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

Registration begins at 17:00

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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

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

Approved without objection.

1931.3 Appointment of a Counting Committee

1. Ole Golten
2. Kristoffer Hagen
3. Magnus Dybdahl

1932 Orientation Cases

1932.1 Minutes

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

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

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

Those who report to the Student Parliament through minutes are:

- The Student Board (AU)
- The University Board (US)
- The Education Board (SU)
- Student Welfare Organization in Ås (SiÅs)
- Student and Academics international helping fund (SAIH)
- International Student Union (ISU)
- The Research Board (FU)
- The Learning Environment Committee (LMU)

Approved without objections.

1932.2 Annual report SiÅs

Case responsible: Ole Golten

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

Student Parliament deems itself oriented regarding this case.

1932.3 Annual report University Board

Case responsible: Hanne Berggreen and Benedikt Goodman

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

Clarifying questions:
BIOVIT: What happens with the unused funds?
US: There are guidelines for monetary spending at universities. It is a very strict system with a lot of earmarked funds which gives little flexibility to move funds from one financial post to another.

LANDSAM: Is there a plan for a new building for landscape architects in the new Campus development plan?
US: Yes, there are plans regarding new buildings in the Campus development plan.

LANDSAM: Is the report available in English?
AU: No such reports are translated. It is decided from the upper management that central reports are too big and costly to translate in its entirety. All papers from the meetings are in Norwegian.

Student Parliament deems itself oriented regarding this case.

1932.4 Preliminary result report Student Parliament

Case responsible: Tord Hauge

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 ash 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 sat 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 Democray 2020 as it is presented in attachment 2 was unanimously voted in.

1933.2 Resolution for Improving Norwegian language courses for international students

Case responsible: Maria Langhelle & Ida Smith

Attachment 3 Resolution for additional Norwegian language courses for international students

Purpose
To work towards improving the Norwegian language courses provided for international students.

Background
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.

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

Proposal
The student democracy approves the resolution "Resolution for additional Norwegian language courses for international students

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

No questions of a clarifying nature.

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

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

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

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

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

BIOVIT: Thinks the contents of the course should be changed if the course attendees aren't happy with it.
LANDSAM: Some are content, while others aren't. We have a focus on including more options for a better course, and not removing something which already exists.

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

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

1933.3 Resolution of better language education at NMBU

Case responsible: Maria Langhelle & Ida Smith

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

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

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

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

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

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

Resolution:

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

Proposed decision:

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

Landsam presented the case. It was presented at Student Council that many wants the opportunities to learn the local language before going on exchange. There is a limited offer of language courses today, the only course is in Academic Writing which demands a high proficiency in English.
Landsam has conducted a survey regarding this as well, and the link to the survey has been published online. It is a wish from Landsam that this is also done at the other faculties to create a comprehensive picture of all the students at NMBU.

Questions of a clarifying nature:

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

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

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

BIOVIT: A clarifying fact regarding the case: Many universities abroad have a lower expectation to language skills among the exchange students they accept.
There has been sent in a proposal for amendments to the Resolution.

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

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

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

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

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

REALTEK: Thinks the survey was too little worked on, wants a bigger and more thorough survey. Is a little worried about costs.

HH: The Student Council was positive to this, thinks there should be an offer to those who want this and that it shouldn't necessarily give credits.

Discussion:

BIOVIT: Credits is smart when it comes to language courses. Can be seen as equally useful as other courses from an employer's point of view. You could study language abroad, but it complicates the studies when you have to start with that after arriving the new nation. It is better to have learned some part of it, which then can be used in the education. Don't think it is any point to make such an open resolution, want it to be more specific.

LANDSAM: We let the resolution be open so that the Student Board (AU) can continue to work with it. We support that they start working with this now already.

MINA: Credits is a good motivation to get more people to want to learn a language.

REALTEK: A clarifying fact regarding the case: The College of Østfold have German course 1 which gives 10 credits. For a course to give credits it must be above high school level.

The Room 1: There is a lot of goodwill to be collected from the university on this topic, and there are funds to collect for support. It has been discussed in the University Board (US) that few travel on exchange. The university want more students to go on exchange, but make it more specific. For example to establish a language center at NMBU.

AU: If you want to work more on the resolution, you don't have to approve it today so that it could be further worked on by AU. It is stated in the Program of Principles that NMBU must facilitate for more people to go on exchange. AU would be more than happy to work on this resolution in collaboration with the US representatives, and present a complete resolution at Student Parliament 4.

The Room 2: A clarifying fact regarding the case: We do have courses at NMBU corresponding to high school level. FYS 100 is like Physics 1 and 2 at high school level, same with Kjemi 100 and Chemistry at high school. You do receive credits for these courses.

BIOVIT: Have sent in a proposal for amendments where we want AU to create a comprehensive resolution which shall be presented at Student Parliament 4. We want AU to start working on this right away.

Vote:
Shall we approve the amendments proposed by BIOVIT as they are stated above?

Amendment was approved unanimously.

1933.4 Aftertreatment of Welfare Funds application which was sent in before the deadline.

Case responsible Welfare Officer

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

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

- Courses across study programs
- Mobility
- Gathering-based teaching
- Building generic skills
- Varied educational needs
- New assessment methods

In addition, it should be considered if the structure facilitates outstanding research, education, and innovation, and creates a strong link between these.
It has been proposed to do a block-based education, where students complete one course before starting another. It is believed this will contribute to more in-depth learning, while at the same time removing a lengthy exam period. Through a block-based educational model it is also easier to facilitate flexibility in research, mobility, and internships among other things.

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

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

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

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

Questions of a clarifying nature:
The Prorectors answers are presented under in italics.

BIOVIT: Has the enthusiasm and the positivity of the Rector changed from the seminar, since you won't start right away but do a more thorough examination of this?
It will be presented 2-3 models with a neutral standing. Wants to have the opportunity to have a course over several blocks, that one part of a course might be taken in one block, or a complete course over several blocks. Some challenges regarding the time schedule ahead.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Faculty hearing regarding the structure of the semester:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

VET: At Adamstuen the blocks are adjusted to fit the courses, so shorter courses have shorter blocks, and bigger courses have longer blocks. This was also mentioned as a possibility by the Prorector.

1935 Elections and appointments

1935.1 Election of the international officer of the Student Board

Case preparation: Election Committee

Attachments:

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

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

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

Pre-notified candidates:

- Aneta Macejáková
- Ivana Kostovi
- Elina Lungrin
- Ingvild Munz
- Rofolfo R Klautau
- Lise Benette Nilsen Hovd
- Amalie Rossland Christensen

- Tyra Ydstie Johnsen

The International Officer presented the position.
No clarifying questions.
The candidates presented themselves or was presented if they were not attending. The candidates present answered questions.

Vote:
Written election, with 20 representatives allowed to vote.

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

After the second round Elina and Ivana remain.
The remaining candidates answered an extra question before the last vote.

Elina was elected with a majority of votes.

1935.2 Election of student representatives to the SiÅs Board

Case responsible: Election Committee

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

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

Candidates:

Main representatives:
Astrid Randem Lunde
Tor Grobstok
Nina Vold Johansen
Anne Gladsø Wibe

Nina Vold Johansen has sent in a video, and was presented first.
The present candidates presented themselves.
The present candidates answered questions.

Written election:
Write 1 name on the note, the two with the most votes are elected.
Tor and Astrid were elected as main representatives to the SiÅs board.

Substitute representatives:
Anne Gladsø Wibe runs for primary substitute
David Martens runs for secondary substitute

The substitute candidates were elected by acclamation.

At this point there were 19 people eligble to vote

1935.3 Election of external representative to the SiÅs Board

Case responsible: Election Committee

Purpose:
To elect an external representative to the Siås Board. The representative and the substitute hold the position for 2 years. The position goes into effect on July 1, 2019.

Background:
The SiÅs Board consist of:

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

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

Candidates:
Main representative
Nils Arnljot Dugstad

Substitute representatives:
Salman Saeed

The candidates were presented by the leader of the SiÅs board.
The candidates were elected by acclamation.

1935.4 Election of Chairman

Case responsible: Election Committee

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

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

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

Candidates:
Main representative:
Lise Benette Hovd was benched at the meeting
Lise was elected by acclamation

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

1935.5 Election of the Control Committee

Case responsible: Election Committee

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

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

Candidates:
Andrea Sønsterud Jansen
Anne Gladsø Wibe

The candidates presented themselves.
The candidates were elected by acclamation.

1935.6 Election to the University's Research Committee

Case responsible: Election Committee

Purpose:
To elect one main representative and two deputy representative to the Research Committee. The position lasts one year and goes into effect on July 1, 2019.

Background:

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

The Election Committee presented the position.

Candidates:
Main representatives:
Linn Huser
Siril Bjørke

Candidates presented themselves and answered questions.

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

Substitute:
2 representatives in prioritized order.
Linn was elected as substitute and was declared the first substitute through acclamation.

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

1935.7 Candidate presentations to the Student Election

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

Pre-notified candidates

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

The Candidate for Presidency Tord Hauge presented his candidacy for reelection. Received no questions.
The Candidate for Vice Presidency Kristine Øiestad Høy presented herself and answered questions.
The Candidate for Vice Presidency Ane Magnussen was presented by the current Vice President of AU.

1936 Miscellaneous

Due to the time usage the case was moved to Student Parliament 4.
On request from LANDSAM the case will be sent out again on email, and the representatives are encouraged to send feedback by e-mail.

1937 Meeting evaluation

There was a comment that alternative food options must be in place.

No other evaluation.

Everyone was encouraged to vote at the Student Election.

Attachments

Attachment 1 Overview over running expenses for the Student 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, traning 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			

Attachment 2 Schedule 2020

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				
Constituing 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 Studentpaliament 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
- The 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

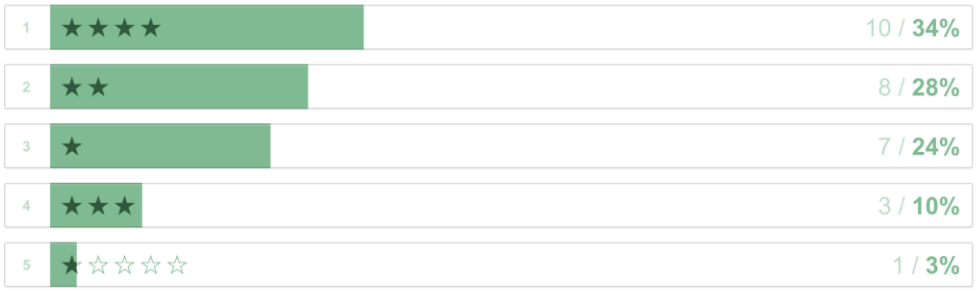
How happy are you with the Language courses provided at NMBU today?

29 out of 29 people answered this question



2.66
Average rating

► Hide detail



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

29 out of 29 people answered this question



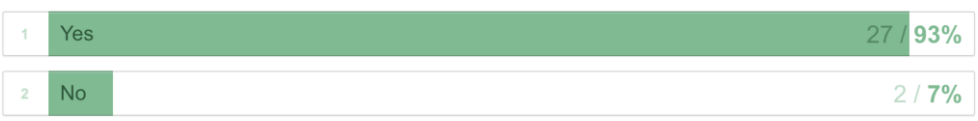
4.97
Average rating

► Hide detail



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

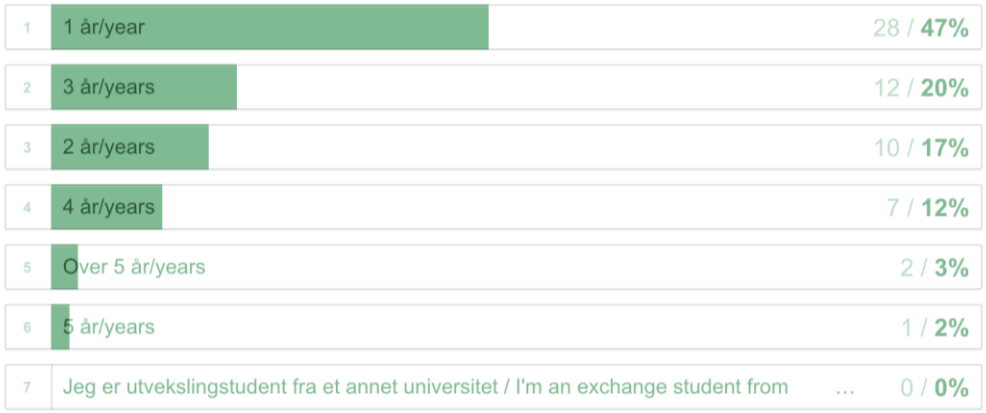
29 out of 29 people answered this question



Attachment 4 What does LANDSAM-students think about language 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



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

60 out of 60 people answered this question



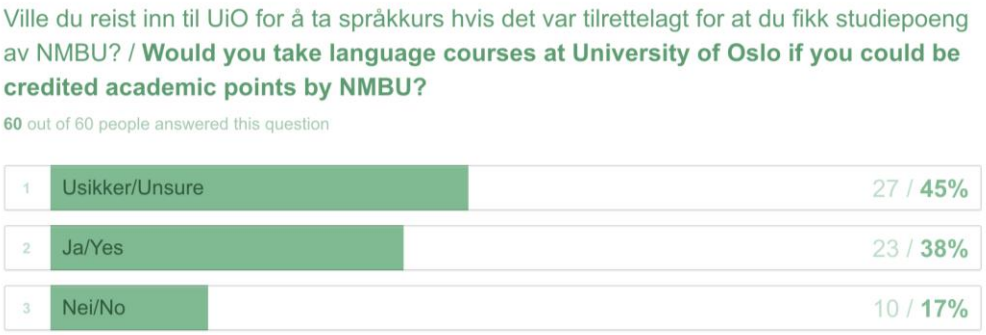
Hvis du har vært på utveksling, eller har planlagt utveksling: Hvilket språk brukes ved ditt valgte universitet? / **If you have been on exchange, or are planning to do so:** what is the spoken language at your chosen University?

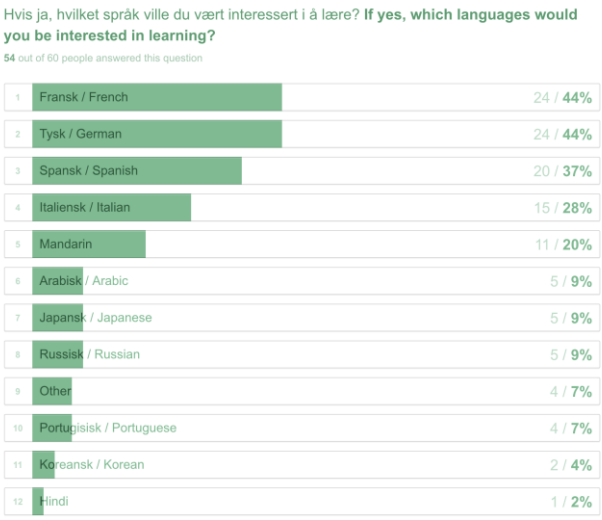
43 out of 60 people answered this question











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

Vedlegg 5 Overview over what Jordskifterlaget has applied for

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,- Totalt: 8700,-

Candidate presentations

Attachment 6: Candidate presentation Aneta Macejàkovà, Runs for international officer Student Board

Hello!



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

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

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



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

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

It also means that I am well acquainted with what an international student must go through before and during her/his stay in Norway, and I regard this as an important characteristic for a job that includes responsibility for the welfare of the above mentioned.
Being a part of the Student Parliament will give me the opportunity to continue to make sure that international students will have a good time in Norway, and what one can expect from me is a structured person who has great implementation ability and always comes with new input.

Best Regards
Ivana Kostovic

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 Norwegian 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,

Rodolfo R. Klautau A. Gomes

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



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

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

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

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

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

Kind Regards
Lise Benette Hovd
(Liz)

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



Dear Student Parliament,

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

Thus, issues on being inclusive and available information in English became especially important to me, as such issues directly affected my friends in the program.

From I came to NMBU and until I went on exchange last autumn, I was a member of the Student Parliament. I enjoyed it immensely, and I feel that I gained good insight in the tasks of the international officer. As Student Parliament representative, I was part of working on a Norwegian-English dictionary for the student democracy and represented NMBU at the general assembly of the Norwegian Student Organization. The latter gave me insight in the national policy regarding international students.

Currently, I am soon finishing off a full academic year as the only Norwegian at my university in the Philippines. I feel that this has given me insight into the various challenges facing international students. Especially in how important it can be to have a buddy, and how important language is for inclusion. If no one wants to speak a language you understand it is like meeting a wall.

At the same time, I am concerned with recognizing the diversity among students. Coming to NMBU from Germany or Sweden is usually completely different than coming from Indonesia or Zimbabwe. This is important to remember because one can easily lump together «internationals» into one group and assume that everyone has the same wants and needs. That is why I would love to work for a diversity in activities and offers that reflects the diversity among the students.

In addition to two years in the Student Parliament, I have been the president for the student chapter of Friends of the Earth Norway (Naturvernstudentene ved NMBU) and Young Friends of the Earth. I am generally organized and do not shy away from responsibility, and I will always be there when needed. I hope to use this to the best for all students, both international and Norwegian.

Happy voting!

Amalie R. Christiansen

Oppmøteliste ST					
Fakultet	Studenttingsrepresentanter	ST 1	ST 2	ST 3	Kakebaker
HH	Mathilde Wingeng			X	
HH	Camilla Glomsås			X	
HH	Hedda Ringnes			X	
HH	Oline Brekke			X	1
RealTek	Kristine Bøe			X	1
RealTek	Tuva Lund			X	1
RealTek	Aina Hustveit			X	
RealTek	Kjersti Rustad Kvisberg			X	
RealTek	Jørgen Waagen			X	
VET	August Reiserstad Haugen				ST 1
VET	~~Ida Beate Løken~~ Ragnhild Øvrebø Aasland			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			[redacted]	
	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				

1106