



AALBORG UNIVERSITET

## Minutes 4/2022 Approved

### Study Board of Language and International Studies

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### Study Board Secretary

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Date: 28/10/22

Sagsnr.: 2022-017-02271

<b>Date and time</b>	June 21, 2-3 PM
<b>Place</b>	Teams
<b>Present: Elected VIP</b>	Ben Dorfman (BD, Chair of the Study Board), Kirsten Jæger (KJ, representative for LISE), Ana Maria Macias (AMM, representative for SIS Spanish): Merete Nielsen (SIS Spanish secretary)
<b>Present: Elected students</b>	Freja Rosenlund (FR, student representative for LISE), Helene Strøm Hede (HSM, student representative for LISE), Celina Dambek Sørwin(CDS, student representative for LISE)
<b>Present Observers</b>	Hannah (SIS Spanish student counsellor); Ane Cathrine (LISE student counsellor)
<b>Not Present</b>	Morten Ziethen (study leader), Susanne Hald: Bent Boel (BB, representative for LISE)
<b>Referent</b>	Ben Dorfman; Inga Ernst Andersen (IEA study board secretary)
<b>Approved</b>	September 20, 2022



	Redegørelse/vurdering	Evt. opfølgning
1. Approval of agenda	Approved	
2. Overview of agenda	This meeting was held explicitly to assure that the study board was up to date on the status of the action plan (“handlingsplan”) and to offer any commentary on the issue. This was also in light of the faculty’s comments on the status of the action plan.	
3. Status of action plan	<p>Challenge 1: Sustaining LISE’s meaning in the face of the change in admission requirements (adding Danish A).</p> <p>Challenge 2: PBL Progression in Curriculum/Program(s)</p> <p>Challenge 3: Development of resilient budget model</p> <p>Challenge 4: Boosting/sustaining applicant pool, in LISE (keeping program with 85-100 new students)  <i>BD noted that there were more challenges than expected in the face of no English presence in ug.dk and the labeling of the language as a “Danish-language” education (which it de facto is not). All student representatives agreed on this as confusing and damaging towards attempts at maximum enrollment. All student representatives also noted that LISE as an international education (with the admission of full-time foreign students as well) is the most appealing presentation of the program – that from their own perspective as well as the understanding of their fellow students’ perspectives</i></p> <p>Challenge 5: Under-enrollment in SIS</p> <p>Challenge 6: Lack of clarity regarding post-graduate possibilities and particular skills gained via SIS</p>	<p>Deemed complete by faculty  Deemed complete by faculty  Deemed complete by faculty  BD will take the issue of the “reinternationalization” of the education with the head of studies for the dept. and the faculty</p> <p>Work ongoing; we have discussions about concrete outreach efforts (AMM has been particularly active on this), but the issue will need to be further discussed in Fall 2022</p> <p>Work ongoing; next step is input from former students about profile of education. BD calling in that meeting.</p>



	<p>Challenge 7: Diffuse relation with Spanish-language skills on the part of entering students; delivery of highest level Spanish skills</p> <p>Challenge 8: Inclusion of digital learning goals</p> <p>Challenge 9: Look at education vis-à-vis job market possibilities/demands and de facto employment engaged by former students</p>	<p>Deemed complete by faculty (class divided by language skill; intense intro language workshops added)</p> <p>Deemed complete by faculty</p> <p>Dept. and education have sponsored a thorough going-through of info from education's LinkedIn page (more than 450 former and current students) to generate <i>de facto</i> information about career paths</p>
<b>8. Addenda</b>	None; the only discussion was about Challenge 4	