The recruitment panel meeting regarding the programs:

Culture, Communication and Globalization (CCG)
Language and International Studies English (LISE)
Language and International Studies, Spanish (SIS Spanish)

Date of the meeting: November 26, 2025
Form: Online
Approved by participating members: January 12, 2026

Present:

Recruitment panel members

Diego Chavez (DC), Program Partner, Danish Technical University

Mahmoud Rifai (MR), Landerådgiver, Udlændingestyrelsen

Nicolai Houe (NH), Leder af kapacitetsudvikling hos Civilsamfund i Udvikling

AAU staff

Aase Voldgaard Larsen (AVL), chair of the Study Board for International and Cross-Cultural Studies

Julia Zhukova Klausen (JZK), Program Coordinator: Culture, Communication and Globalization

Ben Dorfman (BD), Program coordinator: Language and International Studies, English

Morten Ziethen (MZ), Head of studies and deputy head of education, the Department for Culture og Learning

Melanie Rosendahl Antonsen (MRA), study board secretary and meeting officer

Cancellations:

Recruitment panel members

Anette Galskjøt (AG), Chief Executive Officer, Danish Export Association

Falko Nørr (FN), Communication and Strategy Consultant, Falkonsult

Maj Norman (MN), Senior HR Business Partner, The LEGO Group

Marie-Louise Gammelgaard Larsen (MLGL), Deputy Director, Kaya

Peter Emsenhuber Graversen (PG), Uddannelseschef, Kurser og Efteruddannelse, Erhvervsakademi MidtVest

AAU staff

Ana Maria Macias Garcia (AMMG), Program coordinator: Language and International Studies, Spanish

Agenda

1. Welcome and presentation of participants

2. State of programs (admissions, major initiatives/activities, news around the educations)

3. Completed and upcoming curriculum revisions

4. Employment initiatives

5. Digitalisation and GAI use in higher education, workplaces, and organizations

6. Dialogue on relationship and cooperation between LISE and CCG: The panel's take on the disciplinary relations between our programmes.

7. Misc.

Minutes	Notes
1. Welcome and presentation of participants The panel welcomes the two new members, Diego and Mahmoud.	
2. State of programs (admissions, major initiatives/activities, news around the educations) BD introduces the general information. MZ introduces the purpose of the recruitment panel meeting, and the department's interests in the dialogue with the recruitment members representing the employment markets. JZ introduces the relevance of the important members and their relevant inputs. **2a. State of programs (admissions, major initiatives/activities, news around the educations) -** <u>Culture, Communication and Globalization by JZK:</u> **Admissions 2025:** CCG had 425 applicants, 211 qualified and 197 applicants had the program as their 1st priority. 67 students + exchange students were admitted, and 17 students from LISE by legal right to admission (Danish: retskrav). Approximately 50% international students from more than 20 countries. Within societal discourse, there is occasionally an assumption that international students may pursue objectives beyond their academic commitments. However, this is not the case in the CCG program - while certain individual students encounter challenges related to PBL or language proficiency, the program demonstrates academic engagement among students from a wide range of national backgrounds. NH comments that it is interesting to have all the countries represented and asks if the CCG program develops competences among the students that might, in their future careers, help them to contribute to the shift in the asymmetry of power and resource distribution in the international cooperation and organizational context and if so, how. JZ replies by referring to an internship/mobility stay semester as a great example of how the program develops such competences. DC adds, as a CCG graduate, explains, how his own internship during the CCG studies, which involved working for a Danish medical device company's department in Malaysia was a fine opportunity to focus both academically and professionally on these issues . **Academic and cultural integration, new actions:** Study groups initiative has proven to be successful in strengthening academic and cultural student environment and in supporting the students' study start process. In addition, some study groups	

have later in the semester continued as project groups.
Workshops titles:
"Welcome to graduate studies in CCG" and "Successful graduate project work in CCG" is another initiative which was implemented to support PBL, project work and study start.

2b. State of programs (admissions, major initiatives/activities, news around the educations) - Language and International Studies English by BD:

Admission:
Improvement from 43 to 52 students, applicants: around 120.
Outreach: mail and lectures for International Baccalaureate schools. New in 2026, is contact to schools at for Danish/German minorities at the Danish/German border, which could be a new segment for us. It is important to note that LISE students come from all over Scandinavia.

All KPI are good. A challenge to maintain excitement from day 1 to day 1095 (retention) during the program.

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3.   Completed and upcoming curriculum revisions

LISE
BD: At the program one elective course is changed: Media analysis was replaced by Intercultural Relations Management from 2026, and the new elective is very popular among the students.

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4.   Employment initiatives

CCG
JZ: Progress is good, with a steady pace – slightly slower than last year in the first 4 quarters after completing the studies, but somewhat faster in the next quarters. We continue working with our initiatives: individual dialogues with students, project-oriented modules, and activities in all semesters of the program.

LISE
BD: **"**Organizations Week" is an every-semester event with at least 3 arrangements (2 of these with alumni) with a focus on presenting interesting job perspectives and career paths.

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5.   Digitalisation and GAI use in higher education, workplaces, and organizations
GAI and its implications for the program:

CCG
JZ: Dialogue on academic and research integrity, here the focus is allowance, potential and consequences if one fails to follow the guidelines integrated in handbooks, course information, ongoing dialogue and supervision for the students.
NH underlines the importance of addressing the uncertainty of using AI and the potential bias in GAI sources: We use GAI in my organization, but it's important to know about the challenges.
JZ certainly can relate to these challenges.
DC says that the guidelines are very good and adds that data processing using AI is a challenge regarding anonymization, (and the students need to focus on cross referencing to create more reliable information).
NH adds that the guidelines are good, and that his organization receives applications written by GAI. The organization itself uses GAI e.g. to make summaries. GAI is used for spreading mis- and disinformation in these disturbing times challenging structures we take for granted, e.g. democracy, societal structures, therefore NH holds the opinion, that one way to move forward is to build alliances that advocate for collaborative approaches within a Danish context. It is important that students can detect if GAI has been used in sources.

LISE
BD explains the implications for the program:
The shared goal is orientation towards AAU standards. CoPilot is AAU's tool.
For LISE specific; Rapid orientation towards factual backgrounds to a broad array of global issues.

This can lead students further on to areas in which they can do critical research. There is a large variety among the teaching staff; some are reluctant to use GAI; others integrate it in their teaching.

6. Dialogue on relationship and cooperation between LISE and CCG: The panel's take on the disciplinary relations between our programs

Shared concerns, different programs:
Awareness – who are CCG grads and what can CCG give you?
Mobility: LISE still gives you the opportunity to go where you want to go on your master's regarding politics, communications, Denmark, Europe, the world.

Comments:
NH finds it interesting to hear about the challenge in the LISE program:
BD: One perspective is that there is no tradition of seeking employment after completing a bachelor's degree.
NH suggests focusing on the 'out of the AAU' activities, and best way is to build a collaboration with Danish organizations, bridging the gap between theory and practice, which strengthens the opportunities after graduation. Collaboration with organizations to establish initiatives for integrating LISE students into relevant civil society, private sector, and NGO initiatives could be fruitful. NH identified potential use or need for that vis-à-vis CISU.

BD noted that students are generally looking for more contact hours than the education has available, and this poses challenges in terms of generating the level of culture the program seeks for its students both in terms of intellectual environment and contact time with relevant organizations.

DC had experienced from CCG, that:
- the AAU career event day is mostly related to engineering rather than humanities
- the competition is hard, which might cause concerns related to 'what to work with'
- the difficulty to match the skills with Danish companies' specific requirements for a position
- Denmark is a very network affected country so it is great for students to have a student job before graduating which gives them connections. It is valuable for students to learn to speak the company language and know people from outside AAU.

BD also knows that the private sectors are a challenge compared to public institutions.

MR adds that, looking back at the LISE bachelor's program, there were various paths to choose from after graduation, and international students are unfamiliar with local organizations.
BD: Specific information about workdays and tasks vis-à-vis relevant organizations is highly useful for students. Networking is also very important.
MRA further noted that the Global Graduate Diploma at LISE works well.

NH refers to his company, which has conducted a survey showing that relevance is extremely important, and networking is essential. Students also need to be able to highlight the content of their study program and demonstrate how it aligns with working in a private company or a public institution.

BD noted the idea, supported by DC, MR and NH, of starting a student working group to help *organize* workshops and activities with relevant organizations, including those with which students are already involved (LISE students are often active in NGO work)—essentially expanding "Organizations Week." BD will be in contact with employment board members once that student committee is formed.

7. Misc.

We are looking forward to meeting you again in 2026.