

Meeting: 22 September 2021, 14:15-16:00

Building 1481, Room 366

Uddannelsesnævnsmøde Engelsk

Participants:

UN members:

Mark Eaton, Tabish Khair, Ushma Chauhan Jacobsen, Trine Susanne Johansen, Sandro Nielsen, Anne Schjoldager, Sten Vikner, Sofie Lavall Nøjsen, Laura Burkal Olsen, Mathilde Brogaard Pedersen (also Head tutor, SLK), Helena Fjeldsted Jensen (also Head tutor, IVK).

Observers:

Hannah Færgen (studievejledning), Louise Bjerregaard, Ann Carrol-Bøgh, Jane Lücke Didriksen, Emma Hove Petersen (Head tutor, SLK), Dominic Rainsford, Anders Søndergaard Røn (Head tutor, SLK), Mejse Voss.

Apologies:

Christina Maria Møller, Pernille Højvang Nielsen, Sarah Christiane Zillgen.

Minutes (referat)

Uddannelsesnævn Engelsk

Date: 6 October 2021

Ref: Louise Bjerregaard

Side 1/8

1. Approval of the agenda

The agenda was approved.

2. Approval of the minutes from the previous UN meeting

See document *UN-Engl-2*, also found in O:\ARTS_CC-ENG-UN\Archive\Referater.

The minutes were approved.

Ann Carrol-Bøgh updated the UN about item 3 from the previous UN meeting: Brightspace cannot identify or mark exchange students. She asked for this and hoped for this improvement in the near future, since her own lists unfortunately cannot be completely updated.

Also touching on Brightspace, a VIP mentioned that, for courses taught by multiple teachers, VIPs need to coordinate who activates the end-of-term questionnaire(s) generated by Brightspace. This was not clear from a recent, automatically generated mail to all VIPs from Brightspace, though the situation is the same as before (on Blackboard).

3. Discussion: Commencement of studies exams (*studiestartsprøver*) on Brightspace

The UN was informed about a problem with the commencement of studies exam for BA IVK English, as the system had not worked for these students. Some students could not find themselves in the system or realised that, by a mistake, they had already been registered as passed. It took a lot of time and effort to figure out the problem, and teachers were upset that new students had to experience this mess. UVAEKA have now figured

out who passed this exam, and the problem should not reoccur. It was the connection between groups (*hold*) added on Brightspace and the Digital Exam system that caused the problems.

4. Discussion: Evaluations of the commencement of studies (*studiestart*) 2021

See documents *UN-Engl-4a* and *-4b*.

The UN evaluated the commencement of studies (introduction week) with a view to suggesting proactive and optimising initiatives for the following year. Head tutors gave a status.

Both Head tutors from SLK and IVK received positive evaluations and were generally satisfied with the commencement of studies. It was pointed out that the few negative comments could have been avoided if more on-campus days at the university had been allowed. The fewer on-campus days were therefore perceived as academically rather heavy, but this will naturally change in the future. UN agreed with this.

UN praised initiatives with less focus on alcohol and the guidelines stating that whether or not to drink alcohol should be entirely up to students themselves. UN appreciated that it may be difficult to integrate students who find social activities challenging both with and without alcoholic drinks.

It was pointed out in relation to IVK that Head tutors should know more about students from minors (*tilvalg*), such as their majors and which classes they were to attend, and Head tutors wished they could have helped these students better this year.

It was suggested, if it was possible or deemed a good solution, to include lectures or at least more academic content in the commencement of studies. This is already done at ICS and could have positive effects in other degree programmes, but it also means that some teachers will need to start the semester one week earlier.

Furthermore, it was pointed out that the introduction week of ICS has not been evaluated, which would also have been useful. Ushma Chauhan Jacobsen (UCJ) will find out how to organise this and give the UN an update.

5. Update: Coordinating English and German-Romance UN decisions regarding Intercultural Studies (ICS)

UCJ, English ICS-coordinator, explained that it would be valuable to strengthen the-coordination between the English and German-Romance departments regarding common issues related to ICS. UCJ and ICS-coordinator Mette Zølner (MZ) have already agreed to meet regularly to discuss ICS issues of relevance for both departments. This is also done to make sure that information about ICS goes both ways, which will, for instance, be crucial and beneficial in the revision process of the ICS academic regulations. In addition, UCJ (English UN substitute) intends to participate in English UN meetings whenever ICS is on the agenda and then coordinate any relevant issues with MZ.

6. Decision: Evaluations of the teaching environment (*undervisningsmiljøvurdering*)

See documents *UN-Engl-6a* to *-6f*. The UN should note that sensitive and confidential data must not be shared with others.

Additional material/information, which may be applied:

- 1) [The Danish consolidation act on the teaching environment for students \(*bekendtgørelse af lov om elever og studerendes undervisningsmiljø*\)](#)
- 2) [Site on the study portal on the teaching environment assessment](#)
- 3) [The study environment survey](#)

Background:

The assessment of the teaching environment covers the university's physical, psychological and aesthetic environment. It is a legal requirement that this assessment is conducted once every three years. The objective is to identify any areas in which special efforts are needed to develop and ensure a good teaching environment for students. Students at the Faculty of Arts have received information about the teaching environment assessment, and have been invited to contact their representative in the UN if they want to contribute to the discussions.

Drawing up an action plan:

The UN is responsible for providing input and approving the head of department's proposed initiatives (action plan) for the teaching environment of each degree programme. The action plan may contain initiatives related to the psychological, physical and aesthetic environment if the UN finds it relevant. The degree programme reports on the assessment of the teaching environment serve as background material, and are based on a selection of the results from the most recent national survey conducted by the Ministry of Higher Education and Science. Furthermore, the study environment survey may be included as additional background material for the discussions if the UN finds this relevant.

The Head of Department will follow up on the initiatives in the action plan as agreed in collaboration with the UN. A follow-up could take place at the annual status review meeting in April/May.

The next step:

- The action plans are discussed by the board of studies (SN) with a focus on sharing examples of good practice and ideas for initiatives across degree programmes.
- The action plans are to be approved by the director of studies and the vice-dean and published on the study portal.
- In parallel with the assessment of the teaching environment, the faculty management team and the schools will discuss the process for handling specific cases of bullying, harassment and discrimination among staff and students.

Discussion in the UN:

The UN discussed the draft of an action plan made by Head of Department Dominic Rainsford (DR). The action plan was a joined plan for SLK, IVK and ICS, since answers are connected and relevant for all degree programmes in the department.

ICS: There is a need for coordination between teachers and departments as well as for more focused marketing efforts. The two departments need to make ICS characteristics

and contents more transparent through communication. There should be an increased focus on AU students and international students working together.

IVK: It was pointed out that part of the problem is that IVK degree programmes at different universities have different profiles. Students might therefore not have the right expectations when they are enrolled at AU. The characteristics and content of our IVK programme should therefore be clarified in the *uddannelsesguide* and on the website bachelor.au.dk.

Communitas (IVK student organisation) could use some support since they are currently rather low in members. Representatives from *studievejledning* suggested that they could help by adding a slide about Communitas to their current PowerPoints.

Loneliness: It was pointed out that evaluations for our department was above the AU average. It was also pointed out that evaluations were carried out during a Corona-virus lockdown, which must have been a lonely period for many students. It was suggested that the department should work more with study groups in both IVK and SLK.

Bullying/harassment: There was generally a low incidence of bullying, harassment, etc. at the AU level, but a few cases of unwanted sexual attention were reported, with a single report from our department (in IVK). Staff should be reminded that such problems may occur, and students need to be aware that if anything happens like this they can tell DR as the Head of Department or, if they prefer it, they can tell a student counsellor or the Director of Studies (*Studieleder*), Lars Kiel Bertelsen.

Decision in the UN:

Based on the assessment of the teaching environment for 2021, the UN approved the action plan for the department's degree programmes. The Head of Department will submit the action plans to the Board of Studies (SN) for discussion and subsequently to the Director of Studies as well as the Vice-dean for approval. A follow-up on the action plans was agreed on.

7. Information: Changes to academic regulations published 01.09.2021

See document *UN-Engl-7a*.

By 1 September 2021 all changes made in the academic regulations came into force.

7.1: The UN is to be informed about changes to the academic regulations that came into force on 01.09.2021 for the UN's degree programmes:

This may involve changes that have been requested by the UN and which have been approved by the Board of Studies (SN) and the Dean's Office, but other minor amendments may also have been introduced if, during the year, inappropriate formulations that may lead to misunderstandings or endanger students' legal rights were discovered. These may have been discovered by teaching staff and administrative staff in their work with the academic regulations, and the changes were always made in collaboration with the head of department and the teachers.

List of changes:

- *Digital communication* in BATV Strategic communication in organisations (2019): Specification of the exam format and clarification of academic objectives.
- *Local representations* in MA ICS (2018): Specification of the exam format and a clearer individualisation of group exams and clarification of academic objectives.
- *Philosophy of science and scientific methods* in BA IVK (2017) (both for English and German-Romance): Clarification of the content in the purpose description.
- *Bachelor's project* in BA English (2018): Correction of the description regarding the summary in the BA project.
- *Bachelor's project* in BA IVK English (2017): Correction of the description regarding the summary in the BA project.

7.2: The UN is to be informed of general changes to academic regulations that came into force on 01.09.2021:

See the information in the newsletter from Arts Studies as well as the article “*Ændringer i studieordninger pr. 1. september 2021*” in document *UN-Engl-7a*.

The information given to the UN was based on the September newsletter from Arts Studies. Significant highlights include:

- Section 2.1 – Degree programme rules: Dispensation relating to the demand for on-site participation has been extended to the autumn semester of 2021 owing to the Covid-19 pandemic: Students can comply with the demand for active participation without attending the teaching regularly (75%).
- Section 3 – General rules: As of 1 February 2021, the demand for active enrolment was removed.
- Legal review: Dispensation will be granted in the autumn semester of 2021 and spring semester of 2022 on the profile semester, giving the students the option of taking non-Danish courses at Danish universities in the form of “International electives”.

Link to the newsletter (in Danish and English) can be found here: <https://medarbejdere.au.dk/fakulteter/ar/til-undervisere-paa-arts/nyhedsbrev-fra-arts-studier/>

8. Discussion: End-of-term evaluations from the spring of 2021

See documents *UN-Engl-8a to -8m* (Documents *-8a to -8e* are coordinators' summaries; *-8f to -8m* are degree programme evaluations; *-8n* is a template for the head of department's summary report).

The Board of Studies (SN) has decided to continue the work on the simplified reporting format. Based on the discussion in the UN, the Head of Department is to write a summary report (approx. one page) on the course evaluations for the spring of 2021 in the reporting format that was tested for the evaluations in the spring and autumn of 2020 (see document *UN-Engl-8m*). The report should be written on the basis of the discussion in the UN. The

summary must be formulated in a way that is appropriate for publication on the AU website. The finalised report will also be available for the UN on the o-drive.

It was important that both the UN discussion and the summary are related to the cross-disciplinary evaluation themes (*tværgående evalueringstemaer*) in the department as well as to any specific degree programme discussions. The summary provides an opportunity to adopt a comprehensive, managerial perspective on the challenges/opportunities/best practices identified in the course evaluations. It is therefore important to mention if there are themes that could be discussed across degree programmes in the Board of Studies (SN). The work with the end-of-term teaching evaluations could hopefully result in suggestions for specific follow-up initiatives, which can be included in the action plans and/or form the basis for the annual collective didactic initiatives of the department.

The questions below for the discussion in the UN:

- What can the department learn from the evaluation?
Hvad kan afdelingen lære af evalueringen?
- What will the department/UN work with on the basis of the evaluation?
Hvad vil afdelingen/UN arbejde med på baggrund af evalueringen?
- What will the department/UN pass on to the Board of Studies (SN) for discussion?
Hvad vil afdelingen/UN give videre til SN til drøftelse?

A link to the IKK evaluation policy (not updated, but with the new procedure):

https://cc.medarbejdere.au.dk/fileadmin/user_upload/IKK_evalueringspolitik_2016__godkendt_version.pdf

The UN discussed the end-of-term evaluations from the spring of 2021 and gave input to the Head of Department's summary report. DR will make the summary report based on the UN's comments and the reports from the area coordinators.

The UN noted that, in some courses, the implementation of the online format was an issue and reactions to online teaching differed between seminar groups (*hold*) of the same course.

Furthermore, students complain about teaching schedules from 16:00-18:00. It was then explained that some courses use external lectures/teachers, who have full-time jobs, and therefore cannot teach before 16:00.

The Head of Department's summary report must be submitted to the School of Communication and Culture (to Tenna Blindbæk and Lars Kiel Bertelsen) via the e-mail studeieleder@cc.au.dk no later than on 4 October 2021, after which it will be handed over to the Board of Studies (SN).

9. Discussion: End-of-term evaluation questions for the spring of 2022

See documents *UN-Engl-9a to -9b*.

The UN has the option of choosing a number of end-of-term evaluation questions – in addition to the two obligatory AU-questions and the obligatory Board of Studies (SN) ques-

tions. In April, the Board of Studies (SN) approved 11 SN end-of-term evaluation questions (see document *UN-Engl-9b*). These are obligatory for the end-of-term evaluation questions for the spring of 2022.

9.1: The UN is to decide whether to re-use the same obligatory and recommended UN questions for the spring of 2022 as for the autumn of 2021 (See document *UN-Engl-9a*)

The UN decided to re-use the questions from autumn 2021 in the spring 2022 end-of-term evaluations for courses in the department. Department Consultant Mejse Voss (MV) will implement the UN questions.

9.2: The UN is to decide on obligatory and recommended UN questions for the spring of 2022 for courses taught in collaboration with the German-Romance department (see document *UN-Engl-9a*)

In case the German-Romance department does not want the questions mentioned in item 9.1 (above) for courses taught in collaboration between the English and German-Romance departments, the English UN will agree to re-use the questions from autumn 2021. Before the implementation of Brightspace, the problem was that English UN wanted to edit questions from the 'questions bank' and the German-Romance did not, but now MV can implement the questions for the courses in question for both departments. The German-Romance UN should therefore be asked about this. If they prefer the questions from the 'questions bank', the English UN will agree to use the same questions as before.

UN secretary Louise Bjerregaard (LB) will inform the UN secretary for German-Romance and ask them to consider the English UN questions at their October meeting. MV will attend both UN meetings, and she can therefore inform the English UN about the German-Romance decision. The German-Romance UN will need to place the item early on their agenda, while English UN will need to place it towards the end of their agenda.

10. Items from the Agenda of the School of Communication and Culture Board of Studies (*IKK Studienævn*)

The preliminary Board of Studies agenda and some documents for the meeting may be found in the folder 'UN-Engl-10-Board of Studies (SN) agenda and documents for meeting 29 September 2021' on the o-drive.

Potential items from the Board of Studies agenda:

- *Item § 4. Studieordninger: Studieoversigter og Om uddannelsen (orienteringspunkt)*
- *Item § 5. Summer University Udbud 2022 (beslutningspunkt)*
- *Item § 6. Evaluering af studiestarten 2021 (drøftelsespunkt)*
- *Item § 7. Studiestart (drøftelsespunkt)*
 - *7.1 Hvad er studiestart og hvad kan det være?*
Orientering om instituttets strategi om at ændre praksis i forhold til studiestart, så begrebet dækker helt fra de kommende studerende møder universitetet første gang i rekrutteringen og over hele første studieår v/ Studieleder Lars Kiel Bertelsen
 - *7.2 Indledende drøftelse af hyttetures status og indhold*

- *Item § 8. Valg på AU (status)*
- *Item § 9. Skriftlig kommentering af kvalitetspolitik 2021 (orientering)*

The UN was informed of the SN items, but none were discussed.

11. Any other business

MV asked about having course responsible teachers' names listed in the course catalogue together with (other) course teachers' names. The UN suggested that the names should be added when possible, but not necessarily for all courses. It was pointed out that naming course responsables for courses co-taught with German-Romance could be confusing when an English course has a course responsible from German-Romance and vice versa. MV will send a list to area coordinators asking them which courses need course responsables listed in the course catalogue.