



AALBORG UNIVERSITET

## Minutes 1/2022 Approved

### Study Board of Language and International Studies

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### Study Board Secretary

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<b>Date and time</b>	Thursday, February 17, 2022 kl. 10-12
<b>Place</b>	Teams; Room 2.107
<b>Present: Elected VIP</b>	Ben Dorfman (BD, Chair of the Study Board), Kirsten Jæger (KJ, representative for LISE), Laura Bang Lindegaard (LISE 2 <sup>nd</sup> Sem. coordinator), Ana Maria Macias (AMM, representative for SIS Spanish)
<b>Present: Elected students</b>	Freja Rosenlund (FR, student representative for LISE), Helene Strøm Hede (HSM, student representative for LISE), Andrea Nygaard Silkjær (ANS, student representative for SIS Spanish), Celina Dambek Sørwin (CDS, student representative for LISE)
<b>Present Observers</b>	Hannah Bilde Houmann (HBH, SIS Spanish student counsellor); Ane Cathrine Løgstrup Christensen (ACLC, LISE student counsellor), Merete Nielsen (MN, SIS Spanish secretary)
<b>Not Present</b>	Morten Ziethen (study leader), Susanne Hald: Bent Boel (BB, representative for LISE)
<b>Referent</b>	Ane Cathrine Løgstrup Christensen; Kirsten Jæger; Inga Ernst Andersen (IEA study board secretary)
<b>Approved</b>	Final approved 3 June, 2022



	Redegørelse/vurdering	Evt. opfølgning
<b>1. Welcome, Presentation, and Introduction</b>	Welcome from Ben and a presentation of everyone present.	
<b>2. Election of new chair (VIP) and vice-chair (student) of the study board</b>	Election of vice-chair (student) of the Study Board: <b>Celina Dambek Sørwin</b> nominated and accepted vice chair of the Study Board	
<b>3. Approval of Agenda</b>	Approved.	
<b>4. Discussion of study board functions, students' and faculty roles</b>	BD presented the role and functions of the study board and emphasized that it is a democratically elected body, responsible for the overall planning, effectuation and evaluation of teaching in the programs. It initiates and approves curriculum changes and oversees the budget. In practice, daily administrative work is carried out by the chair of the study board, the coordinators and the secretary. However, all important decisions are discussed by the study board.	
<b>5. Discussion of potential initiatives to sustain intake, retention, and cooperation with organizations/employers</b>	Not least due to the latest cutbacks on programs in the humanities and social sciences, the programs need to focus on maintaining and/or increasing intake, strengthening retention, and promoting students' career orientation. A meeting involving program coordinators and main teachers with the purpose of discussing recruitment, retention and employability initiatives has been arranged. The point of addressing the issues in the study board was to hear student perspectives and ideas in relation to these challenges. CDS pointed to the fact that high schools have career events. LISE and SIS might join such programs to inform about the programs. Current LISE and SIS students could be interested in participating in high school outreach work in collaboration with members of the teaching staff, and the study board would be able to cover travel expenses. A meeting will be called to invite interested students. In order to increase recruitment of Spanish students, it was recommended to focus on high schools with a Spanish/Latin American profile. According to FR, another possibility would be to reach out to organizations arranging exchange visits to Latin American countries (e.g. Youth for Understanding or Rotary)	x



	<p>In order to enlarge the number of students in SIS Spanish classes, these classes should be listed as offerings in the ICS program. Aase will be contacted about that. The 'AAU on demand' initiative was also briefly discussed. Finally, BD emphasized the importance of continued contact with IB schools.</p> <p>As for initiatives to strengthen students' career orientation, the employment board has been contacted and asked to suggest issues that might be addressed in student projects. However, only two members offered such suggestions. Also, most members of the employment panel represent private business whereas most LISE and SIS students probably look to go into NGO and public sector jobs, which means the employment panel's topics will often not reflect the primary interests of project-writing students. One (long-term) solution to this will be to work for more NGO and public sector representation in the employment panel.</p>	
<p><b>6. Review of 'quality report'(kvalitetsrapport) meeting</b></p>	<p>BD presented a short review of the quality report. So far, concerns about the effects of the Danish A requirement on recruitment to LISE have not been confirmed as application, recruitment and retention numbers continue to be high. Some SIS students seem to choose the program in order to 'try it out' and are likely to leave the education if presented with opportunities that match their interests better. At the same time, students who are genuinely interested in pursuing careers with Spanish as a major component tend to stay and graduate. The discussion of recruitment and retention numbers for SIS led to a general discussion of master's degree opportunities for SIS students. Students graduating from the SIS program have a legal right to be admitted in the Tourism program, however this does not match the interests of most SIS students and doesn't provide maximum opportunity to pursue interests in the Spanish-speaking world and the Spanish language. Input from ANS and HBH made clear that the lack of a relevant master's degree option at AAU is a serious issue that should continue to be a high priority of the study board and that will need to be addressed with the department. All SIS students had planned to take the Latin American Studies line in Development and International Relations, which is now closed.</p> <p>FR &amp; ANS offered a number of reflections on their fellow students' choice of master's degrees, both regarding LISE &amp; SIS. Many LISE students apparently find the loss of the "development" component from the title of the remade Master of International Relations in the Dept. of Politics &amp; Society to have made the education less attractive. Many would also like some of the more culture &amp; communications functions offered in CCG – however, are unsure of how productive a specific focus on migration and social movements is as opposed to a more specifically international relations profile. Many thus take care to look carefully at a range of universities: AAU, across Denmark, and many out-of-country. SIS students strongly feel a need for their master's options to be clarified.</p>	<p>x</p>



<b>7. Proposal of migration studies elective</b>	Yes But not at the expense of IPE. Question is which one should go. Student representatives take a look at curriculum to discuss electives.	x
<b>8. Input from students/student councilors</b>	Student feedback 1. Lack of important/needed information - project specific. 2. Complain about AAU election process - not responsibility of LISE, but still an issue.	
<b>9. Addendum</b>	Ben has been contacted by the air force regarding 'Air Wing - Ledelsesspillet' and will accept the invitation.	