

# Student Parliament 4 2024



**Studenttinget**  
VED NMBU

Monday 16<sup>th</sup> of September 2024

**INNSIKTEN**

**KI 17.15-21.00**

Student Parliament is open for everyone,  
welcome!

The student Board encourages all participants to bring their own plate, cutlery, cup and water bottle.

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



# AGENDA

STUDENT PARLIAMENT 4 - 2023, MONDAY 16<sup>th</sup> 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**

<b>2441</b>	<b>CONSTITUTION .....</b>	<b>4</b>
2441.1	APPROVAL OF TODAY'S AGENDA AND SUMMONING.....	4
2441.2	APPROVAL OF THE PREVIOUS MEETING PROTOCOL .....	4
2441.3	APPOINTMENT OF A COUNTING COMMITTEE .....	4
<b>2442</b>	<b>GREETINGS FROM .....</b>	<b>4</b>
<b>2443</b>	<b>ORIENTATION CASES.....</b>	<b>4</b>
2443.1	MINUTES.....	4
2443.2	ORIENTATION FROM THE BUDDY GENERAL.....	5
2443.3	ORIENTATION FROM THE STUDENT BOARD .....	5
<b>2444</b>	<b>ELECTIONS AND APPOINTMENTS .....</b>	<b>5</b>
2444.1	ELECTION OF THE COMMITTEE FOR ALLOCATING WELFARE FUNDS .....	5
2444.4	ELECTION OF A STUDENT REPRESENTATIVE TO THE RESEARCH ETHICS COMMITTEE.....	6
<b>2445</b>	<b>DISCUSSION CASES .....</b>	<b>7</b>
2445.1	DISCUSSION REVISED STUDY QUALITY DOCUMENT.....	7
2445.2	DISCUSSION REVISED INSTRUCTIONS FOR THE STUDENT BOARD.....	7
2445.3	DISCUSSION – THE STUDENT PARLIAMENTS ROLE IN THE NSO NATIONAL BOARD .....	8
2445.4	DISCUSSION OF THE HEARING SUBMISSION OF THE STRATEGY OF AI .....	9
<b>2446</b>	<b>DECISION CASES.....</b>	<b>9</b>
2446.1	DECIDE THE REVISED RESOLUTION “FREE EDUCATION FOR INTERNATIONAL STUDENTS.....	9
<b>2447</b>	<b>OTHER CASES .....</b>	<b>10</b>
<b>2448</b>	<b>MEETING EVALUATION .....</b>	<b>10</b>
<b>2449</b>	<b>ATTACHMENTS .....</b>	<b>11</b>
2449.1	ATTACHMENT 1: CANDIDACY FOR WILLIAM DAHL FOR THE COMMITTEE FOR ALLOCATING WELFARE FUNDS 11	
2449.2	ATTACHMENT 2: CANDIDACY FOR JOHANNE SOFIE IVERSEN FOR THE RESEARCH ETHICS COMMITTEE .....	12
2449.3	ATTACHMENT 3: CANDIDACY FOR LINAS HANSSSEN HAUGE FOR THE RESEARCH ETHICS COMMITTEE .....	13
2449.4	ATTACHMENT 4: CURRENT STUDY QUALITY DOCUMENT .....	14
2449.5	ATTACHMENT 5: PROPOSED NEW STUDY QUALITY DOCUMENT .....	16
2449.6	ATTACHMENT 6: CURRENT INSTRUCTIONS FOR THE STUDENT BOARD (TITLE NEW INSTRUCTIONS FOR THE STUDENT BOARD .....	19
2449.7	ATTACHMENT 7: PROPOSED NEW INSTRUCTIONS FOR THE STUDENT BOARD.....	22
2449.8	ATTACHMENT 8: GUIDELINES FOR THE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE AT NMBU.....	27
2449.9	ATTACHMENT 9: REVISED RESOLUTION “ FREE EDUCATION FOR INTERNATIONAL STUDENTS” .....	29

## 2441 Constitution

2441.1 Approval of today's agenda and summoning

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

5 2441.3 Appointment of a Counting Committee

6

7 1.

8

9 2.

10

11 3.

12

## 13 2442 Greetings from

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

## 18 2443 Orientation cases

19 2443.1 Minutes

20

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

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

- 25 - The Student Board (AU)
- 26 - The University Board (US)
- 27 - Student Welfare Organization in Ås (SiÅs)

28

29

30 **2443.2 Orientation from the Buddy General**

31 *Case responsible: The Buddy General*

32

33 The Buddy General orients about the Buddy Week 2024.

34

35

36 **2443.3 Orientation from the Student Board**

37 *Case responsible: The student Board*

38

39 The Student Board orients about current cases.

40

41

42 **2444 Elections and appointments**

43 **2444.1 Election of the Committee for allocating Welfare Funds**

44 *Case preparation: The Election Committee*

45

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

47 **Purpose:**

48 Elect two representatives for The Welfare Funds Committee

49 **Background:**

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

54

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

59

60 **Candidates:**

61 William Dahl

62

63

64

65

66 2444.4 Election of a student representative to the Research Ethics  
67 Committee

68 *Case responsible: The Election Committee v/*

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

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

71 **Purpose:**

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

74 **Background:**

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

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

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

82 **Candidates:**

83 Johanne Sofie Iversen

84 Linas Hanssen Hauge

85 **Substitutes:**

86  
87  
88  
89  
90  
91  
92  
93  
94  
95  
96  
97

## 98 2445 Discussion Cases

## 99 2445.1 Discussion Revised Study Quality Document

100 *Case responsible: The Student Board v/ Marthe*

101

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

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

104

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

106

107 **Purpose:**

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

109

110 **Background:**

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

118

119 **Questions for discussion:**

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

125

126

## 127 2445.2 Discussion Revised instructions for the Student Board

128 *Case responsible: The Student Board v/Oskar*

129

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

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

132

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

134

135 **Purpose:**

136 To discuss the revision of the Student Parliament's Executive Committee (AU) instructions.

137

138 **Background:**

139 The current instructions are over four years old and no longer reflect the actual work situation of the  
140 Executive Committee. This becomes evident through the lack of responsibility areas in the existing  
141 instructions. The old instructions also make it difficult for students considering running for the Student  
142 Board to get a clear idea of what the workday might look like.

143

144 Since the last time the instructions for the Student Board were updated, the Norwegian Student  
145 Organization (NSO) has established a National Board (LS). This creates a forum where we as

146 representatives from NMBU, can directly discuss and decide on NSO's policies. Considering the intention  
147 behind creating LS, we in the Student Board regard it natural for the Student Board President to be the  
148 Student Parliament's representative, with the Student Board members as deputies. Additionally, we  
149 believe it is appropriate that the Student Board appoint additional deputies if needed. This is a solution  
150 that many other member organizations have adopted.

151  
152 Otherwise, we are welcoming feedback on the overall proposal we have submitted.

153  
154 **Questions for debate:**

- 155 1. Does the Student Parliament want the Student Board President to be the representative in LS,  
156 with Student Board members as deputies, and for the Student Board to appoint additional  
157 deputies if necessary?
- 158 2. The responsibility areas of research and innovation are proposed to be merged. Are there any  
159 comments on this?

160  
161

## 162 2445.3 Discussion – the Student Parliaments role in the NSO National 163 Board

164 *Case responsible: The Student Board v/ Oskar*

165  
166 **Purpose:**

167 Discuss how the Student Parliament wants the Student Board (AU) to work with NSO's National Board  
168 (LS).

169  
170 **Background:**

171 At the Norwegian Student Organization's (NSO) General Assembly in April 2024, a National Board (LS)  
172 was established, replacing the Central Board. LS serves as NSO's highest body between general  
173 assemblies and further develops adopted policies. One of the main reasons for creating the LS is that now  
174 all member organizations can attend with one representative, contributing to more direct influence for  
175 all members.

176 There will be approximately 5 LS meetings annually, held over a weekend. The meeting documents will  
177 be extensive, requiring significant preparation time. Since we in the Student Board (AU) work daily with  
178 the Student Parliament's policies and are well-acquainted with what is happening at NMBU, we find it  
179 natural that the AU president serves as the representative in LS, with the two AU members as first and  
180 second substitutes. This point is discussed in case 2445.2, but it is relevant context for this matter.

181 Regardless, the Student Board will work closely on all matters related to LS and therefore seeks input on  
182 how the rest of the Student Democracy should be involved.

183  
184

185 **Questions:**

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

191  
192

## 193 2445.4 Discussion of the hearing submission of the strategy of AI

194 *Case responsible: The Student Board v/*

195

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

197

198 **Purpose:** Discuss the newly proposed guidelines for the use of generative artificial intelligence among  
199 students at NMBU.

200

201 **Background:**202 Before the summer break, NMBU established a strategy group tasked with developing a strategy for  
203 artificial intelligence (AI) within the education sector. Initially, the working group has focused on  
204 guidelines for AI use among the university's students. The guidelines come as a response to the fact that  
205 NMBU currently has no existing regulations regarding AI use, which has led to inconsistent handling of  
206 cases where students have used AI in exams, other assessments, or mandatory activities. A draft of the  
207 new regulations has now been prepared and is under review before being adopted on October 2nd. The  
208 new regulations will be in effect as early as the exam period in the fall semester of 2024.

209

210 **Questions for discussion in the student council and student parliament:**

211

- 212
- Does the proposed regulation use language that is easy to understand? Is the regulation clear and  
213 concise?
  - Will these regulations succeed in balancing encouragement for creative use of AI while cracking  
214 down on unethical practices, such as plagiarism or cheating? Or does the regulation seem  
215 discouraging for AI use?
  - In what ways can we ensure that all students have equal access to and understanding of the  
216 'correct' and 'incorrect' use of AI, so that no student groups are disproportionately affected by  
217 these rules?
  - Will the AI regulation contribute to the equal treatment of cheating cases involving AI, or could it  
218 lead to continued differences in how strongly various course administrators handle AI use?  
219
- 220

221

222

## 223 2446 Decision Cases

224 2446.1 Decide the revised resolution "Free education for international  
225 students226 *Case responsible: The Student Board v/ Marthe*

227

228 **Attachment 9: Resolution on "Free Education for International Students"**

229

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

231

232 **Purpose:**233 Revision of the resolution adopted at Student Parliament on October 5, 2022, "Free Education for  
234 International Students," to ensure the wording aligns with the current tuition fees introduced.

235

236 **Background:**237 At Student Parliament 3, held on April 22, 2024, the resolution "Free Education for International  
238 Students," adopted in October 2022, was discussed. This resolution was adopted before the

239 implementation of tuition fees for international students outside the EU/EEA and Switzerland, which  
240 began in spring 2023. Therefore, it no longer meets our demands to the government. To secure support  
241 in the fight against tuition fees, both for us and our partners, we need an updated policy. Thus, the  
242 resolution was brought up for discussion at Student Parliament 3 in April. The changes discussed include  
243 input from SAIH nationally and support the organization's efforts to establish a Tax Convention under  
244 the UN. Such a convention could allow decision-makers in countries to prioritize more funding for higher  
245 education.

246

**247 Proposed Decision:**

248 Student Thing adopts the revised version of the resolution "Free Education for International Students" as  
249 presented in Attachment 9.

250

**251 Recommendation:**

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

253

254

255

256

257 **2447 Other Cases**

258

259

260 **2448 Meeting Evaluation**

261 [Link for Meeting Evaluation Form](#)

262

263 **2449 Attachments**

264 **2449.1 Attachment 1: Candidacy for William Dahl for the committee for**  
265 **allocating welfare funds**

266 Hi!

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

270  
271 However, I am surprised by how few people take the time to pay  
272 attention to how these funds are allocated. Therefore, I want to  
273 ensure that the welfare funds are distributed in a transparent and  
274 predictable manner, where putting effort into one's application is  
275 rewarded. This way, future funds can be distributed more efficiently  
276 without poor information making the process harder.

277  
278 Best regards  
279 William



280 2449.2 Attachment 2: Candidacy for Johanne Sofie Iversen for the  
281 Research Ethics Committee

282

283 **Representative for the Research Ethics Committee**

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

288

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

295

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

301

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

309

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

315

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

319

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

326

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

328

329



330 **2449.3 Attachment 3: Candidacy for Linas Hanssen Hauge for the**  
331 **Research Ethics Committee**

332  
333 My name is Linas Johan Hanssen Hauge, I am 30 years old, and I am seeking to serve  
334 as a representative on the Research Ethics Committee.

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

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

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

347  
348  
349



## 350 2449.4 Attachment 4: Current Study Quality Document

351

## 352 Study quality document for the Student Parliament at NMBU

353

*Approved at Student Parliament 2, 09.03.2020*

354

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

356

357 **NMBU:**

358

- All education at NMBU shall provide students with the knowledge and skills to solve global challenges.
- NMBU shall ensure that students have a good formative journey that prepares them for a life as active members of society.
- 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.
- Students on all study programs shall have access to relevant idea workshops and take part in shaping these.
- 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.
- Everyone should have the opportunity to travel on exchange of relevance.
- Education shall provide the student with relevant knowledge and competence in their field of study.
- NMBU must make good arrangements for academic organizations to contribute to a good and inclusive academic environment.

359

360

361

362

363

364

365

366

367

368

369

370

371

372

373

374 **Study program:**

375

- It shall be facilitated for students to be active parts of the academic communities.
- 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.
- 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.
- All study programs shall give practice in cooperating across fields and solving complex problems.
- The study programs shall be relevant to working and give students competence that is needed in the labor market.
- 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.
- 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.

376

377

378

379

380

381

382

383

384

385

386

387

388 **Courses:**

389

- Syllabuses shall always be based on updated and quality tested research.
- The teaching method in the course must be based on educational research and competence.
- Teaching shall be a student active process that promotes reflection and independence.
- The build of courses should be academically founded in a way that gives the students academic and individual development.

390

391

392

393

- 394
- 395
- 396
- 397
- 398
- 399
- 400
- 401
- 402
- 403
- 404
- 405
- 406
- 407
- 408
- 409
- 410
- Digital aides shall be used where relevant, and educators shall have updated competence in howto use these.
  - Students shall be able to give educators a lot of feedback on the teaching during the course and how this is followed up.
  - All students shall get automatic, individual feedback on required tasks and exams, and the feedback shall promote further learning.
  - All courses shall be seen together with the sustainable development goals and shall give the students a mindset for sustainability and relevant global challenges.
  - The choice of evaluation form shall be based on what would be the best way for the student to show what it has learned.
  - All courses that have exams that counts on the final grade shall offer a continuation exam for those who fail or are registered with valid absence.
  - Use of compulsory attendance shall be limited and used only when necessary for the quality of teaching.
  - All compulsory activities shall be free to attend, or there shall be a free alternative.

## 411 2449.5 Attachment 5: Proposed new Study Quality document

412

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

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

418

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

427

428 **NMBU**

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

433

- 434 - All education at NMBU should ensure that students acquire knowledge and competence to  
435 address global challenges.
- 436 - NMBU should ensure that students receive a good education and are well-prepared for life as  
437 active citizens.
- 438 - Education at NMBU should provide students with relevant knowledge and skills in their field of  
439 study.
- 440 - All master's level students should have a faculty mentor who provides follow-up, guidance, and  
441 advice on their further progress and academic choices.
- 442 - NMBU should facilitate the work of student associations in creating a good and inclusive study  
443 environment.

444

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

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

451

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

- 460 - During internships or work placements, NMBU should strive to ensure that students do not  
461 experience financial consequences as a result.
- 462 - If internships or work placements involve costs related to the working conditions, NMBU should  
463 inform students well in advance.
- 464 - Should unforeseen costs related to the working conditions arise, NMBU should cover them if they  
465 are not covered by student loans.

466  
467 **Study programs**

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

- 472 - Arrangements should be made for students to actively participate in academic environments.
- 473 - Students in all study programs should have access to relevant idea workshops and be able to  
474 participate in their design.
- 475 - All academic disciplines at NMBU should have a functional academic home developed in dialogue  
476 with students and student associations. The academic home should serve as a social and academic  
477 meeting place.
- 478 - The curriculum and structure of study programs should be academically and procedurally  
479 justified and, to the greatest extent possible, allow students to choose their own subjects.
- 480 - All students should have access to clear curriculum plans outlining mandatory, elective, and free  
481 subjects that can or must be taken during the study period.
- 482 - All study programs should provide training in collaboration across disciplines and topics to solve  
483 complex problems and be based on up-to-date research in the various fields.
- 484 - The study programs offered at NMBU should be relevant to the labor market and provide students  
485 with skills that will benefit them in their careers.
- 486 - NMBU should ensure that students in all study programs have the opportunity to undertake  
487 relevant, credit-bearing internships during their studies, with qualified internship supervisors.
- 488 - Arrangements should be made for students from all study programs to go on relevant exchanges  
489 as part of their degree at NMBU.

490  
491 **Courses and Teaching**

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

- 494 - Teaching in all subjects and courses at NMBU should be based on research and pedagogical  
495 competence.
- 496 - All subjects and courses should be linked to the Sustainable Development Goals and should equip  
497 students with a mindset for sustainability and relevant global challenges.
- 498 - All teaching should be a student-active process that promotes reflection and independence.
- 499 - The structure of all subjects and courses should be academically justified to promote academic  
500 and individual development for students.
- 501 - Students should have the opportunity to provide anonymous feedback on the subjects and  
502 courses they are taught in and should have the opportunity to receive information on how this  
503 feedback is addressed. This should be possible both during and after the course.
- 504 - NMBU should use peer-review evaluations of teaching in all subjects and courses at least once per  
505 semester for quality assurance and to provide feedback to instructors.

- 506 - The choice of assessment method should be based on how the student can best demonstrate  
507 acquired competence.
- 508 - All students should have the opportunity to receive an individual, formative written explanation  
509 for submitted assignments and exams. This should apply to both subjects with letter grades and  
510 those with pass/fail grades. The explanation should be provided in a way that contributes to the  
511 student's learning process and gives a clear picture of the student's performance and areas for  
512 improvement.
- 513 - If an oral explanation is provided, whether in connection with an oral or practical exam, a written  
514 explanation should also be provided afterward.
- 515 - All subjects should offer retake exams for students who fail or have a valid absence.
- 516 - The use of mandatory attendance should be limited and only used when necessary for the quality  
517 of the teaching.

518

### 519 Digital tools and Digital teaching

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

525

- 526 - NMBU should primarily offer physical teaching with physical attendance but should have good  
527 solutions for digital teaching and hybrid arrangements.
- 528 - Digital teaching or recordings of teaching should be made easily accessible to students who, for  
529 various reasons, have difficulties attending physical classes.
- 530 - Digital tools should be used where appropriate, and instructors should have up-to-date  
531 competence and knowledge on how to use them. NMBU should be responsible for offering  
532 courses and training as needed.
- 533 - NMBU should ensure that the choice of digital tools and aids is in line with those used in the labour  
534 market.
- 535 - NMBU should ensure that students, upon completing their studies, have sufficient digital  
536 competence and have developed relevant digital skills within their field of study, according to  
537 labour market demands.
- 538 - All staff involved in teaching or assessing exams and assignments, as well as external examiners,  
539 should receive training in NMBU's AI regulations to ensure consistent assessment practices  
540 across all subjects.
- 541 - Information about the AI regulations should be easily accessible in public channels and on  
542 NMBU's own websites.
- 543 - NMBU students should receive training in proper citation when using AI and training in critical  
544 reflection on the use of AI.

545

546

547 **2449.6 Attachment 6: Current Instructions for the Student Board (title new**  
548 **instructions for the Student Board**

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

550 *Approved at Student Parliament 2, 09.03.2020.*

551 **Daily operations**

- 552 - The Student Board is the Student Democracy's highest organ between every Student
- 553 Parliament.
- 554 - The Student Board is responsible for the day-to-day running of the Student Boardoffice.
- 555 - The Student Board carries out the daily operations of the Student Democracy in accordance
- 556 with instructions and other governance documents adopted by the StudentParliament.
- 557 - The Student Board will work with and for the impact of the Student Parliament'spolicy.
- 558 - The Student Board is preparatory and advisory organ for the Student Parliament. The
- 559 Student Board shall recommend cases to the Student Parliament.
- 560 - The Student Board is responsible for conducting Student Council dinners before theStudent
- 561 Parliaments.
- 562 - Everyone at The Student Board is responsible for creating a good working
- 563 environment and a good collaboration.
- 564 - The Student Board shall chair committees set up by the Student Board itself, as well as the
- 565 housing environment committee, the committee for the allocation of welfare funds and
- 566 inclusion funds.
- 567 - The Student Board will work to ensure that information for students and union
- 568 representatives is up-to-date and available in both Norwegian and English.
- 569 - The Student Board will follow up the committee for the selection of the semester'sbest
- 570 lecturer.
- 571 - The Student Board will follow up the Student Councils and committees at the Student
- 572 Democracy, as well as representatives in the Student Parliament.
- 573

574 **Communication and availability**

- 575 - The Student Board is responsible for making available the reports of the committees that
- 576 are required to make reports.
- 577 - The Student Board will be available on campus to assist elected representatives and the
- 578 other student body in the most suitable way.
- 579 - The Student Board will work continuously with the promotion and promotion of the
- 580 Student Democracy at NMBU, as well as relevant national student affairs.
- 581 - The Student Board should be available to answer clarifying questions, especially in
- 582 connection with the Student Parliament papers before each Student Parliament.
- 583 - The Student Board is responsible for communicating and providing information to the
- 584 Student Councils.
- 585

586 **NMBU and other actors**

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

- 592 and ensure that decisions are followed up.
- 593 - The Student Board will ensure that updated information for newly elected student
- 594 representatives is given to the administration after each Student Parliament.
- 595 - The Student Board shall have regular dialogue with international associations, such as ISU
- 596 and ESN.
- 597 - The Student Board shall represent NMBU students and the Student Democracy up to the
- 598 highest leadership, and externally.
- 599 - The Student Board shall have regular dialogue and good cooperation with The Student
- 600 Society (Studentsamfunnet i Ås).
- 601 - The Student Board will have a dialogue and cooperation with the buddy general
- 602 (Faddergeneralen) and buddy board (Fadderstyret).
- 603 - The Student Board will represent the students in the Committee on Gender Equality and
- 604 Diversity, the Housing Environment Committee and the Environment Council.
- 605

### 606 **Conferences, seminars and training**

- 607 - The Student Board is responsible for organizing the Student Parliament's kick-off
- 608 conference in the spring, as well as a representative conference in the autumn.
- 609 - The current Student Board should ensure good overlap with the accruing Student Board.
- 610 - Interrupting representatives in the committee are responsible for writing an annual
- 611 report from their term, as well as providing thorough training to the incoming
- 612 representatives.
- 613 - The Student Board is responsible for organizing seminars for student representatives in
- 614 local and central study and research committees.
- 615

### 616 **Formalities**

- 617 - All members of the Student Board have the same authority when it comes to voting rights.
- 618 With voting ties, the president of the board can have a double vote.
- 619 - The Student Board may appoint students to non-decision-making committees where this is
- 620 considered appropriate.
- 621 - The Student Board can appoint students for positions and committees that are outside the
- 622 framework for the working year (the year wheel).
- 623 - The Student Board internally constitutes which of the Student Board members is the deputy
- 624 leader. If a unanimous The Student Board does not agree to this, the role shall fall to the
- 625 highest voter.
- 626 - The Student Board is responsible for distributing the areas of responsibility among
- 627 themselves.
- 628

### 629 **The President's Main Responsibilities:**

- 630 - The President shall open and conclude Student Parliament meetings.
- 631 - The President has the administrative employee responsibility for the other members of the
- 632 board and shall conduct performance reviews at least once per semester.
- 633 - The President is to take responsibility in unexpected and unforeseen situations.
- 634 - The President shall work with the strategic outlook of the student democracy – both short
- 635 and long term.
- 636 - The President shall speak up to bigger actors, for example the municipality and county,



- 637 if beneficial for the students at NMBU.  
638 - The leader shall facilitate good cooperation with the University Board and SiÅs.  
639 - The President is responsible for the finances of the Student Parliament.  
640 - The President shall represent the students in the Rector's Leadership Group (RLG).  
641 - The President is responsible for Student Board meetings.  
642  
643

644 2449.7 Attachment 7: Proposed NEW instructions for the Student Board

645

## 646 Instructions for the Student Parliament's Student Board

647

648

### 1. Daily Operations

649

650

651

652

653

654

655

656

657

658

659

660

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

661

#### 1.1 AU Meetings

662

663

664

665

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

666

667

#### 1.2. Student Parliament

668

669

670

671

672

673

674

675

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

676

677

678

679

680

681

#### 1.3. Training and Transition

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

682

## 2 Composition

683

684

685

686

687

688

689

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

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

### 698 699 **2.1. Leader**

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

#### 708 **Responsibilities:**

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

### 715 716 **2.2. Deputy Leader**

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

### 719 720 **2.3. International Work**

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

#### 729 **Responsibilities:**

- 730 • **Inclusion Funds:** The International Officer leads the committee for inclusion funds and holds  
731 monthly meetings. Responsibilities include processing and responding to applications according  
732 to current guidelines.
- 733 • **Representation in ELSA:** The International Officer represents the students in the Euroleague  
734 Student Association (ELSA) and participates in meetings and conferences.
- 735 • **Collaboration with ISU and ESN:** The International Officer should maintain close cooperation  
736 with local student organizations ISU and ESN and assist in their work.

- 737
- 738
- 739
- 740
- 741
- 742
- **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.

743

744

#### 2.4. Sustainability

745

746

747

748

749

750

751

##### Responsibilities:

752

753

754

755

758

759

#### 2.5. Research and Innovation

760

761

762

763

764

765

##### Responsibilities:

766

767

775

776

777

778

779

#### 2.6. Learning Environment

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

783 **Responsibilities:**

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

791

792 **2.7. Study Quality**

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

799 **Responsibilities:**

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

805

806 **2.8. Welfare**

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

813 **Responsibilities:**

- 814 • **Welfare Assemblies in Norway (ViN):** The Welfare Officer will be AU's representative in ViN  
815 and will work to advocate for the policies adopted by the Student Assembly within ViN.
- 816 • **Housing Environment Committee:** The Welfare Officer will be represented in the Housing  
817 Environment Committee as the chair and AU representative. The Welfare Officer is responsible  
818 for calling meetings and ensuring that the points discussed are followed up by SiÅs.
- 819 • **Welfare Funds:** The Welfare Officer is the chair of the committee for the allocation of welfare  
820 funds and has primary responsibility for overseeing the committee's work and the distribution  
821 of the funds. The Welfare Officer will also follow up on applications for the reallocation of welfare  
822 funds in collaboration with the rest of AU.
- 823 • **Academic and Political Funds:** The Welfare Officer is primarily responsible for overseeing the  
824 work related to the allocation of academic and political funds in collaboration with the rest of AU.

825

826 **2.9. Promotion**

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

833 **Responsibilities:**

- 834 • **Election Board at NMBU:** The Promotion Officer sits on NMBU's Election Board and contributes  
835 to the execution of elections for both students and staff at NMBU.
- 836 • **Vice-Chair Forum:** The Promotion Officer collaborates with the vice-chairs of the Student  
837 Councils on the marketing of SD-NMBU.

838

839

840

841 2449.8 Attachment 8: Guidelines for the Use of Generative Artificial  
842 Intelligence at NMBU.

843 **Guidelines for the use of Generative Artificial Intelligence at NMBU –**  
844 **SECOND DRAFT**

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

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

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

- 855 1. If AI was used for language editing, it falls under writing aid. A brief explanation of the platform  
856 used (such as a chatbot or another AI-based tool) and what the program was asked to do with the  
857 text is sufficient. The student is responsible for the final content after the language editing is  
858 completed.
- 859 2. If AI was used to process data/sources in relation to each other, develop analytical frameworks,  
860 or create procedures for an experiment/project, it falls under research method. A detailed  
861 explanation is required, covering the purpose, programs used, and the interaction process  
862 (between the user and the AI platform) that forms the basis for the method(s) on which the  
863 project/text is based.  
864

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

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

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

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

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

887

888

889 2449.9 Attachment 9: Revised resolution “ Free education for international  
890 students”

891

## 892 Free Education for International Students

893

*Approved at Student Parliament 5, 10.10.2022*

894

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

901

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

906

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

913

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

919

920

### 921 The Student Parliament at NMBU:

922

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

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

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

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

932