



**AALBORG UNIVERSITET**

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Dato: 05-10-2020  
Sagsnr.: 2020-015-00335

## Minutes of Department Council meeting held on September 24, 2020

**Time:** Thursday, September 24, 2020 at 13.00-15.00

**Place:** Fib. 14 room 56 – changed to Teams-meeting.

**Participants:** Kjeld Pedersen, Simon Bøgh, Esben Skovsen, Esben Lindgaard, Jan Anker Nielsen, Peter Kjær Kristensen, Mick Scholtka.

**Absent:** Astrid Heidemann Lassen, Christian Møller Nielsen

**Other participants:** -

### Minutes

#### 1. Teaching during corona

*Debate: There is increasing pressure to digitize teaching. The Corona outbreak has not made it any smaller. Where does that point for us? We have gained a lot of experience during the corona - how is the digital teaching experienced from teachers and students? What works / does not work? What are the opportunities and what paths can we take?*

*Enclosure: none*

It is important that we make status and find out what we should take with us from the repatriation in connection with the corona. Digital teaching is here to stay.

Contributions and learning points from the corona repatriation:

- The group work has worked okay under the circumstances.
- The guidance of groups has run fine via the digital platforms. And we have saved transportation. Advantage that you can "split" the time into several shorter meetings rather than a longer one.
- The teaching has generally worked okay - there has been a general acceptance that teachers needed time to adjust to the new situation. We have received good feedback from the students.
- Teaching must be thought of differently when it is digital. By recording the teaching, the students can go back in the material and stop if they need to. However, the sessions must not be too long. It is better with shorter sessions and then having the opportunity for questions. Breaks and calm tempo are important. Opportunity for questions and the alternation between video, assignments, etc. - so the teaching is broken up more.



- Assignment is difficult - we have had success with Smartboard where you can write "directly on the screen" with a pen and the students can follow. A technology we could consider moving forward with in teaching.
- Very positively surprised by the digital group exams. It has worked really well. Some of the quiet students participated very actively during the exam. It has taken the top of the nervousness of many. The solutions we have found for the various exams worked well. It has also been easier to plan exams – for example as a censor you avoid accommodation, transport and logistics challenges.
- Everyday life and keeping structure on a daily basis has been difficult for the students – they have been isolated and the social life has been missing. What can we do to help? Ideas:

Offering social digital activities with an educational/academic twist (that's why we are here). It could be, for example: lectures with debate afterwards, read the article and meet others to talk about it, the students could take turns giving a presentation in ten minutes.

One could with advantage involve IGLO in the planning of activities for the students – it can be both academic and social things.

We are (presumably) facing a future where you study at the university but do not live in the city.

Our form of teaching is also under pressure because it requires space. We will soon have to house more students (first academic year 2022) and we will not get several buildings / more square meters – how do we ensure the physical utilization and affiliation when teaching takes place digitally?

A possibility could be to use / buy from others good and streamlined teaching material, lessons, courses, e-learning courses, etc., as well as producing ourselves; we can on this basis piece the educations together and in that way offer the students the best of the best. But are we ready for it? What does it do, by our role as educators and researchers? What about problem solving and hands on in laboratories; how can we do cool lab exercises online - what are the possibilities with 5G and control of robots over the networks? Can we think mega projects into it? ... It is something we must work towards and practice on - both students and teachers.

*Who does what*

*Items will be discussed in the department management team.*

## 2. AAU strategy and framework conditions

*Kjeld talks about the work on the (further) development of the university's strategy and the framework conditions for Materials and Production in the future, and sets up a debate: where do we stand in relation to it? How should we act within the framework conditions? How do we secure finances for the core task? ...*

*Enclosure 1: AAU strategy - slides about process and possible themes*

Discussion about strategy work overall at the university and in our own research groups. How do we work with strategies and coherence across. Key points and views from the debate:

- The overall strategy (Knowledge for the world) must be closely related to the departments where the money is earned.
- It is difficult to work with and at the same time find time for strategy work – the individual researcher may have their own strategy / own goals, we must have one goal in the group and it must fit with the overall goals and also at section level. But there are many things to consider here.
- The strategy must be operational and measurable. It must make sense in the research groups, the strategy must be linked to the areas of research. It must not be too wide. It must not end up in the desktop drawer.



- It is essential that it is followed up and evaluated, but also that we are given an explanation of why it is important that we do it - it must create value. If we use resources, it must also create value.
- The composition of research groups with a common academic point of view > < research is thematic, cross-disciplinary and depending on one's competence – how about looking at connections and collaborations, that goes across as part of our research strategy? We must also identify it as part of the strategy. It must be groupings / collaborations that you can reflect on and that make sense for the individual. One's research area is also constantly changing.
- The strategic initiatives and strategies must both be reflected in and also characterize the teaching – the students will benefit if we also focus on our research areas in the education. It is important that student projects and theses are linked to the job market, but it is also important that we make a connection to larger research projects.
- We experience in the master's degree program / thesis that the students want to go in depth, they work with companies throughout the education. This results in a number of scientific articles.

*Who does what*

*Kjeld takes input and comments further in the strategy work.*

### **3. Agreement on 5 percent funds 2021**

*Briefing: Kjeld informs about the various initiatives that Materials and Production expects to implement in 2021 as part of the agreement with the Faculty on the use of the 5 percent funds for the coming year.*

*Enclosure 2: Agreement on the use of 5 percent funds 2021*

The agreement has not yet been finally approved by the faculty.

Input and comments that emerged during the briefing:

Topic - Research and innovation; recruitment of top researcher, materials

- It is an essential area for us and too many opportunities pass our noses.
- We must map out the possibilities and we should preferably not bet on one candidate only. We must try to find candidates from several sides.
- We will benefit from "new blood". Can we attract top researchers with the financial means available? When we cannot match the salary, we must turn to other benefits, and what we can otherwise offer at Aalborg University. It is important to convey what it is and get expectations aligned. We need to focus on collaboration and networking.
- Can we find a young talent who can and will work his/her way up? Can we do something about job security? It is an important parameter, especially for younger people. We lose talents; they choose permanent employment somewhere else instead of staying at the University.
- Can we get Startup Grants?
- It must be someone who can teach and educate – as our policy also states: Everyone contributes with teaching and educating no matter how high-profile you are. Good researchers want to teach.

Topic - Education; high school effort:

- It's a good direction set with AAU Play - it's the right way to approach it. It is flexible for the high school teachers, they can take what they want whenever they want.

*Who does what*

*Kjeld takes input and comments, etc., into consideration regarding the various goals in the agreement.*



#### 4. Communication to the department – and AOB

*Is there anything from today's meeting we need to communicate to anyone – and who will so?*

*Enclosure: none*

We post minutes on the intranet.

Mick encouraged to involve and consult the students where ever it makes sense, for example in the strategy work.

Meetings 2021: we meet twice a year.

Are we going to use the agenda system First Agenda?

We put Budget 2021 on the agenda for the next meeting.

*Who does what:*

*Anne posts minutes on the intranet and convenes meetings in 2021.*

*We have looked at the possibility of using First Agenda and have decided not to use the system.*