

Student Parliament 4 2024



Studenttinget
VED NMBU

Monday 16th of September 2024

INNSIKTEN

KI 17.15-21.00

Protocol

Chairmen: Wilhelm Anthun and Martin Hansebråten
Protocol Author: Elisabeth Breiland

Case documents are available:
<http://www.studendemokratiet.no>



Tilstede ved	Studentting 4, Innsikten VET	Mandag 16.09.2024 kl 1715
Fakultet	Studenttingsrepresentanter	ST4
HH	Simen Haugom Nordengen	X
HH	Lilli Fiszkal	X
HH	Silje Stengrimsen	X
HH	Ove Andersen	
HH	Margit Tveiten	X
RealTek	vara Dolly Tveter	X
RealTek	Emilie Skistad	X
RealTek	Nicolai Lütken Terland	X
RealTek	William Fredrik Bakke Dahl	X
VET	Kristina Erlandsen Pritchard	X
VET	Guro Høydahl Håland	X
VET	vara Ida Løken	X
MINA	Lise Tideman Pedersen	X
MINA	Vår Theresa Hetland	
MINA	Adrian Nilsen Boltland	X
BioVit	vara Karoline Knutsen	X
BioVit	Marius Rasmussen	X
BioVit	Vara Dina Raminta Larsen	X
LandSam	Sherlyn Tabios Balancio	
LandSam	Tias Ødegård-Olsen	
LandSam	Fredrik Westhagen Sandmo	X
LandSam	Sofia Veriou	
KBM	Andrea Marie Granby	X
KBM	Radoslaw "Radek" Dworak	X
KBM	Hege Ovidia Rud Lunde	X
Totalt stemmeberettigede tilstede på møtet		20
Representanter med oppmøteplikt, uten stemmerett.		
AU	Oskar Solberg Lægland	X
	Marthe Sponberg	X
	Ingeli Engebretsen Mortensen	X
	Elisabeth Breiland	X
Kontrollkomite	Emily Espeland	
	Ole Josef Pinaas	X
	Borgar Sandtrø	X
Ordstyrere	Wilhelm Olav Anthun	X
	Vara Martin Hansebråten	X
Valgnemnda	Vegard Sjaastad Hansen	
SiÅs	Kim Andrè Nielsen	
	Liz Wanjiru Mwangi	
US	Eirik Mathias Rummelhoff	
	Maja Raz Karterud	X
ISU		X
ESN		X

AGENDA

STUDENT PARLIAMENT 4 - 2023, MONDAY 16th OF SEPTEMBER AT 5:15 PM, INNSIKTEN
COMPLETE CASE DOCUMENTS ARE ONLY SENT TO PERMANENT STUDENT REPRESENTATIVES.
THE DOCUMENTS ARE ALSO PUBLISHED AT THE STUDENT BOARD WEBSITE:

<http://www.studentdemokratiet.no>

Registration begins at 17:00

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2441 Constitution

2441.1 Approval of today's agenda and summoning

Approved without objections.

2441.2 Approval of the previous meeting protocol

1 Protocols are uploaded to our homepage (<http://www.studentdemokratiet.no>) a week after each Student
2 Parliament Meeting. If you need a paper copy of the protocol, please get in touch with the Student Board
3 at their office (The Clock building)
4 Approved without objections.
5

2441.3 Appointment of a Counting Committee

6
7
8 1. Borgar Sandtrø
9

10 2. Maja Raz Karterud
11

12 3. Thomas Blomkvist
13

14 The counting committee was approved.
15

2442 Greetings from

16 Former president of the Student Board(AU) and the Norwegian Student Organization(NSO) Tuva
17 Todnem Lund will come to talk about national student politics.
18

19 Tuva Todnem Lund held a presentation.
20

2443 Orientation cases

2443.1 Minutes

21
22
23 The minutes shall be made known to the public within 12.00 the Thursday before Student Parliament.
24 The minutes will be sent to the Student Parliaments representatives by mail. This is done to get the most
25 updated minutes and minimize paper usage.

26 Those who report to the Student Parliament through minutes are:

- 27 - The Student Board (AU)
- 28 - The University Board (US)
- 29 - Student Welfare Organization in Ås (SiÅs)

30 The Student Parliament considers itself oriented.
31

32 **2443.2 Orientation from the Buddy General**

33 *Case responsible: The Buddy General*

34
35 The Buddy General orients about the Buddy Week 2024.
36
37 The Buddy General Ole Josef Pinaas oriented about the Buddy Week 2024
38
39 The Student Parliament considers itself oriented.
40
41

42 **2443.3 Orientation from the Student Board**

43 *Case responsible: The student Board*

44
45 The Student Board orients about current cases.
46
47 The Student Board v/ Oskar, Marthe and Ingeli oriented about cases.
48
49 The Student Parliament considers itself oriented.
50
51

52 **2444 Elections and appointments**

53 **2444.1 Election of the Committee for allocating Welfare Funds**

54 *Case preparation: The Election Committee*

55
56 **Attachment 1:** Candidacy for William Dahl (in Norwegian)

57 **Purpose:**

58 Elect two representatives for The Welfare Funds Committee

59 **Background:**

60 The Welfare Funds Committee handles applications regarding welfare funds from student unions and
61 makes a proposal for Student Parliament. The committee has one meeting each semester; one in the
62 autumn to approve the remainder (8%) of the welfare funds, and one long one in the spring to approve
63 the ordinary welfare funds (92%).

64
65 The committee consists of seven people: the Welfare Officer of the Student Board, the International
66 Officer of the Student Board, the Head of Finance at Samfunnet, one student representative from the
67 SiÅs-Board, one earlier member of the committee and two new representatives elected at Student
68 Parliament. The position is effective immediately upon election and lasts for one year.
69

70 **Candidates:**

71 William Dahl

72

73 The Student Board v/ Oskar presented the case.

74 Martin Hansebråten accepted the nomination to be a candidate.

75

76 The candidates presented themselves.

77 Voting by acclamation was suggested.

78

79 The candidates were elected by acclamation.

80

81 **Decision:**

82 William Dahl and Martin Hansebråten were elected as representatives for the Welfare Funds Committee.

83

84

85 **2444.2 Election of a student representative to the Research Ethics**
86 **Committee**

87 *Case responsible: The Election Committee v/*

88 **Attachment 2:** Candidacy for Johanne Iversen for the Research Ethics Committee

89 **Attachment 3:** Candidacy for Linas Hanssen Hauge (in Norwegian)

90 **Purpose:**

91 To elect two main representatives and two substitute representatives to the Research and Ethics
92 Committee. The positions last 1 year, effective immediately.

93 **Background:**

94 The Research and Ethics Committee is primarily an advisory committee that gives input on ethical
95 questions connected to research, teaching, administration, and a driving force in raising the ethical
96 awareness of all employees at NMBU.

97 The Research and Ethics Committee can be assigned tasks, like approving research projects, and shall
98 contribute to ensuring that research ethics are systematically incorporated in the education of both
99 scientists and candidates in general at NMBU.

100 The committee can treat cases on initiative from students and employees. The position is paid.

101 **Candidates:**

102 Johanne Sofie Iversen

103 Linas Johan Hanssen Hauge

104 Eidbjørg Søreide

105

106 The Student Board v/ Oskar presented the case.

107 The candidates presented themselves/ were presented.

108 Counting of the representatives eligible to vote: 20.

109 Written election:

110 Johanne Iversen and Linas Johan Hansen Hauge were elected as main representatives to the Research
111 Ethics Committee.

112 **Substitutes:**

113 Eidbjørg Søreide

114 Marius Rasmussen

115

116 Acclamation was suggested.

117

118 The candidates were elected by acclamation.

119

120 **Decision:**

121 Johanne Iversen and Linas Johan Hanssen Hauge were elected as main representatives, and Eidbjørg
122 Søreide and Marius Rasmussen were elected as substitutes for the Research Ethics Committee.

123

124

125 **2444.3 Election of representatives to the committee for allocation of**
126 **Inclusion Funds**

127 **Purpose:**

128 Select two representatives for the committee for the allocation of inclusion funds.

129

130 **Background:**

131 The committee for the allocation of inclusion funds handles all applications from individual students and
132 student organizations. The goal of the inclusion funds is to promote integration and inclusion of all
133 students at NMBU, with a particular focus on bringing Norwegian and international students together.

134 The committee meets once a month, between the 6th and 15th.

135 The committee consists of a total of six members: one AU member, one representative from ISU, one
136 representative from ESN, one representative from Samfunnet in Ås, and two representatives elected by
137 the Student Parliament. The position has immediate commencement and lasts for one year.

138

139 This election was submitted to the protocol after being sent to representatives by email as a note to the
140 case papers Monday 09.09.24.

141

142 **Candidates:**

143 No submitted candidates.

144

145 The Student Board v/ Ingeli presented the case.

146

147 It was suggested that the Student Parliament give power of attorney to the Student Board to fill these two
148 positions.

149

150 **Decision:**

151 The Student Parliament decided to give power of attorney to the Student Board to fill the two positions
152 in the Inclusion Funds Committee.

153

154

155 2445 Discussion Cases

156 2445.1 Discussion Revised Study Quality Document

157

Case responsible: The Student Board v/ Marthe

158

159 **Attachment 4:** Current Study Quality Document

160 **Attachment 5:** Proposed new Study Quality Document

161

162 **Color coding:** **Blue** = New, **Yellow** = Revised wording, **Purple** = Moved to another part of the document

163

164 **Purpose:**

165 Revise the study quality document adopted at Student Parliament 2, March 9th, 2020

166

167

167 **Background:**

168 The previous study quality document was adopted in March 2020, before the societal lockdown and the
169 digitalization of the education sector that followed. The digitalization led to the adoption of new tools and
170 methods for teaching. Additionally, in recent years, we have seen significant advancements in the use of
171 artificial intelligence (AI), which has again brought about changes in how teaching, learning, and
172 assessments can be conducted. Therefore, we in the Student Board (AU) find it appropriate to revise and
173 update the study quality document to ensure that study quality is maintained in line with today's
174 technological and pedagogical advancements.

175

176 **Questions for discussion:**

177

- Are there any points regarding study quality that are missing?
- Is the new structure understandable and clear? Is it easy to get an overview of the main points in the document? Or does the new structure seem complicated and confusing?
- Are any of the formulations in the points difficult to understand? Is there anything that should be reworded to make the document easier to read?

182

183 The Student Board v/ Marthe presented the case.

184 The Student Parliament discussed the case.

185

186

187 2445.2 Discussion Revised instructions for the Student Board

188

Case responsible: The Student Board v/Oskar

189

190 **Attachment 6:** Current instructions for the Student Board

191 **Attachment 7:** Proposed new instructions for the Student Board

192

193 **Color coding:** **Yellow** = requires additional discussion

194

195 **Purpose:**

196 To discuss the revision of the Student Parliament's Student Board (AU) instructions.

197

198 **Background:**199 The current instructions are over four years old and no longer reflect the actual work situation of the
200 Student Board. This becomes evident through the lack of responsibility areas in the existing instructions.201 The old instructions also make it difficult for students considering running for the Student Board to get a
202 clear idea of what the workday might look like.

203

204 Since the last time the instructions for the Student Board were updated, the Norwegian Student
205 Organization (NSO) has established a National Board (LS). This creates a forum where we as
206 representatives from NMBU, can directly discuss and decide on NSO's policies. Considering the intention
207 behind creating LS, we in the Student Board regard it natural for the Student Board President to be the
208 Student Parliament's representative, with the Student Board members as deputies. Additionally, we
209 believe it is appropriate that the Student Board appoint additional deputies if needed. This is a solution
210 that many other member organizations have adopted.

211

212 Otherwise, we are welcoming feedback on the overall proposal we have submitted.

213

214 **Questions for debate:**215 1. Does the Student Parliament want the Student Board President to be the representative in LS,
216 with Student Board members as deputies, and for the Student Board to appoint additional
217 deputies if necessary?218 2. The responsibility areas of research and innovation are proposed to be merged. Are there any
219 comments on this?

220

221 The Student Board v/ Oskar presented the case.

222 The Student Parliament discussed the case.

223

224

225 **2445.3 Discussion – the Student Parliaments role in the NSO National**
226 **Board**227 *Case responsible: The Student Board v/ Oskar*

228

229 **Purpose:**230 Discuss how the Student Parliament wants the Student Board (AU) to work with NSO's National Board
231 (LS).

232

233 **Background:**234 At the Norwegian Student Organization's (NSO) General Assembly in April 2024, a National Board (LS)
235 was established, replacing the Central Board. LS serves as NSO's highest body between general
236 assemblies and further develops adopted policies. One of the main reasons for creating the LS is that now
237 all member organizations can attend with one representative, contributing to more direct influence for
238 all members.239 There will be approximately 5 LS meetings annually, held over a weekend. The meeting documents will
240 be extensive, requiring significant preparation time. Since we in the Student Board (AU) work daily with
241 the Student Parliament's policies and are well-acquainted with what is happening at NMBU, we find it

242 natural that the AU president serves as the representative in LS, with the two AU members as first and
243 second substitutes. This point is discussed in case 2445.2, but it is relevant context for this matter.
244 Regardless, the Student Board will work closely on all matters related to LS and therefore seeks input on
245 how the rest of the Student Democracy should be involved.
246

247 **Questions:**

- 248 1. How does the Student Parliament want AU to work at a national level (strategy, focus, time
249 allocation, etc.)?
- 250 2. Does the Student Parliament want to be able to provide input on the LS agenda (this can, for
251 example, be done via email)?
- 252 3. How does the Student Parliament wish to be informed about the work in LS?
253

254 The Student Board v/ Oskar presented the case.

255 The Student Parliament discussed the case.
256
257

258 **2445.4 Discussion of the hearing submission of the strategy of AI**

259 *Case responsible: The Student Board v/*
260

261 **Attachment 8:** Guidelines for the Use of Generative Artificial Intelligence at NMBU.
262

263 **Purpose:**

264 Discuss the newly proposed guidelines for the use of generative artificial intelligence among students at
265 NMBU.
266

267 **Background:**

268 Before the summer break, NMBU established a strategy group tasked with developing a strategy for
269 artificial intelligence (AI) within the education sector. Initially, the working group has focused on
270 guidelines for AI use among the university's students. The guidelines come as a response to the fact that
271 NMBU currently has no existing regulations regarding AI use, which has led to inconsistent handling of
272 cases where students have used AI in exams, other assessments, or mandatory activities. A draft of the
273 new regulations has now been prepared and is under review before being adopted on October 2nd. The
274 new regulations will be in effect as early as the exam period in the fall semester of 2024.
275

276 **Questions for discussion in the student council and student parliament:**
277

- 278 • Does the proposed regulation use language that is easy to understand? Is the regulation clear and
279 concise?
- 280 • Will these regulations succeed in balancing encouragement for creative use of AI while cracking
281 down on unethical practices, such as plagiarism or cheating? Or does the regulation seem
282 discouraging for AI use?
- 283 • In what ways can we ensure that all students have equal access to and understanding of the
284 'correct' and 'incorrect' use of AI, so that no student groups are disproportionately affected by
285 these rules?
- 286 • Will the AI regulation contribute to the equal treatment of cheating cases involving AI, or could it
287 lead to continued differences in how strongly various course administrators handle AI use?

288 The Student Board v/ Marthe presented the case.

289 The Student Parliament discussed the case.

290 **2446 Decision Cases**291 **2446.1 Decide the revised resolution “Free education for international**
292 **students**293 *Case responsible: The Student Board v/ Marthe*

294

295 **Attachment 9: Resolution on “Free Education for International Students”**

296

297 **Color Coding:** **Blue** = New, **Yellow** = Changed Wording

298

299 **Purpose:**300 Revision of the resolution adopted at Student Parliament on October 5, 2022, “Free Education for
301 International Students,” to ensure the wording aligns with the current tuition fees introduced.

302

303 **Background:**304 At Student Parliament 3, held on April 22, 2024, the resolution “Free Education for International
305 Students,” adopted in October 2022, was discussed. This resolution was adopted before the
306 implementation of tuition fees for international students outside the EU/EEA and Switzerland, which
307 began in spring 2023. Therefore, it no longer meets our demands to the government. To secure support
308 in the fight against tuition fees, both for us and our partners, we need an updated policy. Thus, the
309 resolution was brought up for discussion at Student Parliament 3 in April. The changes discussed include
310 input from SAIH nationally and support the organization’s efforts to establish a Tax Convention under
311 the UN. Such a convention could allow decision-makers in countries to prioritize more funding for higher
312 education.

313

314 **Proposed Decision:**315 Student Thing adopts the revised version of the resolution “Free Education for International Students” as
316 presented in Attachment 9.

317

318 **Recommendation:**

319 The Student Board recommends that the Student Parliament approves the proposal.

320

321 The Student Board v/ Marthe presented the case.

322

323 Counting of the representatives eligible to vote: 20

324

325 **Vote:**326 **Suggested change 1:** To remove the part that contains the EU tax convention from the text as a whole.327 **Original text:**328 «Free higher education benefits both individuals and society as a whole. It empowers individuals,
329 fosters social mobility, and contributes to a more inclusive and prosperous country. Educational
330 institutions fueled by fair taxation systems can continue to provide this crucial service. A UN tax
331 convention promoting fair international tax policies presents a clear solution to strengthen global
332 funding for higher education. Norway has a unique opportunity to champion this effort and contribute
333 to a more equitable global distribution of resources.

334

335 The future of free higher education in Norway hangs in the balance. Maintaining the "gratisprinsippet"
336 for Norwegian students while ensuring sustainable funding requires further discussion. Exploring
337 alternative funding models, analyzing the long-term consequences of tuition fees, and evaluating
338 Norway's role in promoting fair international tax policies are crucial steps in securing a future where

339 quality education remains accessible to all.

340

341 *The Student Parliament at NMBU:*

342 - Advocates and calls for unified action from students and stakeholders to challenge and reverse this
343 decision, and for reinstating the "free principle" (gratisprinsippet) as a cornerstone of higher education
344 in Norway.

345

346 - Opposes government's decision to introduce tuition fees for international students from non-EU
347 countries.

348

349 - Urges collaborative efforts to lobby policymakers and advocate for policies that align with the values
350 of accessible and inclusive education for all.

351

352 - Supports a tax convention under the UN that can contribute to fair tax systems and better financing of
353 higher education.»

354

355 New text:

356 "Free higher education benefits both individuals and society as a whole. It empowers individuals,
357 fosters social mobility, and contributes to a more inclusive and prosperous country.

358

359 The future of free higher education in Norway hangs in the balance. Maintaining the "gratisprinsippet"
360 for Norwegian students while ensuring sustainable funding requires further discussion. Exploring
361 alternative funding models and analyzing the long-term consequences of tuition fees.

362

363 *The Student Parliament at NMBU:*

364 - Advocates and calls for unified action from students and stakeholders to challenge and reverse this
365 decision, and for reinstating the "free principle" (gratisprinsippet) as a cornerstone of higher education
366 in Norway.

367

368 - Opposes government's decision to introduce tuition fees for international students from non-EU
369 countries.

370

371 - Urges collaborative efforts to lobby policymakers and advocate for policies that align with the values
372 of accessible and inclusive education for all."

373

374 For: 19

375 Against: 1

376 Abstinent: 0

377

378 The suggested change 1 was approved. That means that suggested change 2 is not approved, suggested
379 change 2 is explained below.

380

381 **Suggested change 2:** To remove the summarized bullet point about the EU tax-convention.

382 **Original text:**

383 - Supports a tax convention under the UN that can contribute to fair tax systems and better financing of
384 higher education.

385

386 **New text:**

387 -

388 Suggested change was not approved, because suggested change 1 was approved.

389

390 **Suggested change 3:** To remove the bullet point about: «Urges collaborative efforts to lobby policy
391 makers....»
392 **Original text:**
393 Urges collaborative efforts to lobby policymakers and advocate for policies that align with the values of
394 accessible and inclusive education for all.
395
396 **New text:**
397 -
398 For: 12
399 Against: 1
400 Abstinent: 7
401 Suggested change 3 was approved.
402
403 **Vote for the document as a whole including the suggested changes:**
404 For: 20
405 Against: 0
406 Abstinent: 0
407 The document as a whole was approved.
408
409 **Decision:**
410 The Student Parliament approved the revised resolution about Free education for International Students
411 including the suggested changes.
412
413

414 2447 Other Cases

415 No other cases.
416

417 2448 Meeting Evaluation

418 [Link for Meeting Evaluation Form](#)
419
420 Meeting evaluation was conducted.
421
422

423 **2449 Attachments**

424 **2449.1 Attachment 1: Candidacy for William Dahl for the committee for**
425 **allocating welfare funds**

426 Hi!

427 My name is William, and I would like to run for the Welfare Fund
428 Committee. The distribution of these funds is important for many
429 organizations and can support social initiatives.

430
431 However, I am surprised by how few people take the time to pay
432 attention to how these funds are allocated. Therefore, I want to
433 ensure that the welfare funds are distributed in a transparent and
434 predictable manner, where putting effort into one's application is
435 rewarded. This way, future funds can be distributed more efficiently
436 without poor information making the process harder.

437

438 Best regards

439 William



440 2449.2 Attachment 2: Candidacy for Johanne Sofie Iversen for the
441 Research Ethics Committee

442
443 **Representative for the Research Ethics Committee**

444 I am writing to express my strong interest in serving another year as a
445 representative on the Research Ethics Committee. I am approaching my final year
446 in a masters in renewable energy following a bachelors in renewable energy at
447 Western Norway University of Applied Sciences (HVL) in Sogndal.

448
449 Over the past year, I've had the opportunity to serve as a student representative
450 in the committee, which has been both interesting and informative. I've actively
451 participated in our discussions, bringing a fresh perspective, particularly on
452 issues related to student projects. I really enjoy the conversations we have and
453 the learning experiences they provide which is why I am applying for another
454 year in the committee.

455
456 My curiosity and interest for research ethics, coupled with my desire to contribute to NMBU's
457 commitment to research integrity, makes me a strong candidate for this position. I am deeply committed
458 to fairness, which I believe is intrinsically intertwined with research ethics. This dedication drives my
459 desire to play an active role in environments where I can contribute to a future characterized by greater
460 fairness and integrity.

461
462 During my studies at the HVL, I actively participated in various voluntary roles and committees,
463 experiences I believe make me an ideal candidate for these positions. These include student
464 representative for the Institute of Environmental and Natural Sciences, Campus representative – leading
465 the Student Campus Council. In this role, we implemented several initiatives to enhance student welfare
466 on campus, including successfully lobbying for reduced prices in the cafeteria and for gym membership,
467 preserving and restoring natural areas on campus, and establishing gender-neutral restrooms at all
468 faculty buildings.

469
470 Additionally, I served as a student representative for the Council for Equality, Diversity, and Inclusion.
471 Here, I assisted the university administration in upholding equality laws and promoting diversity and
472 inclusion. I was actively involved in strategic planning, monitored processes, and worked on university-
473 wide initiatives. Here too, I achieved success in bolstering the inclusion of LGBTQ+ rights within the
474 university.

475
476 Here at Ås I've been elected as one of two ELSA-representatives, a two-year position that I am excited to
477 partake in the coming semester. ELSA is a collaboration between 12 European Universities. Furthermore,
478 I serve as a corporate partnership coordinator for "Energiforeningen"

479
480 My previous roles have equipped me with the knowledge and skills I believe will make me well-suited to
481 represent the Research Ethics Committee. Based on this and my expressed commitment to fairness, I am
482 confident that I am a strong contender. With my outgoing nature, positive attitude, and solution-oriented
483 approach, I believe I can bring valuable insights and energy to these roles. I am driven by a desire to
484 actively contribute and make a meaningful difference in the communities I am part of, and therefore, I
485 believe the student council should vote for me! :D

486
487 Thank you for your attention. Best of luck with the election!

488
489



490 **2449.3 Attachment 3: Candidacy for Linas Hanssen Hauge for the**
491 **Research Ethics Committee**

492
493 My name is Linas Johan Hanssen Hauge, I am 30 years old, and I am seeking to serve
494 as a representative on the Research Ethics Committee.

495 I bring a unique combination of experiences as both a student and a researcher,
496 which makes me particularly well-suited for this role. I am currently in my final
497 year of veterinary studies, as well as my last two semesters at “forskerlinjen”,
498 where I am actively conducting research on salmon lice. This dual perspective as
499 both a student and a researcher allows me to engage with issues from multiple
500 angles.



501 I am committed to ensuring that research is conducted responsibly and ethically, and that everyone
502 involved feels their voice is heard. My diverse background prior to my studies, including growing up
503 abroad, traveling, working, and raising substantial funds for the Norwegian Cancer Society through my
504 own organization, has equipped me with a strong sense of responsibility and the ability to collaborate
505 effectively with others, even in challenging situations.

506 Vote for me as your dynamic candidate from Northern Norway, ready to tackle any task!

507
508
509

510 2449.4 Attachment 4: Current Study Quality Document

511

512 Study quality document for the Student Parliament at NMBU

513

Approved at Student Parliament 2, 09.03.2020

514

515 The document contains the demands that the students at NMBU have for their education.

516

517 **NMBU:**

518

- All education at NMBU shall provide students with the knowledge and skills to solve global challenges.

519

520

- NMBU shall ensure that students have a good formative journey that prepares them for a life as active members of society.

521

522

- All students at masters level shall be assigned an academic mentor that will assist with academic follow-up, guidance and counselling in the student's further progression and academic choices.

523

524

- Students on all study programs shall have access to relevant idea workshops and take part in shaping these.

525

526

- NMBU must use peer review of the teaching in all courses at least once per semester to ensure the quality and to give educators formative feedback.

527

528

- Everyone should have the opportunity to travel on exchange of relevance.

529

530

- Education shall provide the student with relevant knowledge and competence in their field of study.

531

532

- NMBU must make good arrangements for academic organizations to contribute to a good and inclusive academic environment.

533

534 **Study program:**

535

- It shall be facilitated for students to be active parts of the academic communities.

536

- All disciplines at NMBU shall have an academic home placed in dialogue with the students and the academic organizations, functioning as both a social and academic meeting place.

537

538

- The study program's study plan shall be academically and legally founded, as well as giving the student the greatest amount of options when choosing courses.

539

540

- All study programs shall give practice in cooperating across fields and solving complex problems.

541

542

- The study programs shall be relevant to working and give students competence that is needed in the labor market.

543

544

- NMBU shall better facilitate for students of all disciplines to be able to take relevant, credited practical training, with qualified counsellors, at some point in their studies.

545

546

- All students shall have access to clear study plans over compulsory courses, selectable courses and free courses that you have to/can take during your studies.

547

548 **Courses:**

549

- Syllabuses shall always be based on updated and quality tested research.

550

- The teaching method in the course must be based on educational research and competence.

551

- Teaching shall be a student active process that promotes reflection and independence.

552

553

- The build of courses should be academically founded in a way that gives the students academic and individual development.

- 554 • Digital aides shall be used where relevant, and educators shall have updated competence in howto
555 use these.
- 556 • Students shall be able to give educators a lot of feedback on the teaching during the course and
557 how this is followed up.
- 558 • All students shall get automatic, individual feedback on required tasks and exams, and the
559 feedback shall promote further learning.
- 560 • All courses shall be seen together with the sustainable development goals and shall give the
561 students a mindset for sustainability and relevant global challenges.
- 562 • The choice of evaluation form shall be based on what would the best way for the student to
563 show what it has learned.
- 564 • All courses that have exams that counts on the final grade shall offer a continuation exam for
565 those who fail or are registered with valid absence.
- 566 • Use of compulsory attendance shall be limited and used only when necessary for the quality of
567 teaching.
- 568 • All compulsory activities shall be free to attend, or there shall be a free alternative.
- 569
- 570

571 2449.5 Attachment 5: Proposed new Study Quality document

572

573 **Proposal for a new study quality document**

574 The Study quality document for the Student Parliament outlines the students' requirements and wishes
575 regarding study quality at the university. The document is based on input collected from students on
576 several occasions and will be valid for five years. It will serve as a foundation for work on study quality
577 policy until the document is revised.

578

579 Study quality in higher education is crucial because it helps address societal challenges through research,
580 new knowledge, and innovation. Universities and colleges play a central role in developing competent
581 professionals who can actively participate in a complex and constantly changing labour market. Good
582 study quality ensures that students receive relevant education, preparing them for participation in
583 society and the workforce. Higher education should promote critical thinking, personal development, and
584 lifelong learning. This strengthens students' ability to handle complex issues and contribute to societal
585 development. Ensuring quality in education is essential for achieving good learning outcomes. The
586 document contains the demands that NMBU students have for their education.

587

588 **NMBU**

589 Universities play a crucial role in educating socially critical citizens by promoting critical thinking,
590 reflection, and knowledge. It is important that an education at NMBU equips students with the tools they
591 need to analyse complex problems, make informed decisions, and contribute to a more enlightened and
592 just societal development.

593

- 594 - All education at NMBU should ensure that students acquire knowledge and competence to
595 address global challenges.
- 596 - NMBU should ensure that students receive a good education and are well-prepared for life as
597 active citizens.
- 598 - Education at NMBU should provide students with relevant knowledge and skills in their field of
599 study.
- 600 - All master's level students should have a faculty mentor who provides follow-up, guidance, and
601 advice on their further progress and academic choices.
- 602 - NMBU should facilitate the work of student associations in creating a good and inclusive study
603 environment.

604

605 **The Principle of free education in Higher education**

606 The principle of free education is one of the cornerstones of Norwegian education and is intended to
607 ensure equal educational opportunities for all, regardless of socioeconomic background and personal
608 finances. NMBU should strive to uphold this principle throughout all phases of the study period, ensuring
609 that no study-related costs lead to significant financial burdens for students. NMBU must always strive to
610 follow the principle of free education to ensure that education is accessible to everyone.

611

- 612 - NMBU should support efforts to reinstate the principle of free education for international
613 students from outside the EU, EEA, and Switzerland.
- 614 - If students may incur costs related to courses or studies, this should be communicated in advance.
615 Such costs may include digital software, teaching materials, or other mandatory equipment.
- 616 - If the teaching requires mandatory equipment, NMBU should offer good and affordable options
617 in sufficient quantity for students who need them.
- 618 - Where there are costs associated with mandatory activities, such as excursions, a free alternative
619 should be available.

- 620 - During internships or work placements, NMBU should strive to ensure that students do not
621 experience financial consequences as a result.
- 622 - If internships or work placements involve costs related to the working conditions, NMBU should
623 inform students well in advance.
- 624 - Should unforeseen costs related to the working conditions arise, NMBU should cover them if they
625 are not covered by student loans.

626
627 **Study programs**

628 To ensure a smooth transition to the labor market after graduation, it is important to secure study
629 programs that are relevant to the labor market and of high academic quality. NMBU must offer study
630 programs that lay the foundation for adaptable and innovative students ready to meet the demands of
631 the workforce and that enhance students' own learning experiences.

- 632 - Arrangements should be made for students to actively participate in academic environments.
- 633 - Students in all study programs should have access to relevant idea workshops and be able to
634 participate in their design.
- 635 - All academic disciplines at NMBU should have a functional academic home developed in dialogue
636 with students and student associations. The academic home should serve as a social and academic
637 meeting place.
- 638 - The curriculum and structure of study programs should be academically and procedurally
639 justified and, to the greatest extent possible, allow students to choose their own subjects.
- 640 - All students should have access to clear curriculum plans outlining mandatory, elective, and free
641 subjects that can or must be taken during the study period.
- 642 - All study programs should provide training in collaboration across disciplines and topics to solve
643 complex problems and be based on up-to-date research in the various fields.
- 644 - The study programs offered at NMBU should be relevant to the labor market and provide students
645 with skills that will benefit them in their careers.
- 646 - NMBU should ensure that students in all study programs have the opportunity to undertake
647 relevant, credit-bearing internships during their studies, with qualified internship supervisors.
- 648 - Arrangements should be made for students from all study programs to go on relevant exchanges
649 as part of their degree at NMBU.

650
651 **Courses and Teaching**

652 High quality in courses and teaching is essential to ensure that students acquire relevant, up-to-date, and
653 thorough knowledge that prepares them well for future careers and societal challenges.

- 654 - Teaching in all subjects and courses at NMBU should be based on research and pedagogical
655 competence.
- 656 - All subjects and courses should be linked to the Sustainable Development Goals and should equip
657 students with a mindset for sustainability and relevant global challenges.
- 658 - All teaching should be a student-active process that promotes reflection and independence.
- 659 - The structure of all subjects and courses should be academically justified to promote academic
660 and individual development for students.
- 661 - Students should have the opportunity to provide anonymous feedback on the subjects and
662 courses they are taught in and should have the opportunity to receive information on how this
663 feedback is addressed. This should be possible both during and after the course.
- 664 - NMBU should use peer-review evaluations of teaching in all subjects and courses at least once per
665 semester for quality assurance and to provide feedback to instructors.

- 666 - The choice of assessment method should be based on how the student can best demonstrate
667 acquired competence.
- 668 - All students should have the opportunity to receive an individual, formative written explanation
669 for submitted assignments and exams. This should apply to both subjects with letter grades and
670 those with pass/fail grades. The explanation should be provided in a way that contributes to the
671 student's learning process and gives a clear picture of the student's performance and areas for
672 improvement.
- 673 - If an oral explanation is provided, whether in connection with an oral or practical exam, a written
674 explanation should also be provided afterward.
- 675 - All subjects should offer retake exams for students who fail or have a valid absence.
- 676 - The use of mandatory attendance should be limited and only used when necessary for the quality
677 of the teaching.

678

679 Digital tools and Digital teaching

680 Most teaching rooms at NMBU are now equipped with digital tools that can be used for digital teaching.
681 However, many students still find it difficult to get adapted teaching when needed. To ensure the highest
682 possible learning outcomes, it is important that the threshold for offering adapted arrangements or
683 hybrid solutions where needed is low. Training in the use of digital tools, including AI, is necessary to
684 ensure that students acquire the digital skills demanded in the labor market.

685

- 686 - NMBU should primarily offer physical teaching with physical attendance but should have good
687 solutions for digital teaching and hybrid arrangements.
- 688 - Digital teaching or recordings of teaching should be made easily accessible to students who, for
689 various reasons, have difficulties attending physical classes.
- 690 - Digital tools should be used where appropriate, and instructors should have up-to-date
691 competence and knowledge on how to use them. NMBU should be responsible for offering
692 courses and training as needed.
- 693 - NMBU should ensure that the choice of digital tools and aids is in line with those used in the labour
694 market.
- 695 - NMBU should ensure that students, upon completing their studies, have sufficient digital
696 competence and have developed relevant digital skills within their field of study, according to
697 labour market demands.
- 698 - All staff involved in teaching or assessing exams and assignments, as well as external examiners,
699 should receive training in NMBU's AI regulations to ensure consistent assessment practices
700 across all subjects.
- 701 - Information about the AI regulations should be easily accessible in public channels and on
702 NMBU's own websites.
- 703 - NMBU students should receive training in proper citation when using AI and training in critical
704 reflection on the use of AI.

705

706

707 **2449.6 Attachment 6: Current Instructions for the Student Board (title new**
708 **instructions for the Student Board**

709 **New Instructions for the Student Parliament's Student Board**

710 *Approved at Student Parliament 2, 09.03.2020.*

711 **Daily operations**

- 712 - The Student Board is the Student Democracy's highest organ between every Student
- 713 Parliament.
- 714 - The Student Board is responsible for the day-to-day running of the Student Boardoffice.
- 715 - The Student Board carries out the daily operations of the Student Democracy in accordance
- 716 with instructions and other governance documents adopted by the StudentParliament.
- 717 - The Student Board will work with and for the impact of the Student Parliament'spolicy.
- 718 - The Student Board is preparatory and advisory organ for the Student Parliament. The
- 719 Student Board shall recommend cases to the Student Parliament.
- 720 - The Student Board is responsible for conducting Student Council dinners before theStudent
- 721 Parliaments.
- 722 - Everyone at The Student Board is responsible for creating a good working
- 723 environment and a good collaboration.
- 724 - The Student Board shall chair committees set up by the Student Board itself, as well as the
- 725 housing environment committee, the committee for the allocation of welfare funds and
- 726 inclusion funds.
- 727 - The Student Board will work to ensure that information for students and union
- 728 representatives is up-to-date and available in both Norwegian and English.
- 729 - The Student Board will follow up the committee for the selection of the semester'sbest
- 730 lecturer.
- 731 - The Student Board will follow up the Student Councils and committees at the Student
- 732 Democracy, as well as representatives in the Student Parliament.
- 733

734 **Communication and availability**

- 735 - The Student Board is responsible for making available the reports of the committees that
- 736 are required to make reports.
- 737 - The Student Board will be available on campus to assist elected representatives and the
- 738 other student body in the most suitable way.
- 739 - The Student Board will work continuously with the promotion and promotion of the
- 740 Student Democracy at NMBU, as well as relevant national student affairs.
- 741 - The Student Board should be available to answer clarifying questions, especially in
- 742 connection with the Student Parliament papers before each Student Parliament.
- 743 - The Student Board is responsible for communicating and providing information to the
- 744 Student Councils.
- 745

746 **NMBU and other actors**

- 747 - The Student Board is the bridge between the Student Parliament, Student Councils,
- 748 University Board, Siås, and NMBU.
- 749 - The Student Board will work to ensure student representation at NMBU.
- 750 - The Student Board shall be represented on the University's study committee (U-SU), the
- 751 University's research committee (U-FU), and the Learning Environment Committee (LMU),

- 752 and ensure that decisions are followed up.
- 753 - The Student Board will ensure that updated information for newly elected student
- 754 representatives is given to the administration after each Student Parliament.
- 755 - The Student Board shall have regular dialogue with international associations, such as ISU
- 756 and ESN.
- 757 - The Student Board shall represent NMBU students and the Student Democracy up to the
- 758 highest leadership, and externally.
- 759 - The Student Board shall have regular dialogue and good cooperation with The Student
- 760 Society (Studentsamfunnet i Ås).
- 761 - The Student Board will have a dialogue and cooperation with the buddy general
- 762 (Faddergeneralen) and buddy board (Fadderstyret).
- 763 - The Student Board will represent the students in the Committee on Gender Equality and
- 764 Diversity, the Housing Environment Committee and the Environment Council.
- 765

766 **Conferences, seminars and training**

- 767 - The Student Board is responsible for organizing the Student Parliament's kick-off
- 768 conference in the spring, as well as a representative conference in the autumn.
- 769 - The current Student Board should ensure good overlap with the accruing Student Board.
- 770 - Interrupting representatives in the committee are responsible for writing an annual
- 771 report from their term, as well as providing thorough training to the incoming
- 772 representatives.
- 773 - The Student Board is responsible for organizing seminars for student representatives in
- 774 local and central study and research committees.
- 775

776 **Formalities**

- 777 - All members of the Student Board have the same authority when it comes to voting rights.
- 778 With voting ties, the president of the board can have a double vote.
- 779 - The Student Board may appoint students to non-decision-making committees where this is
- 780 considered appropriate.
- 781 - The Student Board can appoint students for positions and committees that are outside the
- 782 framework for the working year (the year wheel).
- 783 - The Student Board internally constitutes which of the Student Board members is the deputy
- 784 leader. If a unanimous The Student Board does not agree to this, the role shall fall to the
- 785 highest voter.
- 786 - The Student Board is responsible for distributing the areas of responsibility among
- 787 themselves.
- 788

789 **The President's Main Responsibilities:**

- 790 - The President shall open and conclude Student Parliament meetings.
- 791 - The President has the administrative employee responsibility for the other members of the
- 792 board and shall conduct performance reviews at least once per semester.
- 793 - The President is to take responsibility in unexpected and unforeseen situations.
- 794 - The President shall work with the strategic outlook of the student democracy – both short
- 795 and long term.
- 796 - The President shall speak up to bigger actors, for example the municipality and county,

- 797 if beneficial for the students at NMBU.
798 - The leader shall facilitate good cooperation with the University Board and SiÅs.
799 - The President is responsible for the finances of the Student Parliament.
800 - The President shall represent the students in the Rector's Leadership Group (RLG).
801 - The President is responsible for Student Board meetings.
802
803

804 2449.7 Attachment 7: Proposed NEW instructions for the Student Board

805

806 Instructions for the Student Parliament's Student Board

807

808

1. Daily Operations

809 The Student Parliament's Student Board (AU) is the highest governing body of the Student
810 Democracy at the Norwegian University of Life Sciences (SD-NMBU) between each Student
811 Parliament session. AU is responsible for working towards the implementation of the Student
812 Parliament's policies. AU manages the daily operations of SD-NMBU, in accordance with
813 instructions and governing documents adopted by the Student Parliament. AU must be accessible
814 to the representatives of SD-NMBU and the general student body. This means that AU should be
815 readily available both digitally and physically in the office. AU can set their own office hours. AU
816 is responsible for ensuring that information for students and representatives is up-to-date and
817 available in both Norwegian and English. AU also acts as a liaison between the Student Parliament,
818 the Student Councils, the University Board, SiÅs (the student welfare organization), and NMBU.
819 AU may appoint students to non-decision-making committees, as well as to other positions and
820 groups that fall outside the scope of the work year.

821 1.1 AU Meetings

822 1.2 AU must regularly hold internal AU meetings to ensure the smooth functioning of SD-NMBU. AU
823 determines the matters to be discussed at these meetings. AU's organizational secretary is
824 responsible for recording minutes of these meetings. Decisions regarding the redistribution of
825 welfare funds and the allocation of academic and political funds must be made during AU meetings.

826

827

1.2. Student Parliament

828 AU is responsible for organizing the Student Parliament meetings in accordance with SD-NMBU's
829 schedule. AU acts as a preparatory and advisory body for the Student Parliament, with the responsibility
830 of writing and distributing the meeting documents. Prior to the Student Parliament meetings, AU is
831 responsible for organizing the Student Council dinner and should assist the Student Council leaders with
832 their meetings if desired. After the Student Parliament meetings, AU is responsible for ensuring that
833 information about newly elected representatives is forwarded to NMBU's administration. The AU leader
834 is the one who opens and closes the Student Parliament meetings.

835

836

1.3. Training and Transition

837 AU is responsible for organizing the Student Parliament's kick-off conference in the spring and
838 contributing to other leadership training in both the spring and fall. The current AU must ensure a smooth
839 transition to the incoming AU. This includes writing an annual report and creating a comprehensive
840 experience document to ensure continuity in the work.

841

842

2 Composition

843 The members of AU are elected in accordance with the Statutes of the Student Democracy at the
844 Norwegian University of Life Sciences (NMBU). AU consists of three elected representatives: one
845 leader and two AU members. AU functions as a collegial body, with all members responsible for
846 contributing to a positive working environment and effective collaboration. **AU represents SD-
847 NMBU in the National Board of the Norwegian Student Organization (NSO), with the leader as the
848 main representative and the AU members as alternates. AU may appoint additional alternates if
849 deemed necessary.**

850 AU internally organizes itself after the election. This involves distributing the responsibilities outlined in
851 this instruction, except for the leader, who is directly elected through an electronic ballot. If AU cannot
852 unanimously agree on a deputy leader, this role will be assigned to the member with the highest number
853 of votes. During the internal organization, AU assigns other responsibilities not listed in this instruction,
854 including follow-up with faculties and the Buddy General. AU can assume responsibilities not mentioned
855 in this instruction, as long as it promotes the policies and goals of the Student Parliament. AU may
856 internally allocate responsibilities at its discretion, except for the roles of leader and deputy leader.
857 However, this distribution should be done with caution.

858 859 **2.1. Leader**

860 The leader of AU is the highest elected student representative at NMBU. The leader holds overall strategic
861 and organizational responsibility for SD-NMBU. The leader has administrative personnel responsibility
862 for the AU members and must conduct performance reviews at least once per semester. In unforeseen
863 situations, the leader must take charge and ensure that the students' interests are protected. The leader
864 represents SD-NMBU both internally and externally. The leader is primarily responsible for media
865 relations. The leader should facilitate good cooperation with relevant stakeholders for SD-NMBU, such as
866 the municipality and county council. In internal voting within AU, the leader has a double vote in the event
867 of a tie.

868 **Responsibilities:**

- 869 • **Finance:** The leader is responsible for the day-to-day management of SD-NMBU's finances. The
870 leader should initiate meetings with NMBU and SiÅs prior to budget discussions.
- 871 • **University Leadership Team (ULT):** The leader serves as a representative in ULT and must
872 advance important and relevant issues on behalf of the students.
- 873 • **NSO:** The leader represents SD-NMBU in the NSO National Board, where SD-NMBU's interests
874 must be promoted at the national level, in accordance with adopted policies.

875 876 **2.2. Deputy Leader**

877 The deputy leader will assist the leader as needed and be responsible for acting as the leader's substitute
878 if the leader is unable to attend.

879 880 **2.3. International Work**

881 The International Officer is primarily responsible for ensuring that NMBU provides an inclusive and
882 supportive environment for international students. This role involves promoting internationalization at
883 the university and ensuring that international students have a positive experience both academically and
884 socially. This includes close cooperation with relevant student organizations, such as ISU and ESN, as well
885 as coordinating activities and measures that support the well-being of international students. The
886 International Officer acts as an important link between international students and the university
887 administration, working to ensure that international perspectives are considered in decision-making
888 processes at NMBU.

889 **Responsibilities:**

- 890 • **Inclusion Funds:** The International Officer leads the committee for inclusion funds and holds
891 monthly meetings. Responsibilities include processing and responding to applications according
892 to current guidelines.
- 893 • **Representation in ELSA:** The International Officer represents the students in the Euroleague
894 Student Association (ELSA) and participates in meetings and conferences.
- 895 • **Collaboration with ISU and ESN:** The International Officer should maintain close cooperation
896 with local student organizations ISU and ESN and assist in their work.

- 897
- 898
- 899
- 900
- 901
- 902
- **Presence and Assistance During Introduction Week and Orientation Week:** The International Officer should assist ESN and ISU during Introduction Week for international students and during Orientation Week as needed.
 - **Contact with SAIH Locally and Nationally:** The International Officer should maintain contact with both the local and national branches of SAIH, including participating in local and national events to strengthen collaboration.

903

904 **2.4. Sustainability**

905 The Sustainability Officer has overall responsibility for promoting and implementing the Student
906 Parliament's adopted policies on environmental and sustainability issues. The Sustainability Officer is
907 tasked with engaging and involving students in sustainability efforts, ensuring they become active
908 participants in shaping the university's sustainable future. Through collaboration with internal and
909 external partners, the Sustainability Officer works to integrate sustainability into all aspects of the
910 university environment.

911 **Responsibilities:**

- 912
- 913
- 914
- 915
- **Oversight of the Student Parliament's Sustainability Committee:** The Sustainability Officer will act as the liaison for the Sustainability Committee and support their work. This role includes serving as the secretary for committee meetings and ensuring effective communication between the Sustainability Committee and relevant partners.
 - **Leader for Coordinating Green Week:** The Sustainability Officer is primarily responsible for leading and coordinating Green Week at NMBU.

918

919 **2.5. Research and Innovation**

920 **The Research and Innovation Officer** is responsible for promoting student participation in research and
921 innovation at NMBU. This role involves ensuring that the student voice is heard in decision-making
922 processes that affect research and innovation environments at the university. The Research and
923 Innovation Officer works to strengthen the link between education and research and to increase student
924 engagement in innovation projects and entrepreneurship.

925 **Responsibilities:**

- 926
- 927
- **Collaboration with Student Initiatives:** The Research and Innovation Officer will maintain dialogue with student initiatives for innovation and assist as needed.
 - **Participation in the Central Research Committee (FU):** The Research and Innovation Officer is a member of the Research Committee, attends meetings, and conveys student opinions.
 - **Participation in the BIT Innovation Centre:** The Innovation Officer is a member of the Working Committee for the BIT Innovation Centre and participates in weekly meetings. The officer will also maintain close collaboration with BIT to promote student innovation at NMBU.
 - **Dialogue with Management:** The Research and Innovation Officer will maintain dialogue with relevant contacts at NMBU to ensure that student interests are represented.

935

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942 **2.6. Learning Environment**

943 The Learning Environment Officer is primarily responsible for elevating the student voice regarding the
944 learning environment at the university, including both physical and psychosocial aspects related to
945 studies and the learning environment.

946 **Responsibilities:**

- 947 • **Learning Environment Committee (LMU):** The Learning Environment Officer will serve as AU's
948 representative on the LMU (as a regular member in the fall and as chair in the spring) and will be
949 responsible for ensuring that the LMU's action plan is followed up and implemented.
- 950 • **Representation in Working Groups:** The Learning Environment Officer will be represented in
951 and work to follow up on the working groups for study environment prize (studiemiljøprisen)
952 and the world mental health day (verdensdagen for psykisk helse), as well as other relevant
953 working groups.

954 **2.7. Study Quality**

955 The Study Quality Officer is primarily responsible for representing the student voice in all matters related
956 to studies and study quality at NMBU. The Study Quality Officer will work to ensure that student input is
957 integrated into efforts to maintain and enhance educational quality at the university. This involves
958 ensuring that students achieve meaningful learning outcomes from their education at the university. The
959 Study Quality Officer will ensure that the points outlined in the study quality document are followed up
960 and will act as a liaison between students, NMBU's Learning Centre, and the University Library.

961 **Responsibilities:**

- 962 • **Representation on the Study Committee (SU):** The Study Quality Officer will be represented
963 on the Study Committee as a regular member and will convene preparatory meetings with other
964 student representatives on the SU before each meeting.
- 965 • **Semester's Best Lecturer:** The Study Quality Officer will chair the committee for the Semester's
966 Best Lecturer and is responsible for overseeing the committee's work.

968 **2.8. Welfare**

969 The Welfare Officer's primary task is to work on implementing the welfare policies adopted by the
970 Student Assembly in relation to the University, SiÅs, the municipality, and the county municipality. This
971 involves ensuring political impact to create better conditions for students in their daily academic life. The
972 Welfare Officer also has a special responsibility for overseeing student volunteering internally and the
973 open associations on campus. The Welfare Officer will act as a liaison and contact person between
974 students and the student health centre in Ås, SiÅs, NMBU, and the student chaplain.

975 **Responsibilities:**

- 976 • **Welfare Assemblies in Norway (ViN):** The Welfare Officer will be AU's representative in ViN
977 and will work to advocate for the policies adopted by the Student Assembly within ViN.
- 978 • **Housing Environment Committee:** The Welfare Officer will be represented in the Housing
979 Environment Committee as the chair and AU representative. The Welfare Officer is responsible
980 for calling meetings and ensuring that the points discussed are followed up by SiÅs.
- 981 • **Welfare Funds:** The Welfare Officer is the chair of the committee for the allocation of welfare
982 funds and has primary responsibility for overseeing the committee's work and the distribution
983 of the funds. The Welfare Officer will also follow up on applications for the reallocation of welfare
984 funds in collaboration with the rest of AU.

- 986 • **Academic and Political Funds:** The Welfare Officer is primarily responsible for overseeing the
987 work related to the allocation of academic and political funds in collaboration with the rest of AU.

988
989 **2.9. Promotion**

990 The Promotion Officer is responsible for election administration, marketing, and communication.
991 Election administration involves publicizing the positions to be elected, both for the Student Assembly
992 and for electronic ballot elections. The Promotion Officer has primary responsibility for the Student
993 Assembly's social media accounts and for keeping the SD-NMBU website updated. The Promotion Officer
994 will work to ensure good collaboration with NMBU's communications department and SiÅs. Additionally,
995 the Promotion Officer is responsible for procuring SD-NMBU's marketing materials.

996 **Responsibilities:**

- 997 • **Election Board at NMBU:** The Promotion Officer sits on NMBU's Election Board and contributes
998 to the execution of elections for both students and staff at NMBU.

- 999 • **Vice-Chair Forum:** The Promotion Officer collaborates with the vice-chairs of the Student
1000 Councils on the marketing of SD-NMBU.

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1002
1003

1004 2449.8 Attachment 8: Guidelines for the Use of Generative Artificial
1005 Intelligence at NMBU.

1006 **Guidelines for the use of Generative Artificial Intelligence at NMBU -**
1007 **SECOND DRAFT**

1008 **NMBU permits the use of AI-based tools in the preparation of assignments that are part of the**
1009 **required coursework in a subject. All usage must comply with the following guidelines:**

1010 **Quality assurance of AI-Generated information:** Students are responsible for ensuring that the
1011 information generated using AI is reliable. They must adhere to academic norms of integrity,
1012 accountability, and transparency by clearly indicating how and where AI tools were used. AI-generated
1013 texts should not be the sole source of factual information; students must critically evaluate the results
1014 and ensure they are based on research represented by concrete sources in the text and reference list.

1015 **Explanation of AI use in assignments:** If AI has been used, the student must provide an explanation of
1016 its use in the methodology chapter. The level of detail required depends on whether AI was used as a
1017 writing aid or as a research method:

- 1018 1. If AI was used for language editing, it falls under writing aid. A brief explanation of the platform
1019 used (such as a chatbot or another AI-based tool) and what the program was asked to do with the
1020 text is sufficient. The student is responsible for the final content after the language editing is
1021 completed.
- 1022
- 1023 2. If AI was used to process data/sources in relation to each other, develop analytical frameworks,
1024 or create procedures for an experiment/project, it falls under research method. A detailed
1025 explanation is required, covering the purpose, programs used, and the interaction process
1026 (between the user and the AI platform) that forms the basis for the method(s) on which the
1027 project/text is based.

1028 **Sources and references in AI-based literature searches:** AI tools can provide fictitious sources and/or
1029 refer to non-academic sources. This applies to both conventional chatbots (like ChatGPT) and platforms
1030 for literature searches based on generative AI (like Keenius). AI-based programs for literature searches
1031 can be used, but they do not have access to all relevant and up-to-date academic literature. These
1032 programs are therefore not sufficient on their own but are tools that can be used alongside conventional
1033 forms of literature search (such as database searches through the University Library). The student is
1034 responsible for quality-checking the literature suggested or generated by AI-driven platforms. It is
1035 recommended that all students include page numbers for all sources cited in the text (not just in the
1036 reference list). This makes it easier to see what information has been used. It is further recommended to
1037 use sources from recognized scientific journals and databases (e.g., Web of Science, Scopus, and Econlit).

1038 **Responsibility for supervision and academic practice:** The supervisor or course instructor is
1039 responsible for addressing the use of AI with the student. Academic staff should be able to provide advice
1040 on the constructive and critical use of AI that aligns with NMBU's guidelines and contributes to students
1041 practicing good academic craftsmanship.

1042 **Rules for plagiarism and academic integrity:** Students are required to familiarize themselves with
1043 NMBU's regulations on plagiarism, available under [NMBU's plagiarism policy](#). The regulations specify
1044 that exam submissions and assignments must be the student's own work. If generative AI is used without

1045 disclosure, it is considered an attempt at cheating and may result in the annulment of the exam and
1046 expulsion from the university. Therefore, all use of AI must be clearly explained and critically evaluated
1047 by the student to demonstrate ownership and understanding.

1048 **Oral defence of the assignment:** Students must be able to explain theory, method, process, and results
1049 through reflection and concrete examples during the oral defence.

1050
1051

1052 2449.9 Attachment 9: Revised resolution “ Free education for international
1053 students”

1054
1055 Free Education for International Students

1056 *Approved at Student Parliament 5, 10.10.2022*

1057
1058 Norway has a long tradition of offering free higher education to all students through the
1059 "gratisprinsippet" (free principle). This has been a unique opportunity for both Norwegian and
1060 international students to obtain a quality education without paying tuition fees. This principle has
1061 contributed to making Norway an attractive destination for international students and increased
1062 diversity in higher education. Since spring 2023 are public universities in Norway obligated to charge
1063 tuition fees for international students from outside the EU/EEA and Switzerland

1064
1065 This policy shift has significant implications, to which we are already seeing a decline in numbers of
1066 incoming international students. The introduction of fees create a larger difference in access to higher
1067 education, especially when it comes to students from lower socio-economic levels. This has a negative
1068 impact in diversity and competence of higher education in Norway as a whole.

1069
1070 Free higher education benefits both individuals and society as a whole. It empowers individuals, fosters
1071 social mobility, and contributes to a more inclusive and prosperous country. Educational institutions
1072 fueled by fair taxation systems can continue to provide this crucial service. A UN tax convention
1073 promoting fair international tax policies presents a clear solution to strengthen global funding for higher
1074 education. Norway has a unique opportunity to champion this effort and contribute to a more equitable
1075 global distribution of resources.

1076
1077 The future of free higher education in Norway hangs in the balance. Maintaining the "gratisprinsippet"
1078 for Norwegian students while ensuring sustainable funding requires further discussion. Exploring
1079 alternative funding models, analyzing the long-term consequences of tuition fees, and evaluating
1080 Norway's role in promoting fair international tax policies are crucial steps in securing a future where
1081 quality education remains accessible to all.

1082
1083
1084 **The Student Parliament at NMBU:**

- 1085
1086 - Advocates and calls for unified action from students and stakeholders to challenge and reverse
1087 this decision, and for **reinstating** the "free principle" (gratisprinsippet) as a cornerstone of higher
1088 education in Norway.
- 1089 - Opposes government's decision to introduce tuition fees for international students from non-EU
1090 countries.
- 1091 - Urges collaborative efforts to lobby policymakers and advocate for policies that align with the
1092 values of accessible and inclusive education for all.
- 1093 - Supports a tax convention under the UN that can contribute to fair tax systems and better
1094 financing of higher education.

1095

1096 Approved documents from Student Parliament 4

1097 Revised resolution Free Education for International Students

1098

1099 **Revised resolution Free Education for International Students**

1100

Approved at Student Parliament 4, 16.09.2024

1101

1102 Norway has a long tradition of offering free higher education to all students through the
1103 "gratisprinsippet" (free principle). This has been a unique opportunity for both Norwegian and
1104 international students to obtain a quality education without paying tuition fees. This principle has
1105 contributed to making Norway an attractive destination for international students and increased
1106 diversity in higher education. Since spring 2023 are public universities in Norway obligated to charge
1107 tuition fees for international students from outside the EU/EEA and Switzerland

1108

1109 This policy shift has significant implications, to which we are already seeing a decline in numbers of
1110 incoming international students. The introduction of fees create a larger difference in access to higher
1111 education, especially when it comes to students from lower socio-economic levels. This has a negative
1112 impact in diversity and competence of higher education in Norway as a whole.

1113

1114 Free higher education benefits both individuals and society as a whole. It empowers individuals, fosters
1115 social mobility, and contributes to a more inclusive and prosperous country.

1116

1117 The future of free higher education in Norway hangs in the balance. Maintaining the "gratisprinsippet"
1118 for Norwegian students while ensuring sustainable funding requires further discussion. Exploring
1119 alternative funding models, analyzing the long-term consequences of tuition fees.

1120

1121

1122 **The Student Parliament at NMBU:**

1123

- Advocates and calls for unified action from students and stakeholders to challenge and reverse this decision, and for **reinstating** the "free principle" (gratisprinsippet) as a cornerstone of higher education in Norway.

1124

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1127

- Opposes government's decision to introduce tuition fees for international students from non-EU countries.

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