

# **REFERAT Studienævnet for Internationale Studier d. 27-08-2025**

**Mødedato** Onsdag d. 27. august 2025 kl. 09:00

**Mødested** 14.2-23

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# **Punkt 1: Members present**

## **Beslutning**

VIP:

- Johan Fischer
- Lone Riisgaard
- Paul Austin Stacey
- Thomas Paster

Head of Studies:

- Klaas Dykmann (IS)

Observers:

- Sophie Annelotte Louwersheimer
- Isabella Haas-Bornand
- Signe Bøtzau Paulsen

Absent with Notice:

- Laust Schouenborg (IPG)
- Markus-Michael Müller (GDS)

## **Punkt 2: Approval of the agenda**

### **Nomination:**

The board is asked to approve the agenda.

### **Beslutning**

The agenda was approved without comments.

## **Punkt 3: Approval of last month's minutes**

### **Nomination:**

The board is asked to approve the minutes from the June-meeting.

### **Appendix:**

- June minutes

### **Beslutning**

The minutes were approved without comments.

### **Bilag**

June 2025 minutes.pdf

## **Punkt 4: Intake**

### **Nomination:**

The Study Board is asked to review the intake numbers for 2025.

### **Appendix:**

- Intake rapport

## **Beslutning**

The Board received an orientation on the current intake figures.

There has been a noticeable increase in USB students. IPG numbers have declined and GDS numbers have risen. It was noted that relatively few students continue from their BA to MA studies within the same institution. The rise in GDS enrolment appears to be linked to USB intake, with Bangladeshi students shifting from IPG to GDS.

This trend has also been discussed in Head of Studies meetings. MA programmes with a societal focus are attracting more students, while other programmes are seeing a decline.

Concerns were raised regarding the role of ISE in public communication about USB students. It was noted that RUC management has not commented publicly on the matter, while e.g. SDU did.

It was noted that admission requirements are consistent across all student groups. The Board proposed collecting data on USB students' exam participation and exploring the role of recruitment agencies. Questions were raised about whether certain study areas are pre-approved for USBs.

To gain further clarity, the Board suggested inviting a representative from the intake department to a future meeting to explain the intake process and help define the Study Board's role in this context.

## **Bilag**

Intake rapport.pdf

## **Punkt 5: Number of registrations**

### **Nomination:**

The Study Board is asked to review the figures for enrolled students on study activities for the fall semester.

### **Appendix:**

- Number of registrations IS

### **Beslutning**

The board received an orientation regarding the number of registrations for the autumn semester. The board was pleased to see so many students registering for courses, however a lot of registrations does not come without challenges.

The Board discussed the challenges posed by very large course enrolments, with some courses reaching up to 180 students. Such numbers make interactive teaching nearly impossible and limit pedagogical options to large auditorium lectures. Group work and student engagement suffer significantly under these conditions.

Student complaints are anticipated, particularly regarding group formation in large courses. The Board agreed to urge the vice-dean to consider double sessions for oversized courses, as there is precedent for splitting them. The chair will follow up on this matter.

Priority should be given to the Project Management and Evaluation course, as well as the Sustainability, development and inequality course. It was noted that the elective course on Migration and Development also had a large number of students but should not necessarily be split up. Some members of the board thought that any course with over 100 students should be reviewed. The Board also noted that students report receiving little to no feedback in these large courses.

A follow-up with the former chair of the board was proposed to understand how course sizes are determined, especially for electives. The Board expressed interest in exploring the possibility of implementing a cap of around 50 students per course, as well as the possibility of students doing a prioritized list over elective courses. The previous chair has looked into this and should be consulted by the secretary.

### **Bilag**

Number of registrations IS.xlsx

## **Punkt 6: Study environment tutor calendar for the upcoming semester**

### **Nomination:**

The study board is asked to make itself acquainted with the attached overview of program activities that the study environment tutors are responsible for.

### **Appendix:**

- SMT calendar

### **Beslutning**

The board took notice of the study environment tutor calendar. The Board recommended increasing visibility through posters and other promotional materials, as it has been done in previous semesters with great success.

### **Bilag**

Overview of Study Environment Activities for Master - Autumn 2025.docx

## **Punkt 7: Revised disciplinary rules and GAI guidelines**

### **Nomination:**

The Study Board is asked to review the new disciplinary rules and GAI guidelines for exams going into effect from 1st of September.

### **Background:**

The board has previously had a hearing regarding disciplinary rules and GAI changes. The board expressed concerns especially regarding the GAI changes and believed that the changes were conflicting with RUC's pedagogical model.

### **Appendices:**

- Guidelines for the use of GAI in exams (english version)
- Disciplinary measures against students (english version)
- Hearing from May

## **Beslutning**

The Board reviewed the revised guidelines concerning GAI (Generative AI) and the new disciplinary rules. While general guidelines apply across RUC, course convenors within this Study Board have had the discretion to allow or disallow GAI use for their courses.

The board noted that it appears that feedback from the hearing has not been incorporated into the final guidelines.

The administrative burden has increased due to the need for individual course-level decisions. Pedagogical concerns were raised about students not acquiring essential academic skills if GAI is used without proper guidance.

There are currently no method courses supporting GAI use, which complicates students' understanding of the guidelines.

The main challenges arise in take-home exams. A member of the board suggested that all exams are either oral or in-situ exams. That way students' use of AI would be limited. The suggestion has challenges in terms of being very resource-heavy which was also noted by the board members. The Board emphasized the need to engage with AI use early in students' academic journey, as many already use it extensively. However, teachers lack the tools to assess whether AI is being used correctly.

It was noted that a GAI training course was held on August 26, and another is scheduled for September 17. The Board asked whether EAE could offer a specialized GAI course tailored to ISE. The secretary will follow up on this matter.

## **Bilag**

Guidlines for the use of generative artificial intelligence in examinations - effective from Autumn 2025.pdf

Regulations on disciplinary measures against students at Roskilde University - Approved 030725.pdf

Hearing - disciplinary rules and GAI-guidelines.pdf

## **Punkt 8: Oral orientations**

### **Nomination:**

The Board is asked to take note of any orientations presented at the meeting.

### **Beslutning**

#### **Teacher evaluations**

The chair proposed developing teacher evaluations similar to those used for students. This item will be added to the September meeting agenda.

#### **Credit transfer process**

The Board also discussed the credit transfer process, questioning whether current practices are too rigid. A general discussion on principles and flexibility will be held in September. The issue of substituting first-semester courses was raised, and it was noted that Laust or Sune may have relevant input from previous discussions with the Head of Studies.

#### **Study.ruc.dk**

Pia from the central planning department has been invited to the next meeting to talk about the process of creating a brief manual to fill in study.ruc descriptions each semester. This is to help both new and current teachers.

## **Punkt 9: Selection of courses and projects for evaluation**

### **Nomination:**

The study board is asked to decide which activities will be evaluated in the coming semester.

Attached is a recommendation with suggested activities to be evaluated based on the study board's adopted criteria for evaluation practice.

### **Appendix:**

- Suggestion for activities to be evaluated

### **Beslutning**

The Study Board approved the selection of courses and projects for evaluation. The inclusion of internships was discussed, but further evaluation for internships can wait as they are being evaluated on a set cycle.

### **Bilag**

International Studies, E25.docx

## **Punkt 10: Lukket**

**Punkt 11: 10 minute break (9:55-10:05)**

## **Punkt 12: Internships (10:05-10:25)**

### **Nomination:**

The Study Board is asked to discuss the presentation from the Chair regarding internships in regards to potential study regulation changes.

### **Appendices:**

- Presentation from the Chair regarding internships
- Internship description 30 ECTS at IPG from study.ruc.dk
- Internship description 15 ECTS at GDS from study.ruc.dk
- Internship description 30 ECTS at GDS from study.ruc.dk
- Student evaluations.

PowerBI link: [https://app.powerbi.com/Redirect?action=OpenReport&appId=b3db53a3-e378-4a14-a6ff-b83a018ca2e7&reportObjectId=4dc18105-2fe5-4297-af33-ec8346f1cfe0&ctid=5cb8e839-a838-4bb8-92af-d7756c2b7916&reportPage=5d95ba1c796a743c6052&pbi\\_source=appShareLink&portalSessionId=60fd8858-1df7-4b04-8b67-6686c059c919](https://app.powerbi.com/Redirect?action=OpenReport&appId=b3db53a3-e378-4a14-a6ff-b83a018ca2e7&reportObjectId=4dc18105-2fe5-4297-af33-ec8346f1cfe0&ctid=5cb8e839-a838-4bb8-92af-d7756c2b7916&reportPage=5d95ba1c796a743c6052&pbi_source=appShareLink&portalSessionId=60fd8858-1df7-4b04-8b67-6686c059c919)

Note: Make sure you select "International Studies" top left where it says "Studienævn" and points 4.1-4.5 as these points are related to internships.

### **Beslutning**

The Board discussed internship structures and evaluations, with reference to the presentation made by the Chair, the background document and student feedback. The Chair noted that many students comment on the workload and structure of the internship assignment.

It was suggested that the required number of keystrokes for the assignment could be revised to better reflect the internship experience, and that the content itself should be reconsidered. The Board agreed that RUC supervisors should review the contract between the student and the internship host and potentially reach out to discuss workload and the balance between internship hours and time available for academic reflection.

Students highlighted that availability plays a role in internship selection, as hosts may prefer candidates who can commit more hours. One student suggested removing methodology and theoretical frameworks from the assignment, focusing instead on personal reflection and learning outcomes. The current structure allows for the report to be written without meaningful engagement in the internship itself.

The Board noted that IPG internships include a halfway reflection report, while GDS internships are less directly tied to the internship experience. A stronger link between GDS and internship reports was recommended.

Internships are currently bound by RUC's 50:50 rule between courses and projects. The Board discussed the upcoming deadline of September 19 for submitting proposals for changes to study regulations, which will be discussed at the October meeting.

Volunteers were sought to draft a proposal before the deadline. The chair will contact Louise Wiuff Moe and Marcus-Michael Müller to follow up. The secretary will look into internship evaluations from IPG and GDS to see if this issue dates far back or is more recent.

### **Bilag**

Internships.docx

project-oriented-internship-30-ects.pdf

project-oriented-internship-15-ects-GDS.pdf

project-oriented-internship-30-ects (1).pdf

## **Punkt 13: GAI-free exams (10:25-10:45)**

### **Nomination:**

The Study Board is asked to discuss the topic of AI-free exams as raised by Klaas Dykmann. Klaas will present the suggestion orally at the meeting.

If any changes to exam formats are decided upon by the study board, they will have to become part of the upcoming draft of study regulation changes - effect of E26/F27.

### **Beslutning**

This item was discussed under item 7, as part of the broader conversation on GAI guidelines and exam formats.

## **Punkt 14: Any other business**

### **Beslutning**

No additional comments