



AALBORG UNIVERSITET

**Referat af TB-SN studienævnsmøde
onsdag d. 23. juni 2021 kl. 12.30-15:00**

**Minutes from TB study board meeting
Wednesday June 23rd, 2021, 12.30-15:00**

Present: Maj-Britt Quitzau, Maurizio Teli, Lars Botin, Andreas Birkbak, Andrés Felipe Valderrama Pineda, Ina Overgaard, Kista Bianco Kjær, Maja Elisabeth Hultberg Rasmussen, Sofie Rähr Graunbøl, Lasse Langstrup Hägerstrand, Evie Marcelia Trappaud Rønne, Rasmus Mølgaard Hansen, Janni Rise Frellsen (minute taker)

Absent: Søsser Brodersen, Annie Grim Balsen, Astrid O. Andersen, Trine Pernille Petersen, Charlotte Risom, Mariann Dam Lerkenfelt

Copenhagen: Online via Teams

Aalborg: Online via Teams

Meeting agenda (in Danish)

1. *Godkendelse af dagsorden*
2. *Orientering fra studienævnformand og studienævnssekretær*
 - a. *Frafaldsopgørelse for 1. juni (se bilag)*
 - b. *Principper for studiestart (se bilag)*
 - c. *Kommende valg ift. studerende til studienævn*
 - d. *Plan for studiemiljøet for E21 (se bilag)*
3. *Kort om opfølgingspunkter fra mødet i maj (orienterende)*
 - a. *Svar til censorberetninger udsendt og orientering til vejledere/censorer ift. eksamensformat, herunder PBL indhold.*
 - b. *Janni har opdateret retningslinjerne for brug af alternative medier.*
 - c. *Dimission – ønsker til pyntning eller andet?*
 - d. *Maj-Britt har indkaldt Andrés, Lasse, Sofie og Ina til et møde om situationen.*
 - e. *Maj-Britt har informeret antropologisk censorkorps om TAN6*
 - f. *Janni følger op på integration af E-kursus som kriterie for optag*
4. *Semesterbeskrivelser for E21 (se bilag)*
5. *Ønsker til inventar til 'media-lab' på PLAN*
 - a. *Søsser vil gerne indkøbe teknisk udstyr – hvad ønsker vi og hvor meget?*
6. *Ansøgninger til interne midler samt overblik over studienævnsmidler*
 - a. *Maj-Britt har udarbejdet nogle udkast til ansøgninger ift. interne midler (se bilag)*

- b. *Dialog om SN midler ift. ønskede prioriteringer (NB: genindførelse af at de studerende kan få midler til feltarbejde osv.) (se bilag)*
- 7. *Generisk dialog om kommunikation til studerende ift. krav fra studieledelse*
 - a. *Brev om TAN rekvisitionsaftale som eksempel på en situation (se bilag)*
 - b. *Input til revisionsprocessen 2021 fra TAN (se bilag)*
- 8. *Planlægning af aftagermøder i oktober (se bilag)*
- 9. *Nyt fra programkoordinatorer, studenterrepræsentanter og studenterstudievejledere*
- 10. *Eventuelt*

Meeting Minutes

Maj-Britt welcomes everybody to the meeting. She informs that the plan is to go back to having physical study board meetings after the summer holiday, so from August we will be physically present in Aalborg and Copenhagen connected by a video link. Also, we will have lunch together.

Maj-Britt is planning to participate in the study board meeting from Aalborg sometimes, in order for the study board chairperson to be present at both locations.

Our BD/SD student counselor Lasse has chosen to find another study job, and Maj-Britt thanks him on behalf of the study board for his huge effort as student counselor.

Maj-Britt excuses that some of the appendixes for the meeting have been uploaded a bit late. This will be rectified in the future.

1. Approval of agenda and minutes from the study board meeting in May

The meeting agenda is approved with the addition of an item about GDPR that Rasmus would like to add to the last item on the agenda; AOB.

The minutes from the study board meeting in May are approved.

2. Orientation from study board chairperson and study board secretary

a. Dropout rate pr. June 1 (see appendix)

Maj-Britt goes through the overview and notes, that TAN AAL has become yellow, which means that we will have to keep an eye on the dropout rate at this study programme.

b. Principles for study start (see appendix)

The study management has sent out principles for study start which is part of the new quality system. The principles focus on study start as an action point and key element and on how to approach this. In the future, students will be asked to evaluate the study start (study start is considered as the first two semesters).

c. Upcoming election of student representatives for the study boards

Everybody is asked to encourage students to apply for a seat in the TB study board, and Annie and Sofie are encouraged to run for a seat, so that they can become official members

of the study board. As we have now switched from speaking Danish to English at the study board meetings, we would very much like to welcome international students as study board members. However, meeting appendixes will still be in Danish.

Maj-Britt will address the semester coordinators and students at the different semesters at semester start to make sure that the students are informed about the election. The

teachers also play a big role in distributing information about the election and the role of the study board and in encouraging students to run for a study board seat.

Additionally, the steering group meetings could be a good opportunity to introduce the upcoming election. It is also important to mention that if student representatives from student organizations are chosen as study board student representatives the given student organization will receive funds.

Maja and Annie are planning to do a presentation about the study board and its role and the opportunity for students to run for a seat.

Maj-Britt notes, that we must focus on making a long-term plan for the study board to become more visible.

d. Plan for study environment in E21 (see appendix)

Head of Study has developed a plan for the study environment together with student representatives and this has now been officially distributed. The plan especially focuses on campus Aalborg, where the first study year will be integrated into the department from fall 2021. The concept of friendship groups sharing a workspace is introduced. Maurizio notes, that in relation to forming these friendship groups it can be a challenge that the 7th semesters do a PO prior to their 'real' semester project. Thus, the final project groups will not be formed until later at the semester. However, a possible solution to this challenge could be to also form new friendship groups. Maj-Britt will speak to the Head of Study regarding this issue. The study environment plan is considered a pilot and will be evaluated later.

Rasmus mentions, that he has heard that the first study year will still be located physically at the basis building. However, this should not be the case. Maj-Britt and Janni will look into that and possibly correct this information.

Andrés mentions that there has been a lot of focus on prioritizing a project workspace for the master's thesis students. It is important for them to have a proper workspace, as we expect a lot from them at the master's thesis semester. Maj-Britt will talk to Head of Studies about the possibility for offering a workspace to the master's thesis students.

e. TAN Facebook incident

There has been an incident at one of the Facebook groups with some critique in relation to a specific case, which ended up in an unpleasant dialogue. Maj-Britt got administrative rights to intervene and put up a text to try to stop the dialogue. The challenge is, that the Facebook group is not an official AAU group.

Stine W. Adrian has suggested to follow up on the Facebook incident/dialogue by having a workshop discussing the issues.

Lars notes, that the debate is still ongoing. However, he does not agree that it is a good idea to reopen the discussion. Andreas agrees and says, that in case of having a workshop we would have to be really clear in relation to what is the proposal for and the intention of the workshop.

Andrés also agrees not to add further attention to the incident, as he thinks that it sounds like a personal beef between a former teacher and a student that has now resurfaced.

3. Follow up on study board meeting in May (orientation)

a. Response for annual report from the external examiner's corps will be sent out in the nearest future. Supervisors and external examiners have received a proposal for project examination formats and will also receive updated information about PBL prior to the Winter 21/22 examinations.

b. Janni has updated the guidelines for use of alternative media in project work. The guidelines are already ready in Danish, but must be translated into English as well and uploaded to the website.

c. Graduation – wishes for decorations and other things?

The programme coordinators can buy decorations for the graduation ceremonies and have the costs refunded by the study board.

d. Maj-Britt has invited Andrés, Lasse, Sofie and Ina for a meeting about the letter from SD students.

Maj-Britt excuses that there has not been time to follow up and hope to be able to arrange the meeting before the summer holidays.

e. Maj-Britt will inform the anthropological examiners corps about our wish to be able to choose them as external examiners for the TAN6 project examinations.

Maj-Britt mentions that the university in their hearing answer to a new censor legislation formed by the ministry have asked for the possibility to have two external examiners' corps

attached to an education. This would be great for the discussions that we have had for TAN.

- f. Janni will inform the Master's Admission Office that we would like to include the e-course in the evaluation criteria for intake at Sustainable Design from Fall 22.

4. Semester descriptions for Fall 21 (see appendix)

Maj-Britt notes, that we need to focus on finding a good balance in relation to the extent of preparation of the semester descriptions, as we, on one hand, wish to provide a formal and informative document for the students, but on the other hand, cannot go into too many details, in respect of the time of the semester coordinators.

Some semester descriptions are very simplistic, while others are very prosaic. It could be a good idea to try to make all the descriptions simplistic, and then, they can always be accompanied by an extra document with additional information for the students, if there is a need for that.

Rasmus mentions that the study activity model does not always reflect reality, which is why it can be quite frustrating, when decisions are made based on this model. E.g. according to the model December is a slow month, but this is not the case in reality in the eyes of the students. Maj-Britt adds that September and January are also quite challenging in relation to workload.

Maj-Britt suggests to add a monthly overview to the semester descriptions in order for the students to have a clearer overview of the distribution of activities and the workload at the semester.

Rasmus says that it is definitely a good idea to have a focus on the amount of work. However, maybe it is better to look into this matter in relation to the semester evaluations.

Prior to the meeting Maj-Britt has gone through all the semester descriptions and made an overview with comments for each of the semester descriptions, which can be found in the appendixes. At the meeting she briefly runs through the descriptions and highlights some of the comments/action points:

BD1: contains a lot of project instructions which does not leave room for much project work. This might need to be discussed in terms of how much is reasonable.

BD3: very simplistic and 'straight to the point.

BD5: looks very good – maybe we could add a text about the elective project modules and a small guide to choosing between the modules

SD1: the study activity model does not fit the plan. The group formation model must be mentioned. A table must be added with overview of activities for one of the modules.

SD3: the introduction is mostly focused on the study programme, instead of the specific semester

TAN1 KBH: has a large narrative.

TAN1 AAL: a lot of information is missing. The PBL course should contain 10 lectures.

TAN3 KBH: work load very high in October. Lacks information about group formation model.

TAN3 AAL: looks good.

TAN5 KBH: dialogue about the semester focus, where a shift is done from sustainable infrastructure to health care. Lars explains that this is due to the former mix up for this group of students on TAN3, which is now rectified by focusing on health care, but with attempt to combine the two.

TAN5 AAL: Jeppe Eriksen is new semester coordinator. A lot of the exams are placed very close to each other.

TAN7 KBH: PBL is written out as 5 ECTS, but it should be 0. Group formation has changed as it is rather problematic that the P0 is administratively made, and when they then get their own chance to create their P1 project groups themselves, they return to the well-known students. Lars and Jorge has talked about keeping the P0 groups for the entire semester, so that the P1 groups are administratively made based on the P0 groups. That would also solve the issues with the friendship groups.

TAN7 AAL: a lot of exams in December

General attention points in relation to the semester descriptions:

- We must point out that there should be three steering group meetings instead of only two during a semester. However, steering group meetings and semester seminars are not mandatory at 9th semester.
- Employability is mentioned in some semester descriptions, but not at all in others. Nanna and Sidse will go through the semester descriptions at our Master's study programmes and add/update information about employability activities. Maja adds that it would also be a good idea to have this information in Moodle.
- **There is a wish to have a link to the curriculums in the Moodle semester rooms. Janni will inform the study secretaries about this wish in order for them to include this in the Fall 21 Moodle rooms.**
- We need to make sure that the examinations are described thoroughly (especially oral and written). It is a good idea to add re-examination dates if possible.
- The level of detail in the course overviews. We have a discussion about how detailed the course overview of the lectures need to be. Ina likes clear communication. Maja says that it can be confusing with very detailed descriptions of the lectures, in case of last minute changes. She finds that a more over all description could maybe be better. Maj-Britt says

that the demand for details pushes the coordinators to start early, which can be good.

Maurizio says that he finds that the list of teachers is a good thing as they go hand in hand with the staffing and distribution of hours. Maybe we can add a disclaimer saying 'subject to changes'. Janni adds that we can encourage the teachers to put names of teachers and lecturers, but let them know, that the semester description will be accepted without it, if it is not possible to add this information at the given time.

- Trine Pernille and Charlotte has resigned, so we will have to correct the names in the semester descriptions, where they appear as study secretaries.
- Focus on inclusion of study activity model, the placement of the exams.
- We must emphasize that track changes must be used

Maj-Britt would like the study board to have a dialogue about how to improve the semester descriptions, in order for them to be as useful as possible. She finds that information about how the project module relates to the course modules is of high relevance.

After the meeting, Janni and Maj-Britt will go through the semester descriptions again, correct smaller things and send feedback to the semester coordinators approving the semester description or asking them to add or correct some things.

5. Wishes for inventory for 'media-lab' at PLAN

- a. Søsser is willing to buy technical equipment for the media-lab – what would we like and how much?

The following suggestions are mentioned: video cameras, camera tripods, go pro cameras, microphones, dictaphones, data collection software, a robot, (3D) printers, licenses.

We will begin with asking for the most basic things for the lab (such as video cameras, tripods, microphones, go-pro-cameras, dictaphones). Furthermore, we will add a point about inventory to our study board work plan, in order for us to annually take a look at the current lab needs and make additional requests if necessary. Maj-Britt will follow up on that.

Maja points out that it is important that the students are informed that due to GDPR they cannot use fx. their own mobile phones for recording interviews.

6. Applications for internal funds and overview of the study board funds

- a. Maj-Britt has made some drafts for applications for internal funds (see appendix)
- b. Dialogue about study board funds in relation to desired priorities (NB: it is now possible for the students to apply for study board funds for field work and other expenses in relation to

their project work) (see appendix)

Now that it is possible for the students to also apply for the study board funds we need to decide on how to divide the funds between the semester coordinators and the students. Maybe there should be a minimum limit of 200-250kr. pr. student in order for them to be eligible for a grant. Also, we will need to set a maximum limit. In the past the maximum limit pr. student has been 3.000 kr. However back then, the entire study board pool was reserved for the students, whereas now it must be shared between students and semester coordinators, which will allow for a lower maximum limit.

Maj-Britt will discuss it with Poul in order for the two study boards to agree on the conditions and division of the pool of funds and will prepare a budget overview for the August meeting.

Rasmus adds that the students would like to have activities across semesters, campus and study programmes in order to strengthen the social relations. There was too little time to discuss this point in general, so it is postponed to the August meeting.

7. Generic dialogue about how to communicate the demands from the study management to the students
 - a. Letter about the TAN requisition agreement as an example of a situation (see appendix)
 - b. Input for the revision process 2021 from TAN (see appendix)

Maj-Britt would like us to have a generic dialogue about how the study board can and should navigate in relation to being in the middle of the study management on one hand and the teachers and students on the other. The background for Maj-Britt's wish is to be found in the current revision process of the TAN curriculums and the new TAN requisition agreement - changes that must be communicated to the students, which has resulted in a draft for a letter to the students (appendix 7 a). However, the matter of when and what to communicate to the students has revealed disagreements between the management on one side and the student and staff representatives on another side. The study management does not wish to include information about specific numbers, such as the division in percentages of the teaching between the different departments in the communication to the students, whereas some of the staff and student representatives find it of great relevance and importance to include these numbers.

Thus, the differences between the different parties result in the study board having to figure out how to act in such a situation. In this specific case, we must decide which information about the TAN changes to include in the letter to the students. Part of that is to determine, if the study management's

decision to leave out numbers in relation to the changes should be seen as an order, or if we can choose to still include this information in the letter to the students if we find it of relevance.

Andreas says that as study board we have the study programmes at our heart and we represent the students and staff at the study programmes, which is why he finds it important to listen to their wishes and needs. He understands that the study management sometimes have to make unpopular decisions. He finds that it is a democratic issue to make information available for the students, and that the study board must decide on an appropriate level of communication based on the influence of the decisions on the students' situation. He also underlines that the teachers from HUM find it important that this managerial decision is communicated to the students, so that their staff do not have to explain what is going on to the students.

Maj-Britt says that the feedback from the management was that it would be best not to communicate this type of information to the students, with a key argument being that mainly new students will be influenced. Maj-Britt agrees with Andreas that it is important that the study board focuses on good communication with and to our students. In addition, she finds that it is important to have an open process and also acknowledge the need of teachers to ensure that such managerial decisions are communicated. Maj-Britt has also heard from PLAN colleagues outside of the study board that these decisions should be communicated.

Rasmus comments that the language of the letter is very internal, and it does not represent the issues that the students are concerned about. Rasmus says that what the TAN students are asking for is concrete information about how the changes specifically will affect the content and structure of the study programmes. Maja agrees that it is important that it is described how the changes will affect the specific semesters. However, as Maj-Britt points out, we are not, at the moment, able to provide this type of information as the revision process is still ongoing.

Based on this input, Lars finds that we should definitely wait with communicating the changes, until we are able to meet the demand for more specific information about the actual effect of the changes.

Andreas finds on the other hand that it is important that we make sure to communicate the study management's decisions to the students as soon as possible, as it is very uncomfortable for the staff to be forced to deliver the news themselves, when students ask.

Maja asks Andreas when is the appropriate time to send out information to the students in his opinion. Andreas says that he would preferably like it to be now. Maja then suggests that the focus of the letter

should be on what is going on right now, instead of what is going to happen. Maj-Britt adds that if we send out a letter now, we can also include a teaser and an invitation to the workshop in August.

The study board has also received a letter from the HUM teachers raising their concerns about some issues in relation to the new requisition agreement and revision of the curriculums (appendix 7 b). Among other things they express worries about the changes in the division of the teaching (HUM started out being responsible for 50% of the teaching, but according to the new requisition agreement they will only be responsible for 25%).

Lars notes that the division of the teaching between PLAN and HUM has never actually been 50/50. It started out as 40 (PLAN) /40 (HUM) /20 (BIO).

Andreas mentions that the HUM teachers are also really worried about the possible siloing effect of the changes. Additionally, they are questioning the huge focus of TECH and whether or not it is really possible to integrate all the TECH issues into the programme.

Maj-Britt says that in relation to the revision process a great focus is definitely to try to avoid the siloing effect by having the departments working closely together, having an academic dialogue and finding out, what goes together and how we can work around and within the overall umbrella.

Andrés comments that the role of the study board is to ensure the quality of the study programmes. He finds that, when changing good collaborations into uncertain collaborations, it is risky, and it can go wrong. Thus, the issues raised in the letter from the HUM teachers are highly relevant and must be taken into account. Furthermore, he finds that Andreas and his colleagues formulated a letter raising the issues in a constructive and polite way.

Maj-Britt suggests, that we focus on communicating the changes for the Fall 2021 semester in the letter to the students, such as the fact that departments will no longer be sharing individual courses, but that guest lecturers from other departments can be invited to give lectures. Information about the revision process of the curriculums can be included in the letter as well. She finds that it is important to emphasize the current changes but leave out the past

Maurizio notes that in his opinion there is not a lot to communicate in relation to the Fall, as there are not many changes, at least not in Aalborg. He also emphasizes that there are huge differences with regards to changes in CPH and AAL.

Based on the discussion at the meeting, it is decided that Maj-Britt will try to revise the letter to the students regarding early communication in order to satisfy the principle of open communication within the study board. Lars, Andreas and the student representatives will have the chance to comment the letter. Later, we can discuss communication of the revised TAN process.

8. Planning of advisory board meetings in October (see appendix)

The advisory board meetings take place in the month of October and are planned by the programme coordinators together with the Career VIPs. Thus, the programme coordinators are asked to set a date and time for this year's meeting as soon as possible and inform Janni, who will send out the meeting invitations to the advisory boards.

9. News from programme coordinators, student representatives and student counselors

No news.

10. AOB

Rasmus informs that a new GDPR website for students has been launched. However, he finds that the website is very poor. It only contains information about what not to do in relation to the rules of GDPR, but does not say anything about what to do. Thus, the students still have a lot of questions about how make sure that they follow the rules of GDPR when doing project work and It is a big problem that no one in the GDPR team at AAU seems to be able to answer our (specific) questions about GDPR. Maj-Britt will direct attention to this with the Head of Study and also raise it as an issue with Jakob Stoustrup in order for the GDPR team to listen to and address our challenges.