



AALBORG UNIVERSITET

Minutes from TB study board meeting

March 28th, 2022, 12:30-15:00

Members: Maj-Britt Quitzau (Head of Study Board), Lars Botin (Programme coordinator TAN CPH), Maurizio Teli (Programme coordinator TAN AAL), Andrés Felipe Valderrama Pineda (Programme coordinator SD CPH), Signe Pedersen (Programme coordinator BD CPH), Maja Elisabeth Hultberg Rasmussen (student rep. TAN AAL), Petrine Tveden (student rep. BD/SD), Bob Mølgaard Sørensen (stud. rep. TAN AAL), Gorka Diaz (BD/SD-studerende).

Observers: Laura Telling Clausen (student study counsellor BD/SD CPH), Rasmus Mølgaard Hansen (student study counsellor TAN AAL), Evie Marcelia Trappaud Rønne (student study counsellor TAN CPH), Marc Dean Mejnert (stud. observer TAN CPH), Janni Rise Frellsen (Study Board secretary and minute taker)

Absent:

Members: Andreas Birkbak (rep. Dep. of Culture and Learning CPH) – mandate to Maj-Britt Quitzau

Observers: Astrid Oberborbeck (rep. Dep. of Culture and Learning AAL), Helene Nynne Lauterbach Sandholdt (student observer BD), Diana Wolff Bie (study secretary TAN AAL)

Locations:

CPH: ACM15, M2, 2.057 (HYDRA)

AAL: RBG14, room 3.368

Follow-up for Janni and Maj-Britt

Follow-up for others

Items marked with **bold** are quality items.

Meeting agenda

1. Approval of agenda
2. Information from study board chair and secretary
 - a. Recruitment process for new student study councilor TAN CPH in course
 - b. Meeting about the closure of TAN CPH
3. Short recapitulation of points from earlier meetings (appendix)

This point on the agenda contains the action list from former meetings. The list helps to ensure that all actions from the meetings are executed. At each meeting, the main deliverables and updates are outlined.
4. **Semester planning (appendix)**

Maj-Britt, Janni and Diana have discussed how to improve the quality of our semester descriptions together with the team leader of the PLAN administration. Maj-Britt has received a green light from Head of Studies and the PL chair to initiate an initiative to simplify the semester descriptions. A template of the updated semester description is discussed. It is also discussed how we can make more systematic dialogues for each education. The program coordinators are also reminded to remember to think about ways to make use of the TB-SN funds for teacher-initiated activities in the autumn. This should be implemented in the planning process.
5. **Semester descriptions autumn 2022 – only SD3 (appendix)**

The semester descriptions for autumn 2022 are commented and approved. Only SD3 is treated this time, because TAN9 is implementing of new study curriculum. TAN9 semester descriptions will be approved during the TB-SN meeting in April 2022 to allow the teachers to discuss the content.

6. **Initiation of BD revision process**

Proposal to revise the BD (BSc) Study Curriculum. Signe will share her thoughts about why this should be initiated now and the extent of it. The Study Board can provide comments and input about the process and must approve the initiation of this work.

7. **Drop-out rate status (appendix)**

Diana produces an overview of the drop-out rate status for both 1st year and for the following years for our educations. The overview contains both numbers for drop-out, indicator status and explanations from students concerning drop-outs. This allows us to follow the development in drop-out status. The numbers are discussed and commented. If needed, initiatives and actions are decided.

8. **Self-evaluation action plan – status quarter 1 (appendix – partly in Danish)**

Maj-Britt goes through the self-evaluation action plan for the 1st quarter. The current status is discussed and the timeline for initiating the different actions are outlined.

9. **Delayed students (appendix)**

Janni goes through the list of delayed students. She informs about how many students that will receive a letter of information concerning their status. TB-SN discusses whether there are alarming points to raise and how to address this in relation to our action plan on well-being.

10. **Case handling (appendix – in Danish)**

TB-SN operates daily by delegating the major part of the case handling to the TB-SN secretary and chair. Doing this supports the possibility of focusing our TB-SN meetings on broader dialogues and discussions. In the appendix there is a description of the practice and agreements concerning boundaries for when to involve the entire TB-SN in decisions regarding case handling. The TB-SN secretary and chair would like TB-SN to go through this list and comment if there are any practices and boundaries that should not be acceptable. In the procedure, TB-SN is asked, when there are cases or episodes that are out of line with the standards, and the practice is always change on basis of these decisions in TB-SN. Specifically, we wish to mention a practice concerning how to handle conflicts between examiners and students in exam situations, since we have had some cases in this regard, and we want to be sure if it is handled in the right way according to TB-SN. The current practice is that complaints about grades or exams (both formal and informal) result in a default change of the examiner to avoid further potential conflicts and insecurity about the examination and grading. Both examiner and student are informed about this, and we identify an alternative examiner with knowledge within the desired field.

11. **Distribution of the rest of the UFM2 funds**

TB-SN discusses how to prioritize the rest of the UFM2 funds. We did not get approval for using our representational account for the Friday Outlook and Project Narrative, so it should be considered whether we want to prioritize some for this or whether it should benefit the students more directly.

12. **Two TB-SN meetings that we have to move to another day**

Maj-Britt has appointments on Monday the 25th of April and 29th of August, so these meetings need to be shifted to another day. TB-SN talk about what fits the calendars best.

13. **Any other business (AOB)**

- a. Eventually the sprint retrospective dialogue if there is time.

Minutes:

1. **Approval of agenda**

The meeting agenda was approved.

Petrine, who is new student study board representative from BD, attended a study board meeting for the first time, so the meeting started with a quick presentation round of members and observers.

Study board member Andreas Birkbak was not able to attend the meeting and had given mandate to Maj-Britt. The study board was appropriately represented.

2. **Information from study board chair and secretary**

- a. **Recruitment process for new student study councilor TAN CPH in course**

Evie has resigned as student study counsellor for TAN CPH, so a recruitment process in order to find a new candidate for the position has started. Job interviews will take place this week, and we hope to have the new student study counsellor start by April 15. Maj-Britt gives a big thank you to Evie for all her good work.

Evie and Laura are currently preparing some guidelines for new student study counsellors.

- b. **Meeting about the closure of TAN CPH**

Tomorrow March 29 there will be a meeting for AAU employees regarding the closure of study programmes, as the ministry has now responded to AAU's proposal. It turns out, that AAU only

has to cut down 6,4% and not 10%. However, it seems that it is still the management's plan to close TAN CPH.

After the meeting for the employees tomorrow a meeting arranged as a dialogue between the AAU management and representatives from the TB study board, TAN 2nd semester & the TAF student organisation, who have formulated complaints, will take place. Other students and teachers are invited to this open meeting as mainly listeners. We are hoping to have the management at least reconsiders the closure of TAN CPH MSc and instead consider including the master's programme, which is a fairly new study programme, in the percentage saved for new study programmes.

Unfortunately, the Dean for Social Sciences and Humanities (SSH) is not able to attend the meeting, as this faculty has eight study programmes closing down and he must prioritize meetings about these study programmes. Hopefully there will be someone else from SSH present at the meeting tomorrow.

3. Short recapitulation of points from earlier meetings (appendix)

This point on the agenda contains the action list from former meetings. The list helps to ensure that all actions from the meetings are executed. At each meeting, the main deliverables and updates are outlined.

Maj-Britt has proposed a new simplified semester description template to the Head of Studies and the PL study board chairman, and they have given green light for introducing this more simple template at the TAN semester descriptions for fall 2022 as a pilot.

Maj-Britt informs that we are close to delivering a description of the summer courses.

Maj-Britt also informs that all the student applicants for the study board funds for project related expenses in the spring 2022 semester have been informed about the granting of funds.

4. Semester planning (appendix)

Maj-Britt, Janni and Diana have discussed how to improve the quality of our semester descriptions together with the team leader of the PLAN administration. Maj-Britt has received a green light from Head of Studies and the PL chair to initiate an initiative to simplify the semester descriptions. A template of the updated semester description is discussed. It is also discussed how we can make more systematic dialogues for each education. The program coordinators are also reminded to remember to think about ways to make use of the TB-SN funds for teacher-initiated activities in the autumn. This should be implemented in the planning process.

One of the main reasons for the wish to simplify the semester descriptions is that some of the informations currently being requested by the study administration, are not available/ready at the time they are requested (e.g. names of teachers of course modules). This discrepancy results in information being incorrect and having to be changed later on, which is problematic, when the semester descriptions have been approved by the study board.

A new 'pilot package' including a new semester description template, new Moodle room design and new scheduling procedure will be available for the revision of TAN1, TAN3, TAN7 and TAN9.

In the appendix there are examples of the new simplified semester descriptions. As the study curriculums are quite general, the purpose of the semester descriptions is to describe, explain and specify the content of the specific semester in relation to learning goals, course modules, examinations etc. However, the semester descriptions should not include too much prosa, and some information seems unnecessary and can be removed (fx. prerequisites for participation in the project and course modules). Maj-Britt also regrouped some of the information in the new template so that the order makes better sense.

Maj-Britt has also included a table for the semester's examinations in the new template in order to create an easy overview and prevent examinations from colliding.

The old semester description template was built up by text boxes making it difficult to comment. Thus,

Maj-Britt has changed the text boxes into tables. Diana will look into if some of the cells can be locked/inactive, so that the coordinators cannot edit the text (such as the learning goals, standard texts etc.).

In relation to the project examinations it is a good idea to put in an examination period of two weeks instead of specific dates, in order to have bigger flexibility when planning the examinations. As there are different procedures for planning the project examinations depending on the study programme, we will need to favour all. It is important to also consider the re-examination form and date when preparing the semester description. Maj-Britt has talked to the study secretaries about scheduling the teaching modules and examinations in the calendars of the teachers.

TAN1, TAN3, TAN7 and TAN9 will receive the new template and is asked to use the new format for the fall 2022 semester. The semester coordinators have been given a deadline for handing in the descriptions (May 31). Afterwards we will have a meeting with the study administration and discuss and evaluate whether the new format is generic enough or not. Jorge is developing a generic Moodle design for the semester rooms, and Maj-Britt is going to have a dialogue with the study administration about the scheduling. Maurizio suggests that we share the semester descriptions by Teams instead of by e-mail in order to facilitate easier sharing of the documents.

We have gotten feedback from the external anthropological examiners' corps that they find the project modules' learning goals too abstract, so we should maybe have a dialogue about whether we need to specify them further or not. Lars mentions, that he has never experienced problems in relation to the learning goals in any of his project examinations.

The narrative of the profile of the study programme is very important, and Maj-Britt asks if the teachers feel that they have enough possibilities for a continuous dialogue about the study programmes. Marc mentions that it would be a good idea to include the students in a dialogue as well.

Maj-Britt will follow up on the process and also make sure to include the students (in the middle of June). The documents also need to be examined by the quality surveyors, the study secretaries, the study team leader and the teachers as well.

5. Semester descriptions autumn 2022 – only SD3 (appendix)

The semester descriptions for autumn 2022 are commented and approved. Only SD3 is treated this time, because TAN9 is implementing of new study curriculum. TAN9 semester descriptions will be approved during the TB-SN meeting in April 2022 to allow the teachers to discuss the content.

The SD3 semester description is approved with a comment that we would like to apply for an exemption to include a fifth option about entrepreneurship in the SD 2020 curriculum. Andrés will make a description of the learning goals and a draft for the module. Maj-Britt, Andrés and Janni will then have a meeting about it and apply for the exemption at the legal department.

6. Initiation of BD revision process

Proposal to revise the BD (BSc) Study Curriculum. Signe will share her thoughts about why this should be initiated now and the extent of it. The Study Board can provide comments and input about the process and must approve the initiation of this work.

Signe and Maj-Britt have had a meeting with the Head of Studies who approved the initiation of a revision process of the Sustainable Design BSc programme. Maj-Britt and Janni then had a meeting with the legal department about the rules and demands in relation to a revision process. They were informed that as long as the overall competence profile of the study programme is not changed drastically, the revision is within the responsibility of the study board, and the ministry does not have to be involved in the process. The legal department also mentioned, that it is no longer a requirement to revise the curriculum every five years.

Signe explains the background for the desired revision process. During the years there has been a dialogue among the teachers about the purpose and relevance of certain modules (e.g. P0). Also a lot

of new teachers have joined the programme, and we would like to include them in the development of the study programme. Signe has initiated the process and dialogue with the teachers and students and they are e.g. considering 10 ECTS projects, so that the students can get more credits for attending the semester courses.

Hopefully we will be able to hand in the new curriculum in October, so that it can take into force from Fall 2023.

7. Drop-out rate status (appendix)

Diana produces an overview of the drop-out rate status for both 1st year and for the following years for our educations. The overview contains both numbers for drop-out, indicator status and explanations from students concerning drop-outs. This allows us to follow the development in drop-out status. The numbers are discussed and commented. If needed, initiatives and actions are decided.

First study year in Copenhagen is still run by the first year administration, so the overview/numbers differ from Aalborg, but from Fall 22 all numbers will be handled by the PLAN study administration.

All numbers are still green, but TAN CPH is close to turning yellow (from 20%). A possible explanation could be linked to the announced closure of the study programme in Copenhagen.

Some students drop out due to their expectations to the study programmes not being met. It is very different to study at a university compared to being in high school, and many students are not prepared for the new study form. The initiative 'How to Uni' will hopefully help and address this challenge.

Furthermore, we need to make sure to present the purpose and content of the study programme to the new students very early after study start. Maybe by having a small seminar. It is also important that the new students are informed about and introduced to the student study counsellors, as they are also able to answer questions about the study programmes.

The number of applications for the fall 2022 intake were briefly discussed. There has been a significant drop in the number of quote 2 applications for the TAN BSc. On the other hand the number of applications for the MSc as the only study programme is rising. Last year TAN CPH MSc received 66 applications, and this year the number in 80. Out of this number 18 applications are from our own BSc students and 6 of these as first priority. In Aalborg 15 of our own BSc students have applied for the TAN MSc and 5 of these as first priority.

At SD we received 98 applications last year from external applicants, and 85 this year. However, our own BD BSc students will take more than half of the available study places, so there will only be 12-15 places for applicants from outside AAU.

8. Self-evaluation action plan – status quarter 1 (appendix – partly in Danish)

Maj-Britt goes through the self-evaluation action plan for the 1st quarter. The current status is discussed and the timeline for initiating the different actions are outlined.

A lot of the things in the self-evaluation action plan are related to the TAN revision process.

- TAN: Focus on strengthening the professional coordination across semesters and campus and to strengthen professional and social transition from the BSc programme to the MSc programme: Maj-Britt has just held seminars at the TAN semesters that are implemented in the new curriculum this autumn (TAN1, TAN3, TAN7, TAN9). However, there is a bit of delay in relation to the initiation, as we had to re-open negotiations for agreements with the other departments after the news of the closure of the study programme in Copenhagen.

- Delays at TAN BSc: There is a need for looking into the reasons that students are delayed at the TAN bachelor programme. We are going to hire a student helper for assisting us with this task.

- TAN + BD/SD: Increase satisfaction with PBL and strengthen it's contribution to student well-being: When the E21 semester evaluations have been processed at the next study board meeting Maj-Britt will call in the UCPBL group for at meeting in order to address this matter.

- Development of the TAN9/SD3 webpage: more companys/cooperation partners should be added to the page.
 - TAN recruitment panel must be strengthened with new relevant profiles: Programme coordinators will follow up on this task.
 - BD: Strengthening of the student's well-being by developing the supervisor role: we need to follow up.
 - TAN + BD/SD: Focus on a successful study start: the study administration has had a meeting with the first year administration and is hiring tutor coordinators at the moment.
 - BD/SD: More didactic seminars, which can be handled in the BD revision process (we can look at SD later).
- Overall, we are following the action plan well. A focus area is to initiate actions in relation to well-being, which keeps pending.

9. Delayed students (appendix)

Janni goes through the list of delayed students. She informs about how many students that will receive a letter of information concerning their status. TB-SN discusses whether there are alarming points to raise and how to address this in relation to our action plan on well-being.

Every semester we run a procedure to identify the students that are delayed at their studies in order for us to check up on these students and offer our help in relation to both their well-being and professional guidance, in case they need it.

These students are divided into two categories:

- Students that are more than 5 ECTS behind in their studies will receive a 'yellow e-mail' from us with an offer for booking a meeting with us, if they feel the need for it.
- Students that are more than 15 ECTS behind in their studies will receive a 'red e-mail' and a meeting invitation from us.

However, before sending out the e-mails we go through the list of all the delayed students, as students delayed due to reasons such as maternity leave, sick leave or other 'legal' reasons, should not receive an e-mail from us.

Earlier this procedure addressed students at all semesters but from fall 2021 the procedure was changed a little bit, so that we now, during the spring semester only, follow up on first year students at both bachelor and master programmes, and during the fall semesters we follow up on students at the remaining semesters.

This means that the numbers in the appendix for spring 2022 is only concerning first year students. In total we have sent out 8 e-mails to students: 4 yellow and 4 red.

The delayed students on the remaining semesters have been passed on to the central study counselling who is currently doing an extra effort by reaching out to the delayed students by phone. We have passed on 13 students, so in total we have 21 students that are delayed without 'legal' reasons. This is an increase if we compare to prior semesters. However, there might be a good explanation for the delay, and it is not necessarily due to a lack of well being. We will find out more, when the students hopefully respond to the e-mails, meeting invitations and phone calls.

Lars mentions that he does not think that we should necessarily increase our effort in relation to these students. He expresses concerns that they will instead end up as part of the negative employability statistics. Andrés says, that he admires our principle of helping all of our students through the education. On the other hand it is not good if the result is that they end up as weak professionals. Maj-Britt mentions that a possibility could be to have the semester coordinators keep an eye out for students at the given semesters that are struggling, so that they can pass on this information to Janni who can then reach out to them. Laura comments, that in her opinion it should not be the responsibility of the semester and programme coordinators to identify these students.

The student study counsellors mention that the correct thing to do when encountering students that

are struggling, is to refer them to the central study counselling which is highly qualified for helping these students and for referring them to relevant offers (e.g. free psychological help, workshops for students suffering from exam anxiety etc.).

The study board agrees on that we need to follow up and make sure that both students and teachers are informed about the central student counselling and their offers. We would like representatives from the central student counselling to visit first study year semesters and do a presentation. Maj-Britt will follow up and contact the central student counselling to discuss our options.

10. Case handling (appendix – in Danish)

TB-SN operates daily by delegating the major part of the case handling to the TB-SN secretary and chair. Doing this supports the possibility of focusing our TB-SN meetings on broader dialogues and discussions. In the appendix there is a description of the practice and agreements concerning boundaries for when to involve the entire TB-SN in decisions regarding case handling. The TB-SN secretary and chair would like TB-SN to go through this list and comment if there are any practices and boundaries that should not be acceptable. In the procedure, TB-SN is asked, when there are cases or episodes that are out of line with the standards, and the practice is always change on basis of these decisions in TB-SN. Specifically, we wish to mention a practice concerning how to handle conflicts between examiners and students in exam situations, since we have had some cases in this regard, and we want to be sure if it is handled in the right way according to TB-SN. The current practice is that complaints about grades or exams (both formal and informal) result in a default change of the examiner to avoid further potential conflicts and insecurity about the examination and grading. Both examiner and student are informed about this, and we identify an alternative examiner with knowledge within the desired field.

Maj-Britt and Janni present two specific student cases that they have handled on behalf of the study board. Both cases relate to exam situations, where students have had bad experiences with an examiner. Thus, in these cases it was decided to change the examiner for the re-examination in order to avoid potential (future) conflicts and another bad experience for the students. Maj-Britt and Janni would like the study board's opinion on this practice. The study board agrees that in such cases it is a good idea to change the examiner, and the continuation of this practice is approved.

Janni has updated the study board guidelines for case handling and delegation(see appendix), so it corresponds to the current practice. All study board members are asked to read these updated guidelines and inform Janni and Maj-Britt if the updates can be approved or if we need to keep some of the old practices. We will follow up on the next study board meeting.

11. Distribution of the rest of the UFM2 funds

TB-SN discusses how to prioritize the rest of the UFM2 funds. We did not get approval for using our representational account for the Friday Outlook and Project Narrative, so it should be considered whether we want to prioritize some for this or whether it should benefit the students more directly. We have spent half of the UFM2 funds for student grants for project related expenses and need to decide how to spend the other half.

Maj-Britt mentions, that the study board have funds for different areas, and that unfortunately we are not allowed to move them to other areas. This means that we cannot take from our representational funds and use for student oriented activities. We will arrange one 'Friday Outlook' for the students this semester and use some of the UFM2 funds for this activity.

We decide to postpone the dialogue about the division of the rest of the funds.

12. Two TB-SN meetings that we have to move to another day

Maj-Britt has appointments on Monday the 25th of April and 29th of August, so these meetings need to be shifted to another day. TB-SN talk about what fits the calendars best.

It is decided that the meetings will be held on Wednesday April 27 and Wednesday August 24.

13. Any other business (AOB)

Teacher of the Year: Andrés asks Maja, if the semester evaluations are taken into account in relation to 'Teacher of the Year', as one of the teachers at SD has gotten a very high score by the students. Maja

says, that she would like to include feedback from the semester evaluations. However, it is difficult, as there are different criterias that must be addressed, when nominating a teacher for this title, which is not necessarily mentioned in the semester evaluations. However, Maja would like to take a look at the evaluations and will contact Mette Cathrine Brixen in order to receive them from her

- a. Eventually the sprint retrospective dialogue if there is time.