



Minutes - Program Board Meeting - English

Date: 20 April 2022, 12:15-14

Room 400, HF-building

Present:

Lene Johannessen (coordinator, literature), Bente Hannisdal (coordinator, linguistics), Carolina Amador-Moreno, Randi Koppen, Sigrid Ørevik, Dagmar Haumann, Zeljka Svrljuga, Christine M. Fagg (student representative), Anja Eriksen (student representative), Anna Brandal (student representative), Hanne Svanholm Misje (secretary)

07/22 Approval of agenda

Approved, no comments.

08/22 Approval of minutes from last meeting – 19 January 2022

Comments in meeting: add last names to the ones missing last names in minutes from 19 January.

Dagmar suggests adding the number for board members who voted yes/no/blank where decisions are made. This will be added to future minutes.

09/22 University lecturers (for discussion)

The issue of using university lecturers as a permanent part of the teaching staff was discussed at the last teacher meeting on English. A statement from the English section was submitted to Institutttrådet at IF (see attachment 2).

The issue should be discussed also in the program board, and with the low number of participants today, the issue might have to be brought up also at a later time. The English section said firmly no in the letter to Institutttrådet. For some sections at IF, the addition of a university lecturer would be desirable – someone to “carry” a lot of the teaching load, it would help the resource situation. This is true also for the English section. It could split the section in two, and the concern is that you, in effect, never let the university lecturer advance in her/her career because there is little time to do research in a university lecturer-position.

Student representatives noted that they see the value of adding university lecturer, at least at the 100-level. This could help with stability and continuity, which have been lacking lately.

Randi noted that a university lecturer gets 20% for “faglig oppdatering” – the rest is focused on teaching. At 100-level now we hire a lot of externals to do seminar teaching anyways. A university lecturer position could be a stepping stone, a way to get a “foot in” at university level for fresh phds etc.

Dagmar notes that university lecturers are a part of the German higher education system, so she’s used to it and have nothing against it. Whether or not we should restrict courses and say that university lecturers only teach at 100-level is a different question.



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Lene is against limiting a potential lecturer to the 100-level, might be even more important that also associate professors and professor participate in teaching at 100-level – this is still research-based teaching, and it helps with continuity.

Sigrid points out that while it is not ideal to hire university lecturers, the workload is as it is. We might do well with university lecturers but must be very clear when interviewing people about what this position is. People know what they are applying for, and we could get really good applicants.

Zeljka points to the ongoing debate (in Khrono, amongst others) where people are leaving permanent positions because the workload is massive. Very skeptical of creating differentiating in academia and turning people in to “teaching machines”.

Hiring committees still put (a lot) more weight on publications compared to teaching – but teaching is growing and might therefore be a valuable addition to CVs.

Student representatives noted that many might just want to teach and would love a job as university lecturer? Also, from their perspective – just people teaching the courses would be nice. A stable university lecturer seems better than the *lappeteppe* of teachers they’ve been having for the last couple of semesters.

Zeljka also brought up that we might want to discuss downsizing what we are doing. Are we doing too much? Is this academia or is it school?

Zeljka: what about downsizing what we are doing? Are we doing too much? Could we pressure the administration more? This is no longer academia, this is school.

Based on the discussion in the program board meeting, the English section has decided to change the categorical no to a “we’ll consider it”, which aligns more with the rest of the sections at IF.

10/22 MA- courses for L- students

Every semester we tackle the problem of adapting MA course teaching to L-students’ practice periods. Are there other ways of organizing this? The concrete suggestion is using more *samlingsbasert* teaching, like ENGMAU.

Comments from meeting:

The compressed courses we are offering today are very hard and work-intensive for students. It’s hard to keep up with the reading.

For didactics, this might be possible. There’s also an ongoing redesign process for the entire teacher training program. We should still find ways to improve what we are currently doing, but it might not be the time to revise courses entirely.

Sigrid mentions that we could try to link didactics and lit/ling closer together. Pre-corona there was a meeting at the start of the semester with didactics and the disciplines to try and link the subjects more. Should continue with this.



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Bente suggests asking the L-students if they have any suggestions. This is a good idea and should be picked up again in the next program board or teacher meeting.

11/21 Changes to ENG340

See agenda and minutes for the meeting of 22 September 2021- where changes to ENG340 were discussed:

https://www.uib.no/sites/w3.uib.no/files/attachments/agenda_program_board_meeting_september_22.pdf

The suggestion then was to replace NEG340 with a “regular” course in literature. Elements from ENG340 will be offered in two or three two-hour thesis preparation seminars in the spring semesters to both L-students and program students.

The courses in literature for the spring semester will be ENG335, ENG336 and ENG337. If changes are to be made to ENG336, this needs to be done by 1 June.

Also – this change must be reported as a study plan change – the next deadline for that is December 2022 with impact from fall 2023. Changing this from the spring semester 2023 will be a tweak and must be checked with admin/faculty.

The course coordinator for literature and student advisor for English must look at this before the next program board meeting and check with administrative head of studies if this is a tweak, we can implement from spring 2023. If the answer is yes, then you have to remember to tell administration that you want to offer ENG336 for the spring semester 2023. Right not, it is a “dormant” course that is offered “when resources allow.”

12/22 Course revision ENGMAU 642/641 (*decision*)

ENGMAU 642/641 currently has a very complex assessment form, and the suggestion before the meeting is at assessment for ENGMAU641 and 642 is changed to a home exam of 4000 words.

Comments in meeting:

The sections need to have another look at the courses and figure out the best way to assess the course. Should it align with KFK? One suggestion in the meeting was to let the assessment form stay for another round to see if it settles.

One thing that can be done is to remove the individual submission deadlines for each part of the portfolio. This has created a lot of noise this semester, and should be avoided.

13/22 Course revision, 200-level

200 courses will be offered as 15 points courses and open to full specialization (two in Linguistics, two in Literature) starting spring of 2023. No other changes are required.

Comments in meeting

It is too soon to implement these changes from spring 2023. Revisions have to be made by December 2022 and the first time the new 15 credit courses can run is spring 2024. The program board needs to



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prepare new courses (new course codes, new course descriptions etc) before December 2022 and send in as a study plan change.

14/22 Internal guidelines for MA supervision

Comments in meeting:

One grammatical thing: change to pronoun “they” overall – change get to getting.

These guidelines should be represented to the student early in the writing process.

15/22 Ekstern fagfelle/external report

Report from external examiners/ekstern fagfelle. Erika Kvistad (literature) and Anne Dahl (linguistics) visited the English program in the fall semester 2021, met with four different students/student representative.

Both examiners made good points. Suggested that all reading lists come with more information about the courses, especially when course content varies from semester to semester. It was also suggested to make more specific titles for our MA-courses. Need to keep the flexibility we have today, but a bit more specific should be possible. More in line with for instance ENG118.

The overall study program could give examples of the different topics often given at MA-level. This would work both as information for current and prospective students and could help with recruitment. Put this on the agenda for the fall semester.

16/22 Other business

Sigrid: some of the didactics courses are missing the 80% obligatory attendance requirement. Hanne will look into this.

We’ve been contacted by Mardin Artuklu University. They want to have an Erasmus exchange agreement with the English section to send one of their students to UiB. There is no academic partnership between the English section at UiB and at Mardin Artuklu, and we will respectfully decline the question.

Please note that these courses are set to have a three-year evaluation this semester:

ENG114, ENG115, ENGMAU641, ENG125, DIDAENG2, ENGDI301

Comments? Send Hanne by 20 May.

13.05.22/HSM