

**Meeting Subject**

**UN Meeting – Global Studies**

**Moderator:** Uwe Skoda

**Ref.:** Camilla Mark Thygesen

**Date:** Wednesday 17<sup>th</sup> March 2021

**Duration:** 14.00-16.00

**Present:** Members: Uwe Skoda, Anemone Platz, Georg Fischer, Mette Thunø, Birgitte Pristed, Gauri Pathak, Vladimir Pacheco, Jan Ifversen, Raymond Yamamoto, Frederik Korsbjerg.

Observers: Rikke Bundgaard, Katrine Lin Lee (student guidance)

Guest: Inger Drivsholm Schytter

From Arts Studier: Camilla Mark Thygesen (ref.)

**Absent:**

Studieleder Liselotte Malmgart, , Louise Buchhave Carstens, Lilia Prelevic, Jonatan Bolwig Balladone, Anna Sønnichsen

<b>Agenda item:</b>	<b>Discussion and conclusion:</b>	<b>Follow-up</b>
<p><b>1. Approval of agenda and follow up from the minutes from last meeting</b></p>	<p>The agenda was approved with no suggested points under AOB.</p>	
<p><b>2. Voluntary self-test (discussion)</b></p>	<p>Inger Drivsholm Schytter (IDS) presented the idea of the self-test/degree programme checker (uddannelsestjekker) and showed concrete examples to the UN. The checker was developed in 2019 for bachelor.au.dk. It is a supplement for the other information about the degree programmes, and is a way of involving potential applicants. The idea is to aim a better alignment of expectations between the degree programme and the potential applicant.</p> <p>The checker consists of 3-4 academic questions (made by the degree programme), 3 generic questions about study competences (made by VEST with input from the degree programme) and 2 generic questions about career (made by VEST with input from the degree programme).</p> <p>The academic questions can help align the expectations about what the degree programme is about, but also what it is not about.</p> <p>In general it will take about 8-10 hours to develop the questions for the checker, so it needs to be considered if the department has the time for this.</p> <p>Members of the UN asked about the effects of this checker. To this it was answered that there has not been made any evaluation of this, but the students are asked in the evaluation of the study start if they have used it. But there has not been made any official data on the effect yet.</p> <p>The checker can be integrated in the U-days and similar events also, and will not only be a tool for the study portal.</p> <p>It was mentioned that it could be a good idea to implement this on the MA programmes as well. IDS informed that they are working on developing a similar system for MA programmes, but it is not yet ready to be implemented. It was mentioned that European Studies would be interested in this, when it would be possible.</p> <p>The nature of the questions for the language based area studies (BA-programmes) was discussed by the UN, and it was mentioned that some of the questions from the checker at Islam and Arabic studies would work as good inspiration. IDS informed that it is important that there is a difference between the checkers, if students take more than one.</p>	

	<p>It was mentioned that the questions developed for the language based programmes can also be similar across the programmes, and therefore the working load of creating the checker might decrease.</p> <p>It was informed that there will be data available about how many takes the test and if the people taking the test finish the entire test.</p> <p>It was concluded that all BA programmes were interested in developing this checker and that the deadline for questions in the middle of May, would be doable for all.</p> <p>Uwe Skoda (US), will send names of the coordinators to IDS, who will then contact them to set up meetings.</p>	US
<p><b>3. Briefings</b></p>	<p>3.1 <u>News from the Board of Studies</u></p> <p>US informed about the issues from the last Board of Studies meeting:</p> <ul style="list-style-type: none"> <li>- The situation in SNUK is difficult at the moment, due to a low member of staff and some rotations. This might mean longer response time.</li> <li>- The new well-being coordinator has been appointed and has visited the Board of studies and has offered to visit the UN as well if necessary. She will focus on the well-being of students in the present time with corona and in general.</li> <li>- The teaching evaluations had been discussed. In general feedback from students were positive in spite of the current situation with zoom teaching</li> <li>- The evaluation of project placement had also been discussed. The situation for the other departments has been fairly similar to the department of Global Studies.</li> </ul> <p>3.2 <u>News from the Head of Department</u></p> <p>US mentioned that following points:</p> <ul style="list-style-type: none"> <li>- Prior to the UN meeting, there had been a departmental meeting, where consequences for the suggested change to the internal structure at Arts (presented in the appendix) was discussed. US suggested to take the discussion up in the UN and make a formal answer from the UN. This will be on the agenda for the next meeting, where hopefully more students will be present – students are allowed to join the meeting as observers and give their opinion.</li> <li>- The rest of the semester will be with online teaching and exams, as explained in the latest email from the university management. There are not yet any decision about the re-exams.</li> <li>- The department has been given an extra 10.000 kr. for activities when the campus opens up again, hopefully in the autumn.</li> </ul>	CMT



	Besides that the UN was informed about a small change being made to the course Migration and Mobility at Addressing Global Challenges. The current description was not clear about whether description of the groups counted for both the assignment and the practical product. It has now been made clearer that the requirements goes for both parts of the exam.	
<b>4. Emergency academic regulations for Global Studies summer exams 2021 (decision)</b>	<p>In the appendix it was noted, that two exams was not cleared with the coordinators. At the UN meeting it was decided and approved by the coordinators, that these two courses would also follow the standard for the summer exams.</p> <p>Decision: The UN approved the summary of converted exams and emergency academic regulations for Global Studies and submitted them for approval by the board of studies.</p>	CMT
<b>5. Break</b>		
<b>6. New academic regulations and changes in current academic regulations 2022</b>	<p>The UN was given a status on the ongoing process with the revision of the GLAS academic regulations. The UN will be involved in the process later in the spring.</p> <p>Two suggested changes to current regulations was presented to the UN: - Addressing Global Challenges: A change to the formulation of the group exams, and the clarification of who if forming the goups. - For the courses "Preparing for a stay in xxx" and "Introduction to applied qualitative research methods" at the BA programmes it has been suggested to changes in the number of students in the groups.</p> <p>The UN approved to go ahead with these changes, and the teachers involved will be included and make the specific formulation, that will be presented to the UN later for final approval.</p>	US, CMT
<b>7. Approval of change to the regulations for International Studies (decision)</b>	<p>US informed that due to a change in the structure of the teaching to a more compact form for the courses Global Thought and Modern Global History, it has been suggested to add something to the description of the form of the teaching. The regulations has not yet had a full run, but since the suggested change reflects a change in the planning of the course, and secures a more correct description and therefore a better matching of expectations for the students taking the course.</p>	

	<p>The UN discussed if the description in general is too detailed, and it can create some issues with the change of teachers.</p> <p>Decision: The UN approved the suggested change for 01.09.2021. If a larger change of the description of the teaching is wanted, it has to go through the process of approval, and can be implemented for the 01.09.2022.</p>	CMT, degree programme coordinator for International Studies
<b>8. New deadline for the activity fund (decision)</b>	<p>Since the online teaching continues throughout the semester it was suggested to stick to the original deadline in May for the autumn semester.</p> <p>Decision: The suggestion was approved by the UN.</p>	
<b>9. Questions for teaching evaluations</b>	<p>It was mentioned that the questions listed in the agenda do not match a previous decision from the UN about the questions. CMT and US will look into this, and involve the UN again is necessary.</p> <p>Decision: The UN decided to change the current questions, by deleting questions 5 and 6 in the old list of questions. The teachers are recommended to put these questions on certain courses where this is relevant.</p> <p>The new list of questions are as following:</p> <ol style="list-style-type: none"> <li>1. Information on Blackboard was very useful (AR-DPU-SN 027)</li> <li>2. The course material (including the list of texts and assignments) was made available at the right time (AR-022)</li> <li>3. The course/module content seems relevant for the overall education programme (AR-DPU-SN 025)</li> <li>4. How do you rate the academic level of the teaching? (AR-DPU-SN 031) (Far too high; Too high; Adequate; Too low; Far too low; Not relevant)</li> <li>5. I have received useful feedback when relevant</li> <li>6. Comments on your own contribution. Write your comments here: (AR-SUP-ANTRO 011)</li> <li>7. I was an active, regular participant in the teaching. (AR-027)</li> <li>8. How do you rate the extent of student participation/involvement in the teaching exercises? (AR-DPU-SN 032)</li> </ol>	US, CMT

	<p>9. What do you think was good about the course? Write your comments here: (AR-SUP-ANTRO 015)</p> <p>10. What do you think should be improved at the course? Write your suggestions here: (AR-SUP-ANTRO 016)</p>	
<p><b>10. Suggestion for reducing the number of courses evaluated each semester by the UN (decision)</b></p>	<p>US explained the suggestions for reducing the number of courses evaluated each semester, which is presented in the appendix.</p> <p>The UN stated that a simplification of the evaluations is a good idea, but there were a question about if this accounts for the BB evaluations of the evaluations going on in class. US answered that the individual Blackboard evaluation still have to be made each year, but the discussion in the UN (based on the notes sent to the UN) will only be done for certain courses (as agreed upon by the UN). This should be described in the note.</p> <p>It was also asked if the students can choose to send their comments to the UN if the courses is not part of the UN evaluation that semester. To this the answer was that the students are always allowed to put certain issues on the UN agenda, f they experience any problems. This should also be mentioned in the note.</p> <p>US / Departmental coordinator will still before the UN meeting make a summary for the evaluations for the UN to comment on.</p> <p>Decision: The UN approved the document with the suggested changes, and the solution will take effect this semester.</p>	
<p><b>11. Updates</b></p>	<p>11.1 Updates from the degree programs</p> <p>Each degree programme gave an update.</p> <p>US was asked to look in to the possibilities of teachers meeting with students outside, as long as they follow the “forsamlingsforbud”</p> <p>11.2 Updates from the students</p> <p>The students gave an update on their situation.</p>	<p>US</p>
<p><b>12. AOB</b></p>		

<b>13. Items for upcoming meetings</b>	<ul style="list-style-type: none"><li>- How to motivate more students to attend the UN meetings.</li><li>- Discussion about how to prepare the students especially the international students for project placements. This could lead to a longer discussion about the internship and the value of the internships.</li></ul>	