

A man in a light blue shirt is sitting on a metal railing, looking towards a soccer field. In the background, a player in a green jersey is visible on the field. The scene is outdoors with trees and a brick building in the distance.

Party program DAS

2021-2022

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Educational quality

The quality of our education is and will always be our number one priority. Students are primarily at the university to participate in their education. This education needs to be of the highest quality as possible and should suit the needs of both students and teaching staff. Besides that, our education also needs to be the bridge between the academic world and society. Students need space to voice their opinion about their study program, to which the program needs to listen and act upon adequately.

1.1. Transition to TOM 2.0

The new TOM 2.0 will come into effect in the upcoming academic year (2020-2021). This model revolves around more coherence between the subjects with the project work and more coherence and connection of the different modules. In addition, the 0 or 15 EC regulation has been abolished. As DAS, we are satisfied with this new model and will therefore ensure that these new regulations are complied with.

1.2. Better, complete, and more effective care for quality of education

Within the bachelor and master education, many surveys are sent after completing a TOM module or a subject in the master. Many bachelor programs also conduct in-person evaluations with students. The response to the surveys is very low, as is the turnout of the in-person evaluations. DAS attaches great importance to quality improvement within education, for which the experiences of the students are of great importance.

DAS wants a focused investigation into the effectiveness of these surveys and evaluations because quality control and improvement is a requirement, but it must be possible to properly identify the problems. Furthermore, it must be clear what feedback has been given and what actions have been taken based on this feedback.

In addition, it is important that anonymity is guaranteed in surveys and evaluations, in this way students feel free to express their opinion without being punished for it. For this reason, at least one evaluation per module or course should be conducted by students who provide feedback to those responsible for the program.

1.3. Promote a language course for teachers

With the focus on internationalization, more and more courses are given in English. However, not every teacher has mastered the English language, which makes their lectures hard to follow when given in English. That is why DAS is committed to promoting language courses to lecturers who have not mastered the English language yet, especially in the study programs where English has become the official language, thus guaranteeing the quality of our education.

1.4. Increase the number of lecturers with a base qualification for teaching

As DAS we fight for the quality education. However, it appears that the number of teachers with basic education qualifications (BKO certificate) is still too low within certain faculties. This is mainly due to most professors being researchers on the first place, and lecturers on the second. They have the knowledge about their subject, but do not necessarily know how to teach that knowledge to us students.

The BKO certificate has already been made a requirement when hiring new lecturers and professors, but the current teachers are not catching up fast enough to obtain this certificate.

1.5. Prevention of overcrowding

Many studies have grown in past few years, and this growth is likely to continue. DAS believes that the accretion of new students should be of secondary importance compared to maintaining the current educational quality. If the student growth is too big, the current facilities will come under too much pressure, which will affect the quality of our education. Now there is not yet a surplus of students and we must continue to invest to offer the right facilities. When other universities decide to implement certain criteria for acceptance to a technical study, the UT must join. DAS encourages the University to remain in dialogue with the other universities on this subject and to prevent overcrowding.

1.6. Better guidance and supervision of graduation assignments

DAS sees that the guidance and supervision of graduation assignments are not always sufficient. Waiting weeks for an appointment for a progress interview is not workable, and not good for the process and purpose of a graduation assignment. The University does not do enough to map out the supervision of graduation assignments. DAS is calling for more attention to the quality of the supervision and guidance of graduation assignments in the master's phase, by actively contributing this topic to the rector and asking them to identify where things are going wrong.

1.7. No loss of space for study associations, classrooms, and study spots

In the coming years, a lot will change in the housing of various studies. DAS argues that study associations should not sacrifice space. In addition, DAS is of the opinion that the number of self-study places should increase, and that the various renovations should not cause too much inconvenience. DAS will continue to monitor this and provide feedback to both the University Council and the rest of the University in the coming years.

1.8. More digital education and recorded lectures

DAS is convinced that more attention should be paid to making lectures available online to look back at them at a later date. This is already largely being done at many other universities, such as Delft and Utrecht. In addition, due to the COVID-19 situation we have been able to test a lot on which forms of digital education work, and which do not. It is very useful if you want to look back at a part of your lecture, for example if you have

double-scheduled courses. The facilities are already there, so let's make good use of them!

1.9. Flexible studying

Starting in 2023, it should be possible at all universities and colleges to pay per subject instead of per year. This flexible studying should make it easier to combine study with, for example, work, informal care, or your own company. As an entrepreneurial university, we should have a leading position, and must therefore already take steps to ensure a smooth implementation. DAS is therefore committed to starting pilots at the UT to prepare us for this flexible system.

1.10. No lectures in the evening

DAS is absolutely against evening classes. Students should be given time to relax, exercise or develop themselves outside of their studies. With the introduction of evening lectures this is greatly counteracted, and much will change in the close and unique student culture of Enschede. After all, many sports and culture associations have their activities in the evening. An introduction of evening lectures would drastically decrease activism in these kinds of associations. DAS will fight for this evening classes to only be used as a last resort. If this is the last and only temporary solution, DAS will ask for clear accountability per evening lecture to avoid evening lectures as much as possible.

1.11. Exam-free weeks

DAS would like to see a standard planning for studies so that students know in advance what they can expect. At the same time, this offers the opportunity for enough moments of rest, and time for project work. To facilitate this, DAS wants all studies to keep the first two weeks of a quartile mandatory examination-free. Second, each study program must select one week between weeks six and ten, which is consistently exam-free every quartile. This gives the students more structure, which is very important for mental health and development opportunities. DAS would like to see what options are available for exam-free weeks.

1.12. Minimize the impact of corona

DAS sees that the corona crisis has (had) a strong impact in the field of education, both for students and teachers. In addition, DAS is very satisfied that most education was able to continue with an acceptable quality. Unfortunately, this does not apply to all subjects, and the corona crisis has also had a significant impact on the students. DAS therefore advocates that the university does everything it can to prevent students from being unnecessarily delayed by corona, by dealing with certain restrictions in a more flexible and less strict manner and by offering extra resits where possible. In this way, the impact of corona on the study progress of students remains as limited as possible.

Ambition

In the eyes of DAS, student activism is the most important way in which students can develop alongside their study. Whether this is a board, committee, top sport or part-time job, everyone should be given the space to develop themselves personally, to the best of their ability. Self-development also adds a lot to your future career opportunities.

1.1. Activism recognition

Because student activism at the UT plays such an important role, DAS believes that the University should give it the recognition it deserves. At this moment it is possible to register student activism with the Student Union. This document is also recognized by the University and signed by the Rector. However, currently only a full-time board year is eligible for this recognition. DAS would like to see this recognition extended to part-time boards and large committees. They also deserve recognition for being an active student and an extra acknowledgment for their future career.

1.2. More room for own 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 to practicing 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 best as possible. That is why DAS requires more space for its own initiatives and better support in this. DAS considers it important that exam-free weeks become a reality to give activism more space. In addition, the limiting factors for international students must also be considered to offer them the opportunity to realize their ambitions.

1.3. Separate compartments in integrated modules!

Since its inception, DAS has fought for the abolition of integrated TOM modules, which all module EC's could only be achieved if all subjects were passed. In the 2018-2019 academic year, the Executive Board gave a promise that these regulations will be abolished with effect from the 2020-2021 academic year. Integrated education will still be taken together, but separate subjects will be introduced. DAS is happy with this decision and hopes that the new system will have the desired results. DAS will continue to monitor the correct implementation of this policy in the coming years. DAS therefore expects a clear and correct explanation in the event that courses, and modules must remain integrated. DAS ensures that participation is strengthened where necessary.

1.4. Encouraging personal development through clearer communication

The small scale for which the UT is known for is mainly expressed in many possibilities. However, as a student you must be familiar with these options. 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, is aware to their options. A concrete example of this is an overview on the University's website of all honour's programs and plus programs, all courses offered on personal development bundled. It is simple for the student who is already active to discover more about the active student life, but this is less accessible for new students. This too should be promoted more actively so that all students are aware of the possibilities at this University.

1.5. Stimulating honours program

There is little interest in the honours programs that the UT currently offers. DAS is convinced that extracurricular college is also ambition, which should be encouraged as much as possible. There should be more attention and information about the possibilities of plus and honours programs. Students who can handle more academic challenges and who need them should be facilitated. Not only exceptional students should be notified of these options, but all students who might participate in a program should be given this option. In addition, more clarity is needed about the distinction between different programs. DAS also believes that the threshold for an honours program should be lowered. For example, one should look to reduce the evening lectures. Students should be able to keep this space for additional activities. Recorded lectures and online education can provide solutions for preventing evening lectures.

1.6. Dreamteam Hall for student teams

Student teams are a good example of how students can develop themselves. Students with a completely different background come into contact to achieve a social goal together. The UT must stimulate this as much as possible and above all facilitate it. This can be done through means such as training and the right network. But also financial resources that shouldn't be lowered. The student teams' product is widely used to promote the UT, making it 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 and learn together

1.7. Guiding start-ups

The University puts a lot of money and resources into start-ups to give them a good start. UT partner Novel-T offers guidance to start-ups that are more advanced. However, DAS misses the connection between the two parties and DAS would like to see extra support to guide young start-ups. In addition, DAS sees that other universities already offer a minor in which students are guided in setting up their own start-up. A minor or start-up hub that supports starting your own start-up is a good addition to the UT's ambition.

1.8. Board minor

To combine education and ambition, DAS considers it important that during a board year there is the possibility to follow a supporting board minor. In the minor, board members can evaluate their experience and combine this with education and research. It is important that directors have the opportunity during the board year to link their practical experience to corresponding theories, to get the most out of the board year. DAS believes that this minor should be realized no later than the coming academic year 2020-2021.

1.9. Activism grants (FOBOS)

The University has the Regulations for Financial Support for Special Circumstances (FOBOS). Within this scheme, reimbursements are offered for students who have completed a board year in the form of grants. The Student Union also has regulations for Extra & Incidental FOBOS grants. DAS believes that this system should be as fair and realistic as possible. Boards who have to work full-time for the performance of their duties should also be compensated in this way. The same work within another sector should be assessed in exactly the same way.

Participation

DAS does a lot of promotion of student participation at the UT. With the arrival of DAS in the UR, many more students know what the UR is and what the UR is talking about and working on. In addition, DAS competes for places on the BMS faculty council, to promote the interests of the students at this level as well.

2.1. Professionalisation of education committees

Last year, the law changed, giving education committees a more prominent and important role. As a result, they now play a more important role in drawing up the quality agreements that are made with the Minister of Education. DAS advocates the professionalization of the education committees. More courses should be offered to support these education committees so that they can perform their roles to the best of their ability and with the necessary knowledge, as required by law. A concrete example of this is to offer education committees courses to gain a better understanding of the financial documents of the training and to include the feasibility of ideas in the advice to the training.

2.2. Professionalisation of faculty councils

University councillors are given different courses to be able to discuss various topics well prepared. However, this is sometimes lacking in the faculty councils. DAS advocates centrally arranged training for the Faculty Councils about legislation and finance. In addition, there should be faculty-specific training courses to give members of the faculty council specific faculty knowledge about finance for each faculty.

2.3. More attention for participation (also for employees)

DAS believes that student participation is not enough among students. This has improved in the past few years, with the arrival of DAS in various ways, but DAS requires more attention and information facilities for students regarding student participation at the University. In addition, it is difficult for staff members of the University Council to be fully occupied. This worries DAS and DAS demands active promotion of student participation from the University and will also continue to actively commit itself to maintaining an active constituency.

Integration

In the past few years, our UT has become richer in many diverse cultures and preferences. A nice development if it is handled correctly. DAS believes that the University should make every effort to ensure that all students are able to work, exercise and study well at the University. We also believe that subsequently the associations themselves have the responsibility to tackle internationalization internally. A central policy seems to be working against it, and an appropriate policy will therefore be sought in collaboration with sports, culture, and entertainment associations.

3.1. Integration is more than language policy

When it comes to integration, it is often just about language policy, but we are not sufficiently aware that students and teachers can understand each other correctly. According to DAS, the problem of integration is elsewhere. However, the priority of the University is not always in matching all the cultures of the University. Language is undoubtedly useful, but if we understand each other and accept each different culture, then we can achieve the integration in this diversified community

3.2. More space for language development among employees

Employees can best transfer information in their native language. However, the increasingly international character of the University requires a command of the English language at a level where one can easily have conversations, and where the teacher of a dry monologue can make an exciting story. DAS is convinced that lecturers have the willpower to want to transfer professional knowledge as well as possible, but that they do not always have the right means to achieve this. This causes frustration for the students, which DAS wants to solve by offering the University more space for employees to master the English language. Besides, not only are teachers required to speak good English, but this also includes all support staff, such as security, service desks, the library, and the sports centre. DAS requires a detailed overview that shows what everyone's expectations about the command of English are, and how this will be achieved.

3.3. Better promotion course in English and Dutch for students

DAS believes that the transition to the English language should be appropriately supervised, for employees but also for students. The transfer of study material is best in his or her mother tongue. With the internationalization of the UT, more and more education will no longer be available in this mother tongue. This is a sacrifice that students make to go along with the language of science and internationally oriented business and is certainly not wrong. Because the courses for students are not very expensive now, it is not a significant investment for the University. Still, it will stimulate the UT community to make English more proficient.

On the other hand, the UT community also must get used to this change. This culture change requires an investment from students and staff. Therefore, DAS advocates better promotion of language courses to improve the delivery of education and the integration of different cultures. In addition to English language courses, it is also useful for international students to follow Dutch language courses. This is conducive to the integration of these students.

3.4. Language policy within and outside education

DAS is in favour of the internationalization of education and believes that there should be an education-wide framework to allow international students to integrate as well as possible. However, sports, culture, and social associations are a completely different kind of group. DAS is convinced that forcing the English language outside of education is counterproductive. That is why DAS is committed to drawing up a framework in consultation with the culture, sports, and social associations, in which it is made clear how the preconditions for good integration of international students are guaranteed. DAS strives to ensure that all external communication is bilingual, but speaking English at the pub should not be compromised

3.5. More Dutch language and cultural courses

International students at UT are facing a lot of hurdles in finding a job after graduation. Even though they are rich at technical competencies, lack of language skills has a great influence on finding employment in the Netherlands. DAS believes that by providing more opportunities to learn the language and culture of the Netherlands improves possibilities of excelling in the job market in the Netherlands.

3.6. Better integration of ATLAS and ITC

ATLAS and ITC students follow special and unique education. This has created a distance of ATLAS and ITC students from non-ATLAS and ITC students. DAS would like these students to be more integrated with the rest of the University community. In this way we can all learn from each other, which is beneficial for everyone. With the arrival of the ITC on campus, DAS sees a significant improvement. DAS also asks for a clear plan to allow ATLAS students to integrate more with non-ATLAS students, especially with the upcoming move to Drienerburgh, which creates the risk that the gap will widen.

Student wellbeing

A student's life is very busy. In addition to the compulsory study, we also focus very much on extracurricular activities at this entrepreneurial university. Increased pressure due to the introduction of the loan system, along with the rich range of associations, has led to many students being able to push the boundaries of their own. DAS is of the opinion that the University must guard for the welfare 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.

4.1. Student psychologist

Student welfare should be very high on the University's agenda. However, there is more talk about student satisfaction than student welfare. These two things are something completely different. Many students suffer from high study pressure. Combining studying with sports or a side job is quite a task. A lot of use is made of student psychologists; however, this has created a very long queue and the number of sessions before a student is referred has been reduced from 8 to 5 sessions. DAS thinks this is an alarming change and, in addition to focusing on more student psychologists, would also like to see a greater commitment to preventing causes. The UT has the task of offering more support in this.

4.2. Campaign to raise awareness of students' mental health.

The number of students who are overworked has been shockingly often in the news lately. Rather than just focusing on solving this problem, DAS plans to pay more attention to preventing overtime. That is why DAS is asking for a campaign for awareness of mental health among students and the studies themselves. Studies must be aware of the consequences of their educational format.

4.3. Special focus on student guidance

Students at UT are guided by the cumbersome amounts of sources varying from fellow students to staff of the University. Often the student is in a confused state where to look for information. DAS wants to have a special focus on the information provided to the students on all aspects ranging from social to important/practical matters.

Facilities

This University has many facilities and services to offer and must take care of their maintenance and preservation. The University must continue to innovate and improve its own facilities and services.

5.1. Improved communication to students

DAS believes that communication from the University to its students should be a lot better. A lot of information is hard to find; When looking for a regulation, exactly the right search terms must be used to find the information you want. However, students do not always know what to look for or where to go. DAS calls on the University to conduct an extensive research with a working group consisting of different students to improve communication. Ideas that DAS likes to help with are information mails / letters to new students with a list of abbreviations, links to regulations, confidential advisers. A lot is already well organized at this University, but students know too little about all the possibilities and it is a shame that they are not being used optimally now.

5.2. More space for study places

At the moment there is a noticeable shortage of study places, especially during the exam weeks. With the increasing number of students, the pressure on the existing study places will only increase. DAS believes that the University must ensure that it can still offer its students the right facilities. For this reason, DAS requests an investigation into current occupancy rates with regard to study places.

5.3. More space for sports and culture associations

At the moment, the sports halls are overcrowded and there is not enough space to meet all the wishes of all sports clubs, especially in winter, when many clubs would like to move their training indoors. In addition, the spaces in the Vrijhof do not meet the requirements of the culture associations and they are forced to move to other locations within the UT. DAS requires more attention in order to best meet all the wishes of the sports associations and cultural associations. If it turns out that there is not enough space, extra rooms or improvements to the current accommodation should be considered

5.4. More resources for cultural associations

Cultural associations are high on the agenda at DAS. In the field of culture we have talent that we can be very proud of; such as a very good performing concert band, a cabaret association that fills the hall time and time again, a jazz band that no one can stop and a theater association that no one can get enough of. All this talent (and more) should be nurtured and invested in. DAS believes that there is too little attention for cultural

associations, which is why especially these associations face problems. It is important that the culture associations have enough facilities to develop further. DAS is proud of the cultural associations of our University and would like to see them continue to develop.

5.5. Monitor good quality housing, internet and sports facilities

At present, DAS is satisfied with matters such as internet connection, the quality of housing and the renovated sports centre. With the increase in students at our University, DAS will continue to emphasize these good facilities and will fight to preserve these facilities. It must be ensured that these facilities are also of good quality in campus housing.

5.6. Availability student housing

Last year there was a lot of reverse co-optation, this year again there were (international) students who could not find a room for a longer period and had to stay at a campsite as an emergency solution. DAS finds this outrageous and will continue to ask the college questions about the accommodation of (international) students. The conversations between the Student Union, University and De Veste about this problem will be followed by DAS and DAS will ensure that housing for (international) students improves.

5.7. Retain and expand financial and physical resources for dream teams

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

Sustainability

Our university is elected the most entrepreneurial university in the Netherlands, where we often have a focus on social interest. The university is gradually implementing a sustainability policy, but the university is not clear about how this will be done, and there is some form of central policy missing. DAS does not understand that such an important topic is only dealt with through memos and notes. DAS advocates a total transition to green energy, more solar panels, and a sustainable infrastructure.

6.1. Better communication

The UT is currently very closed about discussing the sustainability of our university. It is called out and propagated that we are busy implementing sustainable solutions. However, we have not seen much more than a set of coloured waste bins. DAS is therefore of the opinion that the UT should communicate more clearly which actions are being taken for sustainability and what the hoped-for outcome is. This way everyone knows what is happening, there can be evaluated what works and what does not work, and students know how they can contribute.

6.2. Sustainable campus housing and university buildings

In important part of the sustainability plan is making buildings (more) sustainable. This can be done, among other things, with improved insulation, with more sustainable energy suppliers, and by reducing gas consumption. DAS believes that the University should actively commit to applying all these points to buildings on campus, including campus housing.

6.3. Increase awareness among students and staff

Sustainability does not come automatically. A culture change will have to take place among staff and students. A change like this requires not only improving communication, but also raising awareness about the topic. DAS wants the University to encourage associations and studies to do more with this theme by supporting projects and guest lectures on this topic. This could include a platform through which students learn more about sustainability and its active promotion.

6.4. Use of student knowledge

Our University is rich in knowledge and various disciplines, all of which could be used to tackle the sustainability problem. DAS wants the different (sub)departments of the UT to work together, to present sustainability cases and stimulate these cases in student challenges. In addition to being interesting for the students, this is also in the interest of the UT. After all, we already have a sustainable energy master. It is high time that the

university will also do something with this. DAS would like to see implementation of specific knowledge of students in UT policy on a broader scale than just sustainability.

6.5. Collaborations

DAS believes that there is a need to look beyond just making facilities more sustainable. An organization such as the University of Twente has a major influence on organizations with which it collaborates, but the same applies in reverse. DAS is therefore committed to looking at the sustainability of current partners that the University has and urges to actively look for means to help these partner facilitate sustainable changes.