

Student Parliament 3 2019



Monday 08th of April 2019
TF 102, wing III
17.15-21.00

Minutes

Chairmen: Even August Bremnes Stokke and Sebastian
Kihle

Referent: Elisabeth Breiland

Case documents are available at:
<http://www.nmbu.no/studenttinget>

AGENDA

STUDENT PARLIAMENT 3 - 2019, MONDAY 08th of April AT 5:15 PM, TF 102, WING III.
COMPLETE CASE DOCUMENTS ARE ONLY SENT TO PERMANENT STUDENT REPRESENTATIVES.
THE DOCUMENTS ARE ALSO PUBLISHED AT THE STUDENT BOARD WEBSITE AND ON CANVAS:

<http://www.nmbu.no/student/studenttinget>

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1931 Constitution

1931.1 Approval of todays agenda and summoning

Approved without objection.

1931.2 Approval of the previous meeting report

1 Reports are uploaded to our homepage (<http://www.nmbu.no/student/studenttinget>) a week
2 after each Student Parliament Meeting. If you need a paper copy of the report please get in
3 touch with the Student Board at their office (The Clock building)
4

5 Approved without objection.
6

7 1931.3 Appointment of a Counting Committee

8

9 1. Ole Golten

10

11 2. Kristoffer Hagen

12

13 3. Magnus Dybdahl

14

15

16 1932 Orientation Cases

17 1932.1 Minutes

18

19 The minutes shall be made known to the public within 12.00 the Thursday before Student
20 Parliament. The minutes will be sent to the Student Parliaments representatives by mail.

21 This is done to get the most updated minutes, and minimize paper usage. Copies of each
22 minutes will be printed out and kept at the Student Democracy office, together with the case
23 papers from the current Student Parliament.

24 Meeting notes will also be posted on the Student Democracy's Canvas Page

25 Those who report to the Student Parliament through minutes are:

- 26 - The Student Board (AU)
- 27 - The University Board (US)
- 28 - The Education Board (SU)
- 29 - Student Welfare Organization in Ås (SiÅs)
- 30 - Student and Academics international helping fund (SAIH)
- 31 - International Student Union (ISU)
- 32 - The Research Board (FU)
- 33 - The Learning Environment Committee (LMU)

34
35
36
37

Approved without objections.

38 1932.2 Annual report SiÅs

39 *Case responsible: Ole Golten*

40

41 The report can be read at the Student Democracy's space at Canvas, and will also be send to the
42 Student Parliaments representatives by e-mail.

43

44 Student Parliament deems itself oriented regarding this case.

45

46

47 1932.3 Annual report University Board

48 *Case responsible: Hanne Berggreen and Benedikt Goodman*

49

50 The report can be read at the Student Democracy's space at Canvas, and will also be send to the
51 Student Parliaments representatives by e-mail.

52

53 **Clarifying questions:**

54 BIOVIT: What happens with the unused funds?

55 US: There are guidelines for monetary spending at universities. It is a very strict system with a lot of
56 earmarked funds which gives little flexibility to move funds from one financial post to another.

57

58 LANDSAM: Is there a plan for a new building for landscape architects in the new Campus development
59 plan?

60 US: Yes, there are plans regarding new buildings in the Campus development plan.

61

62 LANDSAM: Is the report available in English?

63 AU: No such reports are translated. It is decided from the upper management that central reports are
64 too big and costly to translate in its entirety. All papers from the meetings are in Norwegian.

65

66 Student Parliament deems itself oriented regarding this case.

67

68

69 1932.4 Preliminary result report Student Parliament

70 *Case responsible: Tord Hauge*

71

Attachment 1: Overview over Student Parliaments running expenses

Purpose:

To give information about the Student Parliament's budgets and expenses in accordance with the instructions for the working year.

Background:

The economic situation between January and Student Parliament 3 shall be presented every calendar year.

This is so that the current president can give an overview of the economic situation before the next president takes over. This way the Student Parliament can ask questions to the person who made decisions, instead of a leader without much insight to the decisions made before summer.

The president of the Student board has made an overview based on the budget that the Student Parliament approved of at Student Parliament 6 2018,(revised at Student Parliament 1).

It is important to point out that this is not a formal budget, but an overview of current costs.

Formally, it is Siås that sets out the budget for the Student Parliament. It is also important to point out that that it is the economic situation at the time of writing this case that is being covered (25.03.2019), so there will possibly be other costs between Student Parliaments 3 and 4 that are not included in at this meeting.

At the current point in time, there are several funds that have not been used. This applies to post 6801 "Office expenses", 7700 "various expenses", and 6901/6940 "Postage".

This is because the Student Board has not received bills that will be covered by these funds. Office maintenance fund is, for example, waiting to receive a larger bill from Boksmia and will be used for that. Marketing hasn't been touched, but we have placed an order from this post. The order should make up half the funds, but we have yet to receive an invoice and have therefore not placed it formally within the budget.

All funds marked with yellow are regulated by other agreements and are therefore more bound to these. All personnel costs are directly transferred and not closely calculated to present a number of what has actually been paid of this at this point in time. The President has received reports of how much has been used of welfare funds and inclusion funds to inform the Student Parliament on how much of these funds have been used.

As the date for the running expenses is dated to 25.03, it reflects only a fourth of the year. Simultaneously, the organization's activities aren't evenly distributed on all twelve months. The economic post which distinguish itself most is post 6710 "Courses, education, and training", where half the funding has been spent. This is due to the training program Kick Off, hosted by the Student Parliament.

If there are detailed questions about specific funds, please send them in before Student Parliament 3. This is so that the President of the Student Board can investigate the question and give as correct of an answer as possible.

The Vice President gives an orientation.

The Room: There is a lot of funding left in courses, education and training – why is that?

AU: Most of this post have been used on the Kickoff. It has been discussed briefly to host a smaller Kickoff this fall, but nothing has been decided yet. It will be hosted a seminar for FU (Research Committee) and SU (Education Committee). This post might need some extra room

for unseen events. The post could be adjusted later this fall when the new budget is up for approval.

BIOVIT: Why have so little been spent from the translation post?

AU: During the fall and winter there have been shorter case papers, which have made it possible to use templates from last year. In addition, the Vice President writes all her cases herself in both Norwegian and English. The post is set so high to ensure good quality on the English documents.

Student Parliament deems itself oriented regarding this case.

1933 Decision Cases

1933.1 Schedule for the Student Democracy 2020

Case responsible: Student Board

Attachment 2: Proposed schedule for the Student Democracy 2020

Purpose:

To approve of a schedule for the Student Parliament for 2020

Background:

According to the "instructions for the working year of the Student Parliament," the schedule for the following year is to be approved of at Student Parliament 3. This is to make a plan using the preferred dates of the Student Democracy, as well as help the Student Parliament's Student Board in the planning of cases that will come up in the coming year.

Proposed decision:

The Student Parliament at NMBU approves of the proposed schedule for the Student Parliament for 2020.

AU: We got a comment about why Student Parliament 3 is on a Tuesday? The case papers must be sent out at the latest one week before Student Parliament, where in this case that Monday is the 2. Easter day. The papers will therefore be made available the first possible working day, which is the Tuesday. Thus must also Student Parliament 3 be conducted on the following Tuesday.

No clarifying questions and no discussion.

Voting:

The Schedule for the Student Democracy 2020 as it is presented in attachment 2 was unanimously voted in.

168 1933.2 Resolution for Improving Norwegian language courses for
169 international students

170 *Case responsible: Maria Langhelle & Ida Smith*
171

172 Attachment 3 Resolution for additional Norwegian language courses for international students
173

174
175 **Purpose**

176 To work towards improving the Norwegian language courses provided for international
177 students.
178

179 **Background**

180 Each year, international students at NMBU have the option to attend either a beginner level
181 language course (LNG130) or an intermediate level language course (LNG135). Both of these
182 courses are past 16.00 and are not rewarded with any academic credits.
183

184 In the beginning of March, LANDSAM-representatives published a survey for international
185 students. Out of the 29 participants, 27 answered that they would be interested in attending an
186 additional Norwegian course - if it was rewarded with academic points. The participants were
187 also asked to review the courses provided today. The average participant said they would give
188 NMBU 2,6 out of 6 stars.
189

190 **Proposal**

191 The student democracy approves the resolution "Resolution for additional Norwegian
192 language courses for international students
193

194 Landsam presented the case. They have made a small survey which they got a fair amount of
195 responses on. The resolution and the survey are presented in Attachment 3. There they have
196 put forward principles they believe are important for the further development of the teaching
197 of Norwegian at NMBU.
198

199 No questions of a clarifying nature.
200

201 Discussion:

202 REALTEK: We want it to say that the Norwegian course will also be available between 08:00-
203 16:00 in addition to the afternoon courses already on offer.
204

205 BIOVIT: It does not state in the text that it should not be possible to take it outside, is it
206 necessary to specify this? How comprehensive is the language courses currently on offer? We
207 are glad Landsam brings this case forward and clarify many questions regarding the language
208 course.
209

210 LANDSAM: There are voluntary courses conducted in the afternoon. There's a beginners level
211 first, and then an intermediates course in the same course hour. The book which is used is split
212 in two parts, the first part is for the beginners, and the second part for the intermediates. There
213 is no exam to check fluency or preexisting knowledge in Norwegian. This course is experienced
214 as boring for some, and too oriented on translation rather than communication. There is no
215 control on the learning process, and no possibility to provide feedback regarding the course.
216 The course has no checkup in progression in the class. We think students will take this course

217 more seriously if they receive credits for it. The survey has been done in collaboration with the
218 international students.

219
220 Realtek has written an amendment proposal with the following wording: It shall be possible to
221 take a Norwegian language course between 08:00-16:00 o'clock in addition to the afternoon
222 courses already on offer at NMBU.

223
224 BIOVIT: Thinks the contents of the course should be changed if the course attendees aren't
225 happy with it.

226 LANDSAM: Some are content, while others aren't. We have a focus on including more options
227 for a better course, and not removing something which already exists.

228
229 Vote:

230 It was voted by show of sign. 2 abstained, none against and the rest were for.

231
232 The amendment was approved.

233 The Resolution:

234 The Resolution with the amendment was unanimously approved by show of sign.

235
236
237

238 1933.3 Resolution of better language education at NMBU

239 *Case responsible: Maria Langhelle & Ida Smith*

240
241

242 Attachment 4: What does Landsam students think about language and exchange

243
244 **Purpose:**

245 Work to give students at NMBU the opportunity to learn more languages.

246
247 **Background:**

248 At Student Parliament 1 (11.02.19) it was discussed how to make exchange more attractive for
249 students at NMBU. One of the points that was raised, was that language skills was a big
250 advantage when studying or working abroad.

251
252 Today NMBU offers two Norwegian courses for international students, and one academic
253 writing course in English. Other than this there exists no opportunities to learn languages
254 through the university. If the university wants to position itself internationally, and collaborate
255 with international academia, it should also supply the necessary tools for communication. This
256 would also create an opportunity to go on exchange to non-English speaking countries.

257
258 Many other Norwegian universities and colleges offer a wide selection of language courses.
259 There exists more opportunities for collaboration agreements at other institutions. There is
260 also a possibility to use web-based language courses on campus.

261
262 LANDSAM- representatives have published a survey regarding language and exchange in the
263 beginning of March. A description of the results are attached. Of the 60 people who responded
264 to the survey, 87% said they would be interested in taking a language course at NMBU.

265
266 **Resolution:**

267 - The university shall make it possible for students to learn more languages.

268 Proposed decision:

269 - The Student Parliament approves the statement underneath «Resolution».

270

271 Landsam presented the case. It was presented at Student Council that many wants the
272 opportunities to learn the local language before going on exchange. There is a limited offer of
273 language courses today, the only course is in Academic Writing which demands a high
274 proficiency in English.

275 Landsam has conducted a survey regarding this as well, and the link to the survey has been
276 published online. It is a wish from Landsam that this is also done at the other faculties to create
277 a comprehensive picture of all the students at NMBU.

278

279 Questions of a clarifying nature:

280

281 REALTEK: Thinks the survey was a little vague, isn't there a lot of offers on language courses
282 online which students might take? Is it supposed to be a course that gives credits or only a
283 course certificate?

284

285 LANDSAM: Those who responded to the survey were asked regarding online courses, but not
286 many were interested in this. We don't think that anyone should be forced to pay substantial
287 sums for a course, when it should be facilitated for language training by the university to better
288 facilitate exchange. We want to keep all options open, but it would be best to conduct an exam
289 and give credits for the course.

290

291 MINA: Isn't it normal that universities offer language courses to the countries people travel on
292 exchange to?

293

294 BIOVIT: A clarifying fact regarding the case: Many universities abroad have a lower expectation
295 to language skills among the exchange students they accept.

296 There has been sent in a proposal for amendments to the Resolution.

297

298 Faculty hearing regarding the Resolution:

299 KBM: It would be nice if all students at NMBU had been a part of the survey before we approve
300 a resolution. It is unfortunate that one faculty speaks for all.

301

302 LANDSAM: A majority of the students at the faculty have responded. We agree that a more
303 thorough survey should be conducted on this, and we want to do just that. Didn't feel they
304 could conduct a university wide survey yet. We feel that Landsam as a composed faculty is
305 representative for the student body, since they have a lot of exchange at their faculty.

306

307 BIOVIT: Many are positive to the language courses. Thinks it's a nice initiative, but still not
308 completed enough for a decision to be made. Have therefore sent in a proposed amendment.
309 Don't think they have gotten a clear picture of the average student. This will improve after a
310 bigger survey.

311

312 MINA: All were positive to this, there were no comments and almost no discussion.

313

314 VET: Language courses sounds like a good idea. Some places demand knowledge of the local
315 language prior to going on exchange.

316

317 REALTEK: Thinks the survey was too little worked on, wants a bigger and more thorough
 318 survey. Is a little worried about costs.
 319
 320 HH: The Student Council was positive to this, thinks there should be an offer to those who want
 321 this and that it shouldn't necessarily give credits.
 322
 323 Discussion:
 324
 325 BIOVIT: Credits is smart when it comes to language courses. Can be seen as equally useful as
 326 other courses from an employer's point of view. You could study language abroad, but it
 327 complicates the studies when you have to start with that after arriving the new nation. It is
 328 better to have learned some part of it, which then can be used in the education. Don't think it is
 329 any point to make such an open resolution, want it to be more specific.
 330
 331 LANDSAM: We let the resolution be open so that the Student Board (AU) can continue to work
 332 with it. We support that they start working with this now already.
 333
 334 MINA: Credits is a good motivation to get more people to want to learn a language.
 335
 336 REALTEK: A clarifying fact regarding the case: The College of Østfold have German course 1
 337 which gives 10 credits. For a course to give credits it must be above high school level.
 338
 339 The Room 1: There is a lot of goodwill to be collected from the university on this topic, and
 340 there are funds to collect for support. It has been discussed in the University Board (US) that
 341 few travel on exchange. The university want more students to go on exchange, but make it
 342 more specific. For example to establish a language center at NMBU.
 343
 344 AU: If you want to work more on the resolution, you don't have to approve it today so that it
 345 could be further worked on by AU. It is stated in the Program of Principles that NMBU must
 346 facilitate for more people to go on exchange. AU would be more than happy to work on this
 347 resolution in collaboration with the US representatives, and present a complete resolution at
 348 Student Parliament 4.
 349
 350 The Room 2: A clarifying fact regarding the case: We do have courses at NMBU corresponding
 351 to high school level. FYS 100 is like Physics 1 and 2 at high school level, same with Kjemi 100
 352 and Chemistry at high school. You do receive credits for these courses.
 353
 354 BIOVIT: Have sent in a proposal for amendments where we want AU to create a comprehensive
 355 resolution which shall be presented at Student Parliament 4. We want AU to start working on
 356 this right away.
 357
 358 Vote:
 359 Shall we approve the amendments proposed by BIOVIT as they are stated above?
 360
 361 Amendment was approved unanimously.
 362
 363
 364
 365 1933.4 Aftertreatment of Welfare Funds application which was
 366 sent in before the deadline.

Attachment 5: Overview of what Jordskifterlaget has applied for

Purpose:

Allocate Welfare Funds to Jordskifterlaget

Background:

Jordskifterlaget sent in their application for Welfare Funds for Spring 2019 before the deadline. Unfortunately the application was not registered, and as a consequence it was not a part of the allocation on Student Parliament 2.

The Welfare committee has therefore arrived at a suggestion for allocation. The Welfare committee suggests that NOK 8700,- are allocated to Jordskifterlaget, and the amount is to be taken from Community meeting funds

Proposal

The Student Parliament allocates 8700,- in Welfare Funds, which is taken from Community meeting Funds.

AU presented the case. The cited email had been put in junk mail, but there have been made routines to prevent this from happening again.

1934 Discussion Cases

1934.1 Discussion Semester structure

Case responsible: The Student Board

Purpose:

Discuss what the Student Parliament thinks is vital within a new semester structure, in order to maintain the students learning, feeling of mastery, and welfare.

The case will be presented again, at Student Parliament 4, as a resolution which states what Student Parliament thinks is important when establishing a new semester structure.

Background:

Rector Leadership Group (RLG) and the University Education Committee (shortened U-SU in Norwegian) had a joint education seminar at Sem the 12th and 13th of March. The structuring of the semesters was among the themes discussed at this seminar, in regards to possible changes that could improve the implementation of the new strategy. The Rector recommends that

406 NMBU now starts assessing a new structure based on the comments which came during the
407 seminar.
408 NMBUs overall commitment is a joint effort for a sustainable future. The prioritized areas are
409 interdisciplinarity, the digital society, lifelong learning, and a unified university. Does NMBU
410 have an appropriate semester structure to achieve our strategy? Should NMBU make changes
411 to better facilitate among other things:

- 412 - Courses across study programs
- 413 - Mobility
- 414 - Gathering-based teaching
- 415 - Building generic skills
- 416 - Varied educational needs
- 417 - New assessment methods

418 In addition, it should be considered if the structure facilitates outstanding research, education,
419 and innovation, and creates a strong link between these.

420 It has been proposed to do a block-based education, where students complete one course
421 before starting another. It is believed this will contribute to more in-depth learning, while at
422 the same time removing a lengthy exam period. Through a block-based educational model it is
423 also easier to facilitate flexibility in research, mobility, and internships among other things.

424
425 To summarize, it will be assessed how NMBU could have a more block-based semester
426 structure, so that students can focus on one course at a time.

427
428 AU: We want to discuss this with the Student Parliament in order to make a decision later this
429 fall. It is important to focus on what qualities it must contain, rather than a concrete structure
430 at this point.

431
432 The Prorektor for Education presented the case, and what was discussed during the seminar.
433 Quality of Education was one of the main points, as well as the follow up of the new strategy.
434 He went through the learning philosophy of NMBU and the targets they have in their strategy.
435 What kind of actions should NMBU do to facilitate for better quality?
436 How could we facilitate better feedback on the teaching? Use more measuring methods to
437 evaluate the teaching.

438
439 Can we achieve more of these if the structure of the semester is changed? The block structure
440 gives room for shorter courses, the possibility to switch between education, research, and
441 internships. The block structure gives many the opportunity to a variety of teaching methods. A
442 course could exist over multiple blocks or just one. We work on multiple proposals for this
443 block structure. NMBU shall during the fall create a taskforce who will present their solutions
444 midfall, and the decided proposal will be in effect by new year in 2020.

445
446 Questions of a clarifying nature:

447 The Prorectors answers are presented under in italics.

448
449 BIOVIT: Has the enthusiasm and the positivity of the Rector changed from the seminar, since
450 you won't start right away but do a more thorough examination of this?

451 *It will be presented 2-3 models with a neutral standing. Wants to have the opportunity to have a*
452 *course over several blocks, that one part of a course might be taken in one block, or a complete*
453 *course over several blocks. Some challenges regarding the time schedule ahead.*

454
455 LANDSAM: Have you thought to have only blocks and no parallels?

456 *We haven't considered to go back to just two parallels. There are advantages and disadvantages*
 457 *with everything, the advantages with blocks outweighs the disadvantages.*
 458

459 REALTEK: *Is it considered to go back to the parallels, or is the focus only on blocks?*
 460 *The main focus is on the block system, but everything will be considered.*
 461

462 LANDSAM: *Shall it be an assessment every time before you progress into a new block? When*
 463 *participating 3 blocks, you must conduct 3 assessments?*
 464 *There is opportunities for feedback along the way.*
 465

466 The Room: *It would be difficult to have multiple courses at the same time if there is a tight*
 467 *schedule in a course?*
 468 *Of course will the contents and amount of information in each course be considered, and then*
 469 *decided if it is most appropriate to have one course per block or multiple courses per block.*
 470

471 BIOVIT: *We understand this must happen quickly, but will this case be sent out on an open*
 472 *hearing to students and others, so all will have an opportunity to provide feedback?*
 473 *It will be a hearing during late fall where all the normal agencies will be allowed to send in*
 474 *feedback.*
 475

476 REALTEK: *Many blocks use passed/failed assessments, have you considered this?*
 477 *The current regulations allow the assessment measure pass/fail. It is a decision left up to the*
 478 *course responsible to make. Personally I like the pass/fail measures. It is good to have a variety of*
 479 *assessment methods.*
 480

481 The Room: *How will the re-exams be conducted?*
 482 *We do not have a solutions for the re-exam system as of yet in regards to a pure block system.*
 483

484 BIOVIT: *How can you solve an intensive program for students who have learning difficulties?*
 485 *It is possible to create a block/course without credits to solve the problems for those with learning*
 486 *difficulties.*
 487

488 LANDSAM: *Is there any reasons why you don't think the parallels are working?*
 489 *The parallels have worked so far, but we want to take the development of teaching methods one*
 490 *step further. The blocks will contribute efficient and good concentrated learning. We think it is a*
 491 *step in the right direction.*
 492

493 REALTEK: *No other university have heard about blocks? Where did you find the inspiration for*
 494 *this? Shall we only discuss block system or not today, or shall we discuss the structure of*
 495 *courses as well?*
 496 *I will not direct your discussion, so you decide. We would happily receive feedback on course*
 497 *structure too. There are no other universities in Norway which have the block structure at the*
 498 *current date.*
 499

500 AU-clarifying fact regarding the case: *The Faculty of Law in Bergen have blocks throughout the*
 501 *year.*
 502

503 BIOVIT: *What about courses that is taken over a whole year? How will you take into*
 504 *consideration courses where a full year is needed to complete?*

505 *As mentioned earlier a course could be taken over multiple blocks, where it is possible to elect to*
506 *only take a part of the course, or possibly to take parts or the whole course, depending on what*
507 *fits best with the specific program.*

508
509 LANDSAM: Have you considered to have continuous assessment rather than exams?
510 *Yes, there is possibilities to have continuous assessments in such a structure.*

511
512 Faculty hearing regarding the structure of the semester:

513
514 HH: More negative sides than positive with a pure block system. They are happy with the
515 current structure. In Ås there is a big and active student environment, with many committed
516 people. There are many events like UKA i Ås and Samfunnet. The studies must be compatible
517 with a part time job, society life, and other parts. It could be a problem with this if the blocks
518 become too intensive.

519
520 REALTEK: There were many who were very negative to this during the Student Council
521 meeting.

522
523 VET: We have a block system in our program, it is not very flexible and very intensive.

524
525 MINA: Happy with block, facilitates well in combination with fieldwork. But can understand it
526 limits the options to participate in courses that are open to all.

527
528 BIOVIT: A little too much skepticism among those attending the meeting, but some positives as
529 well. Some of the negative sides mentioned, was the limiting of electives. Less opportunities to
530 take reduced amount of credits. The positive elements were that you actually have the
531 possibility to focus on only one course at the time, and not experience a chaotic exam period.

532
533 LANDSAM: The positive thing with blocks is that you can make the programs a bit different. It
534 is also a bit scary, as we often work with projects over a long period of time, and that could
535 present some challenges. The Student Council was negative to the case. They were worried
536 about the many long and big courses, and that there will be no pause between courses which
537 you need.

538
539 KBM: If you use 4 weeks on a course, it could quickly develop into a habit of cramming instead
540 of learning the material. Heavy courses such as physics, math and chemistry need time to
541 mature before you can understand them, and understanding doesn't come that easy. It will
542 create a feeling of having an exam period throughout the entire year. It will become flexible for
543 scientists and educators, but not so much for the students.

544
545 Discussion:

546 AU: It would be nice to focus on offers, freedom of choice, for re-exams and others today
547 instead of academic content of the blocks in this discussion. There will also be presented a case
548 on Student Parliament 4.

549
550
551 REALTEK: In studies repetition is important, with a focus on learning. Don't see how short
552 periods with courses gives room for repetition. Won't a block system remove the flexibility we
553 are used to today, as we are used to make up our own study plan? It is weird that we cannot
554 continue the parallel structure we have today. According to the SHoT-survey people are
555 stressed and lonely already, and that won't be better with shorter time with the course

556 material, and less time available to spend with their classmates. The current system isn't
557 perfect either, where you could end up with multiple exams during the same day. Thinks it is
558 nice the way it is currently. Many students don't complete within the normed time, think the
559 block system makes it difficult to take courses. At Realtek the blocks can work the first study
560 year. Not very flexible for those who go certain studies, which makes it difficult to take courses
561 ahead of their time on the study plan.

562
563 KBM: Psychologically speaking blocks is a bad solution. It will increase the stress levels due to
564 constant cramming, and it will be experienced as one long exam period. Cramming the day
565 before doesn't work for everyone, and it is dumb that everything will be constructed for that
566 method. We are committed to maturing and repetitive training over time to ensure the best
567 learning process. At KBM there is a lot of lab work, which will be exhausting if it becomes a 1
568 month long and intensive work period at the lab.
569 We are negative to blocks. The possibility to take volunteer positions will weaken with more
570 intensive block teaching. The transition between bachelor and master will be very big, when
571 you change from short, intense periods first, and then have long periods for the masters. Could
572 understand the positives by making the parallels to blocks, but don't see how that is going to be
573 so easy. We currently have 3 months on the same math UiB have 6 months to complete. It's
574 stressful already, and don't see how that will be lessened with the new system.

575
576 LANDSAM: Being long-term ill will affect courses more within the block system. Many must
577 retake courses in a greater extent than with the current system. It is difficult for international
578 students to understand the system. Important to take each faculty into consideration
579 respectfully. There are other things to do than change the structure to a block system. Must
580 take students into consideration, where there are multiple courses which are too big to fit into
581 a block. The students will be the losers in a block system. When it comes to the social aspect, it
582 will diminish the capacity to take on volunteer positions in an intensive course program. It is
583 nice that the university is trying to think of something new, but don't think the block is the best
584 option as it limits the flexibility in the structure of the semester. It would be better to focus on
585 the form of exams instead, and to consider changing towards continuous assessment as an
586 assessment method instead. It would be a fairer assessment method.

587
588 BIOVIT: Don't think we should develop for the sake of development. NMBU is considering if
589 they should remove midterm evaluation in the courses. We must not forget that we can't
590 control everything in the courses. There are studies with a lot of practical learning, and they
591 should be able to continue this. Block lessens the opportunities to take courses faster than
592 what is expected. The university must take into consideration the strong students too. It is
593 important that the university collects experience from other places with a similar system, and
594 that they look at the whole situation when considering this. Different courses are best adapted
595 to different structures. If the university wants to overrule the students in this process, they do
596 that. We have to focus on what is important for us, what we should fight for in this process.

597
598 HH: There is a high degree of volunteering at NMBU, and a very active student environment.
599 There aren't many places who are equally active in comparison. When NMBU compares itself
600 with other academic disciplines and universities who are not the same, they must take that into
601 consideration. It is all the volunteering that makes NMBU a good campus. If they go for the new
602 system, the credits system must also be adjusted. It will be like high school all over again. Think
603 it is important to discuss this, and not just comply if you disagree.

604
605 MINA: In Germany it is normal to take a master or bachelor over more years than normed,
606 since they have a lot of blocks. It demands more planning and makes it more complicated.

607
608 VET: At Adamstuen the blocks are adjusted to fit the courses, so shorter courses have shorter
609 blocks, and bigger courses have longer blocks. This was also mentioned as a possibility by the
610 Prorektor.
611
612
613

614 1935 Elections and appointments

615

616 1935.1 Election of the international officer of the Student Board

617 *Case preparation: Election Committee*
618

619 **Attachments:**

- 620 • Attachment 6: Candidate presentation Aneta Macejáková
- 621 • Attachment 7: Candidate presentation Ivana Kostovic
- 622 • Attachment 8: Candidate presentation Elina Lungrin
- 623 • Attachment 9: Candidate presentation Ingvild Munz
- 624 • Attachment 10: Candidate presentation Rodolfo R. Klautau A. Gomes
- 625 • Attachment 11: Candidate presentation Lise Benette Hovd Nilsen
- 626 • Attachment 12: Candidate presentation Amalie Rossland Christiansen

627

628

629 **Purpose:**

630 To elect an International Officer to the Student Parliament's Student Board. Effective
631 immediately upon election, the position lasts until 31st of December.
632

633

633 **Background:**

634 As International Officer, you are responsible for integration measures made at NMBU,
635 including contributing to the introduction week, distribution of inclusion funds, and other
636 advisory roles across campus. It is a very exciting and ever-evolving position for anyone who
637 wants work experience for various sectors, such as sales, administration, and international
638 work. It is also a great way to gain insight into how NMBU works as an organization, as well as
639 the social life on both campuses. As International Officer you also work with Samfunnet about
640 things such as international membership and the semester program. This position is strongly
641 recommended to anyone who would like flexible working instructions, routines, personal and
642 academic development as well as a great working environment.
643

644

644 **Pre-notified candidates:**

- 645 • Aneta Macejáková
- 646 • Ivana Kostovi
- 647 • Elina Lungrin
- 648 • Ingvild Munz
- 649 • Rodolfo R Klautau
- 650 • Lise Benette Nilsen Hovd
- 651 • Amalie Rossland Christensen

652 • Tyra Ydstie Johnsen

653

654 The International Officer presented the position.

655 No clarifying questions.

656 The candidates presented themselves or was presented if they were not attending. The

657 candidates present answered questions.

658

659 Vote:

660 Written election, with 20 representatives allowed to vote.

661

662 Result from first election: Ivana, Elina and Lise are the 3 candidates that are with to the next
663 round.

664

665 After the second round Elina and Ivana remain.

666 The remaining candidates answered an extra question before the last vote.

667

668 Elina was elected with a majority of votes.

669

670 1935.2 Election of student representatives to the SiÅs Board

671 *Case responsible: Election Committee*

672

673 **Purpose:**

674 The two main representatives hold the position for 2 years, while the two deputies hold their
675 position for one year. The position goes into effect on July 1, 2019.

676

677 **Background:**

678 The Student Welfare Association of Ås (SiÅs) has the responsibility of taking up the interests of
679 students at Campus Ås. They have, amongst other things, been in support of the building or
680 Eika, and now they are working on new student housing. The SiÅs board is the association's
681 highest board, and has responsibility for the overall operations, both strategically and
682 economically. Students make up the majority of the board, and they have the president and
683 vice president positions. The other committee members consist of one of the employees from
684 SiÅs, one from NMBU, and one external representative. The committee governs itself.

685

686 **Candidates:**

687

688 Main representatives:

689 Astrid Randem Lunde

690 Tor Grobstok

691 Nina Vold Johansen

692 Anne Gladsø Wibe

693

694 Nina Vold Johansen has sent in a video, and was presented first.

695 The present candidates presented themselves.

696 The present candidates answered questions.

697

698 Written election:

699 Write 1 name on the note, the two with the most votes are elected.

700 Tor and Astrid were elected as main representatives to the SiÅs board.

701
702 Substitute representatives:
703 Anne Gladsø Wibe runs for primary substitute
704 David Martens runs for secondary substitute
705
706 The substitute candidates were elected by acclamation.
707
708 At this point there were 19 people eligible to vote
709

710 1935.3 Election of external representative to the SiÅs Board

711 *Case responsible: Election Committee*
712

713 **Purpose:**

714 To elect an external representative to the SiÅs Board. The representative and the substitute
715 hold the position for 2 years. The position goes into effect on July 1, 2019.
716

717 **Background:**

718 The SiÅs Board consist of:

- 719 • 4 student representatives with 2 substitutes, elected by the Student Parliament
- 720 • 1 external representative, elected by the Student Parliament
- 721 • 1 representative from the employees in SiÅs
- 722 • 1 representative appointed by NMBU

723 The external representatives role is to contribute their competence to the board.
724

725 **Candidates:**

726 Main representative
727 Nils Arnljot Dugstad
728

729 Substitute representatives:

730 Salman Said
731

732 The candidates were presented by the leader of the SiÅs board.

733 The candidates were elected by acclamation.
734
735
736

737 1935.4 Election of Chairman

738 *Case responsible: Election Committee*
739

740 **Purpose:**

741 To elect a replacement for chairman and a substitute. Effective immediately upon election, the
742 position lasts until the constituting Student Parliament 3 on April 21st 2020.
743

744 **Background:**

745 The main responsibility of the chairmen is to ensure that the Student Parliament goes through
746 the planned agenda in an orderly fashion, and within a reasonable amount of time. The
747 chairmen should have experience in leading meetings and should preferably have been a part
748 of bigger meetings or many previous Student Parliaments. Normally the chairmen have a

749 meeting with the president and vice president of the Student Board where they go over the
750 agenda and make a time management plan. It is important that the chairmen follow regulated
751 meeting practices, and it is therefore important that they are well-versed in this. The position
752 gives both experience with structured meeting leadership and good insight into the Student
753 Democracy's work here at NMBU.

754

755 **Candidates:**

756 Main representative:

757 Lise Benette Hovd was benched at the meeting

758 Lise was elected by acclamation

759

760 Substitue

761 It was decided by a show of hands that AU have the task of finding a suitable substitute.

762

763

764

765 **1935.5 Election of the Control Committee**

766 *Case responsible: Election Committee*

767

768 **Purpose:**

769 To elect 2 members to the control committee. This position lasts one year and goes into effect
770 immediately upon election.

771

772 **Background:**

773 The control committee is to be an advisory organ that is required to report to the Student
774 Parliament if there is a breach of the statutes, regulations, or rules of procedure. The
775 committee is required to attend the Student Parliament – at least two members must be
776 present, and one must be a part of the counting committee at the meeting. Members of the
777 control committee cannot simultaneously hold other positions in the student democracy that
778 could affect their impartiality (including the Student Board, Faculty boards, and the University
779 board).

780

781 **Candidates:**

782 Andrea Sønsterud Jansen

783 Anne Gladsø Wibe

784

785 The candidates presented themselves.

786 The candidates were elected by acclamation.

787

788

789 **1935.6 Election to the University's Research Committee**

790 *Case responsible: Election Committee*

791

792 **Purpose:**

793 To elect one main representative and two deputy representative to the Research Committee.

794 The position lasts one year and goes into effect on July 1, 2019.

795

796 **Background:**

797 The Research Committee is NMBU's research policy organ and advises and gives strategic input
798 to the University Board and the Dean in cases concerning research and research dissemination.
799 The committee also handles cases delegated to them by the University Board. The committee
800 has about eight meetings evenly spaced throughout the year.

801
802 The Election Committee presented the position.

803
804 **Candidates:**

805 Main representatives:

806 Linn Huser

807 Siril Bjørke

808
809 Candidates presented themselves and answered questions.

810
811 **Vote:**

812 Written vote, 1 name on the ballot where the candidate with the most votes win. Siril was
813 elected as student representative to FU.

814
815 **Substitute:**

816 2 representatives in prioritized order.

817 Linn was elected as substitute and was declared the first substitute through acclamation.

818
819 It was proposed that the second substitute was to be appointed by AU. The decision was voted
820 in favor off and approved.

821

822 1935.7 Candidate presentations to the Student Election

823

824 The election is open 08.04 - 12.04. All semester registered students at NMBU will receive a
825 common e-mail containing information about the voting.

826

827

828 **Pre-notified candidates**

829

- 830 • Tord Hauge, runs for President of The Student Board
- 831 • Ingvild Hals Hauge, runs for student representative for KBM Faculty Board

832

833 The Candidate for Presidency Tord Hauge presented his candidacy for reelection. Received no
834 questions.

835 The Candidate for Vice Presidency Kristine Øiestad Høy presented herself and answered
836 questions.

837 The Candidate for Vice Presidency Ane Magnussen was presented by the current Vice
838 President of AU.

839

840 1936 Miscellaneous

841

842 Due to the time usage the case was moved to Student Parliament 4.

843 On request from LANDSAM the case will be sent out again on email, and the representatives
844 are encouraged to send feedback by e-mail.

845
846

847 **1937 Meeting evaluation**
848
849 There was a comment that alternative food options must be in place.
850
851 No other evaluation.
852
853 Everyone was encouraged to vote at the Student Election.
854
855
856
857

858 Attachments

859 Attachment 1 Overview over running expenses for the Student
860 Parliament

Economy 2019 (date 25.03.2019)			
Student Parliament	B-2018	Used	Rest
Refunds			
Free fund NSO	50 000	50000,00	0,00
Grants NMBU	1 320 000	1320000,00	0,00
Inclusion funds	250 000	250000,00	0,00
Semester fee	920 000	920000,00	0,00
Total Income	2 540 000	2540000,00	
Salary	1 059 000	1059000,00	0,00
Payroll taxes	159 000	159000,00	0,00
Employee insurance	68 000	68000,00	0,00
Total Cost Employees	1 286 000	1286000,00	
Course, training and education, 6710	140 000	71280,66	68719,34
Remuneration + Translation, 5330	27 000	2415,00	24585,00
Office, 6801	6 000	0,00	6000,00
Operating expenses, 7700	5 000	0,00	5000,00
Phone/post, 6901/6940	1 000	0,00	1000,00
Marketing etc, 7300	35 000	0,00	35000,00
Meeting, travel, repr., 7350	44 000	8768,80	35231,20
NSO fee, Campus Ås	299 200	299200,00	0,00
Student Parliament meetings, 7530	27 000	6888,14	20111,86
Travel NMBU	24 000	5985,10	18014,90
Organisational expenses, 6821	10 000	1542,80	8457,20
Total Other Operational Expenses	618 200	396080,50	222119,50
Welfare funds, Campus Ås	469 000	313179,00	155821,00
Inclusion Funds, NMBU	195 000	99780,55	95219,45
Joint Campus initiatives			
ISU NMBU	15000	7500,00	7500,00
ESN	25 000	12500,00	12500,00
Total Cultural/Social Measures	704 000	20000,00	684000,00
Total Operational Expenses	2 608 200	1702080,50	
Annual Result	-68 200	837919,50	
Reserved funds			

861
862

63

Attachment 2 Schedule 2020

64

Schedule Student Democracy NMBU 2020

Event	Date	Student Council Meeting	Student Council dinner	Case papers out	Due case papers
Kick-Off Conference	1.-2. February				
Fak-SU seminar Fak-FU seminar	6. February				
Student Parliament 1	10. February	5. February	4. February	3. February	27. January
Student Parliament 2	9. March	4. March	3. March	2. March	24. February
Student Parliament 3	21. April	15. April	14. April	14. April	3. April
General Assembly for the faculty	22. April				
Electronic ballot (University Board, president and vice president in Student Board)	20.- 24. April				
Fak-SU seminar Fak-FU seminar	3. September				
Student Parliament 4	14. September	9. September	8. September	7. September	31. August
Student Parliament 5	12. October	7. October	6. October	5. October	28. September
Student Parliament 6	9. November	4. November	3. November	2. November	26. October
General Assembly for the faculty	18. November				
Electronic ballot (Fakultetstyrene)	16.-20. November				
Constituting Student Parliament	23. November			16. November	9. November

Attachment 3 Resolution for additional Norwegian language courses for international students

Each year, international students at NMBU have the option to attend either a beginner level language course (LNG130) or an intermediate level language course (LNG135). Both of these courses are past 16.00 and are not rewarded with any academic credits.

International students have spoken up about several issues they face because of the language barriers at Ås. Many feel it is easier to befriend other internationals than their Norwegian peers. There is also a lot of situations where information is only provided in Norwegian, leaving international students out in the dark.

The Studentparliament has stated in "Langtidsstrategi for Studentdemokratiet ved NMBU 2017-2020" that the student democracy should strive to "[...] 5.3 Ensure good quality of the Norwegian language courses provided for international students."

In the beginning of March, LANDSAM-representatives published a survey for international students. The results presented in the bottom of this attachment are collected on the 24th of March. Participants were also asked to write down their native language and describe their experience studying LNG130 & LNG135.

The proposers suggest these principles for the further development of Norwegian language education at NMBU:

- The language courses should cover level A1, A2 and B1 Norwegian
- One or more of the courses should be rewarded with academic points
- There should be a possibility to attend Norwegian courses between 08.00 and 16.00
- There should never be more than 24 students per teacher
- The courses should be evaluated frequently

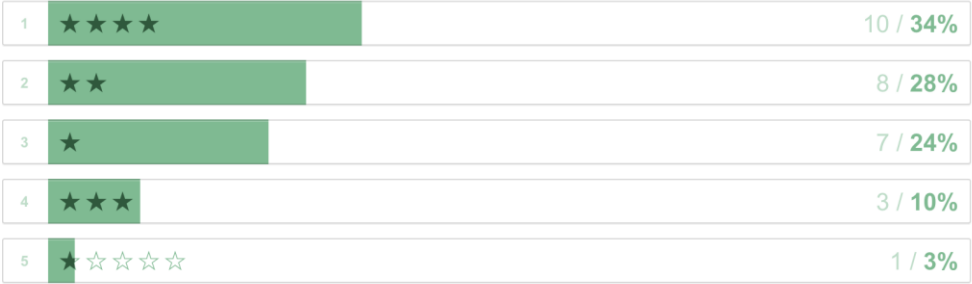
<https://www.kompetansenorge.no/Norsk-og-samfunnskunnskap/Norskprove/#ob=9069>
Findings from the survey "Norwegian language courses at NMBU" march 2019:
<https://studlandsam.typeform.com/report/etpyJR/zKhkaxbUluhvV3EB>

How happy are you with the Language courses provided at NMBU today?

29 out of 29 people answered this question



► Hide detail



897

How happy are you with your own understanding of the Norwegian language?

29 out of 29 people answered this question



► Hide detail



898

Would you be interested in attending an additional Norwegian course if it was rewarded with academic points?

29 out of 29 people answered this question

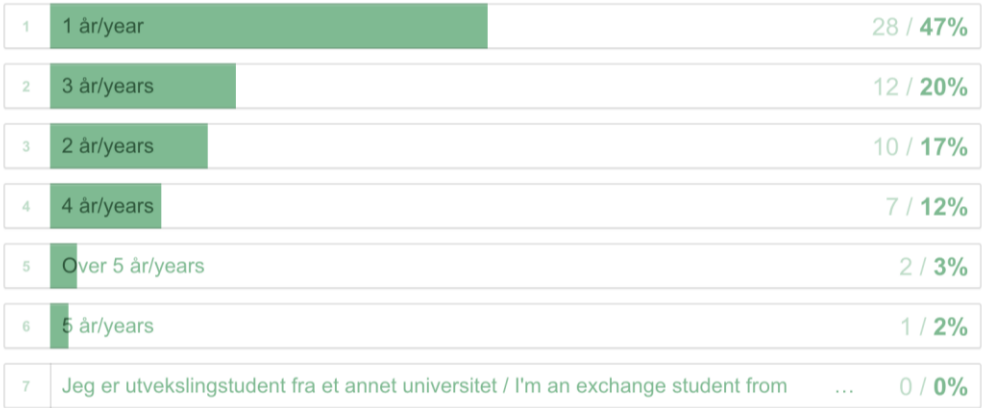


899
900

901 Attachment 4 What does LANDSAM-students think about language
902 and exchange?

Hvor lenge har du studert ved NMBU? / How long have you been studying at NMBU?

60 out of 60 people answered this question



903

Hvilket institutt hører du til? / Which of the following departments are you associated with?

60 out of 60 people answered this question



904

Hvis du har vært på utveksling, eller har planlagt utveksling: Hvilket språk brukes ved ditt valgte universitet? / If you have been on exchange, or are planning to do so: what is the spoken language at your chosen University?

43 out of 60 people answered this question



905

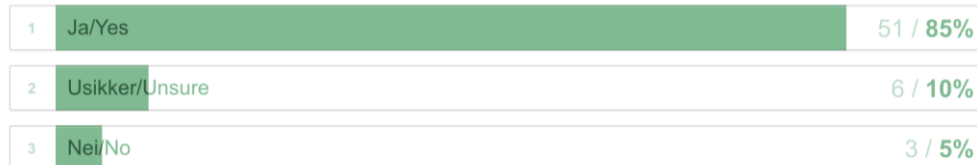
Det er mange fordeler ved å lære et nytt språk. Ville du vært interessert i å ta språkkurs ved NMBU? / **There are many benefits of learning a new language. Would you be interested in attending a language course if NMBU offered it?**

60 out of 60 people answered this question



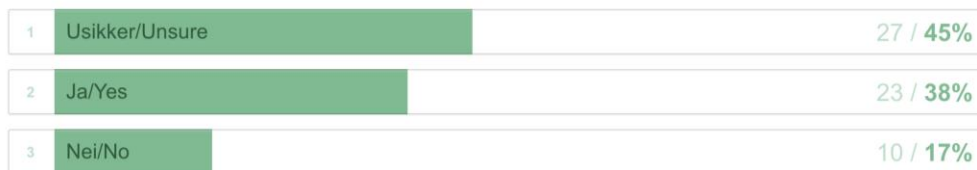
Ville du tatt språkkurs på nettet hvis du fikk studiepoeng for det? / **Would you take online language courses if you were credited academic points by NMBU?**

60 out of 60 people answered this question



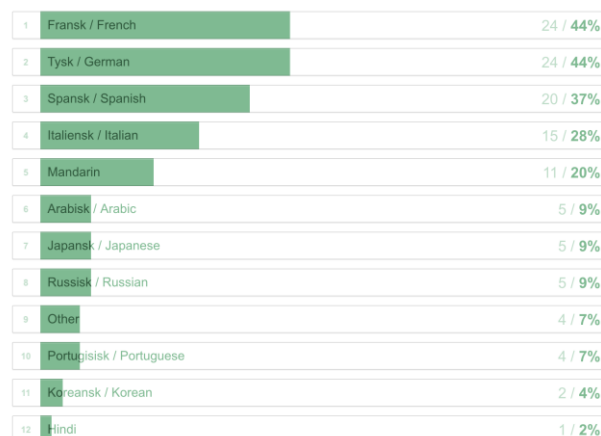
Ville du reist inn til UiO for å ta språkkurs hvis det var tilrettelagt for at du fikk studiepoeng av NMBU? / **Would you take language courses at University of Oslo if you could be credited academic points by NMBU?**

60 out of 60 people answered this question



Hvis ja, hvilket språk ville du vært interessert i å lære? If yes, which languages would you be interested in learning?

54 out of 60 people answered this question



Noen funn fra undersøkelsen "Exchange and language courses" mars 2019
Se link for hele rapporten:
<https://studlandsam.typeform.com/report/fX3aXK/VgdOlWnjI6mBD9DS>

914 Vedlegg 5 Overview over what Jordskifterlaget has applied for
 915
 916

Navn:	Jordskifterlaget
Kontaktperson:	Anders Holm Smørstein
Antall medlemmer (studentmasse):	100%
Kontingent:	100,- pr år
Bank:	30.337, 74,-.
Ekstern finansiering:	21.175,54,- (annonser, bedriftspresentasjoner)
Grunnstøtte:	1200,-
Aktivitetsmidler (beløp, søker til):	Aktivitetsmidler: 16.000,- (2500,- månedlige arr, 5500,- vårball, 1500,- kickoff fadderuke, 1000,- dåp, 1500,- internasjonalt møte, 4000,- julebord.)
Forslag til svar:	Grunnstøtte: 1200,- Månedlige arrangementer: 2000,- Kickoff fadderuke: 1500,- Vårball: 4000,- <u>Totalt: 8700,-</u>

917
 918

919 **Candidate presentations**

920

921 **Attachment 6: Candidate presentation Aneta Macejàková, Runs for**
922 **international officer Student Board**

923

924 Hello!

925 My name is Aneta Macejàková. I am an international student from
926 Slovakia, I study Ettårig grunnstudium, and am applying for
927 veterinary here at NMBU. The courses I take are in Norwegian, since
928 I've become fluent by now, thanks to my Norwegian boyfriend I've
929 been together with for the past three years and my dedication and
930 ambition to study in Norway.

931 I think I would make a great international officer, thanks to my language
932 skills and interest in making time spent at this university fun and easier
933 for international students by organizing different activities and helping
934 them to overcome the language and cultural barrier. I already have
935 some ideas I would like to propose.

936

937



938 **Attachment 7: Candidate presentation Ivana Kostovic, runs for**
939 **international officer Student Board**

940

941 Hereby I, Ivana Kostovic, apply for the position as an International Officer at
942 the Student Parliament at NMBU, Ås.

943

944 I am 25 years old and am going to the 4th year of Civil Engineering and
945 Architecture at NMBU. The reason I apply for this position is because I have
946 already had several positions with responsibility for international students
947 who came to Norway to work and I have just loved what I was doing the last
948 2 years. This includes 2 local positions (help with the tax administration,
949 housing, UDI, social life) and a one on the national level (teaching, follow-up
950 and coordination of the locally responsible).

951

952 It also means that I am well acquainted with what an international student must go through
953 before and during her/his stay in Norway, and I regard this as an important characteristic for a
954 job that includes responsibility for the welfare of the above mentioned.

955 Being a part of the Student Parliament will give me the opportunity to continue to make sure
956 that international students will have a good time in Norway, and what one can expect from me
957 is a structured person who has great implementation ability and always comes with new input.

958

959 Best Regards

960 Ivana Kostovic

961

962



Attachment 8: Candidate presentation Elina Lungrin, runs for international Officer Student Board

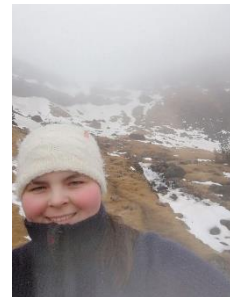
My name is Elina Lungrin and I am 24 years old. I am from Germany and I grew up with the Russian and German culture. Last August I moved to Ås and started my master's degree in "Miljø- og naturressurser/ Environment and natural resources" here at NMBU. I took my bachelor's degree in biology in Hamburg, Germany. Currently I am the treasurer for ESN Ås, and I have spent a lot of time with the international student community in the past two semesters. Since I study in Norwegian, I also keep close contact to Norwegian students.

I am running for the position as the International officer because I want to bring together the international and the Norwegian students. Right now, it feels more like the student community is divided into an international and a Norwegian group and this is an issue I want to work on. When I started my masters, I took part of the norwegian "Fadderuke" and not the "International Introduction Week", and that made it hard for me at first to get in contact with other internationals. But at the same time, it was difficult to become a part of the Norwegian student community, since I was the only international.

I would like to work on this challenge and make it easier for every student to get in contact with internationals and Norwegians, and I want to make sure that all internationals have a good start in Ås and enjoy their time with a lot of positive experiences.

Attachment 9: Candidate presentation Ingvild Muz, runs for international officer Student Board

Hello, my name is Ingvild, I am 23 years old and comes from Oslo. I have studied at NMBU since autumn 2016, and I will finish my bachelor degree in Animal Science autumn 2019. This semester I am on exchange at the Agricultural University of Iceland.



I think the position as international officer looks interesting, and that it is an important position to make sure that internationals are included in the student environment and on campus. The university I currently stay at during my exchange is a very small university with few internationals (at the moment we are three international students), and here i have experienced myself how important it is to include internationals. Even though NMBU is a bigger university with better routines for inclusion of internationals, i think that my experience here with exchange at a university that don't have very good routines can be useful in the position as international officer because i know how it feels to be new in a foreign country. There are a lot of both smaller and bigger questions when you are studying in a new country, and I want to work so that everyone gets their questions answered.

In addition to this, i also have some experience from different organizations. At the moment i am the leader of Ås Senterstudenter, the local student chapter of the Center Party Youth. I am also second leader of the county chapter in Oslo of the Center Party Youth, and responsible for economics in NMBU Horsebackriding. Earlier i have been leader of Husdyrklanen, different (volunteer) positions on local and county level in the Center Party Youth, and election comitee member in the Norwergian Youth Against the EU.

As a total, i think that i have some useful experiences and characeristics that will suit well with a position as international officer.

Attachment 10: Candidate presentation Rodolfo R. Klautau A. Gomes, runs for international officer Student Board

Application for position as International Officer

I am a master student in Sustainable water and sanitation and I have a great interest in acquiring new knowledge and experiences, and I am always looking for opportunities for self-development in student community.

I am an energetic and responsible man and people describe me as social, patient and easy to work with and for people in general. I would be passionate about helping and working on integration among international and norwegian students.

As international officer i would maintain a good communication between university and student organizations and to be involved in the student democracy.

Hope that I will be taken into consideration for the position and to introduce myself.

Best regards,

1035 Rodolfo R. Klautau A. Gomes

1036 **Attachment 11: Candidate presentation Lise Benette Hovd Nilsen,**
1037 **runs for international officer Student Board**

1038
1039 **Dear Student Parliament**

1040 My name is Lise Benette Hovd and I hereby run for the position of
1041 International Officer for the Student Board.

1042
1043 One cold November night back in 2016, I was elected International
1044 Officer for 2017 and I've missed the position so dearly ever since I
1045 finished. In the meantime, I've been on exchange to Italy and I am
1046 involved with the Erasmus Student Network Norway at the national
1047 level. Ever since I came back to Ås from my exchange I've been advisor
1048 in ESN Ås board, and I've given ISU NMBU a helping hand whenever they've requested it. This
1049 means I've worked closely with ESN and ISU for over 2 years.



1050
1051 I believe my experience in the position, my strong connection to the international community
1052 and my commitment would be beneficial for the position, for the Student Democracy and both
1053 International and Norwegian students. I have cases close to my heart that I'd like to reopen if
1054 I'm elected but I want to point out that my focus will be to secure continuity for the position.

1055
1056 I am an active student who's updated on the happenings on campus and I know where to go the
1057 get things done. This fall will be my 6. Semester helping the new incoming internationals and
1058 therefore I'd argue that I'm quite prepared for it.

1059
1060 I have a strong passion for the internationals, for inclusion and for the student democracy. I
1061 hope the Student Parliament will trust me with this position and I promise to show I'm worthy

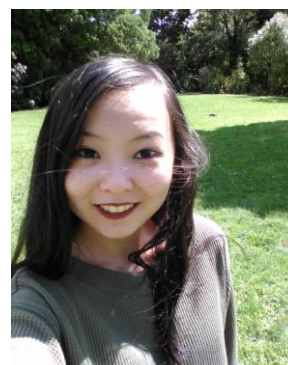
1062
1063 Kind Regards
1064 Lise Benette Hovd
1065 (Liz)

1066
1067
1068

1069 **Attachment 12: Candidate presentation Amalie Rossland**
1070 **Christiansen, runs for international offer Student Board**

1071
1072 **Dear Student Parliament,**

1073 I am running for international officer because I am very dedicated to the
1074 student democracy in general, and international issues in particular. I
1075 am in the bachelor program for International Environment and
1076 Development studies, where 50% of the students are international.



1077 Thus, issues on being inclusive and available information in English became especially
1078 important to me, as such issues directly affected my friends in the program.
1079 From I came to NMBU and until I went on exchange last autumn, I was a member of the Student
1080 Parliament. I enjoyed it immensely, and I feel that I gained good insight in the tasks of the
1081 international officer. As Student Parliament representative, I was part of working on a
1082 Norwegian-English dictionary for the student democracy and represented NMBU at the general
1083 assembly of the Norwegian Student Organization. The latter gave me insight in the national
1084 policy regarding international students.
1085 Currently, I am soon finishing off a full academic year as the only Norwegian at my university in
1086 the Philippines. I feel that this has given me insight into the various challenges facing
1087 international students. Especially in how important it can be to have a buddy, and how
1088 important language is for inclusion. If no one wants to speak a language you understand it is
1089 like meeting a wall.
1090 At the same time, I am concerned with recognizing the diversity among students. Coming to
1091 NMBU from Germany or Sweden is usually completely different than coming from Indonesia or
1092 Zimbabwe. This is important to remember because one can easily lump together
1093 «internationals» into one group and assume that everyone has the same wants and needs. That
1094 is why I would love to work for a diversity in activities and offers that reflects the diversity
1095 among the students.
1096 In addition to two years in the Student Parliament, I have been the president for the student
1097 chapter of Friends of the Earth Norway (Naturvernstudentene ved NMBU) and Young Friends
1098 of the Earth. I am generally organized and do not shy away from responsibility, and I will
1099 always be there when needed. I hope to use this to the best for all students, both international
1100 and Norwegian.
1101
1102 Happy voting!
1103 Amalie R. Christiansen
1104
1105

Oppmøteliste ST					
Fakultet	Studentttingsrepresentanter	ST 1	ST 2	ST 3	Kakebaker
HH	Mathilde Wingeng			X	
HH	Camilla Glomsås			X	
HH	Hedda Ringnes			X	
HH	Oline Brekke			X	
RealTek	Kristine Bøe			X	
RealTek	Tuva Lund			X	
RealTek	Aina Hustveit			X	
RealTek	Kjersti Rustad Kvisberg			X	
RealTek	Jørgen Waagen			X	
VET	August Reiserstad Haugen				ST 1
VET	Ida Beate Løken <i>Ragnhild Øvstle Abildsnes</i>			X	ST 1
VET	Ruth Dyngeland			X	ST 1
KBM	Helene Vo			X	ST 2
KBM	Andrea Sønsterud Jansen			X	ST2
KBM	Kristine Kippersrud Brokstad			X	ST2
LandSam	Maria Langhelle			X	ST3
LandSam	Mehrdad Bayat			X	ST3
LandSam	Ida Smith			X	ST3
LandSam	Ina Finnerud			X	ST3
MINA	Julie Hinderaker Hagevik			X	
MINA	Kjersti Bach Moholt			X	
MINA	Aurora Hansen			X	
BioVit	Tor Grobstok			X	
BioVit	David Martens			X	
BioVit	Ida Dybing			X	
SiÅs	Ole Golten			X	
US	Benedikt Goodman			X	
	Hanne Bergreen			X	
AU	Tord Hauge			X	
	Anne Gladsø Wibe			X	
	Ragnhild Gabrielsen			X	
	Pauline Rutten			X	
	Henriette Vågen Aase			X	
	Magnus Dybdahl			X	
ISU	Shayan Mujtaba				
Kontrollkom	Kristoffer H Hagen			X	
	Ina Catharina Isheden Storrønning			X	
	Rolf Einar Kordal				