



AALBORG UNIVERSITET

Minutes 4/2021 Approved

Study Board of Language and International Studies

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Study Board Secretary

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Date: 10/12/21

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Date and time	November 5th, 2021 kl 815-10.15, continued November 12 th , 2021 kl 1230-1400
Place	Teams
Present: Elected VIP	Ben Dorfman (BD, Chair of the Study Board), Kirsten Jæger (KJ, representative for LISE), Bent Boel (BB, representative for LISE), Ana Maria Macias (AMM, representative for SIS Spanish)
Present: Elected students	Elias Mark (EM, student representative for LISE), Andrea Nygaard Silkjær (ANS, student representative for SIS Spanish), Lea Thies (LT, student representative for LISE); Merete Juhl (MJ, student representative for SIS Spanish)
Present Observers	Laura Kristiansen (SIS Spanish Student Counsellor); Ane Cathrine Løgstrup Christensen (LISE Student Counsellor); Merete Nielsen (SIS Study Secretary)
Not Present	Morten Ziethen (Study Leader), Susanne Hald (SH)
Referent	Kirsten Jæger (coordinator); Ben Dorfman (chair of Study Board); Inga Ernst Andersen (IEA Study Board Secretary)
Approved	9 December 2021 in Teams



	Redegørelse/vurdering	Evt. opfølgning
1. Approval of Agenda	<ol style="list-style-type: none"> 1. Approval of agenda (Minutes 3/2021 has been approved in Teams) 2. Orientation about delayed studerende (BD) 3. Summary of course & semester reviews (posted in Teams) 4. Standards around dispensations 5. Discussion of shared courses, LISE & SIS 6. Preview of fall teaching & supervision schedule (semester plan) (posted in Teams) 7. News from students and student counselors 8. Further issues/comments <p>Approved</p>	
2. Orientation about delayed students	All students who are behind with their studies have been contacted, and agreements on study plans have been made. The number of delayed students is small both in LISE and SIS.	
3. Summary of course & semester reviews (posted in Teams)	<p>Study environment review</p> <p>61 responded to the study environment review. Again, the experience of the study environment in the spring of 2021 was influenced by the COVID 19 restrictions. In addition to this, one student reported to have been subjected to harassment, but there was no information on the type of harassment. BD emphasized the pro-diversity policy of the programs, and that this policy is clearly communicated in the handbooks. For example, all forms of gendered communication that may be experienced as discriminatory or excluding should be avoided by everyone involved in the programs. Student counselors emphasized that they had communicated their availability to everyone experiencing uncomfortable and/or inappropriate behavior. The decision was made to send out an email reminding students of the resources available to them in such situations.</p> <p>Education evaluation (graduating students, LISE)</p> <p>29 students participated in the education evaluation. Students reported that a significant outcome of their studies was a clear improvement of their English language skills. A fourth of the participating students called for clearer progression in the education, and student representatives mentioned that students could have an experience of certain content elements being repeated at different semesters throughout the study. BD commented that the goal obviously is to have all students experiencing coherence and clear progression, and that</p>	BD will send out a mail to remind students of resources available if they experience uncomfortable situations in relation to harassment or discrimination.



more teacher collaboration could be the solution to this. However, additional efforts in relation to teacher collaboration also take a toll on already scarce resources. Thus, these concerns will have to be discussed at departmental level.

Supervision reviews

The supervision reviews were generally excellent, with few indications that supervisors had been difficult to reach. BD noted that there appeared to be some uncertainty around the purpose of methodology sections in projects. Some would see methodological considerations as relevant only for the empirical part of the project. BD emphasized that such considerations pertain to the project's working method and process in general and not only to questions of data collection and analysis. The different disciplines that students encounter in the LISE semesters have vastly different methodological approaches, which may generate some confusion as students' work is supervised by faculty trained in these disciplines.

Semester reviews

In earlier years, students did not feel well informed. Now students generally feel that they are informed about what is going in the study. The Regional Studies course is not popular, often seen as disconnected from the program, and is not included in the 2020 curriculum.

Course reviews

The language disciplines have been very well reviewed. Some students felt that it was difficult to understand the purpose of the cultural analysis course. In the 2020 curriculum, the course has been replaced by a course in International Human Rights. Electives seen as valuable contributions to the students' profile and a chance to specialize.

Some 6th semester students commented that the BA project writing period started too late because of other exams. In the future it will be easier to make room for a concentrated BA project writing period because the Regional Studies course has been removed from the curriculum.

SIS Spanish

Also, in the Spanish program, some students commented that they would have preferred a longer BA project writing period without being interrupted by other exams. This will be taken into account in the planning of the spring semester. AMA commented that students need to complete the course before they choose a project topic. However, conversations about projects can start earlier in the semester. In relation to the project evaluation in SIS Spanish, there was a discussion of the problem that some students who want to work in groups end



	<p>up working alone because they cannot find a group that they can join. The problem exists in both programs. In continuation of this, ANS commented that a few students were not satisfied with the social environment in the 6th semester wanting because they did not feel included. IT was discussed whether groups should be formed by teachers or coordinators instead of giving students the right to choose their own project partners. BD suggested that students could maintain this right but it should be possible for coordinators to add members to already formed groups if a student could not find a group to join. The students commented that this could be problematic because it could lead to collaboration problems. There was no concrete decision on a policy the issue.</p>	
<p>4. Standards around dispensations</p>	<p>It was discussed that there are occasional continuing issues with students requesting dispensations well after exams have taken place, though it has been well-communicated to students that, short of decided health or other emergencies, the rule of thumb is that it is requested students are expected to make dispensations requests <i>before</i> exams take place. It is important to uphold this standard so that dispensations are given on the same basis for all students.</p>	<p>BD will send a mail to students reminding them of the rule of thumb of requesting dispensations before exams take place.</p>
<p>5. Discussion of shared courses, LISE & SIS</p>	<p>The primary issue was the degree to which SIS students get enriching experiences out of participating in LISE classes, yet also the need to keep focus on the fact that LISE classes must serve the LISE students and curriculum. It was articulated by the SIS students present that their primary interest is in teaching that takes place as much as possible in Spanish and vis-à-vis their specific curriculum and exams. They expressed an openness to participating in shared/LISE classes (sometimes necessary vis-à-vis “hours band” [timebånd]). Problematic, though, is when those courses don’t fit clearly into the SIS exams or how they fit into the other learning activities specifically in SIS. BD also noted the challenges to speaking to two groups who don’t necessarily have the same curricular goals. MJ also noted that the intimacy of the SIS environment was one of its benefits. The conclusion was thus that insofar as the issue is SIS using LISE classes for hours band purposes, that need be thought strategically, relatively limited, and it be articulated how SIS students will be able to use that teaching (including how it figures into their exams). Vis-à-vis LISE, this may also be important as students need to continue to receive teaching oriented specifically towards their exams as well.</p>	
<p>6. Preview of fall teaching & supervision schedule (semester plan) (posted in Teams)</p>	<p>The fall teaching roster – class teaching and supervision – was presented for both educations and approved. However, there were significant holes in the SIS schedule that the section and department will need to help fill by finding relevant personnel.</p>	



7. News from students and student councilors	<p>In the input from the students through the student representative and councilors from the students, it was asked if can classes also be on zoom? BD and other faculty (VIP) representatives agreed that it was up to individual instructors if they want to do it// experiment with online/hybrid classes (and that they were well encouraged to do so if they found it productive). Also, supervision is relatively easy to arrange as an online activity. However, as AAU is still seen as an in-person, physical university, it cannot be demanded of instructors that they always provide an online option. BD also noted that there can be dangers in shifting to always maintaining an online option (empty classrooms, less interaction, etc.).</p> <p>From student councilors, it was also noted that studiepraktik went well both in LISE and SIS. Most courses not within the timeframe for studiepraktik; possible to have a few classes placed in the days of studiepraktik. Can be difficult to schedule. LSK appreciated that it is small study.</p>	
8. Further issues	<p>An extraordinary meeting will need to be held in December regarding handling the “data package” in relation to quality assurance in Spring 2022.</p>	