

Minutes for TB Study Board meeting

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| Date: | 22-06-2023 | Time: | 12.30 – 15.00 |
| Place: | AAL: RDB14 4.307 / KBH: ACM15 2.1.023 / Online via Teams | | |
| Catering: | Please register for lunch by e-mailing to tb-sn@plan.aau.dk | | |
| Minute-taker: | Study secretary Cilline Elene Mølkær | | |

| Name | Rolle | Attendance |
|---|---|------------------|
| Study Board Members | | |
| Maj-Britt Quitzau (MBQ) | Study Board Chair | Present |
| Lars Botin (LB) | Programme coordinator TAN CPH | Present |
| Maurizio Teli (MT) | Programme coordinator TAN AAL | Present (online) |
| Andrés F. Valderrama Pineda (AVP) | Programme coordinator SD | Absent |
| Signe Pedersen (SP)/Søsser Brodersen (SB) | Programme coordinator BD | Present (SP) |
| Mette Simonsen Abildgaard (MSA) | Rep. Department of Culture and Learning (CPH) | Present (online) |
| Maja E. Hultberg Rasmussen (MHR) | Student rep. TAN AAL | Present |
| Mathilde Eie Nielsen (MEN) | Student rep. BD/SD | Present |
| Martin Lunding Bentgtsen (MLB) | Student rep. TAN AAL | Present (online) |
| Sophie Skotte Worm (SSW) | Student rep. BD/SD | Absent |
| Agnete Lund Freudendal-Pedersen (AFP) | Student rep. TAN CPH | Present |
| Sebastian Husted Petersen (SHP) | Student rep. TAN CPH | Present |
| Observers | | |
| Janni Rise Frellsen (JRF) | Study board secretary | Present |
| Cilline Elene Mølkær (CEM) | Study secretary and study board minute taker | Present |
| Hannibal Holm Johansen (HHJ) | Observer (student study councillor BD/SD) | Present |
| Marc Dean Mejnert (MDM) | Observer (student study councillor TAN CPH) | Absent |
| Kristina Contaio Nielsen (KCN) | Observer (student study councillor TAN AAL) | Present |
| Astrid Oberborbeck Andersen (AOA) | Rep. Department of Culture and Learning (AAL) | Absent |
| Guests | | |
| Emilie Stenbredt | Employability employee | Present (online) |

Abbreviations: TB-SN: Study Board for Techno-Anthropology and Sustainable Design
 BD: Bachelor in Sustainable Design (Bæredygtigt Design)
 SD: Master in Sustainable Design
 TAN: Bachelor & Master in Techno-Anthropology (Teknoantropologi)
 BDx/SDx/TANx: Semester within the named study programme (e.g., BD2 is the second semester of the bachelor of Sustainable Design)
 AAL: Aalborg campus
 CPH: Copenhagen campus

Follow-up for Cilline, Janni and Maj-Britt

Follow-up for others

Headings marked with **bold** are quality items, and main conclusions in the summaries.

1. Approval of agenda and meeting minutes from last meeting
2. Information from Study Board Chair, Secretary and others
3. Follow-up status
4. Semester descriptions template and procedure (TAN3 CPH)
5. Semester descriptions autumn 2023
6. Graduate analysis for graduates in 2022-2023
7. Principles for marketing our educations
8. Self-evaluation action plan for 2nd quarter
9. Drop-out rates
10. Feedback regarding out-reach 2023
11. Any other business

AGENDA

| 1. Approval of agenda and meeting minutes from last meeting | |
|---|--|
| Timeframe: | 12.30 – 12.35 Responsible: MBQ/JRF |
| Presentation: | <i>Approval of the agenda and statement of the board's decision-making competence with regards to attendance and mandates for this meeting. Approval of the minutes from the last meeting.</i> |
| Appendix | Minutes from TB-SN meeting from May 2023 (appendix 1) |
| Quality assurance: | Legal formality |
| Conclusion | The study board was competent to make decisions, as enough members were present or represented by mandates. The minutes from the April meeting and the meeting agenda were approved without further comments. |

| 2. Information from Study Board Chair, Secretary and others | |
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| Timeframe: | 12.35 – 12.45 Responsible: MBQ/JRF |
| Presentation: | <i>a. Update about closure of Third Room b. Goodbye to Cilline c. News from Program Coordinators d. News from Student Study Councilors e. News from Student representatives</i> |
| Appendix | - |
| Quality assurance: | - |
| Conclusion | a. Due to economic reasons, it has been decided that AAU will not be participating in the pilot project about the Thirdroom platform after all, which is a shame as we saw great potential in the project. Thus, we must find other approaches to the fields/challenges where we had expected to use Thirdroom. b. Cilline has accepted a position at Copenhagen University which means that she will have her last working day at AAU on July 5. MBQ thanked Cilline for all her great work and input both as study secretary for TAN in Copenhagen and as observer in the study board. Unfortunately, Cillines position will not be readvertised, so the study administration will be reorganizing the division of tasks and study programmes after the principle that all bachelor programmes will have a study secretary present at the campus where the study programmes are taught. Master programmes on the other hand can in some cases be administratively handled from another campus. In relation to TAN CPH, it has been decided that Ursula Poulsen, who is the study secretary for LAND and BEM and situated in Copenhagen, will be handling the TAN CPH bachelor, while Mariann Dam Lerkenfeldt, who is the study secretary for TAN in Aalborg, will be taking care of the TAN CPH master. |

- c. No news from the programme coordinators.
- d. No news from the student study councilors.
- e. Per Richard Hansen who was chosen as the TB study board's Teacher of the Year has received the great news as he was surprised by MBQ and JRF with flowers and a copy of the nomination a couple of weeks ago. MHR has sent in the official nomination of Per Richard Hansen to the Faculty. She will make sure to also inform the other nominated teachers about their nominations. MHR will also make a small text about the choice of Per Richard Hansen for Teacher of the Year and send it to JRF who will pass it on to our communication team together with a foto to be shown on our info screens together with the Teacher of the Year from the other study board at PLAN.

Furthermore MHR also mentioned that if some students are interested in starting up a student organization they are welcome to contact Mette Cathrine Brixen from the secretariat, as she can help with further information and answering questions.

| 3. Follow-up status | |
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| Timeframe: | 12.45 – 12.50 |
| Responsible: | MBQ/JRF |
| Presentation: | <i>Status on the most important items on the action list in order to ensure that we follow up on items from former TB-SN meetings. The list helps to ensure that all actions from the meetings are executed. At each meeting, the main deliverables and updates are outlined in the appendix. Study board members are asked to review the list and point out if there are remarks about lacking items or concerns about the lack of follow-up. The action list is inserted at the end of minutes from each TB-SN meeting.</i> |
| Appendix | Updated action list (appendix 3) |
| Quality assurance: | Follow-up and execution of decisions and items |
| Conclusion | <p>MBQ has updated the action list and added some sections and colors to create a better overview of the status of the list.</p> <p>MBQ and LB were supposed to arrange an evaluation meeting for TAN4 CPH in the month of June. However, as a lot of the students have already gone on summer holiday. It was decided to postpone the meeting to September instead MBQ and LB will invite the students.</p> <p>At the last study board meeting we had a discussion about the format of an examination at TAN4 and a solution was found where that students received the 11 overall themes beforehand but were not familiar with the exam questions until the examination where they were to draw an exam question and got 20 minutes preparation. AFP and SHP informed that the examination went fine even though not knowing the exam questions beforehand could cause extra nervousness.</p> <p>The study board found that it could be a good idea to set up a meeting with the purpose of discussing the different examination formats and the pros and cons. Thus, it was decided that we will arrange such a meeting.</p> |

4. Semester descriptions template and procedure (TAN3 CPH)

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| Timeframe: | 12.50 – 13.10 | Responsible: | MBQ |
| Presentation: | <i>The semester description template is discussed on the basis of the TAN3 CPH semester description, which has been worked out as an example of how the format could be updated. The idea behind the new format is to have a section with general and standardized information that the study board would not need to revise each time and then a more academic part with information about the semester to review. The updated guidelines for semester description approval is also presented in order to update our procedure. In relation to this item a draft of outlining general AI rules from the study management at PLAN for the students is also presented and discussed – this draft is to be included in the general part of the template.</i> | | |
| Appendix | Appendix 4 – TAN3 CPH semester description & quality procedures as well as draft of general AI rules | | |
| Quality assurance: | Quality area 2 | | |
| Discussion | <p>MBQ started out by mentioning that it is important to note that the semester description is a legally binding document, which is why we should try to limit changes after the official approval. Formally the content of the semester description is binding and MBQ had experienced that not all students and teachers are aware of this</p> <p>In the quality guidelines it has now also been emphasized that only larger changes in the semester descriptions must be officially approved by the study board which allows us to focus on these changes instead of the entire semester description.</p> <p>A couple of semesters ago a small pilot project reg. an update and simplification of the semester description template was initiated and implemented on TAN. MBQ, who is semester coordinator at TAN3 CPH during Autumn 2023 has now made a further update rearranging the content of the semester description. The idea is to collect mandatory general information that is normally not revised in one section. This section could be placed either in the beginning or the end of the semester description allowing the study board to focus more on approval of the project and course module descriptions. MBQ added some explanatory text about the semester description being a legally binding document to hopefully minimize changes after the official approval. The updated template also contains an overview of the semester, elaborated text about full time study and the group formation process, and the addition of some text about generative AI and how to properly use it. Thus, MBQ showcased the TAN3 CPH semester description and asked for feedback on the new format.</p> <p>SP found the update to be really nice, and she also liked the gathering of the general information into one section. Additionally, she thought it was nice that it is now allowed to leave out the very specific information about the module content that was priorly required.</p> <p>MHR and AFP liked the idea of the description not being so specific.</p> | | |

SHP mentioned that he would like some information about the project exam format to be added to the project module descriptions, such as the length of student presentations, discussion round etc. JRF mentioned that we actually do have guidelines for project examinations which can be found in the Moodle semester rooms. Ursula Poulsen from the study administration is currently updating these guidelines so maybe we could include information about the length of presentations and discussion rounds. On the other hand, it could maybe be more relevant for the students to actually have a talk with their project supervisor about the topic as the preferred length of the individual parts of the examination may vary a bit depending on the supervisor and the project itself. The study board has developed some specific project exam suggestions for how to distribute the examination time which can be sent to supervisors if they need input. It was not decided whether the section with the general information should be placed in the beginning or at the end of the semester description, as there are pros and cons relating to both options. The best solution might depend on how the students use the semester description; if they do a full read through or if they only use it for references.

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| Conclusion | Overall, the study board was very positive about the new update of the semester description template and would like to implement it on all our semester descriptions. However, we are not sure that we have the resources for implementing it on all the semester descriptions for Autumn 2023. The semester schedule and the Moodle rooms must be ready no later than 14 days before study start, so the semester description must also be ready for the opening up of Moodle. |
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5. Semester descriptions autumn 2023

Timeframe: 13.10 – 13.20 **Responsible:** MBQ

Presentation: *The semester descriptions for autumn 2023 are reviewed, discussed and approved. The program coordinators and students are expected to have looked the descriptions through for their own educations. The chair has included feedback and produced an overview of general issues and concerns to raise. Special focus should be put on workload and coherence between project and courses for BD/SD (in relation to action plan items).*

Appendix Appendix 5 – semester descriptions & overview sheet

Quality assurance: Quality area 1, 2, 3, 4, 5 & 6

Diskussion MBQ har gennemgået de indkomne E23 semesterbeskrivelser og udarbejdet en oversigt med kommentarer og opmærksomhedspunkter. Alle semesterbeskrivelserne kunne umiddelbart godkendes med mindre kommentarer og rettelser, bortset fra BD3 semesterbeskrivelsen, hvor der er lidt udfordringer ift. frontload af eksamenerne, hvilket kan virke lidt overvældende for de studerende. Januar måned er inkluderet i efterårssemestret og er normalt reserveret til afholdelse af eksamener, hvorfor denne følgelig bør benyttes til dette, da det ikke er muligt at lægge andre aktiviteter i denne måned. Tendensen til frontload af eksamener er gennemgående for flere af semesterbeskrivelserne i mere eller mindre grad, og nogle studerende er tilhængere heraf, hvor andre ikke synes om det. MHP påpegede, at hun

ikke er tilhænger af dette, da tidligt placerede eksamener falder sammen med undervisningen i semestrets andre kurser, hvilket skaber en meget stor arbejdsbyrde. Det kommer dog i sidste ende an på, hvordan semesteret er bygget op. MEN kommenterede, at hun mente at vide, at eksamenerne på BD3 i E23 er placeret, som de er pba. et ønske, der kom frem under semesterplanlægningsmødet. Dette understreger blot teorien om, at præferencerne hos de studerende er meget forskellige, og at de specifikke udtalte ønsker således hænger sammen med, hvilke studerende, der høres. Det er dog imidlertid stadig vigtigt, at vi sørger for at fordele arbejdsbyrden jævnt ud over hele semestret.

Ift. BD1 havde MBQ en kommentar om, at PBL-eksamenen er planlagt til at starte kl. 8:00, hvilket, hun synes, er lidt tidligt. Det tidlige starttidspunkt giver imidlertid mulighed for at afslutte eksamen, som varer 7 timer, inden IT og studiesekretariatet har fået fri, så de kan hjælpe i tilfælde af, at der skulle opstå problemer ifm. afleveringen. Milepælene, som er en del af semestrets projektmodul, bør ikke beskrives som værende obligatoriske, da deltagelse i disse ikke er påkrævet for at kunne gå til projekteksamen. Og kan det i stedet formuleres således, at det forventes, at de studerende deltager. Der er en fejl i en eksamensdato, som bedes rettet.

I TAN5 KBH semesterbeskrivelsen bør gruppedannelsen ændres fra 'fuldt studenterstyret' til 'delvis studenterstyret', da førstnævnte kan give anledninger til problemer blandt de studerende, hvorfor denne så vidt muligt kun bør benyttes på afsluttende semestre.

På TAN7 er næsten alle eksamener mundtlige, hvilket kan være meget overvældende for de studerende. CEM foreslog derfor, at man i stedet varierer eksamensformen og veksler mellem skriftlige og mundtlige eksamener, hvilket MHR og KCN var enige i. Specifikt påpegede KCN, at dog virker lidt spøjst at have en mundtlig eksamen i Scripting-kurset, som i bund og grund handler om at kunne lave et skriftligt stykke arbejde. LB nævnte, at han principielt synes, at de kortere kursusforløb kan afsluttes med en eksamen kort herefter, hvor de længere kursusforløb bør afsluttes med en eksamen i juni/januar.

Conclusion

De indkomne E23 semesterbeskrivelser blev gennemgået og der er udarbejdet en oversigt med kommentarer og opmærksomhedspunkter. Alle semesterbeskrivelserne kunne umiddelbart godkendes med mindre kommentarer og rettelser bortset fra BD3.

Vi vil som tidligere nævnt sørge for at arrangere et møde/workshop for undervisere og studerende, hvor vi kan diskutere de forskellige eksamensformer samt fordele og ulemper ved disse. MBQ har teten på at få dette arrangeret i løbet af efteråret.

6. Graduate analysis for graduates in 2022-2023

Timeframe:

13.20 – 13.45

Responsible:

Emilie/MBQ

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| Presentation: | <i>The newest graduate analysis is reviewed and our experiences with employability are discussed on this basis. Emilie participates in this dialogue. If necessary, action points are pointed out on the basis of the analysis.</i> |
| Appendix | Appendix 6 – Graduate analysis (2022-2023) |
| Quality assurance: | Quality area 6 |
| Discussion | <p>Der bliver lavet en dimittendundersøgelse hvert 3. år, og de studerende, som deltager i den pågældende undersøgelse, dimitterede i 2018-2020. Emilie har i denne forbindelse samlet besvarelsenerne til nogle slides (se bilag) med de væsentligste emner.</p> <p>SD: 82 dimittender, 27 svar = svarprocent på 33%. Der er nogle spændende pointer i undersøgelsen, som er værd at fremhæve. 2/3 af de studerende har under deres uddannelse haft overvejelser om, hvad deres uddannelse kan føre til. De studerende, der var mere end 7-9 mdr. om at få et job, havde først påbegyndt jobsøgningen, efter at de var dimitteret. Årsagerne til, at de studerende fik job var primært: personlig fremtoning og kompetencer, arbejde med problemorienterede og tværfaglige områder, akademiske kompetencer (Disse kompetencer var ikke nødvendigvis fagspecifikke). 84% har haft studiejob undervejs, og 37,5% af disse er efterfølgende blevet ansat fuld tid. SD-dimittenderne får mest job i det private, men en stor andel bliver også iværksættere. Der var ønsker fra dimittenderne ift. uddannelsen om højere grad af praktiske opgaver, bedre karrierevejledning og flere gæsteforelæsere fra erhvervslivet. De ville gerne have haft flere IT-kompetencer og mere fokus på forretningsforståelse.</p> <p>TAN KBH: 127 dimittender, 51 respondenter, svarprocent på 40%. 4/5 har haft overvejet, hvilken type arbejde uddannelsen fører til. TAN dimittenderne kommer generelt senere i arbejde, men flere starter også senere med at søge. Deres største udfordring er at oversætte deres kompetencer fra uddannelsen til en virksomhed og præsentere, hvad de reelt kan og har med herfra. 77% har haft studiejob og 37% har efterfølgende fået fuld tid. TAN-dimittender arbejder primært i det private, men en stor andel arbejder også i staten, regionerne og kommunerne. De arbejder oftest med IT eller som konsulenter eller i medicinalindustrien. Dimittenderne fra TAN KBH ville også gerne have haft mere forretningsforståelse og flere IT-kompetencer. Det går generelt den rigtige vej ift. ledigheden for TAN KBH.</p> <p>TAN AAL: 47 graduates, 21 responses, response rate 46%. Less than half of the students started looking for a job before graduation. The graduates got jobs way later than the students from SD and TAN CPH. The reasons for graduates getting their first job were personal competencies, educational competencies, academic competencies, ability to work interdisciplinary and competencies from the bachelor. 50% had student jobs and 11% got full employment in their student job. The graduates from AAL had the lowest rate of relevant student jobs. Graduates from TAN AAL primarily got jobs in the private sector and the state followed by the region and municipality. 76% of the graduates are currently employed and they wished for more practical assignments and tools, career guidance (a big wish), more teaching in project management, more project</p> |

collaboration with external companies. Furthermore, they wished for tangible products to present, translation of skills. IT skills and corporate understanding are typically what they are missing/asking for from the education.

Conclusion

Emilie asks if the students in the study board find that the things mentioned in the surveys are still current for the students now.

KCN made a remark about the student jobs. Student jobs helps the students to get a job af graduation but on the other hand it is can be quite stressful having a student job during their studies. SHP mentioned that they have had guest lecturers from the corporate world. MLB mentions that there is a bigger focus on IT competences from the companies.

In CPH the students will be presented to fixed companies that they can collaborate with. LB mentioned that due to the economy we cannot bring in as many guest lecturers as we would like. Thus, we are dependent on them showing up on a voluntary basis. MHR mentions that just talking to employed graduates can be really helpful. They can also relate to the education. AFP mentioned that students should be encouraged to reach out to the industry themselves.

Emilie commented on that and said that she is interested in working together on events where we can invite people from the corporate world and graduates. Graduateland was suggested as the place to be used. It would be great if Tekanden could be started up again – it will create more corporate awareness and collaboration.

7. Principles for marketing our educations

Timeframe: 13.55 – 14.20 **Responsible:** MBQ/Emilie/SSC

Presentation: *This item is kicked off with a short introduction by the student study councillors (SSC) about current strategies for marketing our educations. This is followed up with a general discussion about important tools and principles that will support interest in and curiosity about our educations. The starting point for this dialogue is challenges to attract students to TAN AAL, but the dialogue is generally relevant for all our educations.*

Appendix -

Quality assurance: Quality area 1 & 2

Discussion The study board would like a discussion about how we should market our educations in the best possible way
 Currently we have the following activities: Open House, student for a day, study internship and master’s day. KCN has been working with Sidse and Frederik, as the intake numbers for TAN AAL have not been so good. She has created an Instagram profile for TAN AAL which she will continue working on making content about the study.
 Emilie adds that we have used influencers, and that we have collaboration with different highschoools. However, we do not know if these collaborations will be moved to the central communication department. They are working on tote bags for new students and different events.
 Our challenge is that we do not have a lot of eye-catching items to showcase at fairs. Frederik is in the process of building a robotic arm.

MT mentioned that we should gather a collection of tangible visible projects and prototypes from the students. Thus, we should ask the students if we can use their items. We also have a body simulation suit at the secretariat. On BD2 they have a course where they take apart products to try to make them more sustainable. Also, the prototypes and mock-ups from BD1 could be useful for a fair. Design games could be a nice way of interacting with the audience, and maybe a specific design game to be used at fairs should be developed - both for BD/SD and TAN. If a screen is available, showing small interviews/testimonials from students could also be an idea.

MHR also mentioned the short video/commercial with the Head of Department that was made for PLAN, as this is really good and concise and would be great to put on Facebook but also to have on a screen/tablet. However, it can be a challenge with videos at a fair due to the noise, so video material is probably better used on social platforms.

MBQ encouraged the student study councilors to focus on and work with the ideas that were discussed.

Conclusion MBQ will invite the SSC, Emilie and Frederik to talk about these ideas.

8. Self-evaluation action plan for 2nd quarter

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| Timeframe: | 14.20-14.30 | Responsible: | MBQ /PK |
| Presentation: | <i>The self-evaluation action plan for the 2nd quarter is presented and discussed. Where necessary, details about initiatives are formulated and inserted in the overview.</i> | | |
| Appendix | Appendix 8 – Self-evaluation action plan for 2 nd quarter | | |
| Quality assurance: | Quality area 1, 2, 3, 4, 5 & 6 | | |
| Discussion: | <p>MBQ did a short presentation of the status of the action plan. We have closed some of the items in the plan after agreement with the Vice Dean of Education Louise Møller Haase.</p> <p>A lot of items in the plan are part of the same overall aim. We have not worked much with the items in the plan during the first quarter, as we have been waiting for the approval of the updated plan. We are now in the second quarter of the year and need to look into how to handle the current tasks. Reg. the crossover frequency from the TAN bachelor to the TAN master we do not have the full numbers yet, so at the moment we cannot say if the new curriculum has helped, but we will of course keep an eye on the intake numbers.</p> <p>We will be focusing a lot on the wellbeing of the students.</p> | | |
| Conclusion: | MBQ will be following up on the red items in the plan, and we will make sure to go ahead with the items that we know how to approach. | | |

9. Drop-out rates

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|---------------------------|--|---------------------|-----|
| Timeframe: | 14.30 – 14.40 | Responsible: | MBQ |
| Presentation: | <i>The newest status for drop-out is looked through and discussed.</i> | | |
| Appendix | Appendix 9 – Drop-out rates | | |
| Quality assurance: | Quality area 1 & 2 | | |

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| Conclusion: | The TAN CPH numbers are red as unfortunately a lot of students have dropped out. The TAN AAL are the same as the last time we had a look at the numbers (6 students left). BD is still green and has 34 students left. TAN CPH bachelor study programme will have its last intake during Autumn 2023, and we had hoped that the intake numbers at TAN AAL would rise, but unfortunately the numbers do not look so good at the moment. |
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10. Feedback regarding out-reach 2023

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| Timeframe: | 14.40 – 14.50 | Responsible: | Janni |
| Presentation: | <i>The out-reach campaign for 2023 has been evaluated and we have received feedback regarding this. TB-SN is oriented about the evaluation of the out-reach and the feedback is discussed in terms of the outcome of participating in these campaigns.</i> | | |

Appendix

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| Discussion: | JRF got the numbers of the out-reach campaign for 2023. JRF mentioned that the campaign has passed on 16 inactive students to give a call. Unfortunately, 9 of the calls did not reach the student, but 3 students agreed to have a conversation. One of these students wanted to have a physical interview/meeting. 3 students were not interested in a talk because they were not studying at AAU anylonger (JRF mentioned that it is important for the outreach campaign to tell these students to unenroll themselves in the STADS Self-service) and 1 student was still an active student but did not wish a conversation. |
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Conclusion:

The outreach campaign does not reach that many students, but the conclusion is that the students who are struggling are very happy to be contacted.

11. Any other business

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| Timeframe: | 14.50 – 15.00 | Responsible: | All |
| Presentation: | <i>Participants at the TB-SN meeting are invited to share information and issues that are relevant for TB-SN. No formal decisions can be made at this item.</i> | | |
| Appendix | | | |
| Quality assurance: | - | | |
| Discussion: | No other business | | |

Action list from TB-SN meetings 2023

Last updated 16-06-2023

Urgent item

Important item

Less important item

Done

- The study board is updated about the institutional accreditation process at the TB-SN meeting in May. It has been put on the agenda.
- The students have selected the teacher of the year – it is on the agenda for the next TB-SN meeting and a surprise celebration of Per has been carried out.
- MBQ has written to Sophie about the TB-SN meetings and the possibility of getting funds for BD/SD students. Sophie will follow up.
- JRF has discussed with SB and SP about offering bachelor courses in English.
- MBQ has discussed the TAN4 institutional course exam with Jeppe and Helena and a response have been sent out to the students.
- MBQ has agreed with Pernille and Poul that the students can be allowed to organize hand-out of something for the graduation ceremony as long as they organize it themselves. Mette will send out an e-mail to the program-coordinators to inform the students about this.
- MBQ has developed an exemplary version of TAN3 CPH semester description for dialogue about the format in the coming TB-SN meeting.
- MBQ has sent an e-mail to Olivia Danmark regarding the specific student case for a student in TAN AAL
- JRF has written to our communication officer about the inputs from the TAN recruitment panel regarding the website.
- MBQ and JFR have re-organized the action list.
- Andrés has organized alumni activity in relation to the SD anniversary celebration.
- The Thirdroom project has been abandoned so follow up regarding data security and sharing is no longer necessary.
- Program coordinators have facilitated the recruitment panel meetings.
- MBQ and Line V. (PLAN Quality employee) have followed up on the action list so that it is now updated correctly.
- The debate article for Navigator is deleted from the list as this has become outdated due to lack of time to follow up.
- The appointment of teacher of the year have been handled.
- JRF has drafted a text for SD3 semester description about the 'fifth' option of credit transfer and sent a response to the semester coordinator.
- JRF has corresponded with TAN9 AAL semester coordinator about comments about the students' inputs regarding the examination (TB-SN meeting May)

Daily to-dos

- MBQ will send a thanks to Kristoffer (Chair of external examiners) for their inputs.
- CEM and JRF will specify the comment from MHR on item nr. 9 on the May TB-SN meeting minutes.
- JFR will inform the study secretaries and make the necessary administrative changes regarding Andrés as semester coordinator for SD3.
- CEM will correct the links regarding harassment in Moodle.
- MBQ, JRF and CEM will formulate some feedback about the discussion about the semester start to be sent to Jan Svendsen from the study board. They will look more into the planning process of the scheduling in order to make more room for the social events in the beginning of the 1st semester.
- MBQ should have meetings with coordinators regarding red courses appointed in the semester evaluations. (BHOF has had meeting regarding BD5, Andrés and Maj-Britt have talked with Per)
- MBQ and LB will arrange an evaluation meeting for TAN4 CPH in the end of June to follow up on points raised in the TB-SN meeting in May.

Development areas (on-going)

- **Well-being initiatives**
 - Regarding student well-being, a focus group has been held in AAL and some focus areas are beginning to form. More follow-up is needed in terms of developing some initiatives for our action plan.
 - The focus group interview in CPH was again postponed – this time due to too little attendance of students. Maj-Britt will consider how to follow up.
 - MBQ will take a closer look at the project work guidelines at PLAN and follow up on the good dialogue from TB-SN meeting in May.
 - Maj-Britt should talk with Emilie about having the SD2 pilot project on semester group dialogues on TAN8 as well.
 - AFP will look into implementing and investigating the subjects of study environment, culture and well-being into the new study start for MSc.
 - MBQ will talk to the semester coordinators about the well-being challenges relating to group formation to ensure a focus on this topic.
- **Attention to TAN closure**
 - Maj-Britt has contacted the TAN task force regarding how to follow up on discussing further support from Louise regarding the TAN CPH closure.
 - MBQ will talk to Mette A. (HUM) about the lower ratings on the HUM courses in the semester evaluations as this is a point of awareness in relation to the closing down of TAN education and the current difficult situation of colleagues from the SSH departments.
- **Attention to small TAN AAL cohort (current TAN2)**
 - Maj-Britt has sent an e-mail to semester coordinators to follow up on the idea about having funds to make TAN2 and TAN3 groups from AAL collaborate with students in CPH.
 - Lars and Maurizio will follow up regarding marketing of the TAN education based on the good inputs from the TAN recruitment panel.
- **Moodle updates**
 - Maj-Britt follow up regarding visualisation of progression for our studies with PK – this could be included in the Moodle semester rooms. Need to check what this was about in the self-evaluation report and minutes from self-evaluation meeting in 2020.
 - The programme coordinators will look into and handle visualization of progressions in order to implement in semester rooms.
 - MBQ will inform the first semester coordinators and course coordinators about the new layout for Moodle to be implemented for first semesters (BD/TAN).
 - MBQ will have a talk with Jan Svendsen about the new Moodle layout to coordinate how the study secretaries should contribute.
- **Recruitment panels**
 - Program coordinators need to find new recruitment panel members.
 - Follow up on how to address the heavy focus on salary in Danish Industry based on inputs from the TAN recruitment panel.
 - Contact to Dansk Erhverv for collaboration with the industry based on TAN recruitment panel.
 - Inputs from the TAN recruitment panel about collaboration with external actors.
- **Improve information about study abroad**
 - Maj-Britt is working on setting up a Teams room for studies abroad, where students can find guidelines and inspiration from students that have been abroad.

- **Improve formal guidelines and case handling**
 - Janni has raised the issue of formulations regarding requirements of a doctor's note in order to ensure that it is clear to ask the doctor to write that it is based on a physical examination.
- **Improvement of study facilities**
 - Maj-Britt has followed up with Frederikke in relation to map out where kitchen facilities could be placed and what is needed.
- **Improving the study description template**
 - Maj-Britt will follow up on discussing the application of the new template for all of our educations with Jan in the administration. Consider if we could develop a template in Teams so it is easier to do.
 - MBQ and JRF will ensure that the two roles from March 2023 minutes are implemented in the coming semester descriptions.
- **Inventory for students**
 - When Mette has produced a list with an overview of digital tools, Maj-Britt should take this up at a DSUR meeting to coordinate across study boards.
 - MBQ will talk with Mette (PA) about information to students about available software.
- **Development of teaching and pedagogy**
 - Maj-Britt discusses follow up on pedagogical initiatives so it becomes more systematic. Also issue in terms of hours for that.
 - Maj-Britt will look into ways of finding data about students' expectations of the study programme in the study start tests to see if this can help to elaborate the quantitative data from the evaluations. MBQ will make sure to have a talk with MDM about the study start test in order to inform the study board members later.
 - MBQ and JRF will produce an action plan to remind the programme coordinators and semester coordinators about semesters with new curriculums and setup meetings for coordination/planning meeting about the given semesters.
 - The programme coordinators should send inputs to MBQ about how to evaluate educational programmes in a more systematic way.
 - MBQ will report back to the Head of study with a note that we need more hours to look in more detail into available material regarding programme evaluations (including study start tests with student expectations).
- **Student study councilors**
 - MBQ will talk to Emilie about arranging a meeting/workshop with the student study councilors in AAL.
 - **Tutors**
 - MBQ will address the payment challenge with Jan in relation to paid tutors versus volunteering tutors.