

# **DAGSORDEN Studienævnet for Naturvidenskabelige uddannelser d. 23-08-2024**

**Mødedato** Fredag d. 23. august 2024 kl. 09:00

**Mødested** 28A.1-11 - Mødelokale A1 - Videokonference (16)

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## **Punkt 1: Approval of agenda**

## **Punkt 2: Approval of open minutes**

22. August 2024

Minutes of study board meeting

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**Dato:** 27<sup>th</sup> of June 2024

**Tidspunkt:** kl. 10-12

**Lokale:** 28A1-11

**Participants:** Lotte Jelsbak (Medicinalbiologi, Molecular Biology and Molecular Health Science), Per Meyer Jepsen (Environmental Biology, Bioprocess Science and Environmental Science), Nicholas Bailey (Fysik/Physics and Physics and Scientific Modelling), Magnus Riber Mygind (Environmental Science), Jesper Schmidt Hansen (Mathematics and Mathematical Bioscience), Frederik Diness (Kemi/Chemistry and Chemical Biology), Mikkel Christian Gilberg (Chemical Biology), Annemette Palmqvist (vice-dean INM), Marcell Balogh (Physics and Scientific Modelling)

**Afbud:** Camilla Michelle Thorup Andersen (Molecular Health Science), Anakin Johann Diermayr (Mathematical Bioscience)

**Admin.:** Susanne Bartram (ref.)

<b>1.</b>	<b>Approval of agenda</b>  Agenda approved.
<b>2.</b>	<b>Approval of open minutes</b>  Approved.  Susanne followed up on the question to the exam plans for next semester from the study board: Why are the project exams crammed together at the end of the exam periods?  Answer from Christine Spanggard: <ul style="list-style-type: none"><li>- at the request of several places (including Campus and Registration and Exams), on-site exams are scheduled from week 2.</li><li>- Course exams will be held in weeks 2+3 and project exams in weeks 4+5, but the first 3 weekdays cannot be used as exam questions must be sent out.</li><li>- Tine and Julie have nodded to this</li></ul>
<b>5.</b>	<b>Announcements from chair</b>  - The study environment evaluation (SMV) has been sent out to the head of studies and the study boards. There does not seem to be any burning platforms, but the study board will

	<p>look into it and discuss the full report at its meeting in September/October.</p> <ul style="list-style-type: none"> <li>- First part of the national master reform has been released. The department can expect changes in our master program landscape, but we don't know how yet. The general idea is that 30% of the students from 2028 will study at programs that are either 75 ECTS or combines working and studying together.</li> <li>- Jesper comments that he is also worried about the current process in the RUC management using the 'Uddannelsesporteføljestyling' to pre-address what is going to happen with the master landscape. Jesper explains that, as a member of AR, he observes that this council is not used or heard in the current process, which is normally the way. He urges fellow head of studies to object to the process.</li> </ul>
6.	<p><b>Announcements from students</b></p> <p>The students announce that they are planning an Introduction to new Master students on the 13<sup>th</sup> September btw. 14-16. It's in the canteen in 28B. The heads of studies are asked to spread the word.</p> <p>Susanne will contact Christine to check that there is no teaching.</p>
7.	<p><b>Hearing of RUC's Fællesregler</b></p> <p>Comments:</p> <p>The secretariat does not find any reason to object to the suggested changes at large but has the following questions:</p> <p><u>§2 og §8</u></p> <ul style="list-style-type: none"> <li>- The secretariat notes that rector is given the power to decide on opening/closing programmes, but cannot explain the motivation.</li> </ul> <p>The Study board asks what has motivated the shift.</p> <p><u>Re. Chapter 11, §47, stk. 4:</u></p> <p>The secretariat suggests to the board to make a comment on that we do not want to change the placement of thesis seminars to accommodate students that are on leave. Having seminars each semester and having the opportunity to sign a contract each semester should be sufficient to give the students, that have been on leave, ample opportunity to start up their thesis work.</p> <p>The board agree to comment on the supposed changes re. students on leave and their rights to participate in the thesis seminars.</p> <p><u>Re. Chapter 18, §64:</u></p> <p>According to §64, the Study Board no longer has the authority to determine if the exam language can differ from the language of the study element. Martin Niss, head of studies for Natbach has this comments, which also might have consequences for some subject module projects:</p> <p><i>This change has significant consequences for NatBach. Given the relatively small size of both NAB and NIB, it is essential, for both economic and pedagogical reasons, to encourage collaboration in</i></p>

	<p><i>projects between students in these two programs. This necessity is particularly relevant for the bachelor project, which is conducted jointly with NAB-NIB students, and to a lesser extent for Basic projects 1-3. If the exam language must be strictly Danish or English, such collaboration would often be impossible. Furthermore, it is important for our Danish-speaking students, who may pursue a Master's degree at RUC or other institutions, to have the opportunity to practice their English skills during their bachelor projects. The new language regulations seem to hinder this opportunity.</i></p> <p>The study board backs Martin Niss stand and has two suggestions of how to address the problem:</p> <ul style="list-style-type: none"> <li>- Study regulations: add to the Danish project elements that they can be conducted in either Danish or English.</li> <li>- Keep the practice as it is and direct the attention to the fact that supervision is in English, hence the exam (project report and exam) must be in English.</li> </ul>
8.	<p><b>Re-affirmation of the boards delegation of decision making-power</b></p> <p>Re-affirmation of the boards delegation of decision making-power. The study board has given the legal department (Uddannelsesjura- og planlægning) the power of attorney to process and decide on applications of:</p> <ul style="list-style-type: none"> <li>- Exemption from master thesis deadline in the following cases: where there is correct and sufficient documentation to support exemption (underskrevet og stemplet lægeerklæring) that clearly states the period, where the student was not able to work on the thesis. The identified period of time is added to the master thesis period.</li> <li>- Agreement re. exemption from master thesis deadline: If a student applies for exemption several times (and perhaps with the same reasons) the agreement is, that the legal department will direct the application to the study board for a decision.</li> </ul> <p>Both delegations are re-affirmed. Susanne will process.</p>
9.	<p><b>Orientation about the work in the Exam-committee</b></p> <p>Susanne gives a brief orientation of the committees work.</p> <p><b>Main focus of committee</b></p> <ul style="list-style-type: none"> <li>• A need to find cost savings in connection with exams</li> <li>• A need to adapt to the new reality of generative artificial intelligence</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• UL, the study board and AR will be heard (August and September)</li> <li>• Rector decides in September how to go forward</li> </ul> <p>A lot of themes are discussed and there is at this point no precise indication of which way to go. This is partly because there are big differences in what is experienced a problem at the 4 Departments and at different RUC units. The following themes are looked into by 7 working</p>

	<p>groups:</p> <ul style="list-style-type: none"> <li>• Typological review of examination types in relation to the development of knowledge, skills and competencies re. the use of different forms of artificial intelligence(AI) and reduction of the number of exam types</li> <li>• Study regulations (rammestudieordning) in relation to activity descriptions in study.ruc.</li> <li>• Fewer and more varied types of exams in the programs</li> <li>• Simplification of re-exams and the relationship to ordinary exams (including the course)</li> <li>• Economy - proposal for how to calculate the resource drain and actual costs of the individual exam types so that it can be included in comparisons of the costs of different exam types</li> <li>• Opportunities to digitize exams (invigilated written exams)</li> <li>• Take home exams - possibly AI-adapted</li> </ul>
10.	<p><b>Status on master admission numbers 2024</b></p> <p>There was an increase in applicants being offered a spot from last year from 141 in 2023 to 173 in 2024.</p> <p>At this point 95 has accepted the offer. Last year in August including round 2, the number was 86.</p> <p>The increase in acceptances is mainly for applicants who has an USB background. In our experience, USB applicants aren't the ones that are sure to start up in the end.</p> <p>What we heard when we called around was that many of them do not yet have their financing in order.</p> <p>Most are also still conditionally admitted, which means that they must fulfil certain conditions in order to start, such as payment or completing their bachelor's degree.</p> <p>But all in all we expect at least the same uptake as last year, maybe even a little increase.</p>
12.	<p><b>Suggestion: distribution of course evaluations to all involved teachers</b></p> <p>The study board has earlier asked whether it is possible to construct the course survey differently into two different reports: 1) a full report to SL (with all the teachers names) and 2) a personal report to each teacher on the course.</p> <p>This is to make sure that the relevant teachers are informed of both positive and negative comments.</p> <p>Since the secretariat cannot support/develop this right now, Lotte is suggesting that the course responsible makes a personalized report for each teacher. This means that names of other teachers are edited out (this is possible in the PDF report), and a report is generated for each teacher on that basis.</p> <p>The study board approves to <i>recommend</i> the course responsible to generate such reports and</p>

	<p>send to the colleagues/fellow teachers.</p> <p>At the same time the course responsible is reminded to meet with teachers of the course and discuss the evaluation.</p> <p>This will be added to the instructions re. upcoming evaluations.</p>
<b>13.</b>	<p><b>Any other business</b></p> <p>The board will get suggestions for August meeting soon.</p>

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## **Punkt 3: Lukket**

## **Punkt 4: Lukket**

## **Punkt 5: Announcements from chairperson**

## **Punkt 6: Announcements from students**

## Punkt 7: Changes re. F25 course offering?

### Course offering in F25

This concerns the master programmes and the subject modules, and is primarily *relevant to the HEAD OF STUDIES*.

#### Re. subject modules.

Check: Maarten van Wijhe as course responsible for Statistical Models?

#### Re. master programmes.

1) Are there any changes to the F25 offering?

Re. Environmental Science: is **Environment and Health** being offered as an elective?

Re. **Inorganic Chemistry (CB)**: needs to be available to the master students - there are new students (pot. 4) that lack the course from BA-programme.

Re. **Quantum Mechanics (PSM)**: needs to be available to the master students - there are new students (pot. 1) that lack the course from BA-programme.

2) Are there any changes for activity managers/course responsible?

## Bilag

Udbudsark F25 (FA).xlsx

Udbudsark F25 (KA).xlsx

## **Punkt 8: Hearing of exam-committee report**

The exam-committee has finished their report on the use of exams at RUC and recommendations for changes, and the deadline for giving response has been set to the 1st of September.

Since you have not have enough time to review the report before the meeting, Susanne will go through the report and we will discuss how the hearing can best take place.

### **Bilag**

Eksamensudvalgets rapport til høring i SN\_Bortredigeret.pdf

Cover\_ULF\_UDDU\_SN - Høring over afrapportering fra Eksamensudvalg.docx

Eksamensudvalg\_samlet rapport.pdf

## **Punkt 9: Status on master admission numbers 2024**

## **Punkt 10: Discussion: how can we support the study environment during the master thesis?**

### **Case presentation**

The prior board has at one of its previous meetings suggested to discuss if and how we can support the study environmental during the master thesis.

Just around half of the students that do a 60 ECTS thesis (MHS, CB and ENVSC) do it at the institute using the lab-facilities. Students writing 30 ETCS thesis at MB and PSM rarely do it in collaboration with external partners.

Some examples to support the study environment:

- joint start-up event the 1st of August/1st January to mark the coming thesis period
- sequential support during the thesis period: eg. mid-term-evaluation
- the programmes invite their thesis student to occasionally joint lunch just to check in
- student initiatives: joint lunch, friday bar etc.

### **What**

The study board should explore ways of supporting the study environment during the master thesis.

**Punkt 11: Any other business**