



MINUTES

19 MAY 2026

Forum SRM Study Board

**Campus Administration South
Education**

Meeting held May 8th, 2026 – 10.00-12.00

Place SAMF-IFS-Room_4-2-50-Kristiania

KAREN BLIXENS PLADS 16
KØBENHAVN S

Minute taker Louise Lund Liebmann

DIR 45 35 33 39 71

Present

Jonathan Luke Austin (Head of Studies, Chairperson), Kevin Jon Heller (Professor), Aimee Bolt (student), Jørgen Skredtveit Moen (guest student alternate), Troels Claus Baagland (study programme advisor), Nina Stenvang Holmsgaard (student guidance) and Louise Lund Liebmann (educational partner).

lou@adm.ku.dk

Absent

Anne Sofie Vendelbo Kristiansen (student, Deputy Chairperson).

Agenda

Ad 1) Approval of agenda

The agenda was approved with an amendment of item 5 (Briefing and possible decision: New standard rules of procedure for study boards at UCPH/Louise), which was postponed until the next board meeting. An additional item was added and replaced item 5: Approval of the elective course: [Governing Climate Geoengineering and Climate Technologies - 2025/2026](#) taught by Hin-Yan Liu.

Ad 2) Approval of meeting minutes from March 27th, 2026.

The meeting minutes were approved.

Ad 3) Briefing: overview of decisions regarding exemptions, autumn 2025/Jens Lange

Jens Lange from the exemption team presented exemption statistics and noted that, from next semester onwards, appendices will be made available in English to the board (i.e. the graphical overview of SRM exemptions and the Excel overview of SRM exemptions from autumn 2025).

Ad 4) Decision: Postpone the study board meeting on May 22 to sometime in June/Louise?

The board decided to postpone the meeting to June 22nd.

Ad 5) Decision: Approval of the elective course: Governing Climate Geoengineering and Climate Technologies - 2025/2026 taught by Hin-Yan Liu/Troels and Jonathan.

It was noted that based on the “Governing Climate Geoengineering and Climate Technologies” course description, the course would be a better fit for the SRM programme if less emphasis were placed on technology and more on governance. The board approved the course with the note that HoS will discuss potential adjustments with the lecturer to make it more aligned with the SRM Programme.

Ad 6) Briefing: Overall Study Environment Survey 2025 insights and status on action plans at SAMF/the Student Guidance

The Student Guidance presented key insights from the Study Environment Survey 2025 based on faculty-level and UCPH-wide learning and well-being reports.

- a) At SAMF, the survey shows a generally positive learning environment, with high student motivation, perceived relevance, and strong peer support. However, a key challenge remains insufficient feedback, which is consistently rated lower and reflected in students’ demand for more structured feedback processes. Well-being data indicates that many students experience pressure, as well as occasional stress and uncertainty about belonging. At the same time, students report generally positive study communities, though some hesitate to participate actively in class.

b) SAMF's action plan focuses on four main areas: feedback, well-being/balance, study communities, and support for students with special needs. Status 2025:

PAGE 3 OF 8

- Feedback: Integration into new programmes and development of a feedback methods catalogue is underway.
- Well-being: ABC mental health initiatives and expanded use of study groups (pilot in 2025) are progressing toward full implementation.
- Study environment: Development of an association hub and inclusive teaching initiatives has begun.
- Special needs (SPS): Frameworks and communication improvements are being developed and tested.

c) The Study Environment Survey functions as a well-being "barometer" across UCPH, systematically tracking trends in learning, well-being, and study conditions.

It identifies recurring challenges such as stress, pressure, lack of feedback, loneliness, and participation barriers, and directly informs both central and faculty-level action plans. Status: The barometer is actively used as a monitoring and governance tool, with regular follow-up through action plans, surveys (2025/2027), and continuous evaluation of initiatives

Ad 7) The Study Board discusses the surveys at programme level/Head of Studies

The board discussed the results of the survey at programme level:

- Students report a generally positive learning environment, with high motivation, strong peer support, and good teaching quality.
- However, challenges remain regarding feedback, workload balance, and student influence.
- Well-being results indicate some levels of stress and pressure, despite a generally good social environment.

Ad 8) Improvement of educational quality at UCPH.

PAGE 4 OF 8

A key part of the work improving the educational quality at UCPH focuses on revising the Values Framework for Educational Quality and Quality Culture, as well as on programme-level discussions on how to work with the characteristics outlined in the framework.

The study board discussed the following questions (subsequently forwarded to Associate Dean Signe Vangkilde):

- a) How will it be reflected in your programme when meeting the four characteristics in the Values Framework for Educational Quality and Quality Culture at the University of Copenhagen?*

Research-based:

The programme will include four compulsory courses, each of which will be taught by permanent faculty who will directly integrate and iterate courses based on their current research (a quality boost from the current situation, where we sometimes need to rely on temporary staff). This will strengthen the connection between research and teaching and ensure that students engage with cutting-edge knowledge and the researchers who produce it. Equally, students will engage with research-based learning from Semester 1, in order to feed immediately into their thesis projects, continuing into Semester 2, and the summer. They will be taught core research skills (via the Research in Practice Seminar) by permanent faculty and professionals.

Inspiring:

The SRM programme is inherently inspiring. It has a strong alumni network, and students gain a deeper understanding of the world around them. This fosters curiosity, motivation, and a sense of belonging to a meaningful academic community. This will be especially reflected in ‘matching’ research-based teaching with practitioner and professional involvement in both Semester 1 (Organization and Risk in Practice) and Semester 2 (Research in Practice Seminar). In this, students will be inspired across the program vis-à-vis what their education means ‘in the real world’ – meeting former students, for example, who have converted research-based teaching into critical impact in Denmark and beyond.

Well-organised:

The programme will have a more focused structure than before, building on its already well-organized structure and internal logic, but accelerating student learning and integration into the job market. This will make it easier for students to navigate the programme and understand how the courses build on one another. Moreover, particular attention has been placed on progression, especially vis-à-vis thesis writing, and integration into the job market: this gives students a clear roadmap during their education but will also allow flexibility and specialization across.

Transformative:

The programme is by nature transformative. It serves as a critical talent pipeline for the Danish job market, and students have opportunities to collaborate with companies and organisations. This supports their academic development and enhances their career prospects. We see the focused programs as an opportunity to transform what education can do for students themselves and wider society, something that will be especially central to our Research in Practice Seminar, which will inspire students to see how their education, knowledge, and passion can ‘change the world’ in small or big ways.

b) How can you quantitatively and/or qualitatively demonstrate that you are working with the four characteristics of educational quality and quality culture in your programme?

SRM graduates already have very strong employment outcomes, which provides a clear quantitative indicator of programme quality. We will monitor this during the focused programme’s evolution, and also be able to develop quant-qual indicators for the continued focus on job market integration through e.g. the number of practitioner-contact hours the students have. In addition, a more formalised approach to feedback surveys can document ongoing quality work. SRM could also become a more explicit part of the DPS employer panel — or alternatively, an employer panel dedicated specifically to SRM could be established. This would offer systematic qualitative insights into how the programme is perceived and valued by the labour market.

c) *What kinds of dialogues on educational quality are important to have at the study board level? And how can these dialogues best be organised? (e.g. dialogues on progression, etc.)*

PAGE 6 OF 8

SRM is a highly internationalized program. Dialogue on how to better include internationals into the educational environment is thus important. In study board meetings, SRM students often point out that certain information, websites, or documents are not translated into English. Administrative communication from Education Søndre does not always reach students in time — or students may not know where to find it. This affects educational quality and improving it is part of KU's 2030 strategy.

Therefore, the study board should engage in ongoing dialogues about:

- progression and coherence in the programme
- the accessibility and clarity of information
- how administrative processes are communicated to students
- ensuring equal access to information for English-speaking students

These dialogues could be organised as recurring agenda items, supplemented by thematic discussions or workshops involving student representatives.

Ad 9) Discussion: SRM Reform Progress /Head of Studies

HoS presented an overview of the 75 ECTS SRM programme:

The programme is structured across two semesters and a summer period, progressing through three main phases: Foundations, Deepening & Methods, and Independent Research.

Semester 1 – Foundations

The first semester consists of two thematic blocks, each containing two courses of 7.5 ECTS:

Risks, Threats & Security Failures:

- Security Failures
- Risk Analysis

- Critical Knowledge Politics
- Organization and Risks in Practice

Semester 2 – Deepening & Methods

- Elective courses (15 ECTS)
- Research in Practice Seminar (15 ECTS), continuing the research training initiated in the first semester.

Summer Period – Independent Research

During the summer, students complete:

The Master's thesis and transition-to-job-market activities.

Throughout Semester 2 and the summer period, students participate in the Research in Practice Seminar (15 ECTS).

Students expressed concern that the programme does not include an internship/POF and that they, in general, prefer a 120 ECTS-programme as 120 ECTS are generally required internationally to pursue a PhD degree.

Ad 10) Briefing: Updates on Alumni Network and Social Media Presence for SRM/Head of Studies

HoS has explored whether it would be beneficial to establish an independent alumni network for SRM students rather than being part of Political Sciences' alumni network as is currently the case. However, other small programme alumni networks are not very active. One option is therefore to collaborate with SDS and Global Development or stay part of the Political Science network.

HoS has meetings lined up with the student association and with Global Development and SDS.

It was mentioned that an SRM alumni network is more important than ever as the programme will soon be a one-year programme (75 ECTS).

Ad 11) Discussion and preparation: Study Start 2026/Head of Studies

PAGE 8 OF 8

A student representative informed the Board that the Student Association has already initiated the planning process for Study Start 2026. The official start date is set for August 25th.

Student Guidance noted that the international orientation is traditionally held on the Thursday of that week and encouraged aligning the programme's opening activities with this schedule.

Ad 12) Briefings from the students

Students remarked that there have been a few gaps in the Organization and Risk course and that, as a result, the course is scheduled to conclude later than usual, which is not ideal. HoS acknowledged that gaps between lectures are not ideal and noted that this is partly due to teaching resources and of when lecturers are available to teach.

Ad 13) Briefings from the Student Guidance

Nothing was added.

Ad 14) AOB

Nothing was added.