



Meeting January 20, 2025, regarding the year 2024.

The recruitment panel for CCG and Language and International Studies (English and Spanish)

The recruitment panel meeting regarding the educations:

Culture, Communication and Globalization (CCG)

Language and International Studies, Spanish (SIS Spanish)

Language and International Studies, English (LISE)

Participants:

Recruitment panel members

Anette Galskjøt (AG), Chief Executive Officer, Danish Export Association

Maj Norman (MN), Senior HR Business Partner, The LEGO Group

AAU staff

Aase Voldgaard Larsen (AVL), chair of the Study Board for International and Cross-Cultural Studies, co-referent
Julia Zhukova Klausen (JZK), Coordinator Study Programme Coordinator: Culture, Communication and Globalization

Ben Dorfman (BD), Coordinator Study Programme: Language and International Studies, Spanish

Morten Ziethen (MZ), Head of studies and deputy head of education, Institut for Kultur og Læring, AAU

Melanie Rosendahl (MR), secretary and referent

Not present:

Recruitment panel members

Falko Nørr (FN), Communication and Strategy Consultant, Falkonsult - cancellation

Nicolai Houe (NH), Leder af kapacitetsudvikling hos Civilsamfund i Udvikling - cancellation

Peter Emsenhuber Graversen (PG), Uddannelseschef, Kurser og Efteruddannelse, Erhvervsakademi MidtVest

Heidi Westerby (HW), Head of Marketing, PcP Corporation

Marie-Louise Gammelgaard Larsen (MLGL), Deputy Director, Kaya

Zuzanna Warsoe (ZW), Director of Research, Open Future Foundation

Agenda

1. Welcome and presentation of participants
2. State of programs (admissions, major initiatives/activities, news around the educations)
3. Completed and upcoming curriculum revisions
4. Employment initiatives
5. AI and its implications for the programs
6. The work of the employment panel: Involvement with the programs, best use of the panel, modes of engaging the program

Minutes

1. Welcome and presentation of participants

Language and International Studies English (LISE) by BD:

2a. State of programs (admissions, major initiatives/activities, news around the educations)

Admission numbers are steady, yet reduced, about 50 new students per year over the past three years. Dansk A is still a requirement, which makes it impossible to recruit globally, but it's not possible politically to do anything about it right now.

Focus: Extensive engagement with IB school across Scandinavia, visibility in press and public engagements. The program wishes to have discussions on changing the subject admission requirements to make it possible for more IB students to be accepted.

Regarding the retention of students, LISE wants to focus on coordinating the courses even better than now and focus attention to the possibilities after LISE.

MZ: The current challenge is the admission, which possibilities do you as members of the panel see as possible for more visibility and relevance?

AG suggests exploring where and which institutions the students traditionally come from and where they come from now? Maybe new institutions or youth educations are the future. Based on the reference to the global instability and the world changing, LISE is a good choice. Language competencies are of great importance Language and International Studies, and the future graduates must still have competences and be skillful to language. AG and others have written a [debate post in Børsen](#) about promoting language skills to.

AG adds the competition of other educations and that the applicants almost only use SoMe – and that their search starts with the education and not the university, the university itself is not a first priority.

MZ informs, that AAU mainly recruits from Nordjylland, where the youth number is decreasing, and that all AAU communication is now central, and therefore the marketing of a single education is not possible.

MN states, that the focus must be on the applicants choosing the education subject first, and it's also very important to focus on, what the bachelor can lead to and the more master possibilities the better. MN says it's important to highlight that LISE is a unique bachelor that combines things, and with a LISE you are not

restricted in your choice of master's program, when you have decided what you would like to specialize in. LISE is the ticket to an international study environment at the master's level.

3a. Completed and upcoming curriculum revisions

Curriculum debates and changes have led to no major changes, but the area of debate is: Best approach to language teaching inside LISE, best use of discourse studies ECTS.

JZK states that it's important that there is a connection between CCG and LISE in relation to language, communication and linguistics.

4a. Employment initiatives

Focus on

- Employment Initiatives (e.g. Organizations week incl. three guest lectures in the teaching schedule) and
- Wish for using Panel members, if possible, for carrier narratives, guest lectures etc.

BD suggests that AG and MN come to AAU as part of Organizations Week. AG suggests that students come to her organization in Silkeborg.

5a. AI and its implications for the programs

BD ends with AI in the education, which is a slow process, but greater awareness and use now. Students use AI for seeking information. Students understand that AI is a research tool, not for writing assignments. BD has used AI in his class for simulating international conflicts.

The different offers for the students at AAU to support the learning processes are described by MZ and discussed in the panel.

Culture, Communication and Globalization (CCG) by JZK:

2b. State of programs (admissions, major initiatives/activities, news around the educations)

In 2024, there were 399 applicants for the 67 study places, 8 were from LISE with 'retskrav', and more than 50% are international students.

MZ noticed that here's one of the examples to the legal requirements for students from LISE.

JZ would like to ask the panel, if they in any way can help to focus on the too small 'dimensionering', because the education has no possibility to affect this matter?

AG would gladly help to make this focus even though it is difficult, but still important, and needs to be lifted to at a higher level by a larger group and linked to the current global instability. AG suggests focusing on the fact that there are many applications, that students get jobs after finishing their studies and that they are able to contribute to the Danish society, e.g. in exports, which is very important for Denmark.

MZ supplements, that the AAU has a certain number of study places in total, and this is decided by the politicians, and that is the reason many educations have 'green' numbers. He supports the points of AG.

3b. Completed and upcoming curriculum revisions

Completed and upcoming curriculum revisions are in the master's thesis:

- The maximum page requirement has been reduced by 10 pages to reduce the span between the minimum and the maximum number of pages the students can write as well as to ensure that the number of hours supervisors receive; this is because of academic adjustments.
- The specializations will have an update with a more structural description and reduced ECTS points.

4b. Employment initiatives

CCG has 'green' employment figures. Reflections and awareness are central for students, important are career narratives, workshops, student development dialogues, and personal learning goals. External collaborations are important, too, e.g. internships, external collaborations on projects and theses, guest lectures, and communication to business partners (especially facilitation related to non-Danish speaking students).

5b. AI and its implications for the programs

JZK also ends with AI in the education, where all course descriptions and handbooks are updated and guidelines incl. what is allowed and how, the ethical and research consequences, are used as references. AI is here to stay, so students are allowed to use it when they refer and reflect on their use of it. We guide and inform students extensively.

AG comments that AI will in the future be able to do lots of things that are now done by TEC-people. But HUM-competences will be extremely important in the future. It is important to formulate exactly why HUM is important and what you can do as a HUM graduate.

Both educations:

AG offers the students to visit the Danish Export Associations head office in Silkeborg to meet the management etc., but AG also offers to come to AAU.

The panel discusses the importance of education curriculums that might overlap each other at this faculty.

AAU expects to announce the new vice dean for education this week.

6. The work of the employment panel: Involvement with the programs, best use of the panel, modes of engaging the program

MN focusses on that the panel members can be used to visit AAU as a guest lecturer to give career narratives, talk about career paths and describe how their career is based on the education, so the function of the panel is expanded.

AG and MN would prefer that some of the presentation, and highlighted questions to the panel, are sent in advance of the meeting for the panel members to read in advance and comment on if necessary.

MZ and JZK add, that this will also move the focus to the relevant challenges, that need to be addressed.

7. Misc.

Next meeting: November 2025. The secretary sends out an invitation. The panel suggests that all members are asked personally if they wish to stay members of the panel to secure active participation in the panel.