

Meeting: 17th May 2023 at. 14.00-16.00
Building 1467, room 316
UN-meeting, Global Studies

Minutes

Present

Members VIP: Uwe Skoda (UN chair), Georg Fischer, Raymond Yamamoto

Uddannelsesnævn
Globale Studier

Member Students: Daniela Lange Andersen, Julia Ieva Jørgensen, Jakob Frederik Thomsen. Dato: 17. may 2023

Observers: Christina Fiig, Chun Zhang (VIP), Vivek Kumar Shukla, Hagen Schulz-Forberg, _____
Studievejledere IHO and Sine Gyde Meler (Arts Studies, ref)

Side 1/9

Absent: Birgitte Pristed, Karoline Thode Fogh, Frederik Edsberg Hansen, Jonas Østvand Matthiesen, Sofie Lambertsen.

1. Approval of agenda and follow up from the minutes from last meeting (14.00-14.05)

UN approved the agenda with the suggested point under AOB.

Uwe Skoda (US) followed up from the last UN-meeting on the 19th of April 2023 and informed that the upcoming points about SPS (Specialpædagogisk Støtte) and AI (chatbots) will be postponed to an upcoming meeting in autumn.

Furthermore the “studieportal” have been updated with more information about the profile course semester, as discussed on previous UN meetings. Information about application deadlines, the process for applying and links to relevant pages with information have already been added and will be added through studievejledning.

2. Briefings (14.05-14.20)

2.1 News from the Board of Studies (SN)

US informed that SN on the last meeting discussed:

- The new guidelines for “Pædagogisk kompetenceudvikling” after a new “bekendtgørelse for stillingsstruktur” have been revised. CED was guest at the meeting and informed about the options for competence development for teachers.
- SN gave feedback on the new framework for guidelines for “undervisningsplanlægning”, students raised a point that they do not feel represented in the memo. E.g., back-to-back courses on the same day is not only an issue for the teachers but also creates a bad learning environment for the students.

[Link to agenda and minutes from the board of studies meetings.](#)

2.2 News from the Head of Department

- US informed that there is a new Dean on the faculty from the 1st of June 2023, Maja Horst, and that Marie Vejrup Nielsen is constituted as Head of school at IKS until the 30th of November 2024.
- That the bachelor supplementary subject “addressing global challenges”, will be offered in autumn, but one other supplementary subjects from the institute (Gender Studies) will not be offered in the next round due to the number of students enrolled, but will continue to be part of the portfolio of minors at Arts.
- There is a correction to the news about anonymizing the exams on the university the clarification is that “Frie hjemmeopgaver” will not be anonymized to secure the students options to guidance and feedback from teachers. More about exams [here](#).

2.3 News from the student guidance

Katrine Lin Lee (KLL) informed:

- That the student guidance has changed their office to room 523 in building 1463.
- That there was some clarification to the discussion from last meeting about the event “karriereveje”:
 - o There were two events one for global studies, which had a great attendance and one event for MA European studies and International studies where the attendance was lower. So, it was not both events where the attendance was low.
 - o The student guidance has chosen to have the event in the spring semester, because the main target group is MA students and not BA students.
 - o There was a question from UN, if the student guidance has considered to split up the event for BA and MA students, and have two events one in spring for MA students (MA International Studies, European Studies; GLAS) and one in autumn for BA students? Students supported the idea of having two split events. KLL will bring the idea back to the student guidance group.

2.4 News from the study administration

2.5 News letter from Arts Studier ([click here](#))

Headlines in the newsletter:

- Deadline for passing first-year exams this summer
- Close to 1,000 master’s thesis students submitted external co-examiner form.
- Registration for elective courses, autumn 2023
- Guidance sessions for students who have fallen behind, spring 2023
- Deadlines for submitting set exam questions and informing UVAEKA of students’ compliance with exam prerequisites.

3. Approval of programme(s) for the introductory week (item for decision) (14.20-14.35)

The head tutor Freja Molme (FM) and “fag” tutors for Global Studies were invited to the point and presented the program for the introductory week:

FM informed that there have only been minor changes from last year’s program, one of them is that there are more joint elements for the different degree programmes during the week. There are still individual programmes for each degree programme. Evaluations have shown that Wednesday can be a long day, and therefore more breaks have been included during the day. The tutors hope that students this year will be more able to receive the many information due to more breaks but also because there is no online activities.

Teachers commented that it was positive that there were alternatives to activities with alcohol, so everybody can feel included. There were questions to the planned “hyttetur” and the tutors informed that it will not be for all the degree programmes due to request from students. In general, the tutors have tried to find the balance for the joint activities and to listen to all the comments in the evaluation from last year.

The tutors were encouraged to write to Raymond Yamamoto if they have any information, they think could be relevant to publish on the Globalstudies webpage, links, letter and so.

US suggested that the joint elements of the programme should be highlighted in the folder. Furthermore, US asked for information about the introduction to the broader group of teachers in each fagmiljø, a general introduction to Global Studies which Georg Fischer has volunteered to offer and about the introduction from Studieleder/head of department. and the introduction from Studieleder/head of department.

There was a question to thoughts and initiatives about sustainability during the week, the tutors informed that they are reusing the t-shirts from last year, there will be no plastic cups, utensils etc. and they will clean up after themselves. Lastly the tutors informed that they would mention the different political forums in the introductory week, but that they will encourage UN members, “Fagrådet” and other forums to take the initiative to recruit among students after the introductory week because students are loaded with information during the week.

The UN thanked the tutors for their presentation and work with the programme.

Decision:

The degree programme board approved the programmes for the introductory week, with the note that the US will reach out to the tutors to continue the dialogue about the joint global studies lecture and the intro for studieleder/afdelingsleder.

Next step:

The head tutors must send the approved programme to the study start coordinators in VEST Jannie Laigaard or Trine Schouborg no later than 1 June 2023.

4. Discussion about competence understanding and questions from SN (item for discussion) (14.35-15.05)

The board of Studies (SN) has had a thematic discussion on the understanding of competences, in which the following questions were discussed. Considering this the UN was asked to have a discussion of the topic. Karen Lintner (KL) (representative from “Arts Karriere”) was invited to the meeting and gave a short presentation of the topic and how to best make students aware of their competences as inputs to the discussion. The UN was asked to consider the following questions in their discussion:

- What challenges/obstacles do students encounter in relation to getting a clear understanding of which (labour-related) competences their education give them?
- When, where, how and by whom should competence understanding be raised?
- How do we prepare our VIP/teaching staff enough for the task of making students aware of competence? What resources will it require?

Some points from the presentation was:

- Companies and employers often ask that students become better to articulate and explain their own competences and be explicit about what they can use them for.
- Students have three subjects which they most often ask for guidance on when they come to the career center – how to write a CV, which job opportunities they have and how they can use their competence when applying for a job.
- That competences are easier to spot/explain when they are seen in a context. KL presented the UN for some exercises the teachers can do with students: Mapping competence and spotting competences.
- Furthermore there can be found inspiration on [AU Educate](#) and the [Karrierecatalog](#).

After the presentation the UN was able to ask questions:

US commented that many teachers often are uncertain about what competences employers ask for and if there is any competences more in demand than other? KL responded that employers ask for different competences in relation to the task they need solved, but they often ask for more general or personal competences or competences related to the 5 megatrends e.g. be able to be flexibly, the ability to learn and process knowledge, knowledge about digitalization and sustainability.

Students expressed that it helps them to see a competence list and when teachers mention and make them aware about their competences throughout their studies. Furthermore, students like to get the information early on, already from the bachelor programme.

It was asked if there it's too early to talk to students about competence on the MA 1st semester. KL responded that 1st semester for MA students is fine, but for BA students the first year can be too soon. But it can be helpful if teachers have the mentioned exercises in the classroom, where they ask students to reflect on their own competencies.

Next step:

The SN representatives will take the output from the discussion to the School of Culture and Society when the item is put on the agenda here, if necessary. In June or September.

5. Annual status review 2023 (item for decision) (15.05-15.40)

The annual status review is part of the ongoing quality assurance process relating to degree programmes at the Faculty of Arts, and is described in greater detail in [degree programme quality processes at Arts](#). The purpose of [the annual status review process](#) is that the degree programme board, board of studies and school should prioritise the areas on which the degree programme board will focus in the upcoming quality year to ensure the quality of our degree programmes in accordance with [AU's quality assurance policy](#), based on a systematic review of these degree programmes in their entirety.

The degree programme board were encouraged during their discussions to:

- Continue to focus on student time on task and the associated challenges of completion time and dropout rates.
- Discuss the research coverage of the study programmes on the basis of the head of Department's reflection on the staffing of the respective courses and how they have tried to solve any challenges (staffing plans).
- Describe specific actions that address the challenges of the degree programme and set a realistic time frame for the implementation.
- Build on last year's action plan and extend the initiatives where it makes sense.

US started the point with a brief presentation of background of the annual status and that the degree programme coordinators before the meeting were asked to send in points for the actions plans.

Annual Status review 2023:

US had some general comments to the data across the degree programmes:

Sub-policy 1 – Getting students of to a good start

Indicator 1: First year drop-out rate

- There is a significant improvement across the department, but there is still yellow and red indicators on all the degree programmes except for European studies.

- The last year many initiatives have been made e.g., the “studietjekker” which helps students before applying to match their expectation for the degree programme. There is a wish from the department to have it on all the degree programmes.

Side 6/9

Sub-policy 2 – High-quality, coherent degree programmes

Indicator 7: Study intensity

- The indicator is red across the programmes except for China studies (green) and International studies (yellow)
- US argued that there is a need to make the many activities the students are involved in more visible, for example in the schedules in Timetable, because students do not have all their activities in mind when they answer the question. Students in UN also commented that it's very hard for them to remember how many hours they actually spend during a week, and for example in exam periods the number of hours is much higher than 37 hours, but they do not register their time during the semester.

Indicator 6c: VIP/DVIP ratio

- It's green on almost all the degree programmes, which also is seen in the “bemandingsplan”, because most the teachers are permanent.

Sub-policy 4 – Highly qualified graduates with relevant competencies

Indicator 8: Employment

- Red across all the MA programmes. There is a need to intensify the actions for this indicator e.g. with help from Arts Career and also more cooperation with alumni. Here the department has set up a working group which includes defining tasks for a career coordinator.

After the general discussion of the data, the degree programme coordinators highlighted some points from their programmes.

BA Brazilian studies

Georg Fisher (GF) informed that there are not many data available and the most significant challenge is recruitment, to raise the number of students.

BA India and South Asia studies

Focus is the drop-out rates, it's gone from red last year to yellow this year which is positive. But the degree programme is still working on a lot of activities to keep the students at the degree programme.

BA Japan studies

Raymond Yamamoto (RY) informed that they are trying to maintain students at the programme, but because of the larger intake of students in 2022 the teachers suspect that there is a possibility more will drop out. The teachers would like to have the studietjekker on the degree programme.

Teachers was surprised about the “VIP dækningsgrad” because all classes are teacher by VIP. US will follow up on the indicator.

BA China studies

Chun Zhang was happy that most indicators are green and that the drop-out rate is improving from red to yellow. Other than that, indicator 6c which are yellow.

MA European studies

Christina Fiig (CF) informed that they have updated the degree programmes profile description on Kandidat.au.dk. Furthermore, there are focus on alumni activities and talking about competencies and focus on continuing and developing this focus.

MA Global and Area Studies

Anemone Platz (AP) informed that there a lot of indicators with too few data. Regarding the drop-out rate, it may be high due to many students applied under covid, and some decided to do something else now that everything is open again, and many have other private reasons to leave. AP indicated that many former students are employed but are not sure how fast they got it and the data is for the year (2017-2020). Hopefully the changes in the study regulations can help the indicator 4, furthermore the respond rate is very low.

BA Russia Studies & MA International studies

Coordinators were not present at the meeting, but the data from the degree programmes was included in the general discussion above, and they were asked to send point for the actions plans.

Decision:

US will contact the degree programme coordinators to qualify and finalize the drafts for the actionsplans for 2023 based on the discussion on this meeting and the existing plans which were finalized at the end of the accreditation (Dec/Jan) and subsequently approved by the Dean’s Office. There was a broad consensus that these plans are still valid. The degree programme board approved the priority in the plans of action for 2023 and to submit the plans of action for 2023 for discussion by the board of studies.

Next step

The head of Department sends action plans for 2023 to the secretary of the Board of Studies Louise Wennemoes Hansen lwbj@au.dk no later than the **6th of June 2023**.

6. Activity fund (15-40-15.45)

The UN had to discuss and approve in applications for the activity fund. US gave a status about the activity funds applications and the UN approved the applications with no further comments.

7. Meeting planning autumn 2023 (item for decision) (15.45-15.50)

The UN had to approve the meeting plan for Autumn 2023:

- Wednesday 23th of August at 14-16
- Wednesday 20th of September 14-16
- Wednesday 25th of October 14-16
- Wednesday 22nd of November 14-16
- Wednesday 6th of December 14-16 (if necessary)
- Wednesday 24th of January 2024 14-16

Decision:

The meeting plan was approved.

8. Updates (15.50-15.55)

8.1 Updates from the students

Daniela Lange updated UN on the situation with the exam dates for Russia Studies and informed that one student had tried to send a dispensation application, but it was not approved. But students from Russia studies are in contact with the degree program representative and the administration about it.

At Japan studies students have been frustrated that the exam dates have been changed very late for the upcoming period, also because the date is moved to a much earlier date that first informed.

8.2 Updates from the degree programmes

At GLAS the exam in the course “Regional Perspectives on Global Issues/Challenges” where students had to do a presentation at a conference have been held, and it was very positive experience for the students.

At China Studies the teachers are discussing whether they would like to “indstille” for changes in the study regulations of “preparing for a stay in China”, which is based on the teaching evaluations. The UN will discuss the teaching evaluations in august/September and can discuss the matter in that meeting.

9. Suggested points for upcoming meetings (15.55-16.00)

Points for upcoming UN meetings:

- Special Educational Support -SPS (autumn)
- Discussion about the use of Chat GPT AI (August)
- “Entry on the labor market” (August)
- Underviserprisen (August)
- Presentation of guidelines for evaluation (August/September)

10. AOB (16.00)

One student informed that the is highly valued that the department have decided to include the question “I feel respected in the classroom” in the teaching evaluation template and would like to encourage other UN’s to include the question to,

because the student have heard from students from other departments that a similar question is requested. US informed that US will bring it to the SN and encourage others to include the question in the future, but it is entirely up to each department/UN to choose their questions, but the feedback was appreciated.

Side 9/9