

REFERAT Studienævn for Den Samfundsvidenskabelige Bacheloruddannelse d. 30-09-2024

Mødedato Mandag d. 30. september 2024 kl. 09:15

Mødested ISE

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Punkt 1: Members present

Beslutning

Present at the meeting

Students: Ahmed Haydar Al-Saedi, Petter Kirkegaard Madsen

VIP: Louison Cahen-Fourot, Helene Dyrhaug, Jørgen Ole Bærenholdt

Afbud: Lars Fuglesang, Thore Christian Sell, Anea Kari

Punkt 2: Approval of the agenda

The study board is asked to approve the agenda

Beslutning

The agenda has been approved.

Punkt 3: Approval of last month's minutes

The study board is asked to approve the minutes from the August meeting.

Beslutning

The study board has approved the minutes from the August meeting, with no additional comments

Bilag

August minutes.pdf

Punkt 4: Roskilde University's common education regulation 2024

the members of the Study board should familiarise themselves with the new common educational regulation, which came into effect 1st September 2024. The chairwoman will go through the most important changes at the meeting

Appendix:

- Roskilde Universitets fælles uddannelsesregler 2024

Beslutning

The study board was asked to familiarize themselves with the new common educational regulation, which came into effect on September 1, 2024.

Helene highlighted the following changes to the common educational regulations:

- The board noted that the rules concerning groupsplit, is much clearer now than earlier.
- The board noted that it is no longer possible to form a BA project group across programmes like it had until now. Helene will talk with the other BA head of studies about this.

Helene also provided an update on the exam rules: Rector has decided that midterm evaluations in the future will be organized by the Holdkoordinators instead of the study administration, which will result in an increased workload for the coordinators. Helene has talked with the study administration and Bodil Damgaard about this, they all agree that it doesn't make sense to give this admin task to the hold-coordinators. Helene promised to keep the board informed about the issue.

Bilag

Roskilde Universitets fælles uddannelsesregler - godkendt af rektor.pdf

Punkt 5: Status on study start

The study board is asked to make itself acquainted with both the oral and the attached summary of the experiences of study start on ISE. Helene will provide a brief oral overview of the general feedback from the study start for SIB and SAB 2024. The summary presented in the appendix is in relation to the subject module study start.

Appendix:

- Study start 2024 - subject modules

Beslutning

The Chair of the Study Board informed the members about how the start of the semester has proceeded for both the first and subject modules on third semester, allowing members to provide feedback on these points.

First semester

The first semester introduction went well. However, a few students ended up in the wrong classes, and some swapped intentionally. The student members of the board noted that students frequently attend the late lecture instead of the earlier one. Helene pointed out that these students would not be able to attend their follow up class afterwards. Moreover, this practice can lead to challenges related to both capacity and pedagogical considerations.

Subject module

written memo attached to the meeting documents with feedback from the ISE subject modules about semester start. The experience of the semester start has been variable. Study environment tutors, in collaboration with the Heads, have attempted to create a welcoming atmosphere in the subject modules. In those modules where the Head of Studies was involved, the experience has been very positive; however, there was also a sense that not everyone had the time or desire to engage, which affected the overall start of the semester.

It is recommended that the Heads of Studies participate in the semester start and allocate time to greet new students and address their questions. The study environment tutors are willing to assist with room bookings and general planning. One suggestion is to allocate an additional hour specifically for a welcome session and to set the framework for the subject module.

One member of the board highlighted that the memo only covered ISE subject modules and that it is important for Sambach Study Board also to be kept up to date with all Sambach subject modules including those from IMT:

Bilag

Study start 2024 - Subject modules.pdf

Punkt 6: Lukket

Punkt 7: Lukket

Punkt 8: Lukket

Punkt 9: Project formations

Background

The project formation takes place in the 2-3 week of the semester (see attached documents). This enables the coordinators and supervisors to introduce the aims of the semester project and gives the student an opportunity to have classes in the semester course. Overall, these learning activities gives the students a good introduction to the semester project and ideas to topics/societal problems to investigate in the project. This prepares them for the intensive project formation days, which is organized by the coordinator and supervisors. The supervisors/coordinator upload the programme to moodle beforehand, so the students can familiarize themselves with the process. The project formation process is dynamic and follows the students' rhythm, as a result the process can be faster than stated in the programme, which is confusing for some students, who would like more signposting and scaffolding during the process.

Project formation evaluations continue to show that the students struggle with the social elements of the intensive project formation days.

The study board is asked to consider the following two questions and the student proposal for the project formation process

Questions for discussion:

- how to ensure a better inclusive environment, so that all students feel safe during the project formation? Who is responsible for a good inclusive environment?
- how do or can we prevent groups being formed in advance? What should the rules be for the groups formed in advance, should they turn up and pretend to be open or stay away?

Appendix:

- Retningslinjer for vejledning af basisprojekt 1
- Guidelines for projektdannelse - andet semester
- Godkendte retningslinjer for tredje semester og BP3
- Et kritisk blik på RUCs projektdannelse
- (!) Proposal for the project formation process

Beslutning

Background

At the request of the students on the study board, the Study Board discussed the structure and format surrounding project formation. Evaluations of the project formation process indicate that some students continue to face challenges with the social aspects, particularly concerning closed groups and pre-formed groups. The Study Board was asked to discuss how to ensure a safe and inclusive environment, where all participants feel comfortable in the process. Additionally, the board was asked to provide suggestions on how to prevent pre-formed groups or whether specific rules should apply in this regard. Moreover, the students of the study board had prepared a written list of suggestions.

The Study Board made the following points:

Project formation is central to teaching at RUC and an important part of the RUC teaching model. Thus, it is important to discuss. It is RUC's responsibility to create the framework for students to thrive academically and socially. Therefore, it makes sense to continue the dialogue on how we can improve group formation and group work, as this is a fundamental aspect of RUC's approach to education

How can we prevent groups from forming in advance?

- **Important to continuously work for at good process for the project formation:**
- **Limitations:** There is limited ability to enforce regulations around pre-formed groups and people staying away. One suggestion from a staff member of the study board was that the project supervisor can refrain from approving group formations when notified in STADS. Another similar suggestion involves establishing administrative assigned groups for the first semester.
- **Anonymous Project Ideas:** Students could submit anonymous project ideas in advance using a platform like Padlet.
- **Previous Presentations:** Last semester, there were presentations on how to do effective group formation, but there was insufficient time for discussing and implementing the points made at the presentation. It is recommended that

- more time is used so the students can discuss and align expectations before the group formation begins.
- **Grades:** It is suggested by the students that the first and second semester is without grades. which might create a focus on the project instead.
 - **Comments:** one of the staff members of the study board noted that this might create problems with student engagement and that it is challenging for supervisors to establish a good benchmark with no grades.
 - **More student involvement** in the group formation proces. It used to be students that ran the formation period.
 - **Comments:** The Chair of the Study Board expressed concern and emphasized the varied engagement and experiences from the past. Moreover, Helene highlighted that project formation is a central teaching responsibility to ensure that the students know the learning objectives and understand the semester project. Thus the teaching staff have considerable experience that demonstrates this approach is not appropriate and makes it difficult to ensure academic grounding.
 - **Later group formation** should prioritize academic objectives. The holdkoordinators could help tighten the framework, for example, through admin assigned groups or an academic framework provided in advance.
 - **Create connections between previous cohorts and new cohorts** so they can share what they have learned (student ambassadors)

Action: The Head of the Study Board will review the list of suggestions made by the students, and further discuss the topic with the holdkoordinators to hear their experiences and any comments they may have. Helene will provide a response at the December meeting.

Bilag

2024 - retningslinjer for vejledning af Basisprojekt 1-DK.pdf

Guidelines for Projektdannelse - andet semester - januar 2024.docx

2024 - godkendte retningslinjer for tredje semester og BP3.pdf

Et kritisk blik på RUC projektdannelsesproces.pdf

Oplæg til en drejebog for projektdannelser på ISE version sep 2024 .pptx

Punkt 10: Student agenda

Proposal: Dedicated areas for each SAB and SIB team

We used to have designated houses for each team. Losing that has severely hurt the SAM-community, both on individual teams and across sam.bach. We would like to propose that the study board and head of studies work to ensure:

1. That all SAB and SIB teams get their own designated space for having their meetings and social events. If not possible to find enough rooms, then some teams can share a space, like perhaps two teams can share plenum in 21.2.
2. That these areas are easy to book and accessible for representatives from house- and
3. party committees.
4. That as much as possible of the teaching, after lectures, takes place in these areas.
5. That these areas correlate as much as possible with the spaces designated to each
6. team during the intro period.
7. That the house committees and house/team coordinators are involved in the final allocation.
8. House and party committees should get access to their box from tutoring, and get better information regarding how to book rooms, declare and host a party etc.

RUCS involvement with Israel

The students would like to discuss the possibility of an academic and economic boycott of Israel and that the Sambach study board should support RUC Intifada's proposals as follows

1. RUC must stop their investments in companies that have activities and profit from the occupation of Palestine.
2. RUC must boycott Israeli educational institutions, as was done with Belarus and Russia.
3. RUC must recognize and condemn the genocide in Gaza.

Beslutning

This agenda item is for the students to present and raise discussions on topics that concern them. The students brought up the following points:

Dedicated areas

There was a request for dedicated facilities and areas for the SIB and SAB classes, where follow-ups could take place, as well as spaces for meetings and room bookings. The goal is to promote cohesion and community within the classes and across different cohorts. Participants discussed the absence of facilities that support individual classes or programs and how this affects the community.

Concerns were raised about the current prioritization of space allocations, which does not fully address students' needs for a suitable learning and study environment. Participants highlighted the importance of finding solutions to improve the physical conditions for students.

Response:

The head of studies Helene understands the concerns raised regarding the need for dedicated facilities for the SIB and SAB teams and agree that it would be a good thing for the overall study environment if teaching and social, academic activities were located in the same house. Due to renovations and the sale of buildings, it is not currently possible to create dedicated areas. However, Helene highlighted that buildings 21 and 22 have been assigned to Sambach.

Sofie will explore the possibility of implementing additional initiatives.

RUC's Involvement in Israel and position on Palestine

The board discussed RUC's ethical investment policy concerning its involvement in Israel, including the UN's list of companies that are banned. It was mentioned that the Rector has said that lecturers and professors have the freedom to choose their research areas and position towards Israel and Palestine. Moreover, Henrik Zobbe, the University Director, has posted the University's policy on LinkedIn.

One of the Student members emphasized the importance of the study board adopting a stance that can support the students' case, noting that such backing would strengthen their argument.

Additionally, the same student said that RUC is planning a workshop in collaboration with an Israeli university in October, raising questions about the institution's ethical responsibilities, which the student find problematic.

Therefore, students are encouraged to take their concerns up with the rector, Academic Council and the university board, who are responsible for the University's investment policy etc. They are welcome to say that the sambach study board has discussed the issues.

Punkt 11: Election

Call for annual RUC-election 2024

The Study Board is hereby informed of the call for the annual RUC-election 2024

Please note that the deadline for submitting candidate nominations is 30 September at 12.00 noon Candidate nominations should be sent to the election office valgkontoret@ruc.dk

Voting starts on 31 October 2024 at 9am and ends on 7 November at 12:00 noon

Any questions can be directed to valgkontoret@ruc.dk

Appendix:

- Link: <https://intra.ruc.dk/nc/dk/for-ansatte/service-til-ansatte/ruc-kommunikation-rektorsekretariat/ruc-koncernjura/valgkontor/valgkontoret-informerer/>
- Guide for elections at RUC

Beslutning

The election office has changed the date from November 27 to December 4. The deadline for registrations has also been moved to October 31.

Bilag

Info til stud om opstilling.docx

Punkt 12: Workshop invitation on shared profile of BA programmes

Background

The vice-deans and Birgitte Madelung from EAE have invited the study board and coordinators from all the BA programmes to a workshop about the shared competences profile of the BA programmes. The background for the workshop was a meeting between the vice-deans and Birgitte Madelung, where Birgitte highlighted the issue with a large number of competences listed in the BA programmes, where some of them were not suitable or makes sense for a BA graduate. Thus, she suggested reducing the numbers of competences and create a new updated competence profile.

Details

The workshop is **Friday 1st November** and you should have received an invitation. Before the workshop, the Sambach study board should have an internal discussion of our competence profile, discussing the following questions.

- To what extent does all the competences reflect what the students learn on the programme? Which competences could be deleted?
- More generally, what competences do we envision our students should have once they graduate?

Appendix:

(!) section 2,2 of the study curriculum

The study curriculum for SAB <https://public-ws.ruc.dk/WS/sto/curriculum/7fbc7e9a-8c0c-11e8-8889-005056ab0051/current>

The study curriculum for SIB <https://public-ws.ruc.dk/WS/sto/curriculum/4f93ad06-8c0c-11e8-8889-005056ab0051/current>

Beslutning

Invitation to Discuss the Competency Profile for BA Programs

the pro-deans and Birgitte Madelung from EAE have invited all the BA study boards, head of studies and coordinators to a workshop 1st November to discuss the competence profiles for alle the BA programmes.

The current learning objectives in the Competence profile for the BA programmes are quite generic and overarching, tending to include repetitions. Members are encouraged to familiarize themselves with the content prior to the workshop.

Action: Helene will send the competence matrix from the internal educational review in 2022 and a memo about the Sambach competences including recommendations for revising the profile.

Punkt 13: Any other business

AOB