

# **REFERAT Studienævnet for Internationale Studier d. 24-04-2024**

**Mødedato** Onsdag d. 24. april 2024 kl. 12:00

**Mødested** 26.073

## Indholdsfortegnelse

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# **Punkt 1: Members present**

## **Beslutning**

### **Members present**

#### ***VIP:***

Laura Horn (chair)

Thomas Paster

Line Engbo Gissel

Lone Riisgaard

#### ***Alternates:***

Johan Fischer

### ***Student representatives***

Vilte Maldziute (vice-chair)

Sophie Loiwersheimer

### **Absent with notice:**

Sune Haugbølle (IS head of studies)

Laust Schouenborg (IPG head of studies)

Liliana Calisto (student rep)

### **Absent without notice:**

Aleksander Fløysturp Nielsen

Sofie Würtz

Somdeep Sen (GDS head of studies)

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

### **Beslutning**

The board was asked to approve the agenda for the meeting.

The board approved the agenda without comments.

### **Punkt 3: Approval of the minutes of the march meeting**

The board is asked to approve the minutes from the march meeting.

#### **Beslutning**

The board approved the minutes without comments / with the following comments/changes:

Liliana was absent from the march meeting with notice.

No comments otherwise.

#### **Bilag**

Marts 24.pdf

## **Punkt 4: Orientations from chair, students etc.**

### **Beslutning**

There were no oral orientations to supplement the written ones.

## **Punkt 5: Orientation: Drop-out analysis**

### **Beslutning**

The study board received and was asked to familiarize themselves with the report 'Dropout and completion - analysis of dropout and completion among bachelor and master students at Roskilde University 2015-2021'.

The board found the material very interesting. The report further enhanced the need to discuss how to support international students so they thrive at RUC.

It was decided to discuss the report again on the May meeting in regards to the discussion on support of international students.

### **Bilag**

Frafaldsanalyse 2023.pdf

Global studies 1-fags.pdf

Global studies kombi.pdf

International development studies.pdf

IPAP.pdf

## Drop-out analysis 2023

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**Background:**

The study board has received and is asked to familiarize themselves with the report 'Dropout and completion - analysis of dropout and completion among bachelor and master students at Roskilde University 2015-2021'.

The purpose of the analysis is to support initiatives and action plans targeted at dropout and the ongoing work on quality in the programs at department and program level. The study boards discuss the respective analysis, and the results for the individual programs are used to launch initiatives or support their work on developing or adjusting the programs. Any adjustments to the programs at Roskilde University made on the basis of the dropout analysis are written into the head of studies reports. The dropout analysis is thus integrated into the reporting system. The analysis is also in line with Roskilde University's guiding principle in Strategy RUC 2030, stating that the university must be environmentally, economically and socially sustainable, as a low dropout rate contributes to securing income through student FTEs and contributes to a more vibrant study environment on campus.

The report contains five sub-analyses in which the dropout rate on both bachelor's and master's degree programs at Roskilde University is examined from different perspectives:

- Sub-analysis 1: The extent and development of dropout within the standard period of study plus one year.
- Sub-analysis 2: Overview of how far into the program the student is in relation to the number of ECTS passed and the enrollment period before dropout.
- Sub-analysis 3: Correlation between dropout and the student's experience of academic and social well-being.
- Sub-analysis 4: Possible causes of dropout, based on Roskilde University's Exit Survey.
- Sub-analysis 5: Regression analysis of which factors increase the likelihood of completion.

The main conclusions can be found on page 5 of the analysis, but is also shortly summerized here:

**Main conclusions:**

It is a rather big analysis, that in an ISE-perspective has both some positive and some surprising insights.

It is positive that RUC's BA dropout rate is not on average higher than at other universities. The figures show that our BA students do not drop out more in years 2 and 3, which could indicate that we have become better at ensuring the coherence between the basic parts of the BA programs and the subject modules. It is also pointed out that there is a clear correlation between grades from upper secondary education and dropout; the introduction of grade requirements for SAB and SIB thus has positive spin-off effects.

For Master's students, the picture is different. In general, there is a lower dropout rate compared to bachelor students, but it is concluded that the dropout rate among master's students is twice as high as for the other universities. There are many reasons for this; the analysis indicates, that geography, the students' assessment of the quality of the education and being attractive to the labor market play a role.

The data also shows, that we have not yet cracked the code in terms of transition frequency between BA and MA. The analysis on transitions shows that students from Roskilde University who have completed a bachelor's degree have a significantly lower transition rate compared to the other universities.

The figures also show that there is a higher dropout rate in the winter intake compared to the summer intake.

The analysis indicates that there is a highly significant correlation between social wellbeing and dropout. This is especially true for bachelor's students, where the qualitative studies show that pressure of expectations, loneliness and stress are more prevalent compared to non-dropouts and master's students. The analysis therefore shows that it is important to create a good social environment on the bachelor's program so that stress, loneliness, etc. do not become a main cause of dropout.

**Recommendation:**

The board is asked to read the overall drop-out analysis and the education-specific analysis.

Apart from the overall RUC-report there is also education specific data, which has been exported from a PowerBI-report and attached as appendices. But as IPG and GDS was born as a result of the master reform a couple of years ago, the data, which is some years old, is divided into four educations: Global Studies (single subject), Global studies (combination with 1 other subject), International Development Studies and International Public Administration and Politics.

**Appendices:**

- Drop-out analysis 2023
- Global Studies (single subject)
- Global Studies (combination)
- International Development Studies
- International Public Administration and Politics.

## **Punkt 6: Department report**

### **Background:**

The annual department report is part of the overall quality assurance system at RUC. Where the heads of studies' reports deals with the individual programs, the department report is concerned with the department at large.

### **Nomination:**

The study board is asked to make itself acquainted with the pro dean's annual department report.

Remarks, that the study boards may have, will be forwarded by the study board secretaries.

### **Appendix:**

- ISE department report 2024

## **Beslutning**

The board was asked to make itself acquainted with the pro deans' annual department report.

The board thanked the pro dean for the report and discussed it. It was decided to ask the responsible for the European Master in Global Studies (EGMS) to attend an upcoming board meeting to get an update on how the program is doing. It was noted that there is still some issues with our first year dropout rate and the "long" dropout-rate. IT was also noted, that those dropping out where overall more unhappy with the study environment, which is no surprise, but underlines the necessity of working with the study environment. In that spirit it is nice to once again see a full team of study environment tutors and study environment coordinators in the secretariat.

The board also noted, that some of our programmes are described in a weird way in Uddannelsesguiden. We should follow up with the study leaders to ask them to check if the descriptions still correspond.

## **Bilag**

ISE udd-rapport 2024\_fin\_240417.docx

## **Punkt 7: BA Subject selection day**

### **Orientation:**

On April 17th RUC had the annual subject selection day where 2nd semester bachelor students could hear and ask questions about the different subject modules available for them to choose.

In general, the subject selection day was seen as well-organized with good attendance and great support from committed students. Many questions were asked, including questions about combining courses, and there was a general feeling that the subject modules were marketed in the best possible way. The student ambassadors played a significant role. It was clear that good student ambassadors made a difference. The students appreciated their input, and they helped make the event even more rewarding.

At the study board meeting the head of studies for International Studies can elaborate more in regards to attendance and interest.

### **Beslutning**

The board was oriented about Subject Selection Day for second semester bachelor students, which took place on the 17th of April and was an overall success. Unfortunately the head of studies for International Studies, who participated on the day was not present at the meeting to elaborate specifically on how it went for IS. Study environment tutor Vilte told the board that a lot of students showed up, that it went well and Sune was happy.

The board thanked for the orientation, were happy that Subject selection day went well and hope many students will choose IS.

## **Punkt 8: Change to course offer E24**

Orientation: As one of the teachers has gotten a new job, some changes to the course offer for E24 has had to be made also influencing the following semesters.

The GDS/IPG master course "Social Network Analysis" (E24) has been removed from offer.

The course is replaced by "Discourse Analysis", originally planned for F26.

Also "Gender as a Method" is moved from F26 to F25.

It seems that the teacher leaving us is also responsible for teaching on IS subejct module this coming fall, and the study board should find a solution for this with the head of studies.

### **Beslutning**

The board was oriented on some changes to the course offer, as a teacher is leaving RUC:

The GDS/IPG master course "Social Network Analysis" (E24) has been removed from offer.

The course is replaced by "Discourse Analysis", originally planned for F26.

Also "Gender as a Method" is moved from F26 to F25.

It seems that the teacher leaving us is also responsible for teaching on IS subejct module this coming fall. Laura had agreed to be the course responsible for this.

With the shifting of courses a slot has opened up for and advanced study seminar in f25. IPG Head of studies has asked around and Klaas has offered a course. The wants to see a course description on an upcoming meeting.

## **Punkt 9: GDS Head of Studies report**

### **Background:**

As requested on the march meeting, the board asked the GDS Head of studies to add concrete initiatives to the action plan for the upcoming year in the head of studies report. In particular, the board asked to see concrete initiatives on student integration efforts, specifically centered around the increasing number of USB students. As there was a deadline for handing in all the departments head of studies reports to the central analysis department, the revised GDS report was read and formally approved by the study board chair and vice-chair in between meetings. The board therefore now receives the final GDS report and action plan as an after-orientation.

### **Nomination:**

The board is asked to make itself acquainted with the GDS head of studies report, especially the action plan.

### **Appendix:**

- GDS head of studies report

### **Beslutning**

The board made itself acquainted with the GDS head of studies report, which was formally approved by the chairpersonship between meetings.

The board had no further comments.

### **Bilag**

Studielederrapport for GDS 2024.docx

## **Punkt 10: Lukket**

## **Punkt 11: Grade statistics**

### **Beslutning**

The board was asked to discuss the grade statistics for the winter exams 2023. The agenda item was postponed for next time due to time constraints.

## Grade statistics

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### Recommendation

It is recommended that the study board discusses the grade statistics for the winter exams 2023 (V23).

### Background

The study board is asked to get acquainted with the updated grade statistics for ISE distributed between the individual study boards for the period 2015-2023 (winter exam).

If the study board have some remarks concerning, e.g., grade distribution, averages, or anything else, the heads of studies are advised to contact the respective activity's responsible.

Each study board member should have been granted reading access through this link:

<https://rucdk.sharepoint.com/sites/Studiestatistik/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FStudiestatistik%2FShared%20Documents%2FGeneral%2FGrades%20Statistics%204%2E0%5Fv2%2Epbix&parent=%2Fsites%2FStudiestatistik%2FShared%20Documents%2FGeneral&p=true&ga=1>

**You need to copy and paste the entire link into your browser in order for it to work.**

In the PowerBI-report you can choose the study board for International Studies in the “studienævn” drop-down menu. You can choose the exam period under “Termin”, where you can look at V23 but also go further back in order to compare over time. With “eksamenstype” you can chose between the ordinary exam (“ordinær”) or re-examination (“reeksamen”).

In the bottom you can choose whether you want to see results for the basic and subject module courses (relevant for IS), master level courses, basic and subject module projects and projects at master level.

If you have any questions, please contact Andres Wulff Vissing Christensen on [awvc@ruc.dk](mailto:awvc@ruc.dk).

### Appendix

- Link to grade statistics – see above.

## **Punkt 12: Intermediate quantitative methods course**

On the march meeting the student representatives raised an issue regarding intermediate quantitative methods course. The students found, that there seemed to be an underlying premise, that you have already taken another quantitative methods course at RUC. This is not the case. The level is therefore too hard for some students to follow. Originally there was a ph.d.researcher assigned to the course to help, who had to drop out, leaving a very large class with only one teacher. The chair of the board reached out to GDS study leader and the course coordinator to ask about the course and whether any assistance from the board was needed. The appendices shows the correspondence.

The board should discuss what - if any - action should be taken regarding the course.

### **Beslutning**

The board discussed an issue concerning the intermediate quantitative methods course.

On the march meeting it was brought to the boards attention, that there seemed to be an underlying premise, that you have already taken another quantitative methods course at RUC and that he level therefore is too hard for some students to follow. Originally there was a ph.d.researcher assigned to the course to help, who had to drop out, leaving a very large class with only one teacher. The chair of the board reached out to GDS study leader and the course coordinator to ask about the course and whether any assistance from the board was needed. The course coordinator informs that the issue has been dealt with..

The board has seen the emails and the chair has talked to the course conveyer, who was asked to add in the course description for future use, that the students should note the course is intermediate.

The board also decided to talk to the study leaders and give them the mandate to make an english quant course at more beginner level.

### **Bilag**

Re\_ Intermediate quant course - study board.pdf

Mail til SN.docx

## **Punkt 13: Course descriptions on Study.ruc.dk**

### **Beslutning**

The board was asked to comment and approve the course descriptions for E24 and F25 on study.ruc.dk concerning the programmes of the study board.

General comments:

The board decided that for the future the course descriptions should be divided among the members of the board, in order to lighten the work load and ensure thorough reading of all descriptions. The board would also like to be able to see what things has been changed on the description since the last time it was offered. It might not be possible for the secretaries to support this, but we will look into it.

Specific comments:

### **GDS course descriptions:**

#### **Master Thesis (E24 & F25):**

Program: The wording needs to be corrected so that it is a future tense: "Will be made available on the Moodle page of the study activity."

Old dates in description: Please either add the correct date for workshops etc. to the description or just write, that there will be a workshop and to check study.ruc.dk for dates.

#### **Project-oriented Internship (15 ECTS) (E24 & F25):**

Program: The wording needs to be corrected so that it is a future tense: "Will be made available on the Moodle page of the study activity."

Please generally read it through to check for any errors in spelling or grammer. It seems some issues have snuck in with some of the parts that has been copied from previous activities - i.e. "evaluating og feedback".

Evaluering og feedback (evaluation and feedback): Here it should also specify what feedback the students can expect to receive during the activity. For example peer-feedback on assignments or oral feedback after exam.

#### **Project-oriented Internship (30 ECTS) (E24 & F25):**

Program: The wording needs to be corrected so that it is a future tense: "Will be made available on the Moodle page of the study activity."

Please generally read it through to check for any errors in spelling or grammer. It seems some issues have snuck in with some of the parts that has been copied from previous activities - i.e. "evaluating og feedback".

Evaluering og feedback (evaluation and feedback): Here it should also specify what feedback the students can expect to receive during the activity. For example peer-feedback on assignments or oral feedback after exam.

#### **Policy Analysis (E24 & F25):**

Program: The wording needs to be corrected so that it is a future tense: "Will be made available on the Moodle page of the study activity."

#### **Rethinking Development (Current Global and Development Challenges and Solutions) (E24):**

All of the description needs to be filled out.

#### **Governing Global (In)Security (Current Global and Development Challenges and Solutions) (F25):**

There is no course description. All of it needs to be filled out.

### **Mixed Methods Research (Advanced methodology course – collection, treatment and analysis of data) (F25):**

It is missing descriptions for "program", "prøveform" og "bedømmelseskriterier".

## **IPG course descriptions:**

### **International Negotiations (Advanced methodology course – practice-related methods) (F25):**

Please fill out everything.

Evaluering og feedback (evaluation and feedback):

Here it should also specify what feedback the students can expect to receive during the activity. For example peer-feedback on assignments or oral feedback after exam. Please also read it through to check for any errors in spelling or grammar. It seems some issues have snuck in because it has been copied from previous activities.

Program: The wording needs to be corrected so that it is a future tense: "Will be made available on the Moodle page of the study activity."

### **Mandatory Course 4: International Policy Analysis (F25):**

We need an elaboration on what the course is about in "uddybende beskrivelse".

Tilrettelæggelse og indsats: It seems that the number of hours does not match the stated number of ECTS. 10 ECTS = 270 hours. You must also specify how the hours are expected to be spent.

Program: The wording needs to be corrected so that it is a future tense: "Will be made available on the Moodle page of the study activity."

### **Master Thesis (E24 & F25):**

Program: The wording needs to be corrected so that it is a future tense: "Will be made available on the Moodle page of the study activity."

Please either add the correct date for workshops etc to the description or just write, that there will be a workshop and to check study.ruc.dk later for dates.

### **Project in Applied International Policy (E24 & F25):**

Program: The wording needs to be corrected so that it is a future tense: "Will be made available on the Moodle page of the study activity."

Please either add the correct date for workshops etc to the description or just write, that there will be a workshop and to check study.ruc.dk later for dates.

E24 is missing the "tilrettelæggelse og indsats" description. It is there for F25.

### **Project-oriented Internship (30 ECTS) (E24 & F25):**

Tilrettelæggelse og indsats: This should detail how many hours the students are expected to spend on and how. Not detail the written exam.

Program: The wording needs to be corrected so that it is a future tense: "Will be made available on the Moodle page of the study activity."

There was also a wish to make the ongoing obligations of the students stand out more in the text, perhaps by making it bold.

### **Managing security (Advanced Study Seminar) (E24):**

Tilrettelæggelse og indsats: It seems that the number of hours does not match the stated number of ECTS. The hour translation is as follows: 10 ECTS=270 hours.

You must also specify how the hours are expected to be spent, e.g. X hours on attending classes, x on preparation, x on exams, etc. and the numbers must add up.

### **Mandatory Course 1: International Civil Servants and Public Administration (E24):**

Program: The wording needs to be corrected so that it is a future tense: "Will be made available on the Moodle page of the study activity."

### **Mandatory Course 2: International Institutions and Politics (E24):**

Program: The wording needs to be corrected so that it is a future tense: "Will be made available on the Moodle page of the study activity."

## **IS course descriptions:**

### **Subject module project 2 in International Studies (E24):**

Uddybende beskrivelse: Please either add the correct date for workshops etc. to the description or just write, that there will be a workshop and to check study.ruc.dk later for dates.

### **Subject module course 2: International Political Economy (E24):**

Laura Horn is taking over the course.

### **Subject module course 3f/6a: International Law for the Social Sciences (E24):**

Tilrettelæggelse og indsats: It seems that the number of hours does not match the stated number of ECTS. The hour translation is as follows: 5 ECTS=135 hours.

You must also specify how the hours are expected to be spent, e.g. X hours on attending classes, x on preparation, x on exams, etc. and the numbers must add up.

### **Subject module course 3h/6c: War, Peace and Insecurity (E24):**

Tilrettelæggelse og indsats: You must specify how the hours are expected to be spent, e.g. x hours on attending classes, x on preparation, x on exams, etc.

### **Subject module course 3/3a: EU Institutions and Governance (F25):**

Tilrettelæggelse og indsats: It seems that the number of hours does not match the stated number of ECTS. The hour translation is as follows: 5 ECTS = 135 hours.

You must also specify how the hours are expected to be spent, e.g. X hours on attending classes, x on preparation, x on exams, etc. The hours should add up to 135.

Pensum: If possible please provide for instance one text book and write, that the rest will be specified on the moodle page for the course (in future tense, as students are not added here before they sign up)

### **Subject module course 3e/5a: EU as a global actor (F25):**

Tilrettelæggelse og indsats: Please state how many hours the students are expected to spend. The hour translation is as follows: 5 ECTS = 135 hours.

You must also specify how the hours are expected to be spent, e.g. X hours on attending classes, x on preparation, x on exams, etc. The hours should add up to 135.

### **Subject module project 1 in International Studies (F25):**

Please either add the correct date for workshops etc. to the description or just write, that there will be a workshop and to check study.ruc.dk for dates.

## **Bilag**

GDS-course-descriptions-E24-F25.vs2.xlsx

IPG-course-descriptions-E24-F25.vs2.xlsx

IS--course-descriptions-E24-F25.vs.2.xlsx

## Course descriptions on Study.ruc.dk

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### Background

Every semester, as part of the quality assurance, the study boards approve the description of the study activities at ISE. The process begins with the central administration, namely Uddannelsesplanlægning (programme planning), asking the course convenors to check/update their course(s). The course convenors receive a link that gives them access to the backend of Study and they can revise. Access to revision is closed at a certain deadline (4 April this semester), but reopens after the study board meetings, and the course convenors can add the comments from the boards for a defined period (this semester from April 30-May 8) using the same link as previously.

This needs to be checked:

- Some courses have one or more fields that are not filled in (they are filled in with “NONE” and are marked in pale red). The filling in needs to be done by the course convenor.
- Some courses have fields that are not filled in correctly (marked in yellow) – they have to be revised.

The secretariat is focusing on different columns in different semesters:

- This semester the boards are again asked to especially check the content of the column “Tilrettelæggelse og indsats” (planning and effort) to be sure that the “fuldtidsdeklaration” (declaration of how to be a fulltime student) is correct so that the students know the expected workload. 1 ECTS is 27 hours – not more, not less.
- Also, this semester, for MA-level courses, the boards are asked to consider the content of the field “Evaluering og feedbackformer” (evaluation and feedback formats).  
At BA-level this field is used for telling the students what they can expect, e.g., feedback on exercises or assignments. At MA-level, the field is merely used to state that the course is part of the evaluation practice + a link to where you can read about this practice. The study board may consider changing this. It could be with effect of F25 or E25 so the course convenors know in advance – it cannot of course not be from the upcoming semester.

The secretary will convey the message to the course convenor if the board has comments.

### Recommendation

It is recommended that the study board:

- Comments and approves the course descriptions for E24 and F25 on study.ruc.dk concerning the study boards programmes.
- Clarifies if a course lacks something in the description (to be corrected by the course convenor and then approved at the May meeting).
- Discusses the overall distribution of exam forms of the courses keeping in mind both diversity and resources.

## Guide to access appendices

**Please note that the attachments for the item open as follows:**

In FirstAgenda, you must click on item 13: Course descriptions on Study.ruc.dk - you *cannot* view the material in a PDF file with all the meeting material (it will be unreadable).

When the item is open on your screen, go to "bilag" (appendix). Click on each appendix and click on the box in the upper right-hand corner of the screen that says "Download dokumenter":



Select "Kun dette dokument" and open what has been downloaded:

You can now open the Excel-files document by document. Remember to repeat for each appendix.

Please be aware that some text fills out more than the cell has space. In those cases you will have to double click on the cell to see the full description.

## **Punkt 14: Students item**

### **Beslutning**

Nothing to add.