# REFERAT Studienævnet for Internationale Studier d. 28-05-2025

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| **Mødedato** | Onsdag d. 28. maj 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

Lone Riisgaard

***Student representatives***

Sophie Loiwersheimer (vice-chair)

Paula Kunz

***Head of Studies***

Laust Schouenborg (IPG)

**Absent with notice:**

Liliana Calisto

Markus-Michael Müller (GDS)

Sune Haugbølle (IS)

**Visitor:**

Michael Kluth

# 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 April-meeting.

## Beslutning

The minutes were approved without comments.

## Bilag

April 2025.pdf

# Punkt 4: Status on EMGS w. visit from Michael Kluth (09:05 - 09:50)

**Nomination:**
The board is asked to take note of the current status of the EMGS program as presented by Michael Kluth visiting the meeting.
The board members are invited to prepare questions based on the appendices describing the program.

**Appendices:**

- Description of the programme on RUCs website: https://ruc.dk/kandidat/european-master-global-studies-emgs
- The study regulation
- EMGS' own website: https://globalstudies-masters.eu/
- The consortium agreement between five universities (Leipzig, Ghent, Wien, Wroclaw and RUC)
- "Old" alumni report: https://globalstudies-masters.eu/allgemein/third-emgs-alumni-report-published/

## Beslutning

Michael Kluth, coordinator of EMGS, visited the Study Board to provide an update on the programme. He noted that the EMGS programme is approaching its 20th anniversary and was originally led by Leipzig, which continues to coordinate applications, receiving around 1400 this year. Over time, more partners have joined the consortium, though LSB left due to Brexit—there may be a chance to reconnect. The programme receives funding from the European Commission and has evolved to better align curricula across institutions, though participating universities still involve different departments.

The programme is currently operating under its fourth or fifth contract, which runs until 2029. It includes funding for research stays and student exchanges, with RUC also receiving financial support. This arrangement has ensured solid administrative backing for the programme at RUC.

**Admission of non-EU students**

Michael raised a key issue with the Study Board regarding the current policy at RUC of not accepting non-EU students in the first year of the EMGS programme. This restriction was originally introduced due to Denmark's previous immigration policies and related visa complications. However, since then, other universities in the consortium have resumed admitting non-EU students, leading the European Commission to adjust its expectations accordingly. Despite this, RUC's administration—particularly the international office—continues to enforce the restrictive policy, even though the Dean and Pro-Dean have expressed openness to change. As a result, the programme now has more second-year students than first-year, which Michael sees as detrimental to the full Erasmus Mundus experience. The students also get a better and more full "RUC-experience" as first year students.

The programme is designed to be globally integrated and open to both EU and non-EU applicants. Concerns were raised by the board about previous challenges with especially Bangladeshi students and the potential risks of allowing Leipzig to handle shortlisting. Michael clarified that Leipzig oversees shortlisting while he evaluates the candidates, and the process ensures balanced global representation without significant issues. A member asked where the actual barrier lies, and Michael confirmed it is with the international office's policy, suggesting that if the Dean advocated at a higher level, change would likely be possible. Lone noted that the Study Board cannot decide the matter directly but could recommend a policy revision.

**Coordination of programme**

It was proposed to hold an annual staff meeting dedicated to the EMGS programme, where colleagues could express interest in teaching or mobility activities. Currently, the programme is primarily tied to Michael, and many staff members are unaware of the opportunities it offers beyond supervision. A regular meeting could help embed the programme more broadly in the department and encourage wider involvement. Michael agreed, noting that many new colleagues have joined and may not be familiar with the programme. He suggested a short presentation at a staff meeting—perhaps followed by lunch—that could include information about teaching opportunities and mobility grants.

It was noted that Michael has done a great job as coordinator, but there was a question about whether the role is formally tied to him or could be taken on by someone else if needed. Michael clarified that his role is part of the current contract, which runs until 2029, and that he does not want out at this time. It was, however, noted, that the department usually rotates these kind of positions.

**Onboarding**

Student representatives raised concerns about onboarding and the structure of student support. They suggested starting the process earlier, allowing new students to connect with current ones before arrival to reduce confusion. While general orientation days help, many questions remain unanswered. Proposals included an online onboarding meeting involving both new and existing students, setting up cohort-based communication channels like WhatsApp, appointing coordinators, holding regular check-in meetings, and encouraging student-led social events to build community.

Michael agreed that an online meeting after admission would be valuable and noted that the timing of current meetings is often unclear. He suggested this could happen before the GDS introduction in September. He also proposed exploring a shared platform across cohorts for better communication, and highlighted that feedback sessions at summer and winter schools offer important insight into student concerns that might otherwise go unnoticed.

**Employability, methods and grants**

Several practical issues were discussed. There was a question about graduate employment, and Michael noted that while some alumni data exists, it is updated irregularly. Generally, graduates do well on the job market, often after one or two internships. An employability board provides regular input, and Leipzig can be asked for updated data.

It was also raised that some universities allow students to apply for Erasmus grants to cover travel costs for summer courses, but RUC does not. Michael explained this is because RUC has not joined the relevant grant system, as the administration finds it too burdensome to manage. There was agreement to follow up with administration to push for change.

A question about overlap in methods courses between the summer school and the semester led to a clarification that the summer school methods component is brief and not intended to replace the semester course.

Finally, an update on the joint vs. double degree issue revealed that discussions are ongoing. Students generally prefer the double degree, and although there are new signals from leadership, the direction remains unclear.

**Follow-up**

The Study Board thanked Michael for his presentation and contributions. They plan to invite him again each semester. The chair and Michael will follow up with the vice-dean regarding the issues raised during the meeting.

## Bilag

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Consortium_Agreement_2023.docx

# Punkt 5: Change in practise regarding publication of study activities on study.ruc.dk (09:50 - 09:55)

**Nomination:**
The board is asked to take note of the change in practise regarding publication of study activities on study.ruc.dk.

**Appendix:**

- Mail correspondence on the matter

## Beslutning

The board took note of the orientation and remarked, that is seems easier from an administrative point of view.

## Bilag

VS_ Ændring i praksis for offentliggørelse af studieaktiviteter på study.ruc.dk.pdf

# Punkt 6: Report regarding student cases on IS study board (09:55 - 10:00)

**Nomination:**

The board is asked to take note of the reports regarding the student cases that have been handled for students enrolled in programmes under the IS study board in the period from 1 April 2024 to 31 March 2025.

**Appendices:**

- cesail from legal team explaining the report
- Report on student cases in the IS study board

## Beslutning

The board discussed the report on recent student cases. It was noted that there is a high number of thesis postponements and approvals of internships. Additionally, there is an increasing number of plagiarism cases, possibly including AI-related instances.

The board noted the low number of exam complaints, which may indicate that exams are generally well-conducted. It was noted that it is positive the board now receives this types of information, including data on exam complaints, which have previously not been available.

A request was made to contextualize the data:

- How do these numbers compare over time?

- How do they compare with other study boards?

- Are we seeing a rising or declining trend?

The board expressed interest in gaining a better overview to track developments over time and would like more context for the next deliver of this report.

Additionally, it was requested that future reports elaborate on the categorization - for instance clarifying what counts as disciplinary cases and how different types of cases are defined.

## Bilag

Opgørelse af sager i perioden 1. april 2024 - 31. marts 2025.pdf

Internationale Studier.pdf

# Punkt 7: Oral orientations (10:00 - 10:05)

**Nomination:**
The chair and heads of study are invited to give oral orientations. For instance on the ISE UDDU on upcoming adjustments of the BA programmes.

## Beslutning

**ISE UDDU**

The board received an orientation from the recent ISE UDDU meeting attended by Heads of Studies, the study board chair, the secretary, and representatives from other study boards, along with the vice-dean.

Key points from the meeting included discussions on core qualifications, skills and study environment that should be emphasized in the upcoming adjustments to the BA programs. No concrete decisions have been made yet.

There was a shared sense in the study board that this moment presents an opportunity for change, particularly in light of current pressures to cut costs and the significant number of students leaving the university.

A member emphasized the necessity of reforming the bachelor program despite general reform fatigue. It was suggested that the study board could take a more active role in pushing this agenda upwards and initiating discussions.

Challenges were noted, such as:

- Lack of sufficient anchoring in subject modules and BA programme.
- Excessive interdisciplinarity without coherence.
- Students in a single class taking up to 27 different course combinations, leading to fragmentation.

It was proposed that the board could discuss the matter in more depth, place it formally on a future agenda, and potentially issue a statement. The board agreed to revisit this topic in a future meeting when more information becomes available.

**Quotas for admission 2028**

The Head of Studies for IPG noted that we received quotas for how many students we can accept in 2028. GDS goes down a bit. Good news is that the tuition paying USBs are not included in this quota, which gives oppportunity to expand here. The secretary will find the exact numbers for the next meeting.

# Punkt 8: Follow-up on course descriptions at study.ruc.dk (10:05 - 10:15)

**Nomination:**
The board is asked to take note of the final versions of the activity descriptions on study.ruc.dk
The spreadsheet includes the activities that the study board asked activity responsibles to adjust at the april meeting. Please pay special attention to whether these changes where implemented.

**Appendix:**

- Activity descriptions IPG
- Activity descriptions GDS
- Activity descriptions IS

## Beslutning

There was a follow-up discussion on course descriptions at *study.ruc.dk*. Johan suggested creating a one-page summary outlining key issues, combined with administrative perspectives and challenges, to help course convenors understand what is required in detailed course descriptions. This would be circulated by Heads of Study and include elements drawn from the study regulations. The hope is that this would minimize the need for follow up on course descriptions.

The secretary will locate the existing guide for completing course descriptions and send it to the chair as a basis for crafting the document.

It was noted that several course descriptions appear not to have been updated. The importance of meeting deadlines for updating feedback from the study board needs to be stressed. A member suggested an email to all staff stressing the importance of completing course descriptions when assigned a course, pointing out the interdependence between administration, the Study Board, and course convenors.

The chair and VIPS will once again go over the courses on study.ruc and see if the changes has been implemented - if not take it to the HoS for further follow up.

## Bilag

Update on activity descriptions, E25, IPG, May 2025.docx

Update on activity descriptions, E25, GDS, May 2025.docx

Update on activity descriptions, E25, SM IS, May 2025.docx

# Punkt 9: Follow-up on AI in activity descriptions (10:05 - 10:15)

**Nomination:**
The board is asked to decide what to do concerning the text on specific GAI guidelines that the rectorate would like to have in all activity descriptions.

**Background:**
The board has processed and discussed a text proposal several times, and has not yet agreed on a text that the board can approve. The chair met with the heads of studies to discuss and agreed that there was not sufficient knowledge at this point in order to make the suggested changes.

## Beslutning

Due to the suggested new GAI-guidelines (see item 10 for general critique hereof) making generative AI (GAI) use permitted by default, the study board discussed how to support course convenors in specifying limitations or prohibitions on AI use in course and exam descriptions.

A proposal was made to provide standard sentences that convenors can choose from and include in the “prøveform” section to clarify the allowed or restricted use of AI. It was suggested that several template formulations be drafted, covering full prohibition, partial allowance, and full allowance.

The Chair and Heads of Study (HoS) were tasked with anchoring this process. The chair will obtain the latest draft text from when this was previously discussed and circulate it to the HoS. Once the formulations have been settled, the HoS will consult with all course convenors and compile their feedback/choice of sentences in a shared document, which will be submitted to the uddannelsesplanlægning (Pia) for implementing in study.ruc.dk.

# Punkt 10: Hearing on amendments to the Rules on Disciplinary Measures for Students at Roskilde University (Code of Conduct) and GAI guidelines (10: 15 - 10:35)

## Beslutning

The board had the following comments:

**Disciplinary Rules:**

It was noted, that the process for examining possible misconduct remains largely unchanged—calling a meeting, writing a report, and submitting to legal—and it was criticized for being too bureaucratic and lengthy. Concerns were raised about the lack of clarity regarding the rector's delegation of authority, and that student procedural rights are not sufficiently addressed. Despite longstanding criticism, the overall process remains heavy and slow, with no simplification proposed.

**GAI Guidelines:**

The IS Study Board is generally opposed to the proposed reversal of the current GAI policy, where the use of generative AI would become allowed by default rather than restricted by default, as it has been until now.

The board finds that the new guidelines conflict with RUC's pedagogical model, which is built on analytical thinking, collaboration, and deep learning. Members expressed concern that allowing AI by default undermines the transfer of knowledge and critical engagement with course content. The change risks encouraging superficial learning, and the board is surprised such a significant shift is being proposed.

There was also strong concern about the lack of transparency in the development process of the guidelines. Furthermore, course descriptions—where limitations on AI use must now be stated—do not yet reflect these changes, and there are no clear procedures or tools in place for course convenors to regulate AI use. With course registration opening on June 1st, there is inadequate time to implement the necessary updates.

The consensus of the board is that the new guidelines are not ready for implementation and should be postponed until spring.

**Follow-up:**

The secretary will craft a draft based on the discussion and circulate to the board for commenting and adding. The chair and secretary will finalize the draft and send to the legal team before the deadline.

## Bilag

Hearing on amendments to the Rules on Disciplinary Measures for Students at Roskilde University.docx

PP præsentation til Studieledermøde den 14. maj 2025 om revision af Disciplinærregler.pdf

Udkast til Disciplinærregler - maj 2025.pdf

Revision 2025 ændringer - Retningslinjer for brug af generativ kunstig intelligens i skriftlige afleveringer til eksamener 28042.docx

Revision 2025 - Retningslinjer for brug af generativ kunstig intelligens i skriftlige afleveringer til eksamener 280425.pdf

PP præsentation til Studieledermøde den 14. maj 2025 om revision af Disciplinærregler.pdf

# Pkt. x Høring om ændring af Regler om disciplinære foranstaltninger over for studerende ved Roskilde Universitet (ordensregler) og GAI retningslinjer

**Indstilling**
Det indstilles, at prodekaner, studieledere og studienævn afgiver bemærkninger senest den 25. juni 2025 og at sagen tilsvarende høres i Akademisk Råd den 11. juni 2025.

**Sagsfremstilling disciplinærregler**
Der gennemføres i foråret 2025 en proces om opdatering og revision af Regler om disciplinære foranstaltninger over for studerende ved Roskilde Universitet (ordensregler). Alle studienævn er blev anmodet om at sende ændringsforslag og tilsvarende regler fra de øvrige universiteter er blevet gennemgået med henblik på at identificere evt. mangler i vores nuværende regelsæt. Der er modtaget næsten 80 – meget forskellige – ønsker til revision af regelsættet.

I forhold til det nuværende regelsæt, er der blandt andet sket følgende ændringer:

- ✓ Regelsættet opbygning er ændret, så det er mere læsevenligt og der er indsat en indholdsfortegnelse samt kapitler og overskrifter
- ✓ Der er sket en tydelig op deling i ”generelle ordensregler” og ”sager om eksamenssnyd”
- ✓ Regelsættet omfatter i lighed med de fleste andre universiteter ikke længere ph d studerende
- ✓ Det er i §1 stk. 4 præciseret at både forsæt og uagtsomhed kan straffes, hvilket er i overensstemmelse med praksis. Det har dog ikke stået direkte.
- ✓ Krænkende adfærd er nu specifikt omtalt i §3 med en henvisning til RUCs politik herom
- ✓ Det er i§4 stk. 2 præciseret at studerende skal overholde informationssikkerhedsregler og regler for behandling af personoplysninger i
- ✓ Det er præciseret, at overtrædelse af straffeloven og lov om euforiserende stoffer, i forbindelse med aktiviteter på Roskilde Universitet, er en overtrædelse af disciplinærreglerne, og vil ud over disciplinære foranstaltninger medføre politianmeldelse i §5
- ✓ Der er indsat en henvisning til ”Retningslinjer for brug af generativ kunstig intelligens i skriftlige afleveringer til eksamen” i §10
- ✓ Det er nu i §11 og §12 præciseret at medvirken og forsøg på eksamensnyd også kan straffes
- ✓ Der er indsat bestemmelser i §14 og §15 om håndtering af mistanke om eksamenssnyd op til eller i forbindelse med eksamen
- ✓ Det er præciseret hvem der skal undersøge en sag og at Forvaltningsloven skal overholdes
- ✓ Det er præciseret i §22 hvilke dokumenter, der skal fremsendes til rektors behandling af sagen
- ✓ Muligheden for eksamenskarantæne er udgået af regelsættet
- ✓ Regelsættet oversættes til engelsk, men det er præciseret i §31 at den danske version har

forrang ved uoverensstemmelse mellem den danske og den engelske version

**GAI retningslinjer**
Vi har forsøgt at justere GAI-retningslinjerne, så der tages højde for de beslutninger rektor tog i forlængelse af Eksamensudvalgets arbejde i efteråret. I forhold til GAI vedrører det primært disse to beslutningspunker, hvor det primære er, at vi forsøgte at begrænse mængden af hjemmeopgaver, samtidig med at GAI tillades ved skriftlige hjemmeopgaver, ligesom ved projekterne i dag:

- ”Kunstig intelligens må ikke benyttes ved eksamen, hvor det ikke er tilladt, typisk ved skriftlige stedprøver og mundtlige prøver. Hvis det sker, vil det blive betragtet som eksamenssnyd med disciplinære konsekvenser.” (Pkt. B under 1.2.2, side 8)
- ”Studerende skal redegøre for brugen af kunstig intelligens, hvis det bruges ved eksaminer, hvor det er tilladt. Det kan med fordel bruges ved fx projektopgaver og skriftlige hjemmeopgaver. Hvis der ikke redegøres for brugen, vil det blive betragtet som eksamenssnyd med disciplinære konsekvenser. Hvorvidt kunstig intelligens er tilladt ved eksamen, kan med fordel følge eksamensudvalgets anbefalinger, som er beskrevet i kap. 2.2.1.” (Pkt. C, under 1.2.2, side 8)

Udover ovenstående har vi også forsøgt at indarbejde en række justeringer, som er begrundet i noget af den feedback vi har fået fra prodekaner, undervisere, m.fl. Balancen er, at vi fortsat skal have nogle fælles retningslinjer, men at der vil være tilpasninger i aktivitetsbeskrivelsen på study.ruc.dk og at denne tekst har forrang over de fælles retningslinjer.

**Videre proces**
Regelsættende færdiggøres og Rektor godkender dem inden sommerferien, således at det kan kommunikeres til de studerende i august 2025 og træde i kraft pr. 1. september 2025.

**Økonomiske og administrative konsekvenser, herunder finansieringskilde**
Ingen

**Forelæggelsen er godkendt af**
*Rektor Hanne Leth Andersen og Trine Højbjerg Sand, vicedirektør for Uddannelse & Studerende.*

**Bilag**
- Udkast til Regler om disciplinære foranstaltninger over for studerende ved Roskilde Universitet (ordensregler)
- Udkast til reviderede GAI retningslinjer

# Punkt 11: Changes to internship project reports (10:35 - 10:50)

**Nomination:**
The board is asked to have an initial discussion on the idea of changing the formalities and demands concerning internship project reports on GDS and IPG, specifically shortening the written product.

The chair will motivate the proposal orally. If the board wishes to move forward with the idea, it is to be decided who writes up a concrete proposal for a study regulation change to be discussed at an upcoming meeting.

**Appendix:**

- Current activity description and formalities for a 30 ECTS internship: https://study.ruc.dk/class/view/35113
- Current activity description and formalities for a 15 ECTS internship: https://study.ruc.dk/class/view/35112

## Beslutning

The item was postponed to a later meeting due to time constraints. The chair will make a note with concrete ideas for discussion which will be made availabe before the next meeting.

## Punkt 12: Students item (10:50 - 10:55)

No item brought forward prior to the meeting.

### Beslutning

No students item brought forward.

# Punkt 13: Any other business (10:55 - 11:00)

## Beslutning

No other business was brought forward.