

Minutes from TB Study Board meeting - May 2026

Date:	03-06-2026	Time: 12.30-15.00
Location:	AAL: RDB14 3.366 KBH: ACM15 2.001h (Gemini meeting room) Online via Teams	
Minute-taker:	Study Board Secretary Janni Rise Frellsen	

Name	Role	Attendance
Study Board members (voting right)		
Maj-Britt Quitzau (MBQ)	Study Board Chair and VIP representative	Present
Lars Botin (LB)	VIP representative TAN CPH	Present online
Jeppe Eriksen (JE)	Head of Study Programme TAN AAL	Absent (mandate to Lars)
Andrés F. Valderrama Pineda (AVP)	VIP representative SD	Absent (mandate to Søsster)
Søsster Brodersen (SB)	Head of Study Programme BD/SD	Present
Mette Simonsen Abildgaard (MSA)	VIP representative for Dept. of Culture and Communication (CPH)	Present online
Anna Mathilde Erlang Dahlmann (AMED)	Student representative BD/SD	Present
Olivia Reffstrup Thor (ORT)	Study Board Deputy Chair and student representative BD/SD	Present
Hans-Peder Gørtz Andersen (HPA)	Student representative and student study councillor TAN AAL	Present
Rune Holmgaard Andersen (RHA)	Student representative and student study councillor TAN CPH	Absent (mandate to HP)
Emilie Vitved Vesterager (EVV)	Student representative TAN AAL	Present online
José Alexander Garrido Martínez (AGM)	Student representative TAN CPH	Present
Observers (no voting right)		
Janni Rise Frellsen (JRF)	Study Board Secretary	Present
Tom Holmgaard Børsen (THB)	Head of Study Programme TAN CPH	Absent
Mette Brinch Rømer (MBR)	Student study councillor BD-SD	Present
Astrid Oberborbeck Andersen (AOA)	VIP representative for Dept. of Culture and Communication (AAL)	Absent
Versellis Elledi Earnest-DeYoung (VED)	Student representative BD/SD	Absent

Abbreviations:

TB-SN: Study Board for Techno-Anthropology and Sustainable Design

BD: Bachelor in Sustainable Design

SD: Master in Sustainable Design

TAN: Bachelor & Master in Techno-Anthropology

MPBL: Master in Problem-Based Learning in Engineering and Science

BDx/SDx/TANx/MPBLx: Semester in the programme (e.g., BD2 is second semester of the BD programme)

AAL: Aalborg campus

CPH: Copenhagen campus

HS: Head of Studies

HSP: Head of Study Programme

Agenda

1. Approval of agenda and minutes from previous meeting
2. Information from chairperson, secretary and others
3. Follow-up status
4. Teacher of the Year
5. Graduation
6. Workshop: Master's study start
7. Workshop: Group work
8. Drop-out rates
9. Any other business

Minutes

1. Approval of agenda and minutes from previous meeting			
Timeframe:	12.30 – 12.35	Responsible:	MBQ/JRF
Presentation:	<i>The agenda is approved and it is confirmed whether the Study Board has enough representatives to make decisions. Minutes from previous meeting are reviewed and approved.</i>		
Appendix:	Appendix 1 – Minutes from TB-SN-meeting in April 2026		
Quality:	Formality		
Discussion:	The minutes from the April study board meeting and today's meeting agenda were approved without any comments. The Study Board was deemed quorate, as a majority of members were present or represented by proxies.		
Conclusion:	Today's meeting agenda and the minutes of the most recent study board meeting were approved. The Study Board was confirmed to be quorate with a mandate from Andrés to Søsner, from Jeppe to Lars, and from Rune to HP.		

2. Information from chairperson, secretary and others			
Timeframe:	12.35 – 12.50	Responsible:	MBQ/JRF
Presentation:	a. News from chairperson • Update of Erasmus agreements in 2027 (International Office). Most cost-benefit to apply our own agreements. Mobility online link (oversigt over aftaler) Udlandsstipendieordning (USO) is less economically attractive and this is what our students do. b. News from Head of education and teachers c. News from student study councillors d. News from student representatives		
Appendix:	-		
Quality:	-		
Discussion:	a. Maj-Britt mentioned that she recently participated in a meeting hosted by the AAU International Office regarding student exchange through		

	Erasmus agreements. International Office provided information about existing Erasmus agreements and a mobility link where students and staff can view which agreements each study programme is part of, emphasizing the university's preference for students to travel under these agreements, instead of planning studies abroad on their own. However, one challenge with the Erasmus agreements is that they require both sending and receiving students, and as many bachelor programmes at AAU are taught in Danish, it can be difficult to accommodate international students who wish to study at the bachelor level. Heads of Study Programmes and student study counsellors were encouraged to familiarize themselves with the agreements and to identify which Erasmus agreements apply to their respective study programme, so that they can provide guidance for our students. An overview of the Erasmus agreements can be found in the application portal 'Mobility Online'. Maj-Britt also mentioned that the annual external panel meeting for our study programmes was held last week and went very well. The meeting consisted of a joint session as well as study programme-specific sessions. The future of Techno-Anthropology is concerning due to its closure in Copenhagen and the very low number of students in Aalborg. During the meeting, valuable input was provided on how techno-anthropological expertise can continue to be utilized in the Copenhagen area to prevent it from disappearing geographically. Additionally, discussions focused on how to make the study programme more attractive and relevant in Aalborg to attract more applicants. At the session for Sustainable Design, discussions centered on the upcoming revision of the master's programme. For this purpose, a negotiation game had been developed based on the draft of the new curriculum, with the aim of validating current considerations as well as discussing new ideas and potential gaps. Yesterday, Maj-Britt attended the latest DRU meeting, where there was a brief discussion about Teacher of the Year and the status of the process. In addition, input was requested in connection with the revision of some of AAU's guidelines, including those on examination time. Maj-Britt and Janni will ensure that the study board is involved so that we can contribute with our input. b. Lars mentioned that there have been some challenges, reg. the planning of teaching for TAN CPH for the autumn semester, but everything is slowly falling into place.
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	c. Mette spoke about yesterday's Study Harbour event on the Copenhagen campus, which she attended in her role as a student counsellor. The purpose of the event was to give prospective applicants the opportunity to experience the Copenhagen campus and gain a better understanding of their study options. Ruben Søltoft hosted the event and guided participants through the evening's programme, which included insights into future career opportunities as well as practical tips on how to make ends meet on SU, presented by Sofie Østergaard. There were free barista coffee and sandwiches, opportunities to relax by the waterfront with friends, join a canal tour, and learn more about the many exciting study programmes available. Mette thought that the event went very well with a lot of visitors, nice weather and a cozy vibe HP will be stepping down as student study counsellor for TAN AAL after the summer holiday, and the recruitment process for a new student study counsellor has been initiated. The position as TAN AAL student study counsellor has been advertised with an application deadline of 15 June 2026, and interviews scheduled for 19 June. HP mentioned that an interested candidate has been identified, and we look forward to receiving an application from him. d. Regarding the distribution of information from administration to students, which the study board has previously discussed, Alexander suggested that instead of the study administration sending out messages on an ongoing basis, these could be collected and sent as a single message containing information for the upcoming month. This is a good way to reduce the number of messages sent to students, but unfortunately it may not be feasible for the study administration to distribute information in this way, as the type of information varies a lot and comes from a wide range of senders. Furthermore, some information needs to be communicated immediately and therefore cannot wait for a consolidated monthly email.
Conclusion:	-

3. Follow-up status		
Timeframe:	12.50 – 12.55	Responsible: MBQ/JRF
Presentation:	<i>The action list contains an ongoing overview and status of important follow-up points from the Study Board meetings. The list helps ensure that we follow up on all items. Before each meeting, the list is updated by the chair of the Study Board. Members of the Study Board are encouraged to monitor the status continuously and provide comments if faster follow-up or additional focus on certain points is needed. The updated action list is inserted at the bottom of the minutes for each Study Board meeting.</i>	
Appendix:	Appendix 3 – Updated action list.	

Quality:	Follow-up and execution of decisions and initiatives
Discussion:	The action list has been updated since the last meeting, and the items on it are being addressed on an ongoing basis. As usual, the Study Board members were encouraged to raise any items for which handling should be expedited.
Conclusion:	There were no comments on the action list. Janni and Maj-Britt have been quite busy with other tasks lately but are planning to have a couple of working meetings during the summer period where they will prioritize items on the action list.

4. Teacher of the Year		
Timeframe:	12.55 – 13.10	Responsible: ORT
Presentation:	<i>Olivia and the students present the chosen candidates for the Teacher of the Year prize. Candidates are discussed and the Teacher of the Year is appointed. Agreement on how to celebrate the Teacher of the Year.</i>	
Appendix:	-	
Quality:	Related to quality area 2 and 5.	
Discussion:	Olivia reported that the TB Study Board's Teacher of the Year for the 2025/2026 academic year has now been selected. She received 75 teacher nominations from the students, many of which were for Emil Urhammer, who has therefore been awarded the title. The runners-up were Søs Brodersen, Lars Bo Henriksen, and Andrés Felipe Valderrama Pineda. Olivia will ensure that they are informed that they were in the running for the title. Olivia, who has overseen the Teacher of the Year selection process for the first time, felt that it worked very well. However, she believes that we should be able to receive even more teacher nominations from students if Teacher of the Year is added as an item on the steering group meeting agendas.	
Conclusion:	Olivia will prepare an official nomination (ensuring alignment with faculty criteria to strengthen the nomination) with justification for the appointment of Emil Urhammer as Teacher of the Year and send it to Janni, who will forward it to the faculty. Olivia will send information about both the appointment of Emil and the runners-up to Trine (Communications) so that she can share the news on the department's information screens. Maj-Britt, Anna Mathilde, and Olivia also agreed to arrange a surprise for Emil with flowers and chocolate next Tuesday at 11:30.	

5. Graduation		
Timeframe:	13.10 – 13.20	Responsible: MBQ

Presentation:	<i>Information about the coming graduation ceremonies in CPH and AAL. Be aware that you need to prepare for the graduation by preparing a speech and inviting the students to also prepare something. Contact Kristina Contaoi. NB: It is the final graduation for TAN CPH BSc.</i>
Appendix:	-
Quality:	-
Discussion:	The department's graduation ceremonies will take place on 26 June in Aalborg and on 29 June in Copenhagen. The Heads of Study Programmes are responsible for preparing a speech for their respective graduates, and the students can also prepare a contribution. Kristina C. oversees the planning and can be contacted if anyone wishes to contribute to the ceremony. As this year marks the last time, we will have Bachelor's graduates in Techno-Anthropology in Copenhagen, we should also consider marking the occasion with a special celebration. Tom and Lars can discuss this further.
Conclusion:	We will send out a reminder to our Heads of Study Programmes to ensure that they, if they have not done so already, submit their input to Kristina C.

6. Workshop: Master's study start		
Timeframe:	13.20 – 13.50	Responsible: MBQ
Presentation:	<i>Workshop about the Master's study start. Presentation of current plans and thoughts about the study start for autumn 2026. Discussion about specific challenges on the master's, how to ensure student tutors, topics to be aware about. The purpose is to outline some recommendations that can be conveyed to the relevant semester coordinators for the first semester on the Master's.</i>	
Appendix:	-	
Quality:	Relevant to quality area 1.	
Discussion:	The Study Board initiated an open discussion on challenges and practices for the master's study start, focusing on the need for more (social) study start activities and events, tutor involvement, integration of students from diverse backgrounds, and the need for improved social and academic cohesion. Regarding last year's study start, when Alexander started at the Techno-Anthropology master's programme in Copenhagen, he explained that the semester coordinator and two assistants coordinated the first day, but that there were not many activities afterwards. As for Sustainable Design, development of the master's programme study start has previously taken place, and Søsner explained that this year's study start will follow the same format as in previous years. She is	

	not familiar with the exact format but will ask Jens to provide a short description that Techno-Anthropology can draw inspiration from. There is a need for implementation of well-timed activities and events for the new master's students, and one option could maybe be to integrate them into some of the activities at the bachelor's programme study start. In terms of social events, this may be overwhelming, but certain activities could also be suitable for master's students, such as campus tours, mingling sessions, treasure hunts, etc. AAU International Office plans a welcome day and other activities for the new international students, which is great for introducing them to a new country, culture and study. However, it is important to have more joint social events on the master's programmes including the new Danish students, as the early international student gatherings sometimes led to group divisions. Emilie agreed that the international students meeting each other prior to the study start, has influenced the overall group dynamics at the semester in Aalborg, and Alexander added that he still experiences a division between the former Techno-Anthropology bachelor's students and international students in Copenhagen. Thus, formalizing social events for <u>all</u> new students should be prioritized. On the bachelor's programme, a social event for new students is held prior to the study start. It could be beneficial to implement a similar joint pre-study start event for all master's students as well. Also, we can make sure to place greater emphasis on promoting the students' own opportunity to apply to the Head of Studies for funding for social activities. These activities must take place across cohorts, programmes, or campuses, but semester coordinators can apply to the study board for funding for additional social activities for the individual semester. The recruitment of tutors plays a significant role in creating a successful study start and ensuring a positive initial study experience. The Head of Studies has the budget to employ tutors, but challenges are experienced in engaging master's students as tutors due to their third-semester commitments. Many are engaged in project-oriented studies in external organizations, resulting in them not being present at campus. Last year we relied on student study counsellors, PhD students, and research assistants for help and support at the study start, and hopefully this year we can once again engage some staff to take on the role of tutors and help create a good study start for the new master's students. It is also important that the semester coordinator for semesters with new students focuses not only on the academic aspects but also on the social aspects of the semester and contributes to creating a good study environment.
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	The Study Board also discussed the challenges of academically integrating new master's students from different educational and cultural backgrounds, noting tensions between Danish bachelor graduates and incoming international students, and the need to address knowledge disparities. The fact that the new students come from both diverse academic and cultural backgrounds, results in the integration process being very challenging, but it is essential that we succeed with this task to create a nice study environment for our students, both academically and socially. Students should learn to recognize each other's strengths and competences, and the opportunities these create for developing a strong project together, rather than focusing solely on the advantages of their own background. In the first semester, group formation is administrative to ensure that students do not choose to work only with others who are like themselves. It may be beneficial to also introduce administrative groups in the second semester.
Conclusion:	Based on a good discussion on the master's programme study start and the creation of successful integration of students with diverse academic and social backgrounds, the study board arrived at the following conclusions and recommendations: • It is important to prioritize joint social events for <u>all</u> new master's students (preferably before study start) to avoid group divisions. • New master's students may beneficially be included in some of the activities for new bachelor's students, such as a joint campus tour. • Tutors play an important role in relation to the study start, and if we are unable to find students to take on this role, we should, as last year, attempt to engage staff members (e.g. student counsellors, PhD students, research assistants). • Semester coordinators should consider introducing administrative groups at second semester as well, to help strengthen the integration of students with different backgrounds. • It is important to involve the master's programme semester coordinators in ensuring both a strong social study start and a focus on integrating students across cultural and academic backgrounds. The Study Board will ensure that the above inputs are passed on to the Head of Studies.

Break

7. Workshop: Group work		
Timeframe:	14.00 – 14.40	Responsible: MBQ
Presentation:	<i>Workshop about group formation. Talk about current practices and procedures within different studies. Discuss key challenges and how to support better group formations. Develop some recommendations for each of the educations for follow up with semester coordinators.</i>	
Appendix:	-	
Quality:	Related to quality area 2.	
Discussion:	Maj-Britt opened the discussion by highlighting that group formation and group work in general can be a challenging aspect for many students, and unfortunately, we have seen several cases where this has not worked well. We experience some key challenges, and it is relevant to discuss possible initiatives to improve the process. Group formation is administratively managed in the first two semesters at the bachelor programmes, with increasing student autonomy in later semesters, and experiences with both approaches were shared. Maj-Britt mentioned that, in her role as semester coordinator for a third semester, she meets with the incoming students as part of her preparation for the semester. On that occasion, she asks about any potential challenges related to the semester group dynamics that she should be aware of and address. Students may also be encouraged to contribute input to the group formation process beforehand. It is important that the semester coordinator establishes clear guidelines for the group formation process in advance, to avoid situations where some students have already formed groups beforehand while others have waited for the official group formation process. The importance of the semester coordinator actively facilitating the group formation process was also emphasized. Furthermore, it was pointed out that semester coordinators must also be made aware of their responsibility in terms of handling potential group conflicts or other problems during the semester, meaning that their role is not strictly academic. Anna Mathilde shared that, at BD, groups are often formed based on the choice between different cases. If too many students wish to work on the same case, there are various solutions, such as drawing lots, creating multiple groups, or forming larger groups. In the latter case, students are made aware that additional effort is required due to the higher number of group members. Mette mentioned that their semester coordinator made it clear from the beginning that as a student you will have to collaborate with fellow	

	students that you may not work equally well with, but those are the conditions. The key is to make the collaboration work and overcome the challenges – just as in a workplace. In relation to experiencing and handling interpersonal conflicts in a group, the importance of early conversations about group expectations was emphasized. Challenges can arise e.g. when working with students who have special needs, or with students who do not contribute as much as expected to the group work. Anna Mathilde and Mette shared that they both worked with students with special needs, and that these collaborations have worked very well. Especially if the students concerned are open about their special needs, the group can take this into account and ensure that tasks are allocated based on individual strengths and weaknesses. The main challenge, on the other hand, arises when some group members do not contribute to the project work. It is therefore important, when managing group conflicts, to distinguish between the reasons why individuals may be excluded from the group. AAU has several available PBL tools that students are encouraged to use in their project work. Anna Mathilde noted that she has the impression that group work generally functions very well at BD, namely because they are good at using these tools. She particularly highlighted the group contract as very effective, as it requires the group to agree early on the terms of their collaboration, leaving no uncertainty about expectations. If a student fails to comply with the terms of the contract, it also becomes easier for the group to address this, and, if no internal solution can be found, to split up the group, even though this is not desirable as a starting point. Also, if the issue concerns students who are deliberately not contributing but letting the other group members do the work this must have consequences. In relation to this it is important to keep in mind that, in a project-based exam, it is the student's oral performance that is assessed, not their individual contribution to the work process during the semester. Thus, a group member that has not contributed as much to the project work as the other group members may end up receiving the same or even a better grade than the rest of the group at the examination, resulting in a sense of unfairness for some students. In some cases, splitting the group may therefore be the best solution. In addition to highlighting the value of group contracts, it was recommended for the project groups to do regular process reviews (e.g.
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	in connection with the milestones). The supervisors may also take part in such process reviews, to ensure that they are informed about potential challenges and can play an active role in managing the group dynamics. Furthermore, they can act as a link to the semester coordinator and provide objective information about how the group work is functioning during the semester, so that the students themselves do not have to take responsibility for involving the semester coordinator. Also, PBL teachers may be involved as consultants if there is a need for additional support regarding group dynamics in a semester or in a group. The concept of ‘class time’ (klassens time), previously introduced and hosted by the student study counsellors, is also a valuable tool for addressing potential challenges and ensuring a positive study environment among students. It gives the students an informal opportunity to discuss matters affecting the semester, addressing the subject of group conflicts and highlighting that this is a natural occurrence. Furthermore, it is positive that the event is hosted by fellow students who can relate to the experiences as they may have gone through it themselves.
Conclusion:	The Study Board had a discussion about group formation processes, conflict management, inclusion of students with special needs, and the importance of group contracts and facilitator involvement, resulting in the following recommendations for semester coordinators and/or students for improving group work dynamics: • talk to the students about possible challenges with the group dynamics at their semester. • get input from the students for the group formation process and establish clear guidelines in advance. • facilitate the group formation process. • focus on creating a strong culture early on. • formal introduction of group contracts at all semesters. • make use of the PBL tools. • have regular group work process reviews. • have the supervisors keep the semester coordinator informed of any potential challenges and conflicts within the groups. • ensure that supervisors and semester coordinators are aware of their responsibilities in managing group conflicts. • make sure students are familiar with the AAU group work policy so that they are aware of their options in case of group challenges and conflicts. • involve PBL teachers as consultants. • (re)introduce ‘class time’ at semesters.

8. Drop-out rates		
Timeframe:	14.40 – 14.50	Responsible: MBQ/UL
Presentation:	<i>The Study Board considers the drop-out rates for each education in the last period. Obligatory item.</i>	
Appendix:	Appendix 9 – Document with link to drop-out rate status	
Quality:	Quality area 1 & 2	
Discussion:	The study board reviewed the dropout rates in the overview, which haven't changed since last month. Apart from TAN AAL, which has been red for some time now, the rates are still in the green category with BD approaching the yellow zone.	
Conclusion:	No development in the dropout rates since last month. The study board will continue to monitor the rates.	

9. Any other business		
Timeframe:	14.50 - 15.00	Responsible: All
Presentation:	<i>The participants at the Study Board meeting are invited to share information and points of attention relevant to the Study Board's study programmes. No formal decisions can be made under this item.</i>	
Appendix:	-	
Quality:	-	
Discussion:	Søsser brought up that the recent bachelor student uptake numbers are not satisfactory, and that we need to start thinking about possible actions. Initiatives can advantageously be coordinated with the AAU on Demand ambassadors for our study programmes.	
Conclusion:	Maj-Britt will have a dialogue with the PL chair and Head of Studies to discuss strategies for improving bachelor student uptake. Furthermore, Heads of Study Programmes will try to identify our study programmes' AAU on Demand ambassadors and coordinate with them to improve outreach efforts.	

Action List – TB–SN Meetings 2026

Last updated 27-5-2026

Urgent item

Important item

Less important item (follow-up)

Completed items

- Janni has sent overviews of the new employability panels to Head of Department and Head of Studies for approval.

- Tom and Jeppe have reached out to potential candidates for the TAN employability panel.
- Maj-Britt has e-mailed Kristian, Line, and Anni regarding the misalignment between study administration and manning of the semesters.
- Janni rescheduled the May study board meeting based on the calendars of the teachers.

Items for Others to Follow Up On

- Mette and Astrid will prepare a proposal for changing the external examiner setup for the TAN5 portfolio course – moving it to the TAN3 anthropology course. (Reminder sent 3-2-2026.)
- Lars/Tom will inform the TAN Copenhagen semester coordinators regarding follow-up on the action plan concerning challenges with workload and well-being.
- Tom and Jeppe will follow up on the yellow evaluations for TAN to ensure that the semester coordinators are aware of the challenges.
- Tom and Jeppe will follow up on student workload for TAN BSc Copenhagen on 4th, 5th, and 6th semester. Semester coordinators must be informed.

Items for Janni and Maj-Britt to Follow Up On

- MBQ and JFR will follow up on monitoring the student workload to compare patterns in the semester evaluations with the numbers from the larger survey.
- MBQ and JRF will follow up on drop-out data and compare it to last year.
- MBQ and JRF will follow up on whether students exceeding the prescribed study time are international or Danish students – for both BD and TAN.
- MBQ and Janni will explore options for better supporting the transition to the Master's programme via Moodle and during the 5th semester.
- Maj-Britt and Janni will prepare a draft of guidelines for handling students' reported challenges, including cases of "free-riders."
- Janni and Maj-Britt will prepare feedback to AUB regarding Generative AI.
- Janni and Maj-Britt will follow up on the POF forms concerning the low reported response rates.
- Follow up on exam results for TAN MSc Aalborg to see whether they remain low.
- We will investigate whether there are existing guidelines on what a project must include, and if not, consider whether such guidelines should be developed (related to challenges with USB students and their knowledge of project requirements).

- Maj-Britt will follow up on the workshop on group formation – see the June minutes for specific names under the action plan.
- Janni will investigate where inspiration for exam formats is located and distribute it.
- Janni will bring the suggestion of including the exam format in the overview on the exam pages to the study team meeting.
- Maj-Britt will organise a meeting with programme directors and student representatives during the autumn to establish a working group addressing the challenges (both academic and administrative) related to the increasing number of students applying for pre-approval of credit transfers and going on exchange during the bachelor programmes.
- Maj-Britt and Janni will contact Educational Law regarding guidance on cases involving long-term illness (August 2025 meeting) and input for creating good practice guidelines. We will then discuss this at a study board meeting and decide on overarching principles for the study board's handling of such cases. (Email sent to the study board chairs for experience sharing on 3-2-2026.)
- Maj-Britt will initiate the establishment of a working group with Mette Brixen, Tom Børsen, student representatives, and a representative from the UCPBL group concerning the reformulation and improvement of the evaluation of students' experiences with PBL principles in the semester evaluations. (Added to the agenda for the coordination meeting on 27-2-2026.)
- Maj-Britt will schedule a meeting on the “red thread” in TAN.
- Maj-Britt will raise the challenge regarding the technical integration in DRU and how it could be approached.
- Maj-Britt should follow up on the action plan in the Quality Platform. See summary of the TB-SN meeting in April 2026.
- Maj-Britt has to send the feedback to the civil engineering examiners corps including the remark from Søsser. See summary of the TB-SN meeting in April 2026.