AALBORG UNIVERSITET

Department of Communication
and Psychology

Sagsnr.: 2022-412-02774

ArT advisory Board meeting

Time: **March 3rd, 2022, from 13:00-16:00**
Place: **Zoom**

Participants
Advisory Board:
Karin Elisabeth Gottlieb
Ruairi Glynn
Christian Nyhus Andreasen
Peter Rønn
Vanessa Julia Carpenter
Tobias Løssing

AAU: Stine Lindahl Jacobsen (Chairperson of the study board)
Tom Nyvang (Head of Studies)
Rasmus Grøn (Subcommittee coordinator)
Anca-Simona Horvath (subcommittee member)

Jesper Thiemer Hansen (Student study board member)
Elsebeth Bækgaard (Secretary)

Excuses from:
Malene Gram (Associate dean for education)
Markus Löchtefeld (Study board member)
Matias Gaarde (Student study board member)

Agenda

1. Welcome and mutual presentations

Short round of introduction.
Welcome to all members and especially the three new members.

2. Onboarding of new members of the advisory board

The purpose of the advisory board was explained: A forum for dialogue about the education and surrounding world with the aim of developing and improving to ensure the quality of the education and the relevance to the job market.

3. Handleplan/strategy for Kunst & Teknologi (Kunst og Teknologi)

a) Short briefing on uddannelsesevalueringsmøde.

A short summary of the Uddannelsesmøde:

We had fruitful reflections and discussions of what to improve. The study board has mutual challenges and strengths across the three studies.

The main point of action is: We must look at intake and ensure a sustainable education in every respect. We must examine what has caused the decline in intake: Is it due to the pandemic, the change of language, developments within art and technology. And we have to find a way to deal with it.

Another point of action: We want to know more about our students, when they are finished here – which master's degree programme do they choose, and which jobs do they occupy. GDPR obstacles prevent us to some degree from obtaining this information. However, we shall seek to get this information and initiatives shall be initiated. We shall be mapping our alumni and the necessary resources to do this will be provided by the university administration.

Furthermore, we received valuable ideas as to how we can modify and strengthen modules.

The action plan (strategy) is to be approved at the next study board meeting.

This big evaluation meeting with external people takes place every 6th year and sets the scene and defines in broad terms the goals for the coming 6 years. We had a mixture of people from different advisory boards attending uddannelsesevalueringsmødet.

Every year within this 6-year period we are going to follow up and we can add or delete issues. This is where the advisory board can help us, and we shall be asking for your advice.

The advisory board as such do not set the goals – but we ask for your opinions. If you see issues in your different professions that you suggest we include in our reflections in developing the program – please do say so.

b) More coherent education, emphasizing methodology and progression in PBL learning goals.

Previously, our students had given us the feedback that they experienced some incoherencies in the structure of the education. In response hereto, we have augmented the role of PBL on 1st semester and a group of teachers have developed the methodology courses to secure a higher degree of relatable methods in connection with the students' project work. According to recent feedback (student evaluations, assessment of projects), we have succeeded.

c) Knowledge about our students' masters and employment

The advisory board discussed the purpose of the education and the level of skills in e.g., coding. We have three courses in programming, so our students will be skilled in coding. They will have a high theoretical level and hands-on skills in technology and general knowledge. They will not be programmers but be able to do creative coding.

Our students can attend Oplevelsesdesign (experience design) (legal claim). This is a natural continuation but there are also major differences, as there is no artistic approach in this education.

We have students, who would like to study Medialogy, but generally do not get accepted as there are very few student places available for students with other BA-backgrounds.

As for visual creative industries there is lack of educations outside of Copenhagen.

Gamehub Scandinavia was mentioned as a potential partner.

Installations for museums – a tangible interaction.

We have collaboration with external partners, but this could be augmented.

The terminology and the language can sometimes be a problem. Interaction design. What is meant by design? This could be clarified with good examples of careers.

Also, we need to focus on how to promote ourselves. We have focus on Art, but should we focus on something else? Is the profile clear? It was agreed to take up this issue at the next meeting and then give a more thorough introduction to the education.

We expect to know more about our alumni next year.

d) Intake of students (see also point 5)

4. Creative entrepreneurship

We are currently applying for funding (https://ffefonden.dk/) for developing our existing course in entrepreneurship (6th semester) to orient it more specifically towards creative entrepreneurship.

Question to AB:
How can this course be developed so it addresses the demands and conditions of the creative industries in the best way?

The Danish government has imposed that all courses should have an entrepreneurship course. This is currently being taught by business school. We have applied for funding to develop a creative entrepreneurship that can be taught in both music and art and technology.

CAKI and Ideas Lab were mentioned as relevant contacts.
Contact Mathilde Philipsen from CAKI and learn, how they are doing.

The board discussed the importance of an entrepreneurship course:

The students shall learn how to discover and develop ideas from big institutions, companies, festivals. The students need to learn how to pitch - short and clear. Project management, salesmanship. This course is not about making all students equal, but to teach them that they cannot do everything by themselves, so they should use their network to obtain skills, that they may lack themselves.

Understanding design, design thinking, design processes and design methods – these are very important skills and very relevant for employers. This should be stressed as a qualification, and this goes internally at AAU as well.

We have a master in innovation and creative learning design at AAU – there might be someone inhouse employees who can contribute to our course.

In humanistic entrepreneurship we should not only incorporate business aspects but also other aspects, e.g., communication, how to present oneself etc.

It was suggested to invite more former students as guest lecturers and pay them for their contribution.

5. Recruitment of students' sustainability

This point was discussed at the last meeting in 2021 (see Appendix 1), and the advisory board contributed with a range of good input and suggestions. But unfortunately, the intake of students it still an acute problem for the education.

The current steps that have been taken/are to be taken to alleviate the problem (See PR-strategy (appendix 2).

4a) SoMe – strategy

The process has been delayed due to Corona and a key person leaving the education.
But guidelines and principles have been developed and distributed.
Shortly, a student will be employed as responsible for ½ of the SoMe task (together with the study councellors)
At last year's meeting, other platforms, especially Tiktok, were recommended. But currently we focus exclusively on Instagram because of resources and competencies.

4b) Visits from/at relevant institutions (gymnasier, højskoler)
A list has been made of relevant 'Højskoler' (with an art profile).
Also contact to Gymnasieportalen, who are responsible for contact between AAU and gymnasier. Can be good for networking, but they have predominantly a responsive approach whereas we need to have a more proactive approach.
Three students have volunteered to contact their alma mater in order to explore possibilities and requirements.
The problems are time and resources.
The current goal of the campaign is the study choice in July.

4c) PR & media strategy

Flyers, posters, postcards, videos Instagram takeovers etc.

Questions to AB:
- *Feedback on current initiatives*
- *Suggestions for further/alternative approaches*

It is important to make those visits to offer the schools an idea of what an art program can be and hopefully find feeder programs. Also, our students can learn about teaching and thus get their first experience as teacher.

Regarding content, you should focus on the technological dimension as POA: can appeal to a broader audience and easy to achieve a wow-effect (typically, the tech-level on gymnasier is rather low).

Dynamic projects on the website, share student work, video based. Always document the process: Portfolio + video portfolio. By enforcing this you get loads of material to promote the program.

Use the semester exhibition as point of attention and a platform to promote the education.

Show what this industry is and what you can do (role models).
Having events that are not linked to advertising but a service to the community.
Posting live videos. A way to get a glimpse into what the alumni is doing now.

It was suggested that Kunst and Teknologi should focus on Northern Jutland, since the deadline for applying is getting closer and the resources are limited. Make the exhibition public and invite all gymnasiums and folk high schools.
Remember culture schools with talent programs.

Also, activities on Roskilde Højskole that will align perfectly with a contribution from KT.

Funding for professional marketing was suggested.

iXD after dark suggested as contact for future events.

At Bartlett SoMe campaign components are imperative in terms of videos that document the product as well as the process. Make it part of the submission (and use it for campaign purposes, e. g. on the exhibition website). It is not written into the module descriptions (not too specific, cause then it is hard to change) – it says, "portfolio submissions". But the requirement for the portfolio is there – it is on the internet – but not formalized in the university. Requires that is made part of the culture -but also good training in pitching and self-promotion.

There was a discussion about *who* we are trying to recruit. We should remember the parents. We need to answer their questions about job possibilities etc. We offer an education with a title – so is it primarily art or is it technology? What do we promise and what do we offer? Maybe discern the target group between a) artists who are interested in in technology and b) technologists who have an artistic/aesthetic interest. It was also suggested to exhibit the artwork at the gymnasiums, at libraries as a fast way to communicate. Or even in lobbies of big companies – to approach the parents.

6. Input from the Advisory Board

Here, we will invite you to share your relevant experiences and insight, e.g., regarding:
Trends and requirements on the job market?
Our students' qualifications (or lack hereof)?
Other issues…

The head of studies suggested two meetings a year to maintain progress in our discussions.

It was suggested to make a document for relevant links.

Thank you for your valuable input and until next time. You shall all receive an invitation to our semester exhibition.

Relevant links:

http://aauartexpo.com/

https://www.noodl.net/

http://www.sfu.ca/siat.html

http://www.sfu.ca/siat/undergraduate/prospective-students/potential-careers.html

https://www.catch.dk/

https://gamehubscandinavia.dk/

https://caki.dk/?lang=en

https://filmbyaarhus.dk/klyngeudvikling/inkubatoren-ideas-lab/

https://www.roskilde-festival.dk/en/circular-lab/introduction/

https://www.aau.dk/uddannelser/efteruddannelse/master/krea/indhold/

https://danishfolkhighschools.com/about-folk-high-schools/what-is-a-folk-high-school

https://ciid.dk/about/open-lectures/

https://www.facebook.com/events/184963118778516/

https://ciid.dk/education/portfolio/idp20/courses/connected-objects-tui/projects/gritofono-the-yellophone/

https://halfdanj.dk/

https://www.microsoft.com/artist-in-residence/

https://filmbyaarhus.dk/vis-event/v/122115/MiXR-Lab-bner/?eventid=113643