

DAGSORDEN Studienævn for Den Samfundsvidenskabelige Bacheloruddannelse d. 22-06- 2026

Mødedato Mandag d. 22. juni 2026 kl. 13:30

Mødested 14.2-023

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Punkt 1: Members present

Beslutning

Punkt 2: Approval of the agenda

Members are asked to review and approve the meeting agenda.

(Any requests for changes to the agenda should be raised before approval.)

Beslutning

Punkt 3: Approval of last month's minutes

Members are asked to review and approve the minutes from the previous meeting.
(If applicable, members may propose corrections or amendments before approval.)

Beslutning

Bilag

sn_sambach_may_minutes.pdf

Punkt 5: Elective Courses for Autumn 2026

Background

The Study Board is to decide on the elective course offerings for the Autumn 2026 semester.

According to the established guidelines, elective courses are normally offered to a minimum enrollment threshold of 30 students at the bachelor's level. The courses in Sociology and Politology will be co-taught with the corresponding basic courses and are therefore not required to meet the minimum enrolment threshold in order to be offered.

The course registration deadline has passed, and final enrolment figures are therefore available and presented below.

If the number of enrolled students falls below the threshold, the Study Board may nonetheless decide to offer the course.

In such cases, a formal request must be submitted to Vice Dean Bodil Damgaard to ensure that the course is created despite insufficient enrolment.

Elective courses E26	EKA	Tilmeldte pr. 15/6
Valgkursus: Organisation, køn og mangfoldighed	U27283	27
Valgkursus: Moderne og klassisk politisk og social teori. De store spørgsmål om social orden, politik og demokrati	U27374	38
Valgkursus: Grundkursus i Sociologi	U27076	21
Valgkursus: Grundkursus i Politologi	U26778	7
Valgkursus: Entreprenørskab som værdiskabende kvalifikation og proces	U27236	75
Elective course: Political economy of social-ecological transformation	U27373	40
Elective course: Living in the Anthropocene: Analysis, Critique, Action	U27463	34

Recommendation

The Study Board is recommended to decide which elective courses are to be offered in the Autumn 2026 semester.

Beslutning

Punkt 4: Lukket

Punkt 6: Danish Student Survey 2025

Recommendation

The Study Board is invited to discuss the main findings from the Danish Student Survey (DKSU) 2025 for both students and recent graduates, based on the attached material.

Summary of results from the Danish Student Survey (DKSU) 2025

Every other year (odd-numbered years), the Danish Agency for Higher Education and Science conducts the Danish Student Survey (DKSU), which consists of two questionnaire surveys: one among students and one among recent graduates.

Main points from the survey among students 2025:

- The analysis shows overall that the proportion of Roskilde University students who believe that there is a good academic and social study environment in their programmes is lower compared to all university students who have responded to the survey. 77 per cent feel comfortable in their programme at Roskilde University – the corresponding proportion is 81 per cent among all university students.
- Study intensity has decreased from 31 to 30 hours in average weekly study time, and this is low compared to the other universities.
- A large part of the survey concerns the learning environment and the students' approach to learning. Roskilde University's results on nine parameters are at the same level as the average for all universities.
- The development of students' well-being in terms of loneliness, severe stress symptoms, and the extent of unwanted behaviour at Roskilde University is the same as at the other universities.
- 76 per cent of the students who have responded to the survey would recommend their programme to others.

20 per cent have responded to the survey in 2025.

Analysis: Roskilde University students' assessment of the study environment (attached)

Power BI: [DKSU – studerende \(uddannelsesniveau\)](#).

Main points from the survey among graduates 2025:

- 21 per cent experienced that the programme focused on job search and job opportunities towards the end of the programme. This is a low proportion compared to other universities. 44 per cent began their job search before completing the programme – the average for all universities was 50 per cent. Most obtained employment through a job posting or have continued at the same workplace as their student job.
- 67 per cent assess that the programme has prepared them for the job. The proportion for all universities is 71 per cent.
- 56 per cent assess that there is alignment between the competencies acquired from the programme and the competencies they experience that their employer demands.
- However, the transition from education to job is experienced as difficult by 44 per cent among the responses from Roskilde University. This is a slightly larger proportion than the overall proportion for all universities (39 per cent). There are especially difficulties in communicating competencies to potential employers and challenges in identifying which jobs are relevant to apply for.
- 69 per cent of the graduates who have responded to the survey would recommend their programme to others.

29 per cent have responded to the survey in 2025.

Analysis: Graduates from Roskilde University's assessment of the transition from education to employment (attached)

Power BI: [DKSU – nyuddannede \(uddannelsesniveau\)](#).

Beslutning

Bilag

Danmarks Studieundersøgelse 2025 - Roskilde Universitets studerendes vurdering af studiemiljø.pdf

Danmarks Studieundersøgelse 2025 - Dimittender fra Roskilde Universitets vurdering af overgangen til arbejdsmarkedet.pdf

DSKU - studerende 2025 - åbne kommentarer ISE.xlsx

DKSU - nyuddannede - åben kommentarer 2025 ISE.xlsx

Punkt 7: Orientation from Head of Study

Beslutning

Punkt 9: Study start

The study start is primarily organised by the tutoring team. A series of coordination meetings have been held between tutoring, the study leader (Helene), SMTs, the student guidance counsellor (Patrick) and the study board secretary (Katrine) to ensure clear interfaces and alignment of roles and responsibilities.

In particular, the collaboration between tutoring, SMTs and academic staff has been clarified with regard to contributions during the intro period, including IT introductions, study environment activities and the involvement of hold coordinators. There has also been a focus on aligning communication about academic content. Helene will meet with the tutors to clarify what they can and cannot communicate and will also welcome the new students during the study start.

Overall, the collaboration is progressing well, and there is a shared expectation of a well-coordinated study start.

Punkt 10: Any other business