

Meeting date : 22 April 2026, 13.30 – 15.30

Meeting point : Kitchen 1861-101 (Boiler)

Meeting topic : CAS committee

Participants : Benedikte Sauerberg; Birgitte Beck Pristed; Charlotte Appel; Janne Bleeg Lini; Jesper Sølund Hansen; Kirstine Helboe Johansen; Kristian Wolf Krogh; Lauritz Aastrup Munch; Louise Fabian; Mathilde Vadsager Andresen; Niels Joshua Balling; Simon Nygaard; Toke Kløve Junge

Cancellations: Claudia Welz; Cordelia Heß; David Charles Harvey; Gitte Pappé Ludvigsen; Jakob Bek-Thomsen; Marie Vejrup Nielsen; Mikkel Bang Maesen;

Minute: Camilla Dimke

1. Welcome and intro to today's agenda (Birgitte Beck Pristed)

Birgitte Pristed welcomed everyone to the meeting and the new members to CAS committee. The themes of the meeting were attendance for both students and staff and the handling of procedures for data security and research security. The meeting began with an exercise that can help create mental presence at meetings.

2. Update on the last meeting's theme on career paths and opportunities for PhD and Postdoc (Toke Kløve Junge)

After the last meeting, Toke Kløve Junge and Jakob Bek-Thomsen took the initiative to meet with AU Career Services for PhD students and junior researchers in order to explore the possibility of organising a workshop for PhD students who are interested in a career outside the university. CAS committee will be informed when there is news about the workshop.

3. Theme: Attendance – both the employees' presence in everyday life and the students' active participation in teaching

Coordinators: Janne Bleeg Lini, Louise Fabian, Mathilde Vadsager Andresen

The item began with a presentation by Louise Fabian, who outlined possible reasons for the lack of attendance among both students and staff, and who asked questions about whether and if so, how teaching can be rethought, which didactic interventions it is possible to use, and how to communicate to the students, that their presence matters. In the same way, questions were asked about how the departments can/should have a dialogue about employee presence in a way that all types of employees can relate.

Director of Studies and Deputy Head of School for Education, Kirstine Helboe Johansen was invited to give CAS committee a summary of the framework and formalities the School is subject to. She gave an insight into how to work with devel-

opment and visions in the field of education in connection with new curricula/forms of examination/semester structure, including how to think and discuss questions about learning contexts vs. teaching contexts.

According to Kirstine Helboe Johansen, the problem of attendance should not be seen as a generational trend, but a time trend. Both workplaces and educational institutions are struggling with attendance issues post-corona. Therefore, it is an important topic that the School will also discuss with the employer panel later in the semester. The Faculty of Arts is challenged with regard to figures for study intensity, but the abolition of active participation as a prerequisite requirement has not changed the grade point average.

CAS committee was following the presentations divided into groups to discuss the questions sent out in advance:

Student attendance:

- What different didactic and examination-technical measures do we have good experience with (or can imagine) to ensure the students' professional development, and in this connection also counteract the risk of AI-related problems.
- Is it academically expedient to have an attendance requirement?

Employee presence:

- How can we constructively discuss issues related to employee presence?
- What are the challenges we are currently experiencing, and how can we understand and contribute to solving these in a good way in relation to creating well-being and community among employees with different needs, strengths, prerequisites and work behavior.

The groups discussed the following proposals:

In relation to student attendance:

- Start thinking of teaching more as a "potluck" and plan teaching together with the students instead of the classic lecture class.
Group work should be considered and assignments must be given in advance. The teaching must be more involving and more hands-on.
- Attendance is about more than solutions to force students to attend
- Study culture must be taught in the 1st semester and possibly also the 2nd and 3rd semesters. The focus should be on learning how to be a student.
- The focus must be on creating a social contract. It makes a difference if you are present. According to the Student Engagement Survey, there are three types of students. The academics, the social and those who think

"what do I get out of it?". We primarily teach the academic group. It is worth a reflection.

- Too many passed/failed courses in the first semesters can create problems when translating/approving exam transcripts when students are going on exchange.
- Arts and AU Law may revisit rigid interpretations of double exams when guidelines from the ministry, for example, are understood more leniently at SDU, which has attendance-based learning tests
- Use older students to introduce the new students to various study techniques
- We need to start talking about a culture of presence beyond the formalized. How do we move the discussion from control to learning communities and collegial communities? Can we get the departments to come up with examples of good practice?
- Expectations must be aligned with the students so that they know what the requirements are for them. We must show what kind of actions we expect them to perform. How can we help each other and the students in practice with what actions are expected?
- There needs to be more focus on recognition
- The students must learn and be obliged to check up on each other
- Focus on group formation and e.g. the use of matrix groups, and sharing among teachers of methods that can be used

In relation to employee presence:

- Presence is a difficult topic of conversation. We want an inclusive workplace where there is room for everyone – including those who find it difficult to be present for various reasons. How do we avoid distancing some employees even more in the conversation?
- We must become better at showing and telling why it is meaningful to be present
- Some departments have good experience with introducing different types of professional lunches, writing workshops, pitch meetings, work communities, etc. that strengthen presence. What can we learn from these?
- Could you talk about presence positively to SDDs?
- Introduce mandatory teacher communities / semester meetings, where you talk together about the classes you have. The students notice when the teachers do not talk to each other.

Short break

4. Theme: Challenges in handling procedures for data security and research security more generally and especially in connection with risk countries and the world agenda we are in

Coordinators: Jesper Sølund Hansen and Birgitte Beck Pristed

Jesper Sølund Hansen began the item with an account of the framework and goals that exist at Arts and AU for the secure handling of research data.

AU has implemented a number of guidelines and tighter controls on access to the university's systems to protect research and innovation work from becoming a target for espionage or from being abused. The guidelines follow the recommendations of the Ministry of Higher Education and Science's Committee on Guidelines for International Research and Innovation Cooperation (URIS).

The aim of the stricter guidelines is for researchers and the university to be able to work as openly and safely as possible.

Jesper Sølund Hansen then explained what the School does to ensure that we live up to the guidelines

Jesper Sølund Hansen emphasized that it is important to take the guidelines seriously and that all employees have a duty to make an effort to follow up.

Birgitte Beck Pristed then gave a presentation on how to ensure transparency and understanding of guidelines that make it complicated to conduct research in relation to high-risk countries.

Birgitte Beck Pristed argued that the management should clarify to a greater extent which legal basis the guidelines are based on. Many professional environments question whether there is a local over-implementation of vague guidelines based on precautionary considerations. Several researchers experience a negative response when they ask about the guidelines, and this leads to a risk that employees will stop asking.

CAS committee then discussed the presentations and the questions sent out in advance. Unfortunately, however, there was no time for an in-depth discussion.

- How do employees experience securing research in their daily work?
- How can guidelines, rules and tools for secure handling of research and data be communicated to employees and students?
- How can we create more transparency in rules and guidelines for employees?



CAS committee discussed the following proposals:

- There was agreement that it is a security policy problem if you close too much dialogue/research in relation to high-risk countries and vulnerable areas
- Questions were asked about how students are placed in relation to data security – who takes care of their data?
- There was agreement that there is a need for more knowledge about both the guidelines and the background for them. More specifically, there is a need for knowledge about the legislation and the specific instructions behind the guidelines. Maybe a long-term campaign similar to the GDPR campaign could be useful.

5. Theme summary

CAS committee summarized the theme discussions and came to the following conclusions:

- Student attendance is very relevant to take into account in connection with the preparation of the new curricula
- The departments must frame a dialogue about attendance collegially. CAS representatives take the invitation back to their own departments.
- Work must be done to create more transparency/insight into the background and risk assessments in the security area.

A summary will be made again at the meeting in May.

6. The students' point

The students wanted to focus on the study environment survey, which shows that far too many students often or always feel stressed (22%) and that many often feel lonely (15%). The students themselves state that the reasons are to be found in their expectations of themselves, practical circumstances and external expectations. The problem can/should therefore not be found and solved in the teaching alone, but also in everything that takes up space around the teaching situation. This will be appropriate to think about in connection with the discussions about study intensity and attendance. In addition, the students recommended that departments, faculty and possibly employer panels discuss and consider how to talk about careers and the requirements for students to obtain a comprehensive CV.

7. Orientation Point

The announced decision on ACA's reorganization (Jesper Sølund Hansen)

The faculty management team has made a final decision regarding the reorganisation of the Arts Administration Centre. On the basis of widespread concern in the academic environments about the change of the graduate school and a demand for further involvement, the faculty management team has decided to divide the final decision into two stages:

1. Decisions for immediate implementation
2. Resolutions in principle for implementation as of 1 November 2026 based on further investigation

Charlotte Appel, who is a member of the Arts PhD committee, explained the committee's concerns and disappointment over the lack of involvement in the decision to reorganise the graduate school. Despite the faculty management team's decision to further involve, there are still concerns about both the decision and implementation.

At CAS, all PhD representatives from the school's councils and committees are invited to a meeting with the Head of School and the Deputy Head of School for HR to discuss the reorganisation.

Fire safety at Nobel (Jesper Sølund Hansen)

The installation of the warning system has started ahead of time and the work is expected to be completed during May. After this, it must be tested and approved by the authorities.

Study Environment Survey (Kirstine Helboe Johansen)

The data was attached as an appendix and was discussed under the students' item.

Information about the election of junior representatives from the CAS Committee to the new research committee (Jesper Sølund Hansen)

CAS committee will have the opportunity to elect a junior researcher for the upcoming new research committee. Toke Kløve Junge announced himself as a candidate with the support of the rest of the committee.

8. AOB

CAS will hold its annual summer party on August 21, 2026.

9. Guided tour of Kitchen by Frederik Bach Sybrandt Kempe