

Meeting: 20th September 2023 at 11.00-13.00

Minutes

Place: 1481-366

UN-meeting, LICS

Present:

UN members: Ethan Weed (Chair of the meeting), Alexandra Kratschmer, Nina Vad Thom-
sen (stud. rep.). UN LICS

Observers:

Jakob Steensig, Riccardo Fusaroli, Marc Malmndorf Andersen, Chris Mathys, Mikkel Wallen-
tin, Anna Zamm, William McGregor, Charlotte Bilde (student guidance), Geertje Graehn
(stud. Suppl.), Sabrina Zaki Hansen (stud.), Thomas Steinthal (stud. Tutor), Suzan Kurt
(stud. Suppl.), Mia Jacobsen (stud., tutor), Victoria Engberg (stud.) Joshua Skewes (Head of
Department), Sabrina Hansen (department coordinator), Camilla Mark Thygesen (SNUK
minute taker). Side 1/6

Absent:

UN members: Cordula Vesper, Laura Bock Paulsen (stud. rep.), Mina Almasi (stud. rep.,
Deputy chairperson)

MINUTES

**1. Approval of agenda and follow up on the minutes from last meeting
(decision)**

The agenda was approved and there was no follow-up on the minutes from the last meeting.

2. Evaluation of introductory week (discussion)

The degree programme board evaluated the introductory week with a view to ensuring that next year's initiatives will be proactive and optimizing.

Head tutors visited the meeting and presented the evaluations.

BA Cognitive Science:

The tutors informed the UN, that it has been a good intro week and both the formal and the verbal feedback has been very positive. It had been commented that the students felt welcome and that the tutors had created a safe space, for the students to meet new people. As some of the initiatives to secure this, it was mentioned, that alcohol was not a focus and that the tutors presented their pronouns to create an including atmosphere.

The tutors suggested having more international tutors next year because of the high number of international students.

BA Linguistics:

The head tutor informed the UN that overall it was a good evaluation and the week was very good. There has been a big workload for the head tutor since there was only one. It was a bit quiet cohort of students this year, which the tutors had to adapt to during the week. But the students all seemed to enjoy the program.

The evaluation shows that a lot of students did not participate in the meeting with the mentor groups. It was explained that this was because the evaluations were done before the meeting had been held.

MA Cognitive Science and Linguistics:

There was no formal evaluation of this introduction, but the tutor informed that the introduction had been working very well and the students liked the programme.

It was suggested to have two head tutors for each programme next year.

General comments:

For both cognitive science and linguistics it was suggested to give the students the evaluation later and to push the deadline for the evaluations, since it might make the number of respondents respondents higher. Maybe it can be done during one of the classes in the first week after the introduction week.

The UN thanked the tutors and praised their work making the introduction week so good for the new students.

3. Briefings (orientation)**3.1 News from the Board of Studies**

Ethan Weed informed about the following:

- Diversity in the curriculum has previously been discussed in the UN and a summary of the discussion was send to the Vice Dean. There has been made a summary of all the UN discussions, and these will be discussed by the Board of Studies at the next meeting.

3.2 News from the Institute Forum

The department needs to choose a new representative for the institute forum. The institute forum is an advisory board for the director of school, and the forum discusses some of the same issues that are presented at the management meetings at the school.

3.3 News from the student guidance

The students guidance representative informed:

- It is a busy period for the guidance due to the semester start, and they are in the process of hiring a new person.

3.4 News from Student forum (fagrådet)

Linguistics:

The students informed that the start of the new semester seems to be going well. They are looking for new social life ambassadors at Linguistics.

Cognitive Science:

The students informed that the start of the new semester seems to be going well. They are looking for students to get involved in the social event club.

The study café is going very well and a lot of students showed up, especially 1st semester students. It was mentioned that students from Cultural data science are also allowed to participate in the study café. It was suggested that information about this could be sent around to students on both Facebook or Brightspace.

3.5 News from the Union representative

News from the Union representative (Alexandra Kratschmer) was presented but not included in the minutes.

3.6 News from staff

It was mentioned that there has been some news about students being exploited during their stay at a company while doing their Project Placement. It was asked if there is a problem with this at the department. HoD suggested to get the coordinator (Andreas Højlund) to ask around to see if this is a problem for the students at the department.

It was discussed what the definition of real work is – the work that the students do should be relevant for the degree programme and the academic objectives in the regulations. And students should get the credit for their work with the concrete project.

It has been mentioned before in the evaluation of the project placement that some students experience problems with this, but in general it is experienced that the agreement between the company and the student/University at the beginning of the placement helps prevent this. The agreement (contract) and the evaluation of the placement gives the supervisor and coordinator an idea of what is going on, and if any companies do not follow the agreements.

It was agreed that if the coordinator finds that there is a problem with this at the department, it will be discussed at a UN meeting later.

3.7 News from the study administration

The UN was informed that the newsletter from Arts Studier is available in Danish at: <https://medarbejdere.au.dk/fakulteter/arts/til-undervisere-paa-arts/nyhedsbrev-fra-arts-studier/>

4. Information on changes to academic regulations published on 1 September the current year (orientation)

All changes to academic regulations take effect on 1 September.

4.1: The UN will be informed of the changes to their own academic regulations taking effect on 1 September.

This may include the changes to academic regulations which have been requested by the UN, and which have been approved by the board of studies and the Dean's Office. But other minor changes may also have been made if any unclarities are discovered during the year which could lead to misunderstandings or constitute a threat to the legal rights of the students. These unclarities may be discovered by either teachers or administrative staff while working with the academic regulations, and any changes will always be made in collaboration with the head of department and teacher concerned.

The following changes has been made in the department's academic regulations:

- *Bachelor's Degree Programme in Linguistics – Linguistics Applied – add the possibility of individual exam and a change to the number of pages*
- *Bachelor's Degree Programme in Cognitive Science – Cognitive Neuroscience – Change in examform for re-examination*

In addition to the changes above, changes may have been introduced in a large number of courses, on the basis of the project on the removal of prerequisites where the prerequisite requirements have either been removed or reformulated. In courses where the prerequisites have been removed, there might have been added other changes to the courses as well. UN has previously approved these changes, but it is important that all teaching staff are informed about the academic regulations and course catalogue in relation to finding the right course descriptions for courses.

It was mentioned that it can be difficult for teachers to know how to get students to use certain programmes/systems e.g. Ucloud, if this is not mentioned in the academic regulations. It was mentioned that specific programmes/systems should not be put in the academic regulations, since these cannot be changed if a new programme becomes more relevant to use. It was discussed that teachers are allowed to suggest certain programmes and teach students how to use certain programmes. Then the students should see it as an advantage to use the specific programme since the teacher can guide and help them with it. Teachers are not obliged to help support usage of any other programmes if the students choose something else.

4.2: The degree programme boards will be informed of general changes to academic regulations taking effect on 1 September.

In the newsletter from Arts Studies Administration the concrete changes are described. Camilla Mark Thygesen presented the following:

Section 1 – About the degree programme:

- Plans to phase out old academic regulations when new ones come into force.

Section 2.1 – Degree programme rules:

- Changes to the standard descriptions of prerequisite requirements and lecture participation as a form of examination as a result of the project to remove prerequisites.
- It has been added in all translated English versions of academic regulations for Danish accredited degree programmes that the Danish version is legally applicable, if there is any inconsistency between the two.

Section 3 – general rules:

- Minor changes in wording in the description of the deadline for registration for re-examinations

Changes owing to SNUK's annual review of legal issues

- In the description of the master's theses (speciale), it has been made clear that there is a requirement for approval of a supervision plan in order for the thesis to be assessed.

5. Plans of action Årlig Status – annual status (decision)

The head of department provided information about the status of the plans of action (årlig status) after they have been discussed by the board of studies and submitted to the director of studies for approval.

Head of Department presented the integration of international students as a topic that could be relevant for the UN to discuss. An example of what can be difficult for the international students is the oral exams, since they are not used to this exam form. It was suggested that small changes can be made to make the foreign students more comfortable, e.g. just talking more to the students about this exam form.

Decision:

The degree programme board decided to put integration of international students on the list of relevant topics for upcoming UN meetings.

6. Election at AU (discussion)

Ethan Weed explained how the election works and how the list for the SN is connected to who becomes members of the UN. The persons responsible for the recruiting of the students were not present at the meeting, so the discussed was primarily about the recruitment of VIP representatives. Two people said that they were willing to become members of the UN, and it was agreed that Ethan should talk to the other IKK staff members about being put on the list as alternates.

7. Guidelines for student data collection (discussion)

Several teachers have mentioned that they have questions about the GDPR guidelines for student data collection. It is difficult to find a single person to invite who can answer all of our questions, so this item is an opportunity for us to list the questions that might have. Once we have a list of concrete questions, we can send them on to

the Arts Study Administration, and they will try to find the right people at the university to provide us with answers.

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The following links might be useful:

- <https://studerende.au.dk/en/studies/subject-portals/arts/bachelor%27sprojectandmaster%27sthesis>
- <https://studerende.au.dk/en/it-support/information-security/data-protection-gdpr/projects/>

The UN discussed this issue and came around the following questions – some of which had been answered previously:

- Do students need to use a consent form and does this consent form need to be approved by an ethics committee.

It was discussed that students can make their own consent form, and that it does not have to be approved from an ethical viewpoint, since it does not count as official research but as part of a teaching session. It was mentioned that the cognitive science students are being taught about this in the introduction of their study, and it was mentioned that this should be done for linguistics students as well in the future. It was suggested to add an ethics lecture to the course in Applied Linguistics.

- Where do the consent forms get stored and who should store them – the student or the teacher?

It was discussed that the students are responsible for storing the consent forms, it is not the teacher's responsibility. It was mentioned that One Drive is the best place for students to obtain these documents. But it says in the guidelines for this, that the documents must be anonymized so no one individual can be identified. It is difficult to answer about the limits within the anonymization requirements, so the best solution is just to anonymize it all.

8. News from Head of Department (Orientation/discussion)

No news

9. Issues for upcoming meetings

- 8.1 Issues for upcoming UN meetings
- 8.2 Issues for upcoming meetings suggested for the Board of Studies