

Party Programme DAS

2018-2019



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1. Educational Quality

Education quality is, and will always be, priority number one of DAS. Students are at our University with the intention to be educated. This education must be of the highest quality possible and fitting as good as possible to students, teachers, the academic world and the business community. Students must be given the space to give their opinion about the education, and in addition, programs should adjust their education accordingly.

a. Separate Courses

DAS is huge fan of integrated education. The coherence between different subjects must be optimally utilized wherever possible. This way the best education can be achieved. With project-oriented education we, as students, are well prepared for our future career by making connections between different disciplines. The application of the knowledge that we collect also has a motivating effect. However, DAS also strongly supports the fact that education must still be very accessible for students who do not study full-time. In other words, education must be offered in an integrated way, without this being detrimental to anyone who does not study full-time. Some students cannot study full time due to personal circumstances. In addition, doing part-time management is quite a job if you also must study full-time next to it. And what is personal and small-scale education, if it must be done in one standardised framework, with one general model? DAS specifically asks for more freedom within modules by giving students the option to do separate courses.

b. Better, more complete and more effective care for educational quality

To keep the quality of education high, many surveys are sent to students during the bachelor phase. These can be University wide surveys to assess the TOM education, but also surveys on the program itself. With these two means, the quality of our education is monitored. However, the response to these surveys is very low. In addition, DAS does not see what the added value of the institution-wide TOM-surveys is as study programmes, who will ultimately have to something with the results of the surveys, evaluate the exact same subject for themselves. Possibly these surveys can be bundled together. If something would go wrong, this would only appear from the rarely filled in programme surveys. DAS demands a focused investigation into the effectiveness of these surveys, because when quality control and improvement are a requirement, it must be possible to map out all the problems properly.

In addition, far too little is done on the quality of education of the master's education. Where you are spammed with evaluations during the bachelor phase, you do not really see this in the master phase, while there are also problems there. DAS is dedicated to pay more attention to the quality of education in the master's degree program and continues to ask the Rector questions to better identify these.

c. No numerus clausus and selection at technical study programmes (TG excluded)

At various universities there are rumours of a stop on technical studies. This will mean that studies will introduce a numerus clausus and a selection procedure during the application procedure. Now there is no surplus of students and we must keep investing to offer the right facilities. DAS believes that we should prevent the introduction of said measures as much as possible. Though when other universities choose to opt for selection in a specific technical study, the UT must join. DAS stimulates the University to keep in dialogue with the other universities on this subject and to prevent door-to-door selection.

d. Better tutoring with graduation assignments in the master phase.

DAS sees that the tutoring of graduation assignments is not always sufficient. Having to wait for weeks to make an appointment for a progress interview is not workable and not good for the process and purpose of a graduation assignment. The University does too little to chart the tutoring of graduation assignments. DAS draws more attention to the quality of the tutoring of graduation assignments in the master phase by actively contributing this topic to the rector and asking them to map where things are going wrong.

e. No smaller study association spaces and classrooms due to relocation

The coming years will change a lot in the housing of studies. DAS argues that study associations do not have to surrender space. In addition, DAS believes that the number of self-study places should be increased, and the various renovations should not cause too much inconvenience. DAS will continue to actively monitor this in the coming years and provide feedback to both the University Council and the rest of the University.

f. Record more lectures and make them available online

DAS is convinced that more attention should be paid to making lectures available online so that they can be reviewed later. At many other universities, such as Delft and Utrecht, this is already largely done, and it is already being done at a number of lectures at our University, but why don't we use it more often? It is experienced by students as very pleasant when you want to look back on a part of your lecture, for example if you have double-scheduled hours. The facilities are already there, so let's make good use of them!

g. No evening lectures

DAS is absolutely against evening lectures. Students should have time to relax, exercise or develop alongside their studies. With the introduction of evening lectures, this is hugely opposed, and a lot will change in the close and unique student culture of Enschede. Many sports and cultural associations have their activities in the evening. An introduction to evening lectures would drastically reduce activism in these types of associations. DAS will fight against evening lectures and for these to only be used as a last resort. If this is indeed the last and only solution, DAS will ask for a clear explanation per evening lecture to avoid evening lectures as much as possible.

h. Take a lead in educational Innovations

DAS would like to see the university open up to educational innovations in secondary education. As a relatively young university, we could take a lead in the new developments in the field of education. The University could therefore look at the fact that it is no longer a hard requirement to have a VWO diploma with German or French, as this knowledge is not even used in our English technical studies. It would be a shame if we reject talent because of knowledge that students no longer use at the University.

2. Ambition

In the eyes of DAS, student activism is the most important way students develop themselves alongside their studies. Whether this is a board year, a committee, high-level sports or a part-time job, everyone should be given the space to develop themselves personally. In addition to your studies, self-development also adds a lot to your chances on the future job market.

a. Plus document

Because student activism at the UT plays such an important role, DAS believes the University should give it the recognition it deserves. Now it is the responsibility of the Student Union to register student activism. DAS would like to see an accompanying plus document added to the university diploma, in which the University itself recognizes the additional curricular activities. The deserved recognition for the student and an extra help for the job market.

b. More room for student initiatives

DAS is convinced that the term ambition has a different meaning for everyone. From association boards to organizing the Campus run, from a double bachelor's degree to practicing a top sport. Regardless of your personal interpretation, everyone should be given the space to develop in these areas. The UT should meet the needs of students as well as possible. That is why DAS requires more space for its own initiatives and better support. At present, student initiatives are often punished because failure to complete one course results in 15 ECs remaining behind.

c. Separate courses in integrated modules

DAS is a huge fan of integrated education, but in practice this is not always perfectly integrated and still has the size of 15 EC. DAS understands that it is quite a job for module coordinators to organize education within these frameworks. In addition, the study pressure of students is higher than ever, as is immediately apparent from the doubling in the number of students who go to the student psychologist. DAS fights for more freedom within modules, where integrated education is retained as much as possible. DAS fights for separate module components, which can be smaller than 15 EC. Because if there is no connection between courses, why should this have to apply to the number of ECs to be obtained?

d. Stimulation of personal development by means of better communication

The small scale for which the UT is well known, mainly manifests itself in the many possibilities the university has to offer. However, as a student you should be able to get familiar with all of these possibilities. DAS calls for active stimulation of personal development by better communicating the facilities and possibilities that the UT already offers so that everyone who wants it, can use this as well as possible. A concrete example of this is an overview on the website of the University about all honours- and plus programs, as well as all courses offered for your personal development.

e. Encourage the Honours programme

There is little enthusiasm for the Honours programs that the UT currently offers. DAS is convinced that there should be an emphasis on ambition, which should therefore be encouraged as much as possible. More attention and information about the possibilities of plus and honours programs should be given. Students who can handle more academic challenges or feel the need to, should be facilitated accordingly.

f. Dreamteam Hall for student teams

Student teams are a good example of how students can develop very broadly. Students with totally different backgrounds join forces to solve a societal issue together. The UT must stimulate this as much as possible and, above all, facilitate it. This can be done through resources such as training and the right networking possibilities. And also, financial resources should not be reduced. The product of the student teams is widely used to promote the UT and thus a good calling card for the UT. DAS also encourages the construction of a possible Dreamteam Hall, a workplace where all student teams can work together and learn.

g. Minor for ambitious students with a good idea for a start-up

The University puts a lot of money and resources into start-ups to give them a good start. However, DAS believes that there isn't the possibility for students to set up a start-up with their good idea next to their studies. Other universities already offer a minor, where students are guided in setting up their own start-up. A minor about starting your own start-up would be the perfect addition to the current HTHT minors that are already offered.

3. Internationalization

Over the past few years, our UT has gained many nationalities. A nice development if it would be handled correctly. DAS believes that the University should make every effort to ensure that all students can work well, play sports and study at the University. We also believe that the associations themselves have the responsibility to deal with internationalization internally. A central policy seems to be counterproductive, and therefore an appropriate policy will be looked at in cooperation with the sports, culture and student associations.

a. Internationalization is more than language policy alone

When it comes to internationalization, it is often only about language policy, but we realize too little that students and teachers can understand each other just fine. The problem of internationalization is somewhere else according to DAS, somewhere different than language policy alone, with cultures. But the priority of the University does not always lie in matching all the cultures that the University has. Language is certainly useful, but if we can really understand each other and can act in on each other's behaviour, only then will we learn from each other and only then will internationalization be successful.

b. Integration of international students

It is not desirable to speak in a language other than English when people of different nationalities are present. It is therefore not desirable that students of the same nationality form 1 project group, as this would increase the chances of only speaking a non-English language in the group. DAS promotes the integration of nationalities during education. This requires the right framework to guarantee this integration, or all communication must be English or bilingual.

c. English language course should be free for students

DAS believes that the transition to the English language must be properly supervised; for employees but also for students. Discussing study material goes best in the mother tongue and with the internationalization of the UT, more and more education will no longer be available in the native language of most students, Dutch. This is a sacrifice that students make to go along with the language of science and the internationally-oriented business world and is certainly not wrong. DAS does believe that students should get the right help to develop their English language to a sufficient level, which should be made easier by making language courses free. Because the language courses for students are not very expensive now, it is not a big investment for the University, but it will stimulate the UT community to make the English more proficient. But the UT community also must get used to this change. This cultural change requires an investment of students and employees. That is why DAS advocates free language courses to improve education and the integration of different cultures.

d. More room for language development among employees

Teachers can best communicate their information in their mother tongue. However, the internationalization of the University requires a grasp of the English language at a level where it is easy to talk, where the teachers of a dry monologue have the ability to turn it into an interesting story. DAS is convinced that teachers have the will to communicate professional knowledge as well as possible, but sometimes do not get the right resources to realize this, which causes frustration among the students. DAS therefore wants more room for employees to master the English language. Employees need more space from the University to realize this. In addition, it requires not only that teachers speak English well, but also support staff, think of security, service desks, the library and sports centre. DAS demands a concrete overview showing what we expect from whom in terms of the level of the English and how this will be realized.

e. Language policy within and outside of educational division

DAS is in favour of the internationalization of education and believes that there must be a broad education framework, to integrate international students as well as possible. However, sport, culture and student associations are a totally different kind of group. DAS is convinced that forcing the English language out of the educational perspective is counter-productive. That is why DAS is committed to setting up a language framework together with the culture, sports and student associations, in which it is made clear how the preconditions for the proper integration of international students are safeguarded. DAS strives to ensure that all external communication is bilingual, but it is not mandatory to speak English at the all associations. DAS believes that the English language automatically follows internally when international students join.

4. Student Wellbeing

The life of a student is very busy. In addition to the compulsory study, we also focus on extracurricular activities at this entrepreneurial university. Increased pressure due to the introduction of the loan system and the Twente Educational Model with the "everything or nothing" rule, along with the rich supply of active associations, has caused many students to find the limits of their abilities. DAS believes that the University must guard for the well-being of its students, but also that the University does everything it can to make students feel at home where this is not yet the case.

a. Student psychologist

The student welfare should be very high on the agenda of the University. However, right now more is talked about the student satisfaction than the student welfare. These two things are something completely different. Many students suffer from high study pressure. Combining studying with sports or a part-time job is a big challenge. Much use is made of student psychologists, but this has created a very long queue and the number of sessions before a student is referred is reduced from 8 to 4 sessions. DAS thinks this is a bad change and, in addition to betting on more student psychologists, also looks forward to more efforts to prevent the causes of overworked students

b. Campaign for awareness of the mental health of students

The number of students who are overworked is shockingly often in the news lately. Instead of only focusing on solving this problem, DAS intends to pay more attention to preventing overwork. That is why DAS is requesting a campaign for awareness of mental health among students and under the study organisations themselves. Studies must be aware of the consequences of their educational division and do something about it!

c. Better integration of ATLAS and ITC

ATLAS and ITC students follow different and unique education compared to the conventional bachelor and master education in the Netherlands. This has created a distance from ATLAS and ITC students compared to non-ATLAS and ITC students. DAS would like to see these students become more integrated with the rest of the University community. In this way we can all learn the best from each other. With the arrival of the ITC to the campus, DAS sees a huge chance to obtain this goal. DAS also asks for a clear plan to allow ATLAS students to integrate more with non-ATLAS students.

d. Support ATLAS students when transferring to master education

ATLAS students receive a different form of education compared to the other bachelor students. During the 'default' bachelor education, students are being prepared for master's education. ATLAS students, however, are used to different education and students and teachers from regular education often have high expectations of ATLAS students, which leads to problems. DAS wants serious attention to be paid to how ATLAS students are prepared to follow regular master's education and to the integration of regular bachelor students and ATLAS students. In this way, ATLAS students are better prepared for their master and ATLAS and non-ATLAS students will be much closer together.

5. Sustainability

Our University is the most entrepreneurial University of the Netherlands, in which we have a specific focus on social interest. The University is gradually implementing sustainability policy, but the University is not clear about the way this is done, and some form of central policy is lacking. DAS does not understand that such an important topic is only dealt with via memos and notes. DAS advocates a total transition to green energy, more solar panels and a sustainable infrastructure.

a. Better communication

At this moment the University is very closed about discussing the sustainability of our University. The university is shouting that we are committed to implementing sustainable solutions. However, when we look at the actual communicated plans, it is not much more than a bunch of coloured trash bins of a thousand euros. DAS is therefore believes that the University should communicate more clearly which actions are made to improve sustainability and what the hoped-for outcome is so that everyone knows what is happening and that it is possible to evaluate what works and what not.

b. Sustainable campus housing and university buildings

An important part of sustainability is the sustainability of buildings. This can be done, among other things, by improved insulation, by more sustainable energy suppliers and by reducing gas consumption. DAS believes that the University should actively work towards the application of all these points for buildings on campus.

c. Increased awareness of sustainability among students

Sustainability does not come naturally. A culture change will have to take place among employees and students. A change like this requires not only communication to be improved, but also that there is more awareness about the subject. DAS wants the University to encourage associations and studies to do more with this theme by supporting projects and guest lectures on this subject.

d. Use the knowledge of our students

Our University is rich in knowledge and various disciplines that could all be used to tackle the sustainability problem. DAS wants the University to work together to present and stimulate cases about sustainability in student challenges. This is also interesting for the students and in the interest of the UT. After all, we already have a sustainable energy master. Now is the moment that the University will do something with it.

e. Work together

DAS believes that it is necessary to look beyond just the sustainability of physical facilities. An organization such as the University of Twente has a big influence on organizations with whom it cooperates and can choose whether or not to use green partners. DAS is therefore committed to looking at the sustainability of partners that the university has and urges to actively look for ways to facilitate this. It appears that our university is affiliated with a non-green bank, the ABN-AMRO. DAS urges the university to actively search for greener alternatives, such as Triodos.

6. Top Facilities

a. More space for sports halls and study places in the Vrijhof

Right now, the gyms are overcrowded and there is not enough space to meet all the wishes of all sports clubs, especially in the winter, when many clubs would like to relocate their training courses. When the University decides to switch to evening lectures, the pressure on the halls in the sports center and Vrijhof will only increase, because students will also have less time available in the evening. DAS demands more attention in order to meet the wishes of all the sports clubs. If it turns out that there is too little space, one should look for creating extra rooms!

b. More resources for cultural associations

Culture associations are high on the agenda at DAS. In the field of culture, we have talent that we can be extremely proud of; such as a very well performing concert band, cabaret club that performs repeatedly, a jazz band where everyone present has to dance and a theatre association that you say to you. All this talent should be cherished and invested in. DAS believes there is far too little attention for cultural associations, with the result that these associations in particular have problems. DAS is proud of the cultural associations that our University holds and looks forward to continuing to develop.

c. Keep the good quality of our housing, internet connections and sport facilities

At the moment DAS is very satisfied with the current facilities such as the fast internet connection, the quality of the accommodations and the renewed sports centre. With the increase of students at our University, DAS continues to emphasize these good facilities and will compete for the continuity of these facilities.

d. Improve the communication to the students

DAS believes the communication from the University to its students needs to be a lot better. A lot of information is difficult to find; When searching for a certain regulation, the only way to find it, is by entering the exact regulation you are looking for. However, students do not always know what to look for. DAS calls on the University to conduct extensive research with a working group consisting of various students to improve communication. Ideas that DAS would like to help with, information mails / letters to new students with a list of abbreviations, links to schemes, confidential advisers. A lot is well organized at this university, but students know too little about all the possibilities and this is terribly unfortunate.

e. Prevention and expansion of financial and physical resources of dream teams

Student dream teams are full of ambitious students, who want to develop themselves on a broader level than their studies alone. They work together to learn from each other and are engaged in a social problem. DAS encourages this and would like to see that the financial contribution to these teams is maintained. In addition, DAS sees it of enormous added value when a Dreamteam Hall is built. A place where teams can make use of (better) facilities together and this hall can be the embodiment of the ambition of the dream team students together.

f. Availability student accommodation

Last year there was a lot of reverse co-optation, again this year there were (international) students who could not find a room for a longer time of stay and had to stay at a camp site as a temporary solution. DAS believes this is outrageous, and we will continue to ask questions to the CvB about the accommodation of (international) students. The discussions held between the SU, the University and the Veste concerning this problem will be followed closely by DAS and DAS will ensure that housing for (international) students is improved.

7. Participation

DAS does a lot to promote student participation at the UT. With the arrival of DAS in the UC, more students know what the UC is and what the UC talks about and determines. DAS also promotes employee participation among high school students by attending school conferences. DAS shares its experiences with student participation and DAS gets a better picture of the needs of high school students.

a. Professionalisation OLC

The law was changed last September, as a result of which educational committees have been given a more prominent and important role. As a result, they now play a more important role in drawing up the quality agreements made with the Minister of Education. DAS advocates professionalisation of the program committees. More trainings should be offered to support these study program committees so that they can fulfill their role to the best of their ability and with sufficient knowledge, as required by law. A concrete example of this is to offer OLC's trainings in order to gain a better insight into the financial documents of the study program to include feasibility of ideas in the advice given to the study program.

b. Professionalisation of Faculty Councils

University Council members receive different courses to be able to discuss different topics well prepared. However, it is sometimes lacking at the faculty councils, which are just as important for representing students! DAS advocates centrally arranged training for the faculty councils with regard to legislation and finances in particular. In addition, faculty specific trainings should be provided by faculty members to provide members of the faculty council with specific knowledge about legislation and finances per faculty.

c. More attention from participation (also for employees)

DAS believes that employee participation does not live enough among the students and employees. This has however improved in the past few years with the arrival of DAS, but DAS still demands more attention and information facilities for students regarding employee participation at the University. In addition, it is difficult for staff members of the University Council to be fully represented. This is a cause for concern for DAS, and DAS requires active promotion of employee participation from the University and will also actively continue to dedicate itself to maintaining an active support base.