

# **REFERAT Studienævnet for Internationale Studier d. 23-04-2025**

**Mødedato** Onsdag d. 23. april 2025 kl. 09:00

**Mødested** 14.2-023

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## **Punkt 1: Members present**

### **Beslutning**

Present:

Thomas, Lone, Line, Johan, Markus, Sune, Sophie, Lia

Absent with notice: Laust, Paula

## **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 of the march meeting.

### **Beslutning**

The minutes were approved without comments.

### **Bilag**

March 2025.pdf

## **Punkt 4: Subject selection day**

### **Nomination:**

The board is asked to note that subject selection day took place on April 10. The day is targeted 2nd semester BA students about to choose their bachelor subjects.

### **Background: Brief orientation on subject selection day**

A huge thank you to everyone who contributed to the successful running of Course Selection Day. 328 students attended the joint session in the Large Auditorium, which is a great turnout!

On April 10, those of you who gave presentations received an email with a number of questions for the purpose of evaluation. We would greatly appreciate it if you could take the time to respond.

This year, the Study and Career Guidance, who coordinates the event, experienced some confusion regarding the recruitment of student ambassadors– particularly concerning who is responsible for making contact and agreements around the presentations with the students.

It is therefore important to emphasize that the responsibility lies with the academic subjects themselves (typically the presenters) to coordinate with the student ambassadors regarding the content and timing of the presentations – not with the Study and Career Guidance, as they do not have the resources or the student network to take on this task.

If you need help with recruitment within your subject area, you are very welcome to contact the study environment tutors for the relevant programmes to see if they can assist.

For the next Subject Selection Day, the Study and Career Guidance will work to further clarify the division of responsibilities to avoid any confusion.

*Sofie Bai / Programme Coordinator*

### **Beslutning**

The board thanked for the orientation and hope to see many new IS students.

## **Punkt 5: Vice-Dean's department report**

### **Nomination:**

The study board is asked to take note of the department report.

### **Background:**

The study board already commented on the preliminary version of the department report. As the report has already been submitted to the Vice-Chancellor, possible further comments will cause no change to the report.

### **Beslutning**

The board took note of the report and discussed the upcoming visit from EMGS HoS Michael Kluth, where he is to give a status on the programme.

### **Bilag**

Institutrapport 2025 ISE\_FINAL.docx

## **Punkt 6: Oral orientations**

### **Nomination:**

The chair of the board and the heads of study are invited to give oral orientations on any relevant matter.

### **Beslutning**

The Head of Studies of International Studies informed that he will be stepping down as HoS in august or september, whereafter Klaas Dykmann will be taking over.

No other orientations.

## **Punkt 7: GAI-options for activity descriptions (09:15 - 09:30)**

### **Nomination:**

The study board is asked to approve the suggested text for the use of GAI in exams.

### **Background:**

In connection with the exam committee's work in the fall of 2024, it was decided that all activity descriptions must contain guidelines for the use of GenAI tools in connection with the description of the assessment criteria of a course. The guidelines must include descriptions of the permitted use of GenAI tools and the required declaration of this.

The individual course responsible decides which bullets to include in the descriptions of the activity in question. All other text is mandatory.

*The draft has been revised based on comments from the study boards and experiences from other departments' work with it.*

The secretary of the study board follows up with the course responsables on the board's programs.

### **Appendix:**

Revised text regarding use of AI in exams.

### **Beslutning**

The board did not approve the suggested text as the general consensus was that it needed more work. The chair will sit down with the Heads of Study to look at the text.

### **Bilag**

Text regarding use of AI in exams\_EN\_AWVC\_April 2025.docx

## **Punkt 8: Approval of course descriptions at study.ruc.dk (09:30 - 10:15)**

### **Nomination:**

It is recommended that the study board:

- Comments and approves the activity descriptions on study.ruc.dk regarding the board's programs (please see attachments or Power BI).
- Clarifies if an activity is missing something in the description. The more information the students have for the next academic year, the better opportunity they have to plan their studies.
- Discusses and approves adding the following sentence to the GDS projects under "Examination and assessment criteria":

"The exam is based on the students' project report. The exam includes individual presentations on a topic of the students' own choice. The topic must be relevant to the issues highlighted in the project report. Each individual presentation including questions lasts up to 3 minutes. The individual presentations are followed by a dialogue between the students and the assessors based on the project."

Please read the descriptions from a student point of view.

For mandatory courses, a good description provides the students with knowledge about what to expect.

For electives, a good description provides the knowledge needed to choose the most relevant courses for the individual student.

### **Distribution of work:**

To spare members from reading all of the activity descriptions in detail it is recommended that the reading and commenting is divided like this between VIP members:

Johan: GDS

Thomas: IPG

Line & Lone: IS

### **Appendices:**

- Word files with course descriptions for all of the boards programmes
- Alternatively: Power BI with activity descriptions incl. checklist:<https://app.powerbi.com/groups/me/apps/206e517f-eb4f-4c47-91da-e29c8998bbbf/reports/57a633a3-200f-4c1b-bafa-800a656a8a11/e182f9abb0ac62c8bc81?experience=power-bi>

## **Beslutning**

The members had comments for several descriptions across programs. It was agreed that the VIP members discuss the comments with the Heads of Study who then takes it up with the course responsible to change within the deadline.

On a more general note, the study board discussed the need for more consistent structure in course descriptions across all courses. To address this, it was suggested that any initiative to shorten course descriptions should be recommended directly by the study board. It was proposed setting a limit on the number of characters allowed in the extended description and the importance of avoiding repetition of information already included elsewhere was emphasized. It was agreed that changes could potentially be implemented in the spring semester next year, with an initial focus on the course descriptions that stand out the most in terms of inconsistency or length. The secretary will take note of this for planning purposes next year.

## **Bilag**

Activity descriptions, E25-F26, GDS.docx

Activity descriptions, E25-F26, IPG.docx



## **Punkt 9: Special examination conditions for students with disabilities (10:15 - 10:20)**

### **Nomination:**

The board is asked to:

- Take note of the orientation on US' changed practice when allowing extra time for written 7-day examinations.
- Approve the delegation of decision-making authority to the Education Law Office in cases where students apply for special examination arrangements due to dyslexia

### **Appendix:**

- Case-presentation from the Law office (in danish)

### **Beslutning**

The board took note of the orientation and approved the delegation of decision-making authority to the Education Law Office in cases where students apply for special examination arrangements due to dyslexia.

### **Bilag**

SN-møde i april 2025 - orientering og ønske til delegation.pdf

## **Punkt 10: Discussion: Internship on universities (10:20 - 10:30)**

### **Nomination:**

The board is asked to decide its stance in principle on cases like the attached, where a student wishes to conduct an internship as a researcher on a research institution.

### **Background:**

The board has delegated the decision making in regards to approval of internships to the Heads of Study. In light of the attached enquiry, the IPG HOS is looking for a clarification on the general principles the board wants him to apply when assessing the academic content of an internship.

### **Appendix:**

- Enquiry regarding alternative internship proposal for the IPG Head of Studies

### **Beslutning**

The board discussed concerns regarding internships within academia but also recognized potential benefits. The board noted that academic environments can offer relevant experience, especially for students considering a career in research. However, such internships should be supported by a strong and detailed internship agreement, enabling the Head of Studies and Study Board to assess whether the internship meets the required academic and professional learning outcomes. It was also the board's position that the supervisor at the place of internship and the RUC-supervisor should not be the same person.

The study board decided to revise the delegation of authority regarding internship approvals. While the Head of Studies retains responsibility for standard cases, internship applications involving placements at universities or in research roles should be presented to the study board for decision with a nomination from the Head of Studies. These cases raise broader questions about the internship's purpose and should be evaluated on a case-by-case basis to ensure the quality of the internship period and the student's learning outcome.

## **Punkt 11: Students' item (10:30 - 10:35)**

*No student item brought forward prior to the meeting.*

### **Beslutning**

No student item was brought forward.

## **Punkt 12: Grade statistics (10:35 - 10:55)**

### **Nomination:**

The study board is asked to familiarize themselves with the grade statistics for the activities where exams have been held in connection with the Winter 2024 term.

### **Appendices:**

- Department overview
- The Power BI report with grade statistics on education and course level can be accessed at this link: <https://app.powerbi.com/Redirect?action=OpenApp&appId=4e853de3-593c-4305-963b-b4ce76134e34&ctid=5cb8e839-a838-4bb8-92af-d7756c2b7916> .

Contact Andres Wulff Vissing Christensen at [awvc@ruc.dk](mailto:awvc@ruc.dk) if you have any problems accessing the report.

### **Beslutning**

There were no major concerns or red flags identified in the current grade statistics. A member raised a question about whether the results for Project 1 on IS might be skewed. The head of study suggested this could be due to it being the first project, where students with diverse academic backgrounds are still adjusting, and noted that it might be worth exploring further.

It was proposed that for next time, the study board could consider comparing average grades across different exam formats to examine whether one type of assessment consistently results in higher grades. A suggestion was made to ask for a special data delivery on this.

Finally, it was noted that the board has previously looked at grade statistics differentiatet on USB, EU and danish students, which was a special data delivery. There was agreement on the value of accessing this data to establish a historical perspective, and the secretary will follow up will look into providing similar data for a later meeting.

### **Bilag**

Grade statistics winter 2024, International Studies.docx

Guide to Power BI report with grade statistics (EN), AWVC.docx

## **Punkt 13: Any other business**

### **Beslutning**

No other business.