.*
- *Strive to stimulate development within the area music for dance and circus.*
- *Provide relevant knowledge about music in close cooperation with prefects and teachers and develop course material and events.*
- *Maintain DOCH's musical instruments at a high level of quality.*

LIBRARY

The library is responsible for service and support to the education and research within the school by supplying information in a timely and stimulating way. The priority is visual representation of dance and circus. The library also has a responsibility to teach how to use the information resources. The media stored in the library are a national asset, which is publicised in Libris and thereby made accessible both internally and for the public. The primary target group for the library is researchers, teachers and students at DOCH, but also external users.

During the period we shall:

- *Fulfil our users' needs for information and media with the areas of dance and circus. The activities of the library must be seen as a collective resource, administered in a cost effective way, developed in a wide perspective with the needs of the users as the central priority.*
- *Take responsibility for the maintenance of knowledge about printed and computer based search tools, such as reference works, bibliographic aids, data bases, full text systems and the internet with its open documentation and web based search tools, according to a professional estimation of the users' information needs.*

- *Together with the departments cater to the users' needs of information and media within the areas of dance and circus, as well as being an active part in the daily activities of the school in dialogue with teachers and students.*
- *Contribute knowledge, new ideas and useful tools to the organization, by taking part in networks and monitoring the outside world within our areas of activity.*
- *Fulfil the basic requirements within the Law on Higher Education about offering the student an ability to "search and evaluate knowledge at a scientific level" (Chapter 1, §9). The library shall offer training to raise search competence among teachers, researchers and students, as well as continuously update users on the ongoing technical changes within the sources of information.*
- *The library shall continually collaborate with other university and public libraries in Sweden.*

Administration

The administration shall offer opportunities and create conditions for the activities at DOCH to develop and maintain high quality, using the resources in an effective way. It shall provide the competence and resources needed to attain the goals according to the Strategic Plan.

A global analysis has highlighted important factors that will affect the school in the coming years. In addition a number of important changes have been decided by the government in 2010, including changes in the Law on Higher Education, Teacher Training and Allocation of Resources. Furthermore the work and the tasks of the administration are affected by the political framework of government decrees, laws and regulations etc.

The administration has a mandate from the school board including responsibilities such as creating proper legal routines and processes, informing and educating about reports to government agencies and preparing/coordinating these so that the required quality is maintained, within the correct time frames. The task is to support the core activities and other interested parties through advice and service, to provide resources for the activities through smooth decision making based on correct information, as well as initiating, preparing, coordinating, carrying out and following up processes on a mandate from the school leadership and board. This includes a responsibility for development and maintenance of the school premises, IT and technical equipment. The administration takes part in the planning, development and maintenance of the activities in the school by coordinating them.

DOCH's archive should mirror the artistic, pedagogical and administrative activities and be a part of the national cultural heritage.

To attain this, we shall during the current period:

- *Contribute to strengthening DOCH's national and international attractiveness and its status among priority target groups by developing our web site, showing a clearer profile, offering more communication/information in English and developing channels for external as well as internal communication.*
- *Secure that high competence is provided for the needs of the school, giving professional support to the leadership and the core activities by hiring competent staff and management/leaders with generalist as well as specialist knowledge.*
- *Strengthen quality and output in the activities and together with the academic side develop and implement a best practice system.*
- *Work for equality and the maintenance of a good environment for study and work by integrating diversity, continuous development and training in questions of work environment, supporting good cooperation between different functions within the school and a working climate that encourages activity and development.*
- *Be a professional administration and partner, create and maintain a high level of trust among the leadership and the core activities by listening, entering into dialogue and offering cost effective solutions to the needs and requests from these activities.*

- *Contribute to the development by monitoring the outside world, adding knowledge, new ideas and useful tools to the organization; taking part in networks and international fora; benchmarking to be updated on what is available in terms of administrative solutions, technical support and best practice systems etc.*
- *Proactively cooperate with other seats of learning to raise quality and the effective use of resources in the activities of the school. Priority should be given to partnerships with other higher seats of learning within the arts and institutions at KTH campus.*
- *Enhance support and service to the activities, develop internal organisation according to the needs of the departments, through contact persons at UFE and a development of service and cooperation; establish and maintain a set of rules, an administrative handbook, within the areas of responsibility for the administration.*
- *Make clear and communicate the budget and reporting of revenue and costs; continue the development of cost reporting and the use of our resources according to the SUHF model; further develop the system for resource allocation and distribution of costs according to the needs of the activities taking into account external requests; develop and communicate a user friendly budget model with regular checks as support for those with budget responsibility and as a basis for decision making.*
- *Maintain and develop a strong student influence, supporting the work of the individual students and the student body to influence and develop the activities and a good social environment.*
- *Raise the competence and awareness of the school's framework as well as the knowledge about laws and regulations guiding the activities by documenting, informing and training. To raise the understanding and adherence to the regulations, the motivations must also be communicated.*
- *Increase the effectiveness of the administrative IT systems by introducing more functions/modules in the existing systems, competence development and better cooperation with the providers.*
- *Secure an adequate supply of localities and initiate processes to ensure that premises and infrastructure at KTH campus will be available as the activities of the school keep growing.*
- *Clarify responsibilities and authorities.*
- *Secure a strong artistic/technical environment in relation to the needs of the activities.*
- *Develop good leadership with a clear common management role for the whole school through increased competence and cooperation between managers.*
- *Contribute to raising external funding, developing tools to inform and attract outside partners who can participate economically in the further expansion of the field; contribute to raising the proportion of external funding for research project by learning more about financing models and how to effectively apply for project grants.*