

Board meeting 5th of April 2018

Annexure #4



**YOUR STUDENT COUNCIL
TOGETHER FOR A BETTER UNIVERSITY**

Content

Agenda for Board Meeting Wednesday the 5 th of April 2018	3
Appendix #1 Minutes from the board meeting of the Student Council	5
Appendix #2	17
Appendix #3	18
Appendix #4 Orientation from UNIPOL <i>By Micky Winther Ronnenberg</i>	20
Appendix #5	21
Appendix #6 Orientation from Academic Event Committee <i>By Julie Lund</i>	22
Appendix #7 Orientering fra AR-mødet den 14/3	23
Appendix #8 New budgets post <i>By Louise M. Provstgaard</i>	24
Appendix #9	25
Appendix #10	28
Appendix #11	37
Appendix #12	38
The study environment prize	38

Agenda for Board Meeting the 14th of March 2018

- 1. Formalities** 16:00 – 16:10
 - Election of conductors
 - Election of minute taker
 - Approval of minutes from the last board meeting
 - Approval of the agenda
- 2. Orientations (O)** 16:10 – 16:25
- 3. How to use the chairmanship and executive committee (D)** 16:25 – 16:35
By Johan
- 4. Presentation of Roskilde Festival Coordinators (O)** 16:35 – 16:50
By Conductors
- 5. Presentation of RUS Chairmanship (O)** 16:50 – 17:00
By Conductors
- 6. Presentation by Rasmus Markussen of SUL (O)** 17:00 – 17:10
- 7. Creation of new committee posts in the budget (O/DE)** 17:10 – 17:25
By Louise
- Break & Coffee** 17:25 – 17:40
- 8. Treatment of RBC's and UNIPOL's action plans (DE)** 17:40 – 18:00
- 9. Introduction to DSF's Political Conference (PK) (O)** 18:00 – 18:10
By Johan
- 10. The political paper "Quality Educations" (D)** 18:10 – 18:50

By Mathilde

11. Election of delegation and delegation leader for PK (DE) 18:50 – 18:55

By Conductors

Break & Coffee 18:55 – 19:10

12. Update on what we know about OK18 (O/D) 19:10 – 19:30

By Johan

13. The Study Environment Prize (O/D) 19:30 – 19:45

By Peter

14. Upcoming work tasks 19:45 – 19:50

By Johan

13. Any other Business 19:50 – 20:00

Dinner & possibility for a beer 20:00 - ??:??

Appendix #1

Minutes from the board meeting of the Student Council

Date: 13th of March 2018

Members of the board present:

Johan Hedegaard Jørgensen (FM), Signe Tolstrup Mathiasen (FM), Phillip Crilles Bacher (UB), Marcus Turunen (UB), Pia Maagaard Hansen (AR), Erik Lørup (AR), Micky Winther Ronnenberg (AR), Anne-Sophie Schröder (AR), Amanda Costa Bizarro (AR), Katrine Damberg (AR), Mathilde Elisa Vendelholt, Signe Bøtzau Paulsen, Annika Roe, Yavuz Inekci, Rasmus Duus Dagaard, Lea Holritzer Pehrson, Sisse Marie Sjøgren Nielsen, Peter Dusan Nicic Sørensen, Morten Jensen (alternate), Erik Slot Malmqvist (alternate), Nicolai Otto (alternate), Mennan Şerefoğlu (alternate)
22 people

FM: Formandsskab / the Chairmanship

FU: Forretningsudvalg / Executive Committee

AR: Akademisk Råd / Academic Council

UB: Universitetsbestyrelsen / The University Board

Absent with abolition:

Louise Mattesen Provstgaard (FM), Julie Lund Jensen,

Absent without abolition:

Sofie Holmbjerg

Observers:

Point 1: Formalities

Election of conductors: Rasmus and Mennan

Election of minute taker: Pia

Approval of the agenda: Approved

Approval of last BM minutes:

Approved with the correction for point 3 that instead of moving 5000 kr. to a new “STUNE Political” post, 5000 kr. from “Event puljen” will be earmarked for political events in STUNE.

Point 2: Orientations (O)

1. Chairmanship

Written: *in the appendix.*

Oral: *comments below.*

- Johan adds that he will be out of the office next week on a study trip.

2. EC

Written: *in the appendix.*

Oral: *comments below.*

- Signe T. adds that we have talked about the OK18 and the influences it will have for us as students in case of a strike or a lockout. We have made an info meeting on Friday the 23th of March.
- Signe T. adds that we are protesting against the recommendation from the “Committee on Improved University Educations” to remove the decision-making competence of the study boards.
- Johan adds to this that we were at the “action” together with DSF yesterday, and that there will be a lot of focus on this the next couple of days and we will be campaigning against it. Also Micky was in the news yesterday.

3. UNIPOL

Written: *in the appendix.*

4. LPU

Written: *in the appendix.*

5. HUM-RÅD

Written: *in the appendix.*

6. UB

Oral: *comments below.*

- Suggestion for the ... talk about the internal university bodys (Ask phillip)

Point 3: Evaluation of the Board Seminar (D)

B/ Signe Tolstrup

- Oral orientation on the results.

Comments:

- Katrine had a presentation by lector at INM on the history of RUC and the Student Council, which she suggest to consider using for future board seminars at RUC.
- Next time make it more clear what we want to work with on the seminar.
- We should try to focus on less things and have more time for them - especially the work in the committees.

Point 4: Approval of committee ‘action plans’ (DE)

B/ Conductors

1. PR committee:

/Not any changes since the board meeting

Comments:

- Consider how many students actually visit our website.
- Name change: There are comments on renaming the board meetings.
- There is a comment, that part of the board is against changing the name to “SR meeting with the board”.
- It will in any case has to be brought up on a board meeting and decided there.

Proposed: *that we pass the action plan with a note that it has to be written as coherent text and that the name change will be taken up again later in the board.*

- ***Approved with the proposed note.***

2. CIP

/Not any changes since the board meeting

Comments:

- Phillip had a suggestion
- National Political work should be worked with in LPU, the formulation might be misunderstood.
- Keeping the part about national political work as it is.

Proposed: Changing the to a (Change fell)

- ***Approved without the proposal.***

3. LPU

/Not any changes since the board meeting

Comments:

- The national political committee should also do national political work - eg. mobilizing students for large event.
- Point 3 shows how the committee will work with the national political work.
- It could be more concrete - making local activism and campaigning.
- It should be LPU's responsibility to mobilize and campaign for national political courses.
- To motivate and activate students in DSF work.
- Influence DSF as much as we can in order to be able to stand behind them.

Proposal: ***Approved with the proposal.***

1. **Mathilde proposes** rewriting the action plan so national political activities are more visible and coherent throughout the text.
 - a. facilitating the local work in regards to national political activities.
 - *Proposal is passed*

4. Organisational committee

- ***No comments***
- ***Approved.***

5. Academic event committee

- ***No comments***
- ***Approved.***

6. STUNE

- ***No comments***

- *Change STUNE to stud. rep. network*
- *Changes we to they.*
- *Change.... to make the candidates aware of...*
- **Approved.**

7. RUS

- **No comments**
- **Approved.**

8. RBC

- **Comments:**
 - *There needs to be one more party.*
 - *Taking a look on the months of the parties*
 - *Party in November*
 - *RBC takes the comments into consideration.*
- **Proposal:**
 - **Johan proposes** putting in a point under goals saying:
 - Doing social events for RUC-students
 - **Proposal is approved**
 - **Rasmus proposes** that the overall action plan should be approved on the next board meeting.
 - *RBC take the comments into consideration.*
 - **Proposal is approved**

9. UNIPOL

- **Comments:**
 - *Making it more specified on what we mean about our paroles.*
 - *More coherent*
 - *Write in the actual paroles.*

- *Make it less internal.*
- *Put in the calendar. (RUC meeting calendar)*
- *Explain “akkreditering” and student ombud*
- **Proposal:**
 - **Katrine proposes** that the overall action plan should be approved on the next board meeting.
 - *UNIPOL takes the comments into consideration.*
 - ***Proposal is approved***
 - **Phillip** proposes that we approve it now and orientate with a rewriting action plan on the next board meeting.
 - *UNIPOL take the comments into consideration.*
 - ***Proposal fell***

OBS: Changes to the agenda: to take 5 min from point 6 “Roskilde Festival”, 5 min from point 7 “Election of University Election-group” and 5 min from point 8 “Discussion & Revision of Volunteer Strategy”.

Point 5: Discussion and setting down of a campaign group (DE/D)

B/Mathilde and Johan

Mathilde explains the point. At the board seminar there were a lot of talk about the campaign and to sum up and act on these inputs, there is a proposal to set down a working group for the visibility campaign. Key points from the board seminar: visibility, positivity campaign about what we already did in SR, make it visible for other students how SR is organised and structured.

Open discussion about what a visibility campaign could be about.

Sisse is asking how the goal of this campaign differ from the PR-group’s work on visibility.

Agreement that the campaign includes different groups of SR, especially.

- Coffee pop up: telling story about what SR already did
- Simplify the work of SR in three categories: social, political and academic

- summer party after the hand in of projects.
- Summer party is nice, but it is different from a visibility campaign for SR.
- UNIPOL should be included. A christmas calendar is a good idea, but it would be nice to supplement it with putting focus of the work of SR to make people remember it for the elections.
- It would be strange to put down a working group to do almost the same as the PR-committee group.
- To make a working group could include people in the work around visibility, who don't have the time to join a committee.
- A working group about visibility could supplement the PR-committee.
- Important to make a clear distinction between the theme for internal and external use. 'Visibility' could be an internal focus.
- An external theme could be the 50 years anniversary for the student uprising, which could include student politics during the years and SR-work. At the same time this theme could include different committees in the working group.
- Proposal: the PR-committee could facilitate the work of the working group. The focus of the working group should only be the campaign.
- Campaign: student democracy /democracy at universities
- Proposal: set up a working group between PR-committee and LPU.
- The PR-committee is not necessarily about making campaigns.
- Time frame proposal: relatively short campaign. Spice it up with social event. Rather few and nice events during the campaign than keeping it too long of a campaign.
- Slogan proposal: 50 years of student influence. Student democracy.
- It is not about taking away responsibility from the PR-committee, but rather as the board and other people would like to join and carry out activities.
- The stune network would probably like to do some similar stuff.
- A small group will meet up and include more during the process.
- UNIPOL also put down a working group about the study boards and is trying to include the stud.rep network.

Proposal: two parallel tracks: the working group with PR-committee and another group of UNIPOL and Stud.rep.

- Proposal: PR could be the facilitator for the meetings. The meetings should be open to everyone from the board who would like to join.
- Important to not only look back, but also look forward to how the wind is blowing about student influence. Invite political spokesmen from different parties to debate student influence 50 years from the student uprising.

Campaign theme: Student democracy (approved)

Putting down a working group (approved)

PR-committee should be the facilitator (failed)

Members of the working group: Signe Tolstrup, Marcus, Johan, Mathilde, Philip.

Point 6: Roskilde Festival (O/D)

B/Signe

Orientation by Signe T: The last years the SR have made a volunteer effort at Roskilde Festival. We get most of our unbound money from here. We have already hired three coordinators, who is handling all the planning. Signe would like the board to consider being a volunteer at the festival, which should be very chill (when there is enough volunteers). You'll have to work 4 shifts of 8 hours in the caravan area. It is older people, who are very relaxed and "clean" who live there. You'll walk around with a buddy and look for fires and illegally parked cars or sit in one of the gates. It is important that we get the money – sign up for being a volunteer yourself and ask your friends to join you.

Point 7: Election of University Election-group

B/Johan and Rasmus

Orientation: We set down a working group to formulate the overall strategy. Before

summer the board will have to elect the election candidates.

Members of the election group: Philip, Micky, Pia, Amanda, Signe T., Rasmus, Johan, Mathilde, Katrine, Anne-Sophie.

Note: the subject councils often send people to this working group as well – so please make them aware.

Point 8: Discussion & Revision of Volunteer strategy (DE/D)

B/Conductors

Comments:

- Johan: *In general it would be nice to consider Annas recommendations from her point on the board seminar. Rethink the paper so that it fits this years situation.*
- Signe: *We should think about why we need volunteers and what we need them for. What makes sense for the organisation and what makes sense for the volunteers. What is the working environment for the volunteers.*
- Katrine: *The paper can be difficult to use in practice, but works well as a theoretical paper, that can be used to understand volunteers. Another aspect is how to include students at RUC.*
- Annika: *One side of a two sided medal, this is an internal view - we need one that can be given to volunteers as a tool. A workflow could be a good idea. What happens after recruiting?*
- Mennan: *Volunteer environment at the student council - We have to remember that we “are on”, when we meet someone new, because this could be their first meeting with the student council. Be aware that you are representing the student council.*
- Katrine: *There is a difference between a volunteer and “core actives”. When do we meet the actives and how do we include them more in our organisation. This discussion should be continued somewhere else.*
- Johan: *It is very election oriented and it has an internal perspective. Keep it in*

mind and work with/ debate it.

- *Signe: Adapt it to how we work with it in the student council - less general and more focus on what SR does. We should not pass it yet but continue the work and adapting of it. The board should think about if we should still have volunteer positions?*
- *Anne-Sophie: What is the definition of a volunteer? Is it RBC, election, RF? We should invite our volunteers more to internal parts such as committees and do it directly.*
- *Javuz: People doesn't know that they can do projects for us - let students do funded projects that are on their initiative but cored from SR.*
- *Mathilde: A public volunteer strategy with what work you can do in SR, as an external tool. And then keep this as an internal paper.*
- *Signe B.: There are information on the website on how to be a volunteer and what work you can do. Should we update that and what can we do with that?*
- *Johan: Tutoring - Who are volunteers and who isn't? Tutors, chairmanship*
- *Katrine: Activities bank, Public for volunteers. - Making the inner circle bigger. Invite friends + bring new friends. It is our responsibility to invite people and give people responsibility to make them stay.*
- *Micky: Everyone that does someone for SR, especially RBC, are our volunteers. We need to know what end goal this has - we need more direction to discuss these.*
- *Katrine: We should have a group to look at the paper and incorporate the comments by rewriting it and then take it up on another board meeting.*
- *Anne-Sophie: It would be nice to have questions for all the points.*
- *Annika: Be aware of the invisible rules.*
- *Katrine: We should talk about the offices and how we make them more open for the board and volunteers.*
- *Pia: We have talked about it in the EC - and very much feel like there needs to be something done to the office space.*
- *Johan: We will take the office space up on a board meeting.*
- *Signe B.: Make a list of the things with names in the office and show it to the new*

people.

- Phillip: *Make the working environment a part of volunteers environment.*
- that the paper includes all of the different kinds of volunteers such as RBC, tutoring, STUNE and more.
- **Mennan proposes:** to postpone the voting for the paper now and instead make a working group.
 - **Approved.**

Mennan proposes to create a working group which:

- *Makes detailed/ concrete guides*
- *Maps what kind of volunteers we do have*
- *Look at the Activity bank*
- *Discuss an external paper*
- *Look at invisible rules.*
- **Approved**

People in the working group: Katrine, Annika and Phillip (and Signe).

Part of the discussion:

- **Katrine proposes:** (Moved to AOB)
 1. New strategy for volunteer
 2. *Make a group to work on the offices space. **
 - *Post-it on what will make a good offices environment.*
 3. *Keep working environment on the agenda in June. **
- **Phillip proposes:** (Moved to AOB)
 - *to make the working environment a part of volunteers environment.**

Point 9: Upcoming Work Tasks

B/Signe Tolstrup

- Spread the word and invite your friends to the Facebook-event for the OK18 info-

meeting.

Point 10: A.O.B

- **Work Environment in the big office:**
 - Suggestion to have a meeting with different representatives, anyone who wants to be a part of the meeting.
 - Open discussion on what needs to be done to make the office more usable.
 - The 3rd of April
- **Meetings in the future - it is important to remember the:**
 - Framing of the meeting
 - To let us know
 - What are we discussing?
 - What should we bring to the table?
- **Snapchat group:**
 - Signe T. invites everyone to the board snapchat group.
- **Instagram:**
 - Pia asks if anyone would like the instagram this week?
 - Signe B. would like to take it.
- **Comment on facebook post about the study boards**
 - Remember to be accurate and be very clear about the things that are implicit.

Appendix #2

Orientation from the Chairmanship

By Signe Tolstrup Mathiasen and Louise Mattesen Provstgaard

Most of what we have been doing in the chairmanship since the last board meeting is described in the orientation from the Executive Committee. Besides that, the following is worth mentioning.

Tutoring

The second tutor event, House Seminar, was held the 17th of March and Johan participated on behalf of the Student Council. At this event the tutors got divided into their rus-groups. Overall the event went well and there was a lot of sale in the bar.

Besides this, the contract between RUC Bar and tutoring has been signed. It is a very reasonable agreement, where RUC Bar gets to have monopoly on all bar sales at tutoring events. In return we get everything at purchase cost and all the profit goes back to tutoring.

Academic Books meeting

The Academic Books branch at RUC has had a deficit for a long period of time. They have tried to figure out a solution with the rectorate but since they couldn't come to an agreement, Academic Books had to send a letter of resignation which means that their branch here at RUC will be shut down in March 2019, because of a one-year notice period. On the 27th of March Louise (as a representative from the Student Council) and Therese (as a member of the Academic Books board) were at a meeting with Academic Books where they agreed on the importance of a bookstore on campus. Furthermore, they decided to work on finding a solution so that Academic Books can somehow stay on campus. First step towards that is asking the rectorate about their opinion on the chairmanship's next meeting with the rectorate.

Appendix #3

Orientation from the Executive Committee

By Rasmus Duus Daugaard

EC-Weekend

We have been on our first work weekend from the 9th to the 11th of March. We mostly did social activities and matching of expectations. On Sunday, we worked on the annual cycle of work from the board seminar, to get an overview of the agendas for the upcoming board meetings and mobilized people for an action arranged by DSF.

Action - “You are stepping on the students”

On Monday the 12th of March, DSF organized an action outside of the Ministry of Higher Education and Science. The reason behind this was that “the Committee on Improved University Educations” launched 37 recommendations on how to improve the universities' educations. The EC as well as a group of other RUC-students and students from KU and DSF were there to show our opposition to the fact that no students have been part of the committee. At the press meeting it became clear that one of the recommendations is to take away the decision-making competencies from the Study Boards and instead make them “guiding” - which we of course are highly opposed to.

OK18 event

At the 23rd of March we held a OK18 info-meeting. We got Klaus Tranetoft Nielsen, a lecturer from worklife studies, to come and talk about the Danish “overenskomst” negotiations (collective bargaining). After that, we had a presentation by Lea Friedberg, chairwoman of Dansk Magisterforening Studerende on what a lock-out of the university staff will have as consequences especially for us students. The event ended with a presentation from our own Micky Ronneberg. Overall the event was a success where a lot of both Danish and international students participated.

Election group

At the last board meeting, we elected an election group. The first meeting is planned to be on the 3rd of April at 17.00.

Nice Council - General Assembly / Reopening

Together with Peter, the NICE Council has started planning the general assembly for the reopening of the council. It will be held on the 9th of April at 17.00. The council will represent all the natural science students at RUC. The facilitator for this is a NAT student called Rasmus Tronier Hansen.

Volunteer database

EC have started work to improve our volunteer database and volunteer mobilisation. As many of you might have noticed Signe have changed the uni election 2017 group on facebook to a general SR volunteer group. Mathilde is working on mapping different RUC related facebook groups - and you will soon be asked to note which ones you are a part of.



All of this is to make sure we can inform as many students as possible as quickly and with as little resources as possible.

Appendix #4

Orientation from UNIPOL

By Micky Winther Ronnenberg

Orientation from the Academic Council meeting the 14th of March.

Education quality and “akkreditering”

Katrine Ninn-Grønne, who works in both the “Education and Students” department (Uddannelse og Studerende/US) and the communications department is working on making an online “quality portal” (kvalitetsportalen). Its purpose is to communicate how we make quality at RUC. Pia, Katrine and Micky have already been involved in a dialogue concerning the design of the portal and they are going to meet again later in the process. The importance of working with quality besides “akkreditering” was stressed.

New terms of reference (kommisorium) for the Economic Committee under AR (ØU)

This was discussed on the day before the meeting in the Academic Council, where Klaus Tranetoft presented a completely different one. This was agreed at the ØU meeting. At the Academic Council meeting a corrected version of the terms of reference, which had been agreed upon in ØU was presented. It was the economic department who had made the corrections. It was then corrected again so it became more like what ØU had agreed upon. There was a lengthy discussion about whether “bigger construction- and investment projects” needed to be presented and debated in the Academic Council. Peter Lauritzen did not want a new construction committee. Klaus and we thought that this would be relevant. In the end the formulation became “implementation of bigger construction- and investment projects”.

Regionalization

There was a presentation and debate about the regionalization effort which RUC has. Erik stroke a blow for student housing closer to campus.

#MeToo

There was an orientation about the new guidelines, which follows the equality law (liggestillingsloven). It was debated how to help and guide, especially with focus on different interfaces. Anne-Sophie suggested to anonymize written exams.

Ombud

Katrine had made a good introduction appendix. We discussed it in groups. VIP and TAP thought that it was a good idea in general, but they missed more specific examples. It was discussed whether it would be possible to share the function of an ombudsman. Possibly with Absalon or one of the other universities at Sjælland. A working group was set down, which makes contact between us and VIP possible, thus making it easier for us to answer to the any problems VIP might have.

Appendix #5

Orientation from LPU

By Mathilde Elisa Vendelholt

At the last DSF board meeting the National Forum discussed a couple of proposals to treatment at the political conference. These are as follows:

- A minor change to the position paper were presented and discussed, adding the specific mention of Elev- og Studenterbevægelsen as an alliance.
- A change in the statutes involving how to approve the 4-year strategy.
- A policy paper about quality in education. The policy paper is a part of the appendixes for this meeting.

The discussion involving these three proposals can be read in the minutes from the meeting, which you can get from Mathilde any time.

It has also been decided that Asger Arnbjørn (elected member of the National Forum) and Kirstine Pedersen (vice president of DSF) will be stewards at the conference.

Other than this the National Forum discussed lockout and the coming work with the recommendations from the University Committee.

Especially the manifestation and work with preserving the Study Boards have been on the agenda the last couple of weeks. Mathilde went on a poster storm with DSF and DGS, and on the 3rd of April there was a manifestati

Appendix #6

Orientation from Academic Event Committee

By Julie Lund

We are currently working with planning different events in the spring. Firstly, we are planning an event about, what it means to be a RUC'er in relation to the labour market. What are our competencies, strengths and weaknesses? We are planning to invite a lecturer to speak, and also to invite an external view on this matter; a person from the labour market. We have had some trouble in finding persons to speak, but we hope, that this will be solved soon. If the board have any ideas on, who would be awesome to talk about this subject; please write us! The event will most likely be held the 19. of april - come join!

The next thing we are planning is a serie of events about oral exams. How to handle the nervousness, how to present yourself in the best way possible. The events will be held during the intensive period - the first 3 mondays in the afternoon (30. april, 7. may and 14. may). We plan on inviting a person involved with drama/theater, a psychologist/coach type of person, and lastly a person focussing on the physical aspect/stress relief, maybe a yoga instructor or so. We hope that this can help gaining many different perspectives on oral exams.

Lastly, we are trying to keep track of the FANE-events. There was one on the 28. of march about project management and the next will possible be on the 9. of april and be about work life balance.

/Mathilde, Yavuz, Mennan og Julie

Appendix #7

Orientering fra AR-mødet den 14/3

Uddannelseskvalitet og akkreditering:

Katrine Ninn-Grønne, som hører til både US og Kommunikationsafdelingen, er i gang med at lave kvalitetsportalen. Den har til formål at kommunikere ud, hvordan vi på RUC laver kvalitet. Pia, Katrine og Micky har allerede været i dialog omkring udformningen af denne, og skal mødes igen senere i forløbet.

Under AR rejse VIP en del bekymringer.

Det blev understreget, at det er vigtigt, at vi arbejder med kvalitet ud over akkreditering.

Nyt kommissorium for ØU.

Dette blev drøftet på ØU dagen før, hvor Klaus fremlagde et helt nyt et. Det blev man enige om på ØU.

Til AR blev en rettet version af det kommissorium, vi blev enige om på ØU, fremlagt. Det var øko-afdelingen, som havde lavet rettelserne. Det blev rettet ind, så det mindede mere om det, som vi var enige om på ØU.

Der var en længere diskussion om hvorvidt "Større anlægs- og investeringsprojekter" skulle være noget, som AR blev forelagt og drøftede. Peter L. ville ikke have et nyt byggeudvalg. Klaus og vi mente, at det var relevant. Der endte med at stå "Igangsættelse af større anlægs- og investeringsprojekter".

Regionalisering:

Der blev fremlagt og drøftet den regionaliseringsindsats, som RUC har. Erik slog et slag for studieboliger tættere på campus.

#MeToo

Der blev informeret om de nye retningslinjer, som følger ligestillingsloven. Der blev diskuteret, hvorledes man skulle hjælpe og vejlede, specielt med fokus på kontaktflader. Anfi foreslog også, at man anonymiserede skriftlige eksaminer.

Ombud:

Katrine havde lavet et flot oplæg.

Vi diskuterede i grupper. VIP og TAP synes overordnet set, at det er en god idé, men de mangler flere konkrete eksempler.

Det blev også diskuteret, om man kunne dele en sådan funktion. Eventuelt med Absalon eller et af de andre universiteter på Sjælland.

Der blev oprettet en arbejdsgruppe, som muliggør kontakt mellem os og VIP, således at vi lettere kan svare på de problemer, som VIP potentielt har.

Appendix #8

New budgets post

By Louise M. Provstgaard

Since we as a board created new committees, we need to decide where to take money from, from the budget we already agreed on, so that the new committees also have some money to do activities with.

Here is my proposal:

Academic Event: 4.000 kr.

2.000,- from upgrading (opkvalificering)

2.000,- from leader education (lederuddannelse)

PR: 5.000 kr.

5.000,- from Communications (kommunikation)

Organizing committee: 500 kr.

500,- from insurance (forsikring)

Appendix #9

2018 action plan for Committee for Internationalization and Practice

2018 action plan for committee: RUC'ers by choice

Overall goals for 2018:

- Rebrand RBC
- To connect RBC with SR
- More volunteers to RBC
- Doing social events for RUC-students

1. The committee's general work

- We want to make a strategy for rebranding RBC, some concrete initiatives.
- We want to make sure, that people know that when they are a part of RBC they are as much a part of SR as any other volunteers, and the other way around.
- We want to include the volunteers from RBC in the work of SR and the other way around.
- We want to break down the barrier between SR and RBC.
- We want to make RBC the place to be, with that said we want to make being a part of RBC beneficial for the volunteers as much as for the organisation.
- We don't want to change the name, but use the potential of the name to connect RBC to SR.
- We want to make social events targeting the student interest

2. Developing of the committee/special focus in 2018

The main special focus is the rebranding strategy and a campaign to attract focus to RBC.

RBC need to be run more structured and professional.

3. Inclusion of RUC-students (how?)

We need to show the students that our events are functioning and in that way make people want to participate.

We want to outsource the bartending, and get an already functioning barteam to help us

4. Need to do

(Events, courses, workshops, meetings which you must organize during

the year to fulfill your goals for the committee)

- Bartender training
- We need to make the bartenders test their bartender skills before one of the big parties
- Two semesterstart parties
- "Kapsejlads"
- Summerparty

5. Nice to do

(Events you would like to organize, if there is time and resources to do it, so that everything becomes extra nice.)

We have chosen not to make a nice to do plan, because we want to focus on the need to do to make sure that functions optimally.

In case of ekstra funds, use them to buy stuff like bar-elements or fadølsanlæg.

Concrete activities 2018

Annual cycle of work:

Here you can write in which months you expect to have committee meetings and all the other activities you plan in your committee. If you can add dates for the different activities it's really cool, but it's not a requirement.

MONTH ACTIVITIES

February

March

April

May Sommerfest

June

July

August

September Semesterstartsfest

October

November Ekstra Activity - maybe a party.

December

January

Budget 2018

The money put aside for the merchandice is specifikally ment to go towards new t-shirts for bartenders and koordinators and in general merchandice for visibility such as banners, posters and stuff like that.

“Forplejning” is so there is money in the budget for making it nice to be a volunteer in RBC. This can be both chips for bartenders, food for volunteers and others. It is a big amount, but we have struggled to make it nice to be a volunteer in RBC, and we really want to do this. The buffer is to make sure, that there is room to do other stuff. This can be small stuff like a “easter dinner” or small social activities, that can be done without more than a small amount of money. This is to make sure, that RBC can say yes to great ideas coming from both inside and outside SR. This might also be a bit of money for the skitrip. Last year RUCs part of the trip felt a bit week compared to other universities like KU, and we might wanna give the koordinators some money to make it a bit more interesting.

Event or category: Budget: Account:

Sommerfest 19.000 RBC

Semesterstartsfest 19.000 RBC

Other activity 10.000 RBC

Merchandice and branding 10.000 RBC

Forplejning for volunteers 7.000 RBC

Buffer 5.000 RBC

In total: 70.000

Remember that it's the person responsible for the committee who is also responsible for keeping an ongoing account of the different entries and making sure that the budgeted sum is being used. By the end of the year a final account and a report from the committee must be made, to follow up on the action plan and budget. Some advice on how to manage your committee's economy:

- Always give people a budget framework, when they pay for something in relation to an event
- Make sure that all expense notes (udlægssedler) goes through you. Then you avoid that the Student Council refund expenses you haven't noted in your account.
- Make regular checks with the economic vicechair that your account is consistent with the actual account.
- If events go under budget, you transfer the residual amount of money to a coming event.
- Contact the economic vicechair if you can see that the committee is not going to spend all its money.

Appendix #10

Education Quality (DSF policy paper)

By Signe Tolstrup Mathiasen

Background - what is a policy paper?

A policy paper is a document that describes the political standpoints of DSF within a policy area. Examples of such areas are university admissions, university funding, housing for students and SU. Policy papers can only be adopted at a political conference. They are presented to the political conference by the board of DSF – the National Forum (Landsforum). Adopted papers are valid during a four-year period. DSF relies on the policy papers on an everyday basis when making decisions in terms of communication with the press or in debates or while casting votes in external contexts like the ESU Board Meetings (the political conference of the European student organisations). Policy papers are second in the political order of precedence of DSF - higher than the policy decisions of the National Forum and surpassed by the Position Paper.

Preamble to treatment of the policy paper

At the coming political conference, we are going to treat a policy paper about quality in education and E-learning. These subjects were treated at the previous political conference as preparatory policy subjects. Based on these inputs, the Academic Affairs Committee of DSF (UPU) has developed the paper, after which National Forum has submitted it for treatment at this political conference.

The purpose of this point is for you as a board to have a debate about the policy paper and formulate a general opinion about it, which our delegation can act according to at the political conference, where it is possible to propose amendments (and amendments to the amendments) for the paper.

Note that it is the Danish version of the paper that will be treated at the conference, so specific changes need to be proposed for this version.

Consider the following, when reading the paper:

- What are your general thoughts?
- Is the understanding of quality adequate? (lines 6-10)
- Is there something in the paper you agree a lot with and don't want to be changed?
- Is there something you disagree with and want to change?
- Is there something you think is missing in the paper and want to add?

We will not write exact proposals for amendments at the board meeting but discuss the general content of potential amendments and then let the delegation write the specific proposals.

1 EDUCATION QUALITY

2 Education quality has many facets and is primarily something that occurs in the specific learning situation between
3 the student and the teacher, between the students and between the student and the academic content.
4 Therefore, it is not easy to establish a precise definition of quality, but DSF works with an understanding of
5 quality that contains the following:

6 A high-quality education must:

- 7 • give the student a deep understanding of the academic field.
- 8 • enables the student to understand and use the scientific and/or the artistic method.
- 9 • enables the student to reflect critically on academic substance and its methods.
- 10 • enables the student to apply the taught, throughout their whole life, and to relate it to the outside world

11 These skills are achieved through a teaching that activates and motivates the student, and encourages to
12 dialogue between the student and the teachers and among students.

13 DSF believes that all students must have an education of high-quality, which meets the above. This is
14 largely something that is created locally and will vary from education to education. However, there are a number of settings and
15 preconditions for quality educations, that must be in general.

16 Meaningful educations

17 The baseline for university educations is research-based educations. An education that are
18 research-based means the teachers as a rule must be active researchers, within their field in which they
19 are teaching, that the teaching is based on the most recent methods and results and that the teaching
20 introduces the students to scientific methods and gives them the opportunity to conduct independent research.

21 For the artistic higher educations applies that the educations must be based in the artistic
22 professionalism. This requires that the teachers are practicing within the artistic field they teach, that
23 the teaching is based on the most recent methods and knowledge and that the teaching introduces the students
24 to the artistic methods and gives them the opportunity to practice the art independent.

25 Research-based means as well that there should be a sufficient research coverage of our educations.
26 Research coverage means that the educational institutions must have a research environment, that researches in
27 all of the relevant areas of an education and that there must be an adequately number of researchers to conduct
28 the teaching. In addition, it is central that some of the researchers are not systematically bought out from their
29 teaching obligations so that some areas of the research field never becomes a part of the education.

30 Research coverage assesses simply in a so-called STUD/VIP-ratio, ergo the number of students per resear-
31 cher. What is an acceptable level varies across educations and must be determined locally, but the general
32 development is more students per researcher. More students per researcher provides a poorer basis for
33 creating activating and involving teaching activities, where the students have the opportunity to engage in real dialogue with a
34 researcher. This poses a problem for the research foundation of our educations and thereby the quality.

35 The same conditions must be met for the artistic educations with consideration to the artistic academic coverage
36 of the education.

37 The basis prerequisite for providing an education is therefore a sustainable research environment. Another important
38 prerequisite is that the education contributes with relevant knowledge to the society. Relevant to the society must
39 be understood in a very broad sense and in the long term. Relevant to the society cannot be equated with the
40 short-term needs of the job market, but at the same time it is important that our educational institutions is not closing
41 around themselves and that, our educations always relate to the surrounding world we are a part of.

Long higher educations are organized with a bachelor degree and a master's degree. Master studies is crucial for the development of many of the academic skills that are special for the university educations through a high level of independence, specialization and research basis. Therefore, it is important to maintain the legal requirement that ensures the right to be admitted to the master's degree study, which is an extension of the student's bachelor degree. This also assures a higher level of education in the society for the benefit of both the society and the individual. At the same time, DSF believes that the legal requirement must be expanded so that students, who are taking a break after finishing a bachelor's degree, keeps the right to be enrolled in the subsequent master's study or studies for five years, after they have finished their bachelor degree.

Therefore, DSF believes that:

- the basis for university educations is research-based educations.
- artistic educations must be based in the artistic professionalism.
- research-based requires a sufficient research coverage.
- educations must be relevant for the society in a broad sense.
- the legal requirement for master's degree studies should be maintained and expanded to 5 years.

Facilitating of good education

A prerequisite for quality educations is that our educational institutions provides a sufficient number of confrontation hours, where there is possibility for dialogue and academic discussions. Consequently, the educational institutions should offer real full-time studies, where the amount and intensity of the teaching is on a level so the studies require an average of 37 hours of work per week at 60 ECTS points a year. This is unfortunately not the case at all institutions today and therefore it is necessary to determine some timetable standards locally and ensure that these are compiled in practice.

Besides the amount of teaching, it is also central with a variation in teaching methods. Students are different and learn differently, thus it is important with a variety in teaching methods, with different appeals to different types of students. Especially important is it that our educations, in addition to traditional lectures, also contains a significant proportion of teaching in smaller groups, where there is a possibility for real dialogue between students and teachers.

Access to guidance and feedback is also essential parts of a quality education. Every assignments and exams should end with feedback from a teacher. The extent and character of the feedback is adapted to the assignment extent and character and the details is to be determined in the curriculum. In addition to feedback on assignments and exams, it is also essential that the students continuously have the opportunity to speak with a teacher about their academic performance. This can be ensured e.g. through "open door" policies.

Naturally, our teachers are central to the education quality. Besides the fact that research must ensure the academic qualifications, it is important that the teachers have good didactic skills. Therefore, the education institutions must ensure continuous upgrading of the teachers didactic skills, as well as they can take initiatives as e.g. periodic peer-review of the teaching in order to assure the quality of the didactic and academic content.

At the same time teaching credits in employment and promotions of the scientific staff must be a central part of the assessment, so that recruitments is not solely based on research credits. All institutions must adopt policies for requirements and assessments of the scientific staff teaching credits at the various levels of employment, e.g. through use of teaching portfolios or test lectures. Likewise, students must be included in the recruiting of scientific staff to ensure that the teaching qualifications is prioritized and that researchers, who will also teach, not only is recruited based on their research credits. Students must be involved in the collegiate bodies when employment policies are determined and may also be included in assessment committees.

The use of external teachers can also contribute positively to our educations, under the right conditions. But to ensure the quality and consistency of the rest of the program, each course should have a responsible for the course, who is a full-time scientific employee. At the same time, the proportion of external teachers must never get to high

89 compared to the proportion of permanent scientific staff. The acceptable level is to be decided locally. Likewise,
90 the use of student instructors can be a supplement to the teaching by scientific staff, but
91 must never replace them.

92 It is also crucial that the exam, completing a course, is in extension of the
93 teaching and supports the goals of the course. In order to assure the quality of the exam, the content of the course and to ensure the
94 legal requirement of the student, it is essential that the exam regularly is subjected to external censorship. DSF wishes
95 to maintain the requirement that at least 1/3 of all exams must be subject to external censorship.

96 It is important that the purpose of learning does not become a close focus on passing the exams. Because of this, each local university
97 should have the freedom to decide the most appropriate assessment. The current legal requirement
98 for restriction on the proportion for passed/failed exams limits this freedom.

99 Accordingly, DSF means that:

- 100 • the education institutions must provide real full-time studies with a reasonable amount of teaching.
- 101 • a variation in teaching methods and teaching in smaller groups is essential.
- 102 • everyone must have access to guidance and feedback.
- 103 • teachers must regularly upgrade their didactic skills.
- 104 • teaching credits must be included as a central part of the assessment in recruitment and promotions.
- 105 • the institutions must set policies for assessment of teaching credits and the students must be
106 involved in hiring processes.
- 107 • the use of external teachers and student instructors should not be a substitute for teaching by permanent
108 scientific staff.
- 109 • the form of an exam must be an extension of the course and support the learning outcome.

110 E-learning

111 Many actors emphasizes the use of E-learning as a way of improving our educations. E-learning
112 contains a number of potentials to strengthen the quality in our educations, but also some pitfalls.

113 It is central, that E-learning becomes a supplement to the physical teaching and the meeting between students
114 and teachers and between students and not a replacement. E-learning should be a tool, that increases
115 interaction and discussion, and not a tool that limits this, and should be used to activate the students more and give them a better
116 opportunity to participate actively in the teaching. At the same time, E-learning can allow the student
117 to experiment with projects that otherwise would not be possible to do.

118 Finally, it is a prerequisite for successful E-learning that it is not established as a way to make budget cuts or the management
119 forcing this on the students and the teachers. E-learning must be used where it makes sense from a
120 local academic and didactic point of view.

121 Are the above prerequisites for good use of E-learning not met, it can easily damage the quality more
122 than the gains would be.

123 E-learning can also be used as a way to open the university and other educational institutions up for a larger
124 part of the population, e.g. by providing E-learning courses as postgraduate courses or as
125 further training for other professional groups. However, such training courses should always be seen as a supplement to the
126 traditional educations, not a substitute.

127

128 Therefore, DSF means that:

- 129 • E-learning must be a supplement to the physical teaching, and should activate the students.
- 130 • E-learning must not be used as a way to make budget cuts and must be used on the basis of local academic and didactic considerations.

131 Assuring quality and development

132 Managements and politicians have a responsibility to establish good settings for quality-educations, but the development
133 and quality assurance of our educations is primarily a local task, which is the student councils responsibility.

134 The study councils must be assured full competence and autonomy in matters related to content and organization of our
135 educations. The study councils shapes the curriculum and facilitates the continuous evaluation of
136 our educations.

137 Every attack on the study councils is an attack on the quality of our educations.

138 The ongoing student evaluation of courses is an important prerequisite for developing the quality. There must
139 be an evaluation, not only at the end of every course, but also continuously, as a minimum a midterm evaluation.
140 The teachers and management should always take the evaluations seriously and act upon the results of the evaluations. At the same time,
141 it is important that the raw data from the evaluations is qualified by the study councils.

142 The impartial and external views on our educations are an important element in the quality assurance of
143 our educations. This is done by different accreditation processes, but also by the institutions themselves
144 inviting external experts to peer-review the individual programs. In relation to accreditation, it is
145 important to weigh the need for thoroughly oversight, which will control that our educational institutes fulfill
146 their responsibilities about the accreditation is not unnecessarily bureaucratic and resource-intensive,
147 and thereby draws resources away from our educations. In this perspective is the institutional accreditation model
148 a good compromise.

149 It is central that accreditation is solely driven by academic and quality reasons, and is not influenced by
150 political motives. In addition, it is essential that the students are involved in all parts of the accreditation process.
151 Both as interviewees on the institution, as a part of executing the accreditation and when the
152 final decision about the outcome of the accreditation is made.

153 Consequently, DSF means that:

- 154 • the study councils must be ensured full competence and autonomy in questions about the content and organization of
155 our educations.
- 156 • all courses must be evaluated, the evaluations must be taken seriously and there needs to be acted upon the results.
- 157 • the impartial and external view on our educations is positive, but must not draw away resources
158 from our educations.

KVALITETSPOLITIK

2 Kvalitet i uddannelse har mange facetter og er noget, der i høj grad opstår i den konkrete læringssituation mellem
3 den studerende og underviseren, de studerende imellem, og mellem den studerende og det faglige indhold.
4 Derfor er det heller ikke let at opstille en præcis definition af kvalitet, men DSF arbejder med en forståelse af
5 kvalitet, der lyder:

6 En uddannelse af høj kvalitet skal:

- 7 • give den studerende en dyb forståelse for det faglige område
- 8 • sætte den studerende i stand til at forstå og benytte den videnskabelige og/eller kunstneriske metode
- 9 • sætte den studerende i stand til at reflektere kritisk over fagligt stof og metoder
- 10 • sætte den studerende i stand til at anvende det lærte gennem hele livet og relatere det til omverdenen

11 Disse færdigheder opnås gennem en undervisning, som aktiverer og motiverer den studerende, samt fordrer til
12 dialog mellem studerende og undervisere og studerende imellem.

13 DSF mener, at alle studerende skal have en uddannelse af høj kvalitet, som opfylder ovenstående. Dette er i
14 høj grad noget, som skabes lokalt og vil variere fra uddannelse til uddannelse. Der er dog en række rammer og
15 forudsætninger for kvalitetsuddannelser, som skal være opfyldt over alt.

16 Meningsfulde uddannelser

17 Udgangspunktet for universitetsuddannelser er forskningsbaserede uddannelser. At en uddannelse er
18 forskningsbaseret betyder, at underviserne som hovedregel skal være aktive forskere, inden for det område de
19 underviser i, at undervisningen tager udgangspunkt i de nyeste metoder og resultater og, at undervisningen
20 indfører de studerende i videnskabelig metode og giver dem mulighed for at bedrive selvstændig forskning.

21 For de videregående kunstneriske uddannelser gælder, at uddannelserne skal være baseret i den kunstneriske
22 faglighed. Det forudsætter, at underviserne er udøvende inden for det kunstneriske felt de underviser i, at
23 undervisningen tager udgangspunkt i de nyeste metoder og viden og, at undervisningen indfører de studerende
24 i den kunstneriske metode og giver dem mulighed for at udøve kunsten selvstændigt.

25 Forskningsbaseret betyder også, at der skal være en tilstrækkelig forskningsdækning af vores uddannelser.
26 Forskningsdækning betyder, at uddannelsesinstitutionen skal have et forskningsmiljø, der forsker inden for
27 alle de relevante områder af en uddannelse samt, at der skal være et tilstrækkeligt antal forskere til at forestå
28 undervisningen. I forlængelse heraf er det væsentligt, at nogle forskere ikke systematisk frikøbes fra deres
29 undervisningsforpligtigelser således, at nogle dele af forskningen aldrig får berøring med uddannelsen.

30 Forskningsdækningen opgøres forsimplet i en såkaldt STUD/VIP-ratio altså antallet af studerende pr. forsker.
31 Hvad der er et acceptabelt niveau varierer på tværs af uddannelser og skal fastsættes lokalt, men generelt
32 kommer der flere og flere studerende pr. forsker. Flere studerende pr. forsker giver et dårligere grundlag for at
33 lave aktiverende og involverende undervisningsaktiviteter, hvor studerende har mulighed for reel dialog med en
34 forsker. Det udgør et problem for forskningsbaseringen af vores uddannelser og dermed kvaliteten.

35 De samme forhold skal for de kunstneriske uddannelser være opfyldt med hensyn til den kunstneriske faglig
36 dækning af uddannelsen.

37 Grundforudsætningen for at udbyde en uddannelse er altså et bæredygtigt forskningsmiljø. En anden væsentlig
38 hovedforudsætning er, at uddannelsen bidrager med samfundsrelevant viden. Samfundsrelevans skal her
39 forstås i meget bred forstand og på lang sigt. Der kan ikke sættes lighedstegn mellem samfundsrelevans og
40 arbejdsmarkedets kortsigtede behov, men samtidig er det vigtigt, at vores uddannelsesinstitutioner ikke lukker
41 sig om sig selv og, at vores uddannelser altid forholder sig til den verden vi er del af.

42 Lange videregående uddannelser er tilrettelagt som en bachelor og en kandidat. Kandidatuddannelser er
43 afgørende for udviklingen af mange af de akademiske færdigheder, der er særegne for universitetsuddannelserne
44 via høj grad af selvstændighed, specialisering og forskningsbaseret. Derfor er det væsentligt at bevare
45 retskravet, der sikrer retten til at blive optaget på den eller de kandidatuddannelser, der er en naturlig forlængelse
46 af den studerendes bacheloruddannelse. Dette er også med til at sikre et højere uddannelsesniveau i samfundet
47 til gavn for både samfundet og den enkelte. DSF mener samtidig, at retskravet skal udvides, så studerende, der
48 holder en uddannelsespause efter at have taget en bacheloruddannelse, bevarer retten til at blive optaget på den
49 eller de naturligt efterfølgende kandidatuddannelser i fem år efter, at de har afsluttet deres bacheloruddannelse.

50 Derfor mener DSF, at:

- 51 • udgangspunktet for universitetsuddannelser er forskningsbaserede uddannelser
- 52 • kunstneriske uddannelser skal desuden være baseret i den kunstneriske faglighed
- 53 • forskningsbaseret forudsætter en tilstrækkelig forskningsdækning
- 54 • uddannelser skal være samfundsrelevante i bred forstand
- 55 • retskravet til kandidatuddannelser skal bevares og udvides til fem år efter endt bacheloruddannelse

56 **Facilitering af god uddannelse**

57 En forudsætning for kvalitetsuddannelser er, at vores uddannelsesinstitutioner udbyder et tilstrækkeligt antal
58 konfrontationstimer, hvor der er mulighed for dialog og faglig sparring. Derfor bør uddannelsesinstitutioner
59 udbyde reelle fuldtidsstudier, hvor mængden og intensiteten i undervisningen er så høj, at der reelt er tale om
60 studier, der i gennemsnit kræver 37 timers arbejde om ugen ved 60 ECTS-point om året. Dette er desværre ikke
61 tilfældet på alle uddannelser i dag og derfor bør man lokalt vedtage timetalsnormer og sikre, at disse også bliver
62 overholdt i praksis.

63 Udover mængden af undervisning er det også centralt med en variation i undervisningsformer. Studerende
64 er forskellige og lærer forskelligt, derfor er det også vigtigt med en bredde i undervisningsformer, som tiltaler
65 forskellige typer af studerende. Særligt er det vigtigt, at vores uddannelser udover traditionelle forelæsninger
66 også indeholder en væsentlig andel af undervisning på mindre hold hvor, der er mulighed for reel dialog mellem
67 studerende og undervisere.

68 Adgang til vejledning og feedback er også vigtige elementer i en kvalitetsuddannelse. Alle opgaver og
69 eksamener bør ende med feedback fra en underviser. Feedbackens omfang og karakter tilpasses opgavens og de
70 nærmere regler fastsættes i studieordningen. Udover feedback ved opgave og eksamener, er det også væsentligt,
71 at studerende løbende har mulighed for at tale med en underviser om deres faglige præstationer. Dette kan f.eks.
72 sikres gennem "åben dør" politikker.

73 Vores undervisere er naturligvis helt centrale for kvaliteten af uddannelse. Udover, at forskningsbaseringen skal
74 sikre de faglige kvalifikationer, er det også vigtigt, at underviserne har gode didaktiske kompetencer. Derfor skal
75 uddannelsesinstitutionerne sikre løbende opkvalificering af undervisernes didaktiske kompetencer, ligesom
76 man kan benytte tiltag som periodisk peer-review af undervisning for at kvalitetssikre det didaktiske niveau og
77 faglige indhold.

78 Samtidig skal undervisningsmeritter i ansættelse og forfremmelse af videnskabeligt personale indgå som
79 en central del af vurderingen, så ansættelser ikke udelukkende sker på baggrund af forskningsmeritter.
80 Alle institutioner skal vedtage politikker for krav til og bedømmelse af det videnskabelige personales
81 undervisningsmeritter på de forskellige ansættelsesniveauer, f.eks. gennem brugen af undervisningsportfolioer
82 eller prøveforelæsninger. Ligeledes skal studerende inddrages i ansættelse af videnskabeligt personale for at
83 sikre, at undervisningskompetencer indgår som et vigtigt kriterie og forskere, der også skal undervise, ikke
84 udelukkende ansættes på deres forskningsmeritter. Studerende skal inddrages i de kollegiale organer, når
85 ansættelsespolitikker fastlægges, og kan også indgå i bedømmelsesudvalg.

86 Brugen af eksterne undervisere kan under de rigtige forhold også bidrage positivt til vores uddannelser, men for
87 at sikre kvaliteten og sammenhængen med resten af uddannelsen, bør hvert kursus have en kursusansvarlig,
88 der er fastansat videnskabeligt personale. Samtidig må andelen af eksterne undervisere aldrig blive for høj i

89 forhold til andelen af fastansat videnskabeligt personale. Det acceptable niveau fastsættes lokalt. Ligeledes kan
90 brugen af studenterinstruktører være et supplement til undervisning forestået af videnskabeligt personale, men
91 må aldrig stå i stedet for.

92 Det er også centralt, at den eksamen, som afslutter et undervisningsforløb ligger i god forlængelse af
93 undervisningen og understøtter læringsmålene. For at kvalitetssikre eksamen, fagets indhold og sikre den
94 studerendes retssikkerhed er det væsentligt, at eksamen jævnlige er underlagt ekstern censur. DSF ønsker derfor
95 at bevare kravet om at mindst $\frac{1}{3}$ af alle eksamener skal være underlagt ekstern censur.

96 Det er vigtigt, at formålet med læring ikke bliver et snævert fokus på at bestå eksamen. Derfor skal der lokalt
97 også være frihed til at fastsætte den bedømmelsesform, som er mest hensigtsmæssig. Det nuværende lovkrav
98 om et loft over andelen af bestået/ikke-bestået eksamener begrænser denne frihed.

99 Derfor mener DSF, at:

- 100 • uddannelsesinstitutioner skal udbyde reelle fuldtidsstudier med tilstrækkelig undervisning
- 101 • varierende undervisningsformer og undervisning på mindre hold er væsentlig
- 102 • alle skal have adgang til vejledning og feedback
- 103 • undervisere skal løbende opkvalificeres didaktisk
- 104 • undervisningsmeritter skal indgå som en central del af vurdering ved ansættelser og forfremmelser
- 105 • institutionerne skal fastsætte politikker for bedømmelse af undervisningsmeritter og studerende skal
- 106 inddrages i ansættelser
- 107 • brugen af eksterne undervisere og studenterinstruktører skal ikke stå i stedet for undervisning af fastansat
- 108 videnskabeligt personale
- 109 • eksamensformen skal ligge i forlængelse af undervisningen og understøtte læring.

110 E-læring

111 Brugen af E-læring fremhæves af mange aktører som et middel til at forbedre vores uddannelser. E-læring
112 indeholder en række potentialer for at styrke kvaliteten i vores uddannelser, men også flere faldgruber.

113 Det er centralt, at E-læring bliver et supplement til den fysiske undervisning og mødet mellem studerende
114 og underviser og studerende imellem og ikke en erstatning herfor. E-læring skal være et redskab, som øger
115 interaktion og diskussion, ikke begrænser den og skal bruges til at aktivere de studerende mere og give større
116 mulighed for at deltage aktivt i undervisningen. Samtidig kan god E-læring give mulighed for, at studerende selv
117 kan eksperimentere med projekter, som det ellers ikke ville være muligt at lave.

118 Endelig er det en forudsætning for succesfuld E-læring, at det ikke etableres som en sparerøvelse eller af ledelsen
119 trækkes ned over hovedet på studerende og undervisere. E-læring skal benyttes, hvor det giver mening ud fra
120 lokale faglige og didaktiske vurderinger.

121 Er de nævnte forudsætninger for god brug E-læring ikke opfyldt kan det nemt risikere at skade kvaliteten mere
122 end det gavner.

123 E-læring kan også anvendes til at åbne universitet og andre uddannelsesinstitutioner mere for større
124 dele af befolkningen, f.eks. ved at udbyde E-læringskurser som efteruddannelse til dimittender eller som
125 top-up uddannelser til andre faggrupper. Sådanne uddannelsesforløb skal dog altid ses som et supplement til de
126 traditionelle uddannelser og ikke en erstatning herfor.

127

128 Derfor mener DSF, at:

- 129 • E-læring skal være et supplement til den fysiske undervisning, og skal aktivere de studerende
- 130 • E-læring må ikke være en spareøvelse og skal benyttes ud fra lokale faglige og didaktiske hensyn

131 Kvalitetssikring og udvikling

132 Ledelse og politikere har et ansvar for at opstille gode rammer for kvalitetsuddannelser, men udviklingen og
133 kvalitetssikringen af vores uddannelser er først og fremmest en lokal opgave, som tilfalder studienævnene.

134 Studienævnene skal sikres fuld kompetence og autonomi i spørgsmål om indholdet og tilrettelæggelsen af vores
135 uddannelser. Det er studienævnene, som skal udforme studieordningen og forestå den løbende evaluering af
136 vores uddannelser.

137 Ethvert angreb på studienævnene er et angreb på kvaliteten af vores uddannelser.

138 Netop den løbende studenterevaluering af kurser er en vigtig forudsætning for kvalitetsudviklingen. Der skal
139 evalueres ikke bare ved alle kursers afslutning, men også løbende, som minimum med en midtvejsevaluering.
140 Undervisere og ledelse skal altid tage evalueringerne seriøst og handle på resultaterne af evalueringerne. Samtidig
141 er det dog også vigtigt, at de rå evalueringsresultater ikke står alene, men skal kvalificeres af studienævnene.

142 Det uvildige og udefrakommende blik på vores uddannelser udgør også et vigtigt element i kvalitetssikringen af
143 vores uddannelser. Dette varetages af forskellige akkrediteringsprocessor, men også ved at institutionerne selv
144 inviterer eksterne eksperter til at peer-reviewe de enkelte uddannelser. I forbindelse med akkreditering er det
145 væsentligt at afveje hensynet til et grundigt eftersyn, hvor det kontrolleres, at vores uddannelsesinstitutioner lever
146 op til deres ansvar med hensynet til, at akkrediteringen ikke bliver unødigt bureaukratisk og ressourcekrævende,
147 og dermed trækker ressourcer væk fra vores uddannelser. I det perspektiv er institutionsakkrediteringsmodellen
148 et godt kompromis.

149 Det er centralt, at akkreditering udelukkende er styret af faglige og kvalitetsmæssige hensyn og ikke påvirkes af
150 politiske motiver. Desuden er det væsentligt, at studerende er inddraget i alle dele af akkrediteringsprocessen.
151 Både som interviewpersoner på intuitionen, som en del af de udførende af akkrediteringen og når der træffes
152 endelig beslutning om udfaldet af akkrediteringen.

153 Derfor mener DSE, at:

- 154 • studienævnene skal sikres fuld kompetence og autonomi i spørgsmål om indholdet og tilrettelæggelsen af
- 155 vores uddannelser
- 156 • alle kurser skal evalueres, evalueringerne skal tages seriøst og der skal handles på resultaterne
- 157 • det uvildige og udefrakommende blik på vores uddannelser er positivt, men må ikke trække ressourcer væk
- 158 fra vores uddannelser.

Appendix #11

Appendix X: Description of point: OK18 update on what we know

By Johan 28th of march

- This point on the agenda serves the purpose of gathering together and orientating about what we know so far, and what is happening.
-
- The 27th of March you all received (or at least should have) received an email from the university director Peter Lauritzen, on your RUC-email where he describes some of the practical stuff that will happen on campus.
-
- At the moment of writing the negotiations are in the “forligsinstitution” or the conciliation board of labour disputes, which means that they are under confidentiality. Hence we do not clearly know how it is going, although most union people we’ve spoken with seem pretty grim about the prospects for a decent settlement.
-
- We’ve had an info-meeting the 23rd of March, and are working in UNIPOL to put pressure on the university board to earmark the money potentially saved by a conflict to use on education.
-
- There will most likely be a protest organised by the major unions tuesday the 10th of april, where we’ve talked about potentially mobilise for that event with S.N.A.S and if need be coordinate busses from RUC, if people are at campus, to Copenhagen where the event will take place.
-
- Otherwise, theres a lot of stuff happening on social media, and in the press these days. We try to keep y’all posted, but due to the fact that we do not know whether or not there will be a lockout the 10th and how the strike are going at the point of our meeting (it starts the 4th).
-
- EDIT: As of the evening the 28th the Conciliation board of labour disputes have postponed the conflict for two weeks. Hence the conflict will start the 22nd of april with the strike by the unions, and the 28th with lockout by the state.
-
-
-
-

Appendix #12

The study environment prize

By Peter Nicic

The purpose of this point is to give an orientation about the study environment award and then have a debate about especially the communication strategy and the suggested text for post in relation to this.

Background

At RUC we have a study environment award which is awarded by the Student Council in cooperation with the University Library (RUB), to an initiative which aims to improve the study environment at RUC. This can both be in a social, academic or physical way. When nominating for, and awarding the award, it is worth considering the following:

- Has the initiative made it possible for students, who don't participate in social events to get an alternative?
- Has the initiative increased the social participation among RUC students?
- Has the initiative improved the academic environment for RUC students?
- Has the initiative improved the motivation for academic participation among RUC students?
- Has the initiative contributed to a lower drop-out rate among RUC students?

To ensure that the award is given to the best initiative, a jury will be assembled, which can act and represent as many students at RUC as possible. This can be done by giving a seat in the jury to each subject council or "self organized" student organizations at RUC (besides the Student Council and the library).

Examples of "self organized" student organizations:

- RUC Bar
- Kamarilla
- IC (International Club)
- The Student House
- Reality Bites

Communication strategy

To ensure that RUC students get information about the award and the possibility to nominate an initiative, which they think has had an influence on their study environment, a communications strategy must be made. I suggest that we use the COPE method. COPE is an acronym for "Create One Post Everywhere". That is, to make a post or message with the same text and then post it both in physical form as posters as well as digitally as Facebook-post or in an e-mail to the students.

I suggest using the following text:

*The University Library and Student Council at RUC will once again celebrate the good study environment by awarding the Study Environment Award to students or student organization that have done something good for the common study environment on campus. The price of 10,000 DKK will be given to the winner.
The award will be given in connection with the summer party the 11th of May*

Do you have a good study environment, or do you want to nominate someone who does something for our joint study environment, then write to the Student Council at studenterraadet@studenterraadet.dk.

Deadline for nominations is the 8th of May and both students and employees are welcome to nominate

Best wishes

The Student Council and the Library