



**AALBORG UNIVERSITET**

**Study Board of Language and  
International Studies**

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**Study Board Secretary**

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**Approved Minutes of Meeting Fall 4/2018 of the Study Board for Language and International Studies**

**Date:** November 21 2018, 1230-1450

**Place:** AAU, Ks1, room 5.228

Dato: 06-02-2019

Sagsnr.:

**Present:** Ben Dorfman (BD chair of the study board), Kirsten Jæger (KJ faculty representative for LISE), Inga Ernst Andersen (IEA study board secretary), Ana Maria Macias (AMM; faculty representative for Spanish), Karina Freimanis Sørensen (KFS; student representative for Spanish), Ofelia Gravesen (OG; student counselor for Spanish), Bent Boel (BB; faculty representative for LISE), Liza Maria Daniel van Biesen (LvB; student representative for LISE), Bolette Halkjær Skov Sørensen (BHS; student representative for LISE), Stine Føns Pedersen (SFP; student counselor for LISE), Lisbeth Videbæk Thomsen(LVT), Laura (on Skype, LISE student Counsellor)

**Not present:** Robert Chr. Thomsen (RCT), Susanne Hald (SH), Oscar Garcia Agustin (OGA; Spanish coordinator)

**Referent:** Student counsellor Stine Føns Pedersen



	Redegørelse/vurdering	Evt. opfølgning
1. Notation of minutes from 8/5/18 meeting as approved (via email)	Minutes from study board meeting 2 were approved via email	
2. Orientation on LISE as international education	<p>The big issue is the economic spending and situation. The economy affects both the studies. Another issue is the government's new decision on cutting down on international students. Danish A level will be employed as a requirement (Scandinavian students considered an exception). This presents concrete challenges:</p> <ul style="list-style-type: none"> <li>• How will we have the same atmosphere? The international study environment is very attractive</li> <li>• How do we keep students in the education? We have around 400 applicants and about a 100 is accepted. We are going to have accept 2/3 of the applications. This means that we will be pressured in terms of being a student organisation. We will have an admission's percentage of 7 %.</li> <li>• Students are coming here because they looked at this programme, because it is interesting. This made the programme competitive to Danish students. We have to find a way to keep this interest going. We will have to get more details about the outcome of this situation. A big question is also that when it is going to happen, from September 2019?</li> <li>• It is not the wish of the department to have this implemented. International students who are currently studying should not be concerned about not finishing their education here. We will try to keep improving the education. This will affect all English bachelor educations in Denmark. This cannot be decided by looking at peoples pass ports but will be carried out by having a Danish education (Danish A level). Students are not interested in having the lessons taught in Danish in the programme. The lessons will probably continue as they do now but it will affect the milieu of the study. The study board will have to be more picky when deciding who is accepted into the programme.</li> </ul> <p>Liza: Does it have to be a Danish A level? BD: Yes.</p>	BD will follow up on when this will be in effect from September 2019



	LvB and BHS expressed interest in making a student statement in opposition to LISE's "de-internationalization"	
<b>3. Orientation on budget situation, AAU, LISE &amp; SIS</b>	Taken under pt 2 and 4.	
<b>4. Review of Spring 2019 teaching rosters; discussion of approach to hours distribution</b>	<p>BD explained the new model for budget: There is a body crisis. We need to be careful with the money due to this. We have received the budget from the fall. Last year we overspent. BD has taken the money and divided into two parts – 60 % for fall and 40 for spring (more activities and students in the fall). We have traditionally given out money for norms and hours (teaching a class gives a number of hours and correcting portfolios). It is problematic because everything is measured in the end. This demands massive communication between the workers and everything has to be written down. This takes money away from the student. This creates an economic vulnerability because it cannot be known how much time is spent on each activity.</p> <p>Money will from now on be given to modules. Each module will be given a certain amount of money. Instructors should know that they will be paid the right amount of money. This means that we will be taking a different approach than before.</p> <p>The teaching schedule will be different in second semester discourse studies. Laura Bang will be taking on more lessons and Patrick, in sociology, will be taking some in 4<sup>th</sup> semester. A new course is being introduced in the fourth semester. Ben continues to teach one course.</p>	
<b>5. Discussion of paper on potential savings (attached) (related to pt. 4)</b>	<p>Department has been asked to cut down on the spendings and give suggestions to where we can spend less money. We can rethink internal censoring as well as sliding norms can be cut down. The idea is to stop measuring in hours and just spending what we have. Point 2 is the cost of the Friday lecture series. BD feels that the department as a whole should have these lectures and the series will be shared by the department. All study boards will have to come up with ideas regarding this.</p> <p>The budget approach is hereby approved.</p>	
<b>6. Orientation to/review of/comments</b>	BD has to hand in the comments in the end. BD explains that things in green (in the report) is good, yellow is okay and red is bad. An issue is that first semester students are dropping out. The department is providing too few hours in teaching in LISE and SIS in supervision. Unfortunately, this is calculated in norms of	



<b>on studyboard report (attached)</b>	measuring hours. In LISE, there is as much teaching as there possibly can be. BD guesses that it is roughly the same in SIS. The thing is that the norms will have gone down in many of the areas in the report when doing the budget adjustment.  Ben is given the license to adjust the money and it is hereby approved.	
<b>7. Status on drop-out threat report (attached)</b>	The students dropping out are in contact with the staff. We are aware of the situation and are following all guidelines and procedures as to when these students can take their exams. This has been approved	
<b>8. Orientation to/review of/comments on action plan (attached)</b>	Action Plan. This has been discussed before. 7 steps: <ul style="list-style-type: none"><li>• Changing the circumstances regarding LISE (not discussed in the spring). LISE has previously been praised for its international milieu</li><li>• PBL. Some people believe that language should have a bigger focus in the project exam and some believe that portfolios should be handed-in in the middle of the education. This will have to be built into the curriculum.</li><li>• Budget</li><li>• How do we get SIS to fill out its seats? Ben and Ana will discuss this issue.</li><li>• Criticism and concerns from the some of the review boards. Do SIS gain the same qualities as LISE students? A LinkedIn page is a start and must be developed. Similar to the 'Life after LISE'. Karina is trying to develop this to show what one can use SIS for afterwards. Ben will help but this requires coordination. Anna knows a few contacts. Anna asks about the concerns in the Spanish department → students take a long time to graduate and students have different levels of Spanish LISE has found a way to cut down on make-up exams. Spanish should be represented in the meetings, because Ben is not there on an everyday business.</li><li>• The document states when and how this should be enacted. Up to the coordination staff will have to address these issues</li></ul>	



<p><b>9. Approval of LISE evaluations overview (attached); status on SIS evaluations overview</b></p>	<p>The summary of the report has not been given by SIS but only LISE students.          4<sup>th</sup> semester in LISE is controversial. Supervision has gone well but a point for criticism has been the allocation of supervisors (due to time limits).          Other problems concern that students do not show up to the lessons as well as lack of group rooms. The attendance has been taken in as a measure to overcome the issue of students not showing up. Some students feel that the study board is being harsh on the students. More people are handing in their exams more on time now.          There is a lack of information regarding jobs and further studies after studying LISE. However, there is the SIS/LISE master day, the Life-After LISE survey, and the LinkedIn-page. The study board takes this issue seriously.          Information from the SIS department is still waited for and then BD will look at it.</p> <p>Ana says that students and teachers have not been informed of the evaluation forms and asks where this survey can be used and retrieved.</p> <p>Inga explains that it comes via e-mail and that teachers should take time aside to let the students fill out this evaluation.</p> <p>BD: these reviews often address the problems instead of focusing on the good aspects and moments. It is a complicated issue. BD often addresses problems from year-to-year. BD will say that we have done something to change some issues.</p> <p>This has been approved.</p>	
<p><b>10. Orientation towards new delegation of coordination duties, LISE</b></p>	<p>Regarding Dispensation Form:          From now on Dispensation will be given by semester coordinators and not Ben.</p>	
<p><b>11. News from the students</b></p>	<p>Karina: people want to address exam plans and supervision allocations have come out late. It is difficult to plan outside. Others mentioned that they wanted information regarding Masters. Others have said that PBL should be given more attention throughout the education.</p>	



Bolette: First semester feels overloaded with homework but likes their exams. The sit-down exams will need more information beforehand as to how they are graded – especially the last grade. Bolette likes the sit-down exam instead of the portfolio (in terms of how one can show up for the first 4 lessons but not the last 4 and still get the same result).

Liza: we are missing a grade for the sit-down exam which is needed for the portfolio. Liza says that they could have used more time on the sit-down exam. A point for criticism is that the students for 5<sup>th</sup> semester have been promised that they could choose a question for the exam in sociology if they had 80 % attendance but they were only given 1 question. Also that they are missing a lesson in the subject and that the exam is open in digital exams but the exam question will not be given until December 1<sup>st</sup>. It is noted that the teachers in the course said that they would only give one question since it is the last time that the subject is taught.

Kirsten says that it took a long time to grade the sit-down exams. Kirsten asks for help to divide this. A solution is needed in collaboration with Ben.

Ana says that some students feel that the teachers are not engaging with the students. She feels that teachers should be here for the students.

Stine: Receives many requests from international students who are interested. Student counsellor should proceed as normal regarding questions about applications. Student counsellor can write down how many requests there has been from international students.

Stine: Some students feel overwhelmed by the work-load. Connect International has arranged a meeting regarding time management. Connect International meetings should be posted in Moodle.

Ofelia: First semester students are happy with the study but they are stressing each other in terms of studying abroad (in terms of whether the seats are taken).

Bolette is concerned about the engagement on 5<sup>th</sup> semester because people do not want to admit that they have prepared for the class.



	<p>BD worries that this will become worse. It has gotten better every year. People feel intense about this programme and are interested. Study is trying to improve this situation</p> <p>Ana: There has been a lot of double bookings of classrooms. Inga: We do not know why this is. In the system, one cannot book a room that has already been booked.</p> <p>BD: Ben will send the documents to the respective people they should be sent to.</p>	
<b>12. News from student counselors</b>	See pt 11	
<b>13. Addenda</b>	This meeting is the last meeting of the semester.	