

REFERAT Studienævnet for Internationale Studier d. 29-05-2024

Møtedato Onsdag d. 29. maj 2024 kl. 13:00

Møtested 14.2-023

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Punkt 1: Members present

Beslutning

Line Engbo Gissel (conducting the meeting), Laura Horn (chair, online), Vilde Maldziute (vice-chair), Lone Riisgaard, Thomas Paster, Sophie Loiwersheimer, Liliana Isabel Regadas Calisto, Sofie Würtz, Sune Haugbølle (Head of Studies, IS), Helle Rønne Warburg (taking minutes).

Punkt 2: Approval of the agenda

Beslutning

As the agenda had many items, it was agreed to postpone item 11, Evaluation process.

It was pointed out that item 8 was a decision item.

With this, the agenda was approved.

Sak 3: Approval of last month's minutes

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

Beslutning

The minutes were approved.

Vedlegg

April 24.pdf

Sak 4: Oral orientations

Oral orientations:

1. The introduction of Section Management on the department and its impact on the study board.
2. Update on the upcoming master reform.
3. Teaching hours deficit at IPG

Beslutning

From August, a new management level will be implemented at the department. There will be four new sections consisting of the VIP-staff and each section will have their Head of Section. This is primarily of relevance to research staff but may also effect the programmes, e.g., we do not yet know how the division of labour will be between Head of Studies and Heads of Sections.

The department has been informed by the Vice Dean that the report from the master reform committee will arrive before the summer holidays so it has been delayed. Hopefully, it will be public before our last meeting before the summer so we can start discussing it then.

There is a small deficit at IPG concerning the amount of hours taught per ECTS. We should teach three hours per ECTS. On a yearly basis (for E23 and F24) IPG "ows" around 10 hours. We will wait and see if the Ministry comments on this. Maybe we will have to reintroduce exercises to perform enough teaching.

Sak 5: New governance structure concerning the study environment

Beslutning

No comments.

Vedlegg

Governance_studiemiljoe_240501.pdf

Orientation: New governance structure concerning the study environment

Nomination:

It is recommended that the Study Board orient itself in the new governance structure for the work with the study environment.

Background:

A well-functioning study environment and good well-being are of great importance for the individual student's connection to the university, for the learning environment and learning outcomes, and thus for the success of the programs, the department and the university in terms of education.

For a number of years, the area has been partially governed by a Study Environment Band, but the organization has not worked optimally. The band organization is also considered less suitable in light of an increasingly conscious link between study and learning environment, where the understanding of the study environment is that it concerns all parts of the students' activities at the university - both in and outside of teaching. Against this background, and on the recommendation of the chairperson of the study environment committee, ULF decided in March 2024 to disband the study environment committee and subsequently adopted a new governance structure (see Appendix 1).

The new governance structure describes the purpose, framework, key players and their various responsibilities.

The significant changes compared to the previous organization are

- The study environment ribbon is removed
- A clear link between the study environment strategy, the work with study environment assessments and governance in the area
- ULF has overall responsibility for the work with the study environment at the university
- Reporting on study environment initiatives is linked to reporting on the strategic framework contract and initiatives at department level a

Appendix:

- *Governance for study environment at Roskilde University*
The attachment can also be accessed on Intra via this link: [Governance - studiemiljø](#)

Sak 6: The work of the examination committee

All study board members have received an e-mail from Martin Stampe Noer, head of Legal, concerning the work of the exam committee. This to ensure that everybody is informed about this work.

Appendix:

- The text of the e-mail and the PP-presentation attached to the email

Beslutning

Laura mentions who is in the group on Head of Studies level. They are from IKH and ISE: Pernille Almlund and Carina Saxlund Bischoff. Helle is also represented in the group as educational, administrative staff from a department (each department has such a representative).

Vedlegg

Eksamensudvalget.pdf

Sak 7: Approval of activity descriptions - second time around

At the last meeting 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.

As a follow-up on the last meeting, Helle Rønne Warburg has formulated a general comment and put in the Evaluering og feedback field for all the activities of the board in E24 and F25:

If, this semester, the activity is a part of the study board's evaluation rotation (not all activities offered are evaluated - only the ones chosen by the study board), the students will be asked to evaluate mid-term and by the end of the course according to the [evaluation practice of the study board](#).

Next step is - as soon as we know which activities will be evaluated - to add a link to the rotation memo (which will be placed on Intra).

Concerning the comments from last about the "See Moodle" references to the program, Helle has almost corrected them all (future sense). The rest will follow.

Signe has contacted all course coordinators with the feedback provided from the study board. The specific feedback can be found in the minutes from the april meeting attached to the meeting material. Most of these attention points has been fixed, but a few remain. These are:

GDS

There is still no description for the Governing Global (In)Security (Current Global and Development Challenges and Solutions) for F25. This is due to some switch around with the course responsables, one of which being the new GDS head of studies. Signe will make sure the study board sees the course description as soon as it is there.

IPG

E24:

Jakob Vestergaard suggest a new detailed description for Mandatory Course 3: International Public Economics (see appendix). The study board is asked to approve this.

F25:

Laust's description of the internship is still mostly in the field Tilrettelæggelse og indsats, which we generally only use to write the full-time declaration, and there is still very little in the Detailed description. Is this okay with the study board? You can see it here: <https://study.ruc.dk/class/view/34538>

Project in Applied Int. Pol. And Gov.:

The full-time declaration is still missing. The old seminar dates are also still there. Signe and Helle will make sure these action points are attended to in cooperation with Laust.

IS

F25:

Subject module course 3e/5a: EU as a global actor: Michelle Pace has written a full-time declaration with ECTS instead of - despite mailing with her about needing to specify this in hours and how, it has not been fixed. Helle will convert to hours and correct.

Beslutning

IPG

IPE:

The new description does not seem to cover Camillas part of the learning outcome. **Laura** e-mails Laust and Jakob - they must double check the learning outcome. If they want to change the learning outcome it has to be in connection to the

yearly changes to study regulations process. If the new description does not live up to the learning outcomes, the present one must be kept and an external teacher must be found.

Internship:

Helle moves the text from the Tilrettelæggelse og indsats-field to the Detailed description-field except for the actual description of how the ECTS credit points are dispersed.

Vedlegg

Mandatory Course 3-IPG-new description.docx

Sak 8: Course offer on IPG for PF

Nomination:

The board is asked to discuss whether students of Politic and Forvaltning should be allowed to take Mandatory course 1-4 on IPG.

Appendix: E-mails describing the issue.

Beslutning

The study board has to make a decision - the item was changed from a discussion item to a decision item.

The decision was not made at today's meeting, thus the item has to reoccur at a future meeting.

It was, though, decided that Laura writes to the two relevant Heads of Studies (Carina and Laust) and informs them about some comments made today:

- Probably, only a few PF-student will sign up for the course but as IPG has an increasing number of students the issue of overloaded courses occurs which means an increasing workload for the teachers.
- The content of the mandatory courses has changed. Earlier the content was more like "PF in English" - today the international profile is stronger and less relevant to PF-students.
- We already have overload problems on the mandatory course with oral exam - it runs over a week and the teachers are not interested in more students. If mandatory courses are opened to PF-students, maybe it could be only the ones with written exams.
- Maybe PF could look closer into the advanced study courses instead of the mandatory courses?

Laura asked **Helle** to write her an e-mail describing the administrative issues of the matter.

Vedlegg

IPG Kursusudbud for PF.pdf

Sak 9: Grade statistics Winter 2023 exams

Beslutning

Subject module courses

- All in all, the grades look rather reasonable.
- Global Sociology is graded higher than other courses and has a high average. **Sune** talks to Johan about this. Often, 48 hour exams are graded well but this course still stands out.

Master courses

The **secretariat** checks what happened concerning Global Religion where it seems that 6 students passed but only one got a grade.

Subject module projects

Good grades and no failing project groups. Sune looks into this - there has been fail-grades before.

Master projects, including thesis

There seems to be a big difference between the grades of the two master programmes. **Laura** will ask Som and Laust to look into this.

Subject for a future discussion: does a correlation between exam form and grade level exist? Are some exam forms easier to pass/to have high grades in than others?

Grade statistics

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.

Appendix

- Link to grade statistics – see above.

Sak 10: International students

Nomination:

The board is asked to discuss how to support international students in the boards programmes.

Appendices:

- Grade statistics differentiated on EU, USB (outside of EU) and danish basis for admission.
- Dropout analysis
- Pro deans' department report

Beslutning

The board has wanted to look closer into the three different student groups in the programmes (Danish, EU/EØS, USB). Now data is available and the board can have the discussion.

It is stressed that the focus of the study board is not to point fingers but to actually do something to help particularly the USB students and that we have to rise the issue to the department leadership.

Comments:

- Data is significant. E.g., more USB-students failed than passed. Some of them because they do not attend supervision.
- Freeing up resources for students needing further assistance.
- We have to work systematically with this issue. Laura recommends an event at study start even if we know that we will not meet entire relevant cohort. Mayb a check-in meeting after a month/October. Chips and soda-event.
- A pool of hours for more supervision/catalogue of initiatives. Different academic tradition.
- Should we fail them because the other task is too big?
- Laura thinks we are in for a wave of dispensations.
- Buddy-systems, academic events. But many USB students are working and cannot attend extra-curricular activities.
- Task force of the study board with HoS - but who can do this? We should not exhaust ourselves.
- Maybe fellow students can help out.
- We have to look into screening (admission issue and thus a US-issue).
- We could have admission interviews with applicants (must be discussed with US - huge time consuming acitivity). Their motivation, their background.

Laura e-mails Markus and takes this forward. The discussion will continue at a future meeting.

Vedlegg

Grade statistics USB pdf.pdf

Frafaldsanalyse 2023.pdf

ISE udd-rapport 2024_fin_240417.docx

Sak 11: Evaluation proces

Nomination:

The board is asked to discuss and comment on the questions/points in the attached memo on ISEs evaluations practices.

Background:

In connection with the introduction of the new questionnaires for student evaluations last year, it was agreed to have a follow-up on them before the summer vacation 2024. The Study Board is therefore asked to return any feedback on the questionnaires. The Study Board Secretary will forward the comments to the department's administrative evaluation officer.

In addition, the Study Board is asked to read the attached memo, which, in addition to feedback on questionnaires and the status of evaluations at ISE, also contains a review of recently published reports from the Danish Accreditation Institution and the Accreditation Council on experiences with student evaluations in higher education. The reports deal with conditions and trends across the higher education institutions and point to some conditions that the institutions can advantageously deal with in the continuous work of using the evaluations in the development of teaching and programs.

Based on the memo, the board of studies is asked to consider whether the processes surrounding the evaluations should be adjusted to further engage teachers and students in using the evaluations for pedagogical development. The memo poses a few questions and makes some suggestions for adjustments that the study board is asked to consider and provide feedback on.

The feedback from the four ISE study boards will be used in further work to ensure good and appropriate use of the student evaluations. The study boards will receive a follow-up on this after the summer vacation, which might include proposals for adjusting the evaluation procedures for the study boards' approval.

Appendices:

- Example of a questionnaire for course evaluation
- Memo: Status of the ISE study boards' evaluation practices

Beslutning

The item was postponed to the June meeting.

Vedlegg

Memo: Status of the ISE study boards' evaluation practices

Questionnaire for course evaluation, EN, 31.8.23.docx

Sak 12: Students item: Exam on IPE

The students representatives would like to discuss an item that was brought to their attention regarding the exam on Mandatory course 3: International Public Economics on IPG.

During lectures the students were informed that the oral exam would cover the entire curriculum (so all 3 parts of the course that are covered by 3 professors), but the students experienced, that the exam covered only the part of the course that their synopsis focused on. Therefore the students prepared for a full pensum exam. The students ask for a clarification so future student will know what to prepare for.

The board has postponed the item several times as the IPG head of studies has not been able to participate in the meetings. The board will now have the discussion on the May meeting.

The vice chair received the following email from a student:

"Dear Vilte,

I do not know who I should talk to, but I hope you can hear me out and help. I am writing because I have a concern regarding the IPE exam because I thought it was supposed to be a pensum exam but I don't think that was the case.

During lectures we were informed that the oral exam will cover the entire curriculum (so all 3 parts of the course that are covered by 3 professors), but my exam covered only the part of the course that my synopsis focused on. I heard similar things from some of my class mates which confused me a bit. I went to the exam having prepared for a pensum exam which means that I read texts from different lectures and prepared to answer questions about intersections of the different parts of course but I was asked only what relates to the finance part.

I do not know if this is something that can be changed or looked into, but I think the students should know what the oral exam will cover to prepare best for it. So if the oral exam indeed centers on what the synopsis is focused about it would make sense to tell that to the students. Rather than making them believe it will be full pensum exam. I appreciate your attention to this."

Beslutning

Students experience that the description of the exam for IPE on Study together with what the teachers say about the exam during the course does not match the actual exam.

The exam should be a "pensumeksamen" but in reality only the themes that relate to the written product are touched. So there is a mismatch between what the students do prepare for and what they should prepare for.

The study board agreed that this is a serious issue and wishes to assure that this does not happen again. Thus, the Head of studies has to talk to the teachers of the course. **Laura** talks to **Laust**.

Vilte is asked to convey this message to the student who wrote her in the first place.

Sak 13: Any Other Business

Beslutning

No comments.

