

REFERAT Studienævnet for Internationale Studier d. 18-06-2025

Mødedato Onsdag d. 18. juni 2025 kl. 09:00

Mødested 14.2-023

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Punkt 1: Members present

Beslutning

Present:

VIP

Johan Fischer (chair)

Thomas Paster

Line Engbo Gissel

Klaas Dykmann (Online)

Student representatives

Sophie Loiwersheimer (vice-chair)

Head of Studies

Markus-Michael Müller (GDS) (online)

Sune Haugbølle (IS)

Laust Schouenborg (IPG)

Absent with notice:

Lone Riisgaard

Liliana Calisto

Paula Kunz

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 May-meeting.

Beslutning

The chair added that he is continuing the conversation on EMGS with the vice-dean as discussed on the May-meeting.

The minutes were approved without changes.

Bilag

May 2025.pdf

Punkt 4: Number of places offered

Nomination:

The study board is asked to take note of the intake figures for ISE's MA programmes for September 2025.

Appendix:

- *The numbers will be forwarded later.*

Beslutning

As the numbers came in late afternoon on the day before the meeting, the board will look at the admission numbers at the next meeting in august.

Punkt 5: How to RUC

Nomination:

The board is asked to take note of the online onboarding platform for the board's programmes, which have been made available to prospective students who receive an offer of admission on June 10th.

Background:

How to RUC is an online onboarding platform developed in collaboration between the Study and Career Guidance, educational coordinator Signe Bøtzau Paulsen, the Heads of Study, and the study environment tutors. The platform aims to support the transition of new students into their academic life at RUC. Feedback from the board regarding the future development of the platform's content is warmly welcomed.

Appendix:

- How to RUC moodle-pages for all the programmes of the university: <https://moodle.ruc.dk/course/index.php?categoryid=2735>

Beslutning

The board took note of the orientation.

Punkt 6: Quotas for 2028-intake

Nomination:

The board is asked to take note of the quotas for the 2028 intake on our "new" master programmes as a result of the university reform.

Background:

Explanation from university leadership:

"As part of the implementation of the university reform, the Ministry has required each university to prepare an additional institutional plan for the future landscape of Master's degree programmes. The purpose of the institutional plan is to outline how the university reform is expected to be implemented at each university, and it must, among other things, provide information about which Master's programmes the university expects to offer in 2028.

Based on this, the university leadership has made a preliminary decision on how the Ministry-assigned student places for each main academic area will be distributed across the Master's programmes expected to make up the university's portfolio from 2028. In its deliberations, the university leadership has placed strong emphasis on ensuring that the number of allocated places corresponds to a realistic level of demand, and that places are prioritised for programmes with low graduate unemployment, as this is crucial for the future recalculation of sector capacity. Therefore, the university leadership has based its decisions on strategic considerations regarding the kind of university RUC should be going forward, as well as on quality parameters used in education portfolio management—such as admissions and dropout rates—to ensure a holistic perspective.

The distribution of student places across Master's programmes will, going forward, be integrated into the overall portfolio management and will thus be reviewed and, if necessary, adjusted annually to ensure that the university continues to remain well-positioned in the future."

Appendix:

- Quotas for 2028-intake. *Will be made available prior to the meeting.*

Beslutning

It was noted that the 2028 intake quotas do not include USB (tuition-paying international students), which means more students can be admitted beyond the official cap.

Concerns were raised about the academic quality of USB admissions, particularly as many are admitted with very low GPAs. There is a need for a quality assurance process and stricter admission criteria if USB intake continues outside the quota. The current model risks undermining teaching quality and challenges group work due to varying academic levels.

It was suggested that raising admission requirements—such as introducing grade minimums—could help attract more qualified applicants. There were also concerns about recruiting agents and fabricated documents from certain regions. Interviews were discussed as a potential screening method, though legal issues remain unclear and require further clarification.

There was general agreement that this issue should be addressed in the context of the upcoming university reform and broader discussions on admission policies.

Bilag

Fordeling på det samfundsvidenskabelige hovedområde.docx

Punkt 7: Supplementary Analysis: Employment of International Graduates 2025

Nomination:

The board is asked to take note of the supplementary analysis concerning Employment of International Graduates 2025

Background:

You are hereby receiving a supplementary analysis to Roskilde University's central graduate employment analysis from December 2024. This supplementary analysis focuses on the pathways of Roskilde University's international graduates into the Danish labour market. The analysis provides insight into the proportion who remain in Denmark for up to one year after graduation, their unemployment rate, and employment outcomes — including information on job function level, industry, and salary development after graduation.

Appendix:

- Supplementary Analysis

Beslutning

The analysis shows that Roskilde University graduates – both international and domestic – have comparatively low employment rates and salaries, particularly when benchmarked against other Danish universities. This has been a recurring pattern, and the new report confirms the trend. Some speculated that the difference might partly reflect a higher proportion of STEM graduates at other institutions or differences in institutional reputation.

It was noted that international graduates from RUC particularly struggle with integration into the public sector, which is a primary employment destination for many of the university's programs. Language barriers were mentioned as a key factor, and it was suggested that stronger efforts to promote Danish language learning might help.

The findings were linked to broader concerns around intake quality, especially in relation to tuition-paying students (USB). It was pointed out that while some of these students are strong academically, others are admitted with very low GPAs, and the lack of selectivity may affect the quality of education and student experience overall. A more rigorous and selective admissions process was suggested as one way to improve long-term outcomes.

It was further remarked that the current approach puts considerable pressure on teaching staff, especially when students struggle to complete projects or earn sufficient ECTS credits. There was broad agreement that the challenges should be communicated clearly to university leadership, as they are closely tied to admission policies and institutional image.

Bilag

Internationale_dimittenders_beskaeftigelse_2025_02.pdf

Punkt 8: Oral orientations

Nomination:

The board is asked to take notes on any oral orientations presented at the meeting.

Known orientations:

- Status on initiative to strengthen activity description proces. By the chair.
- Status on discussions on changes to internship processes and project reports. By the chair.

Beslutning

Activity descriptions

The chair reported that he has an upcoming meeting with Pia from the planning department. They plan to develop a written guide or checklist on how to fill in activity descriptions. The aim is to make the process more coherent and user-friendly, especially for new teachers. A suggestion is to include semester deadlines in the paper — this will be explored further. Follow-up is expected after the summer break.

Internship

There is an ongoing effort to lessen the burden on students doing internships — particularly by reducing the number of required keystrokes in the reports. Another idea under consideration is how to establish a clearer link between the academic internship supervisor and the internship host supervisor. Furthermore, it is important to raise awareness among internship hosts that students must have dedicated time to work on their academic internship project. These discussions may lead to broader adjustments in the study regulations and the board will discuss these at the august meeting.

Members of the Study Board are also generally invited to reflect on and contribute to any potential study regulation changes in the upcoming proces.

Other orientations

The IPG HoS attended a workshop related to the administrative reform. Discussions focused on how to address ongoing challenges, also mentioning those related to course descriptions and work burden.

Punkt 9: Hearing - Disciplinary rules and GAI-guidelines

Nomination:

The board is asked to take note of the final hearing response on the new disciplinary rules and GAI-guidelines written based on the discussions of the study board on their meeting in May.

Appendix:

- Hearing response
- Background

Beslutning

The board thanked for the hearing response drafted based on discussions on meeting in May.

Bilag

Hearing - disciplinary rules and GAI-guidelines.docx

VS_ Høring vedr. Revision af Roskilde Universitets disciplinærregler og GAI retningslinjer.pdf

Punkt 10: GAI in course descriptions

Nomination:

The study board is asked to approve the proposed text concerning use of GAI in courses with the following exam forms:

Take-home assignments - Oral exams based on written product(s) - Portfolio - Oral exams without a written product

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 detailed description of the exam form. For BA-courses it is added in the Study-field "Detailed description" and for MA-courses it is added in the Study-field "Exam form and assessment criteria". The guidelines must include descriptions of the permitted use of GenAI tools and the required declaration of this.

The study board initially decided not to move forward with this due to not having sufficient knowledge at this point in order to make the suggested changes. However, at the May meeting it became apparent, that with the suggested new university-wide GAI-guidelines the use of GAI will be allowed per default in several exam forms except if specifically mentioned otherwise in the course description. Therefore, the Heads of Study, educational coordinators and chair of the IS study board made a revised proposal for GAI-guidelines that enables course convenors to limit the use of GAI in their courses.

The ambition is that the descriptions of GAI-guidelines should be uniform across all programmes in the department.

Follow-up:

If approved, the text will then be presented to the course convenors in order for them to decide which of the proposed GAI-guidelines should apply to their specific course.

The educational coordinators/study board secretaries will handle this proces as well as implement the changes in study.ruc.dk before the start of the semester (September 1st).

Appendix:

- Text proposal

Beslutning

Decision:

The Study Board approved the suggested text regarding the use of generative AI in courses with specific exam formats. The educational coordinators will facilitate a process where course coordinators select from the text options, which will then be implemented in course descriptions

Comments:

In the discussion, several members stressed the need to better integrate AI into teaching by offering students guidance on its responsible use. Concerns were raised about overreliance on AI as a shortcut and the risk of undermining core academic skills like analysis and literature review. It was emphasized that AI should be addressed through proper methodological training, and that broader strategic and pedagogical efforts are needed to ensure students develop reflective and critical competencies in relation to AI.

Bilag

GAI in course descriptions - final.docx

Punkt 11: Hearing: Roskilde University's Common Study Programme Regulations

Nomination:

It is recommended that the study boards at Roskilde University discuss the proposal for the revision of Roskilde University's Common Study Programme Regulations and submit any comments to US.

Please return with any comments before June 27th 2025.

Background:

This year, the revision also consists of linguistic improvements and consequential corrections.

We expect the rules to face a major revision in 2026, partly as a result of the Master reform.

Attached you will find the Common Rules in a document with track changes, so all changes are visible and hopefully manageable. Attached you will also find an overview of the most significant changes with comments.

Further process

The rules will be approved by the rector after presentation in relevant committees and published in August 2025 with effect from 1 September 2025.

Financial and administrative consequences

No financial or significant administrative consequences

The presentation has been approved by

Head of Educational Law & Planning Martin Stampe Noer. 28 May 2025

Appendices

- Revised common rules with track changes and some comments directly in the document
- Overview of the most important changes

Beslutning

The Study Board for International Studies had the following comments, which is converted to a hearing response for the legal department:

Changes to §24 on oral exams and possibility for exemption for online exams

The board acknowledges the university's intention to clarify and tighten the rules around oral examinations and the general principle that exams at RUC are to be held with physical attendance. However, we wish to express our concern regarding the restrictive practice that effectively excludes students on internship or study abroad from the possibility of online oral examinations.

We find the new formulation — that "as a rule, exemptions are not granted for online exams where the student is on internship or study abroad" — problematic for several reasons:

1. **Unequal treatment:** The current practice seem to allow flexibility for external examiners (censors), who may conduct exams online when they face logistical challenges. It appears inconsistent and unfair that students — especially those participating in academically relevant and approved internships or exchanges — are not granted the same consideration.
2. **Internships and employability:** Internships, particularly those abroad, are an integral and intentional part of many RUC study programmes. They are not extracurricular; they are embedded in the curriculum and often essential for students' academic and professional development. Discouraging or obstructing participation in internships due to rigid exam formats runs counter to the university's own employability agenda.

3. **Sustainability:** The requirement that students must return physically to Denmark for a single 30 minute oral exam — while often continuing their internship remotely or returning immediately after the exam — is environmentally counterproductive. Such travel can be avoided with the use of digital infrastructure that is already in place.
4. **Student wellbeing:** Feedback from internship evaluations has shown that internships can be a source of stress for students. Adding further logistical and financial pressure, such as traveling long distances for a short exam, exacerbates this issue — especially for international students.
5. **International programmes:** The problem is particularly acute for international programmes and students who often do internships abroad and may not have the same flexibility or resources to travel for a single exam. This restriction may ultimately limit the attractiveness of such programmes.

We urge the university to reconsider this policy and allow for a clear and fair path for students on internship or study abroad to apply for online exams. We believe this is both in line with principles of fairness and in support of academic and professional integration.

Bilag

Bemærkninger til forelæggelse for studienævn.pdf

Oversigt over de vigtigste ændringer med bemærkninger.pdf

Høring af studienævn - fællesregler med track changes og kommentarer.docx

Punkt 12: Lukket

Punkt 13: Student's item

No student item was brought forward prior to the meeting.

Beslutning

There was no formal student item on the agenda, but it was noted that this was Paula and Lia's final meeting as student representatives on the board, as they are completing their studies. Sophie is also finishing her education but will aim to join the August meeting.

The board expressed their sincere thanks to the student representatives for their significant contributions and strong engagement in the work of the board, and wished them all the best in their future careers.

Punkt 14: Any other business

Beslutning

It was noted that Kristian Svenstrup, who attended the meeting and introduced himself, will be taking over as secretary of the board, replacing Signe Bøtzau Paulsen. Among other responsibilities, he will be in charge of evaluations. The board warmly welcomed him. The transition will take place in August, with Signe attending the first couple of meetings to ensure a smooth handover.