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## Code of Conduct of The Royal Academy of Music

### *Guide of Values and Behavior*

As a higher artistic education, the Royal Academy of Music (RAMA) wishes to create an environmental foundation that promotes musical work and creativity at the highest international level and at the same time contributes to promoting a diverse cultural life on a societal level. This is ensured through a study and teaching environment characterized by **high professionalism, inclusion, diversity, and responsibility.**

This document has been written internally at the institution in accordance with the Art Schools' Charter for Diversity<sup>1</sup> and with particular attention to the limiting norms to be found here. The background for the document is therefore a desire for a norm-critical<sup>2</sup> development for the institution towards an expanded concept of normality.

This Code of Conduct includes everyone who attends RAMA; it being employees, students and external partners. It includes all activities that take place under the academy's auspices, including in a social context and online communication as well as activities that take place elsewhere such as e.g., conferences and study tours.

### VALUE KEYWORDS

- **High professionalism**

*DJM supports a professional environment that, through daily work of the highest possible quality, can unleash the students' and employees' potentials and creativity.*

- **Inclusion**

*RAMA is working towards a study and work environment that is inclusive and signals respect for diversity.*

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<sup>1</sup> Charter for Diversitet på Kunstscolerne under Kulturministeriet

<sup>2</sup> Norms refer to the implicit forms of manners that influence our behavior, attitudes etc. Norm criticism is therefore a curious, critical examination and challenge of these norms.

- **Diversity<sup>3</sup>**

*It is RAMA's goal and intention to ensure broad representation and sharpen attention to limiting norms.*

- **Responsibility**

*At RAMA, you take collective responsibility for an inclusive community that contributes to everyone's enhanced self-expression and respects each individual's unique identity.*

## CULTURAL POINTS OF ATTENTION

- **Orientation and reflection:**

RAMA works continuously to develop the institution in a more inclusive and representative direction with attention to societal development nationally and internationally.

- **Equality and representation:**

RAMA will, without compromising on professionalism, continue to sharpen attention to diversity and representation related to e.g. hirings, admissions, composition of internal committees, decorations, events/concerts, communication on websites, teaching material and evaluations. This is done by ensuring as wide a variety of perspectives as possible and representation of the groups that are not strongly represented in advance.

- **Student involvement:**

RAMA works for increased student involvement through, among other things, councils, committees, evaluations and by supporting student-run initiatives. It is a strength of RAMA to be a place of education for students with many different personal and artistic profiles, and initiatives across fields of study etc. are supported.

## WORK AND STUDY ENVIRONMENT

Management, employees and students at RAMA are collectively working for a safe and inclusive environment with room for diversity and meet in mutual respect for each other, which i.a. is expressed through an inclusive use of language<sup>4</sup>. The foundation for a safe study environment is largely created by the contact between the institution and the students.

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<sup>3</sup> *Diversity* must here be understood in relation to, for example, ethnicity, nationality, gender identity, social/cultural background, artistic forms of expression, geographical background, age, sexual orientation as well as individual and physical prerequisites.

<sup>4</sup> *An inclusive use of language* is a language that includes all individuals in the community by accommodation of the individual's needs and values and thereby avoids exhibiting and/or excluding individuals or groups through words and formulations.

*An inclusive use of language must be understood related to all contexts in which communication takes place. This can be, for example, verbally, in writing via e-mails and in documents as well as postings on social media and websites.*

*Developing language use is a culture-changing process that requires active attention, action, and time.*

*Inclusive language means, for example, that at RAMA you avoid gendered language when not necessary and that you avoid language barriers for foreign students.*

## **Teaching**

The relationship between teacher and student, particularly applicable to solo teaching, is in many regards central to the student's professional development and well-being. Therefore, it is a collaboration that must be based on trust, mutual respect, and discipline.

The teaching situation implies a special relation of power between teacher and student, which is why it is the 'upper' in the power hierarchy, here the teacher, who bears the main responsibility for preventing violations of the students' personal boundaries. The teacher has a co-responsibility for ensuring equal conditions for all students, regardless of, for example, level, and for ensuring a balance between the academic and the social focus in the relationship.

In addition to the academic focus, teachers at RAMA also have a co-responsibility for paying attention to the students' well-being and general development.

## **SAFE CULTURE**

RAMA works actively and continuously for a healthy and safe culture through continuous discussion and formulation of values and guidelines for acceptable behavior both in the management, among employees and in committees etc. It is expected that everyone associated with RAMA supports this. If, contrary to expectations, abusive, offensive, or disrespectful behavior is experienced, refer to RAMA's *Retningslinjer for rapporterings- og klageveje*.