



Party program DAS

2024-2025

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1. Education quality

Educational excellence is and will always be DAS's number one priority. Students are primarily at the University to participate in education. This education should be of the highest possible quality, with the education being as in tune as possible with students, teachers, academia and industry. Students should be given the space to express their opinions on education and, in addition, programs should adjust their teaching accordingly.

1.1 Evaluate TOM 2.0

In the college year (2020-2021), the new TOM 2.0 is in place. This model revolves around more cohesion between courses with project work and more cohesion and connection of different modules. In addition, the 0 or 15 EC scheme has been abolished. As DAS we are satisfied with the operation of TOM2.0, however, it remains important to continue to monitor TOM2.0 and in addition, we want to evaluate TOM2.0. Therefore we want the evaluation of TOM2.0 on the agenda of the Executive Board.

1.2 Validity of grades

According to DAS, the period of validity of passed courses is insufficient. When a student has successfully passed an examination, he/she has demonstrated the relevant knowledge and skills. Therefore, it seems to us not only unnecessary but also demotivating to re-assess students after a period of time for the same knowledge. The re-examination of already passed students is not only an unnecessary burden on the student himself, but also a waste of educational resources. Continuous review requires considerable time and finances from the university. By extending or eliminating the validity of passed courses, the university can use these resources much more efficiently.

1.3 Better and more effective educational quality care

Within undergraduate education, many surveys are sent after the completion of a TOM module or a course in the master's program. The response to the surveys is very low, as is the turnout for evaluations. DAS values quality improvement within education, to achieve this, the experiences of students are very important.

DAS asks for focused research into the effectiveness of these surveys and evaluations because quality control and improvement is a requirement, but then it must be possible to properly identify what the problems are. Moreover, it must be made clear what feedback was given and what actions were made based on this feedback. It has also become apparent that the study pressure for some courses is felt to be too high. DAS believes it is important that this is investigated and an appropriate solution found.

1.4 Offer language courses for teachers

The official language of instruction at the University of Twente is English. However, the command of English is not sufficient for every lecturer, making lectures difficult to follow. DAS is therefore working hard to improve the quality of English among lecturers. DAS is convinced that lecturers have the willpower to want to impart professional knowledge to the best of their ability, but they do not always have the right resources to achieve this.

In addition to proficiency in English, proficiency in Dutch has recently become increasingly relevant. DAS wants the university to draw up a plan to make English-speaking teachers understandable and comprehensible in Dutch to students.

1.5 Better guidance for graduate studies

DAS sees that supervision of thesis assignments is not always adequate. Waiting weeks for an appointment for a progress meeting is not workable and not good for the process and purpose of a thesis assignment. The University does too little in surveying the supervision of thesis assignments. DAS is calling for more attention to the quality of supervision of thesis assignments by actively raising this issue with the rector and asking him to map out where things are going wrong.

1.6 Ensure enough study and teaching spaces

The past few years have seen many changes in housing for various studies, and this will continue in the coming years. The introduction of flex spaces has provided more workplaces, and DAS will continue to push for quality solutions such as flex spaces.

In addition, the location of lectures remains an important issue. Colleges in unorthodox locations, such as movie theaters, are not appropriate, according to DAS. We believe that the university should provide study-worthy lecture places. In the coming years, DAS will work hard to provide accessible and high-quality self-study and lecture spaces.

1.7 Online lectures and improve their quality

DAS is convinced that more should be looked at making lectures available online to watch back at a later date. At many other universities, such as Delft and Utrecht, this is already largely done. Students find it very pleasant when they want to watch a part of your lecture back, for example, if you have double-scheduled courses or extracurricular activities. Physical lectures of course have many advantages, which is why DAS would like to leave this as the norm. However, the transfer of knowledge can be enhanced by online lectures. Therefore, DAS will take care of making the importance of quality online lectures known to the University Council.

1.8 Flex study

From 2023, it should be possible at all universities and colleges to pay per course instead of per year. This flex-study should make it easier to combine study with, for example, work, informal care or your own business. As an entrepreneurial university, we cannot be left behind and must take steps now to ensure a smooth implementation. DAS is therefore advocating pilots at UT to prepare for this flexible system. Here, digital education can be used right away.

1.9 No evening classes

DAS is fundamentally opposed to evening classes. Students should be given time to relax, play sports or develop alongside their studies. The introduction of evening classes works against this enormously and will change a lot in the close and unique student culture of Enschede.

After all, many sports and cultural associations have their activities in the evening. An introduction of evening classes would drastically reduce activism at these kinds of associations. DAS will fight for this to be used as a last resort. If this is the last and only temporary solution, DAS will ask for a clear justification per evening class to avoid evening classes as much as possible

1.10 Peace and structure

DAS considers it important that students have peace and structure within their studies. To achieve this, module coordinators must ensure that there is a clear structure within the module with a sufficient number of exam-free weeks within each module. This should ensure that there are enough moments of rest and time to work on projects. Also, any resits from the previous module should be taken into account within the planning of a module. Examinations and deadlines can quickly pile up, leaving some students behind. If students have more structure it will contribute to their mental health and development opportunities.

1.11 Affordable and available study materials

Although the University has a large database of available (mostly free) study materials, DAS still sees room for improvement here. Especially in master's programs, students are still too often asked to consult unavailable books or advised to buy an expensive book that ends up being used quite infrequently.

2. Ambition

Student activism is, in the eyes of DAS, the most important way students develop alongside their studies. Whether this is a board, committee, top sport or side job, everyone should be given the space to develop themselves personally, to the best of everyone's ability. Putting time into your personal development while studying is also an investment for later.

2.1 More space for own initiatives

DAS believes 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 choices, everyone should be given room to develop in these areas. UT should accommodate the needs of students to the best of its ability. Therefore, DAS calls for more space for its own initiatives and better support for them. Also, DAS sees less activism among international students. These limiting factors should be sorted out to ensure that they are given a fair opportunity to realize their ambitions.

2.2 Stimulate personal development

UT is known for its many opportunities for personal development. DAS calls for active stimulation of personal development by better promotion of opportunities and facilities within the UT. A concrete example of this is the [overview on the university](#) website where you can find all UT-affiliated associations and teams where you can develop yourself alongside your studies. For the active student, this may be obvious, but for the expectant student it is less accessible and this website is a good example of how we have already managed to ensure that there is more visibility for encouraging personal development. DAS will continue to work to give everyone the knowledge about how you can develop yourself alongside your studies and make sure everyone has the opportunity to do so!

2.3 Continue to emphasize the importance of student boards and teams

Student teams are a good example of how students can develop very broadly. Students from completely different backgrounds come together to achieve a social goal. The UT should encourage this as much as possible and above all facilitate it. This can be done through resources such as training and the right network. The product of the student teams is widely used to promote UT and is therefore a good calling card. The new workplace for student teams, the Future Factory, is a good example of how important UT already considers these student teams and we would like to keep this mentality. In addition to these teams, all student boards are very important, not only because of personal development for the administrators themselves but also because they make it possible for many others to meet and develop. A longevity penalty would make the existence of these student boards and teams almost impossible, and of course, that is an unthinkable scenario for us!

2.4 Support for start-ups

The university puts a lot of money and resources into startups to give them a good start. UT partner Novel-T offers guidance to start-ups and potentially interested parties. However, DAS

Commented [TL1]: FOBOS voor ondernemers VO, maar meest ondernemende universiteit van NL, dat moeten we in stand houden!

would like to see even more support to guide young start-ups in education. Think of available elective modules like the minor “Innovation and Entrepreneurship.” Something that we have already helped make possible is that there are a number of FOBOS scholarships available for young entrepreneurs at UT who have less time to devote to their studies due to their work. UT is the most entrepreneurial university in the Netherlands and we need to keep it that way!

2.5 Minors for personal development

To combine education and ambition, DAS believes it is important that there are plenty of opportunities to take minors, such as the board minor or the “Learning to Teach” minor, for example. In the board minor, directors can evaluate their experience gained and also combine this with teaching and research. It is important that during the board year directors have the opportunity to link their practical experience with related theories, in order to get as much as possible out of the board year. We think this is a great opportunity and feel it is important to continue to encourage this type of opportunity. Currently, the board minor is not recognized in every study, while the experiences gained from a board year are relevant to every student. In addition, DAS believes it is important that there are enough spots within minors to accommodate all intrinsically motivated students. This can be achieved by having a better overview of minors and scaling up popular minors.

2.6 FOBOS

In cases of activism outside of study, one can apply for a scholarship. At UT, this is called the Financial Support Special Circumstances (FOBOS) regulation. Within this regulation, allowances are offered for students who have dedicated themselves to their association for a long time. DAS believes that this system should be designed to be as fair and realistic as possible. In addition, DAS believes that the FOBOS scheme should become more proportional to the schemes of other universities. Administrators who must be working full-time to perform their duties should also be compensated accordingly. The same work, regardless of which sector it is done in, should always be assessed in exactly the same way. The FOBOS should not be scaled directly on a weighting by criteria such as membership number, occupation, etc., but should be assessed fairly by added value and workload.

3. Employee participation

DAS does a lot to promote participation at UT. With the arrival of DAS in the UR, many more students know what the UR is, what the UR talks about and what the UR decides. In addition, DAS is competing for places in the faculty councils, in order to promote the interests of students at this level as well.

5.1. Expanding the involvement of DAS

DAS wants to continue to grow in the coming years, not only in seats and constituency associations but also in involvement. This coming year DAS is going to expand involvement both to the outside world and within the university. Towards the outside world, DAS will do this by being involved in the Interstedelijk Studenten Overleg (ISO). ISO is the umbrella body of all university and college councils. ISO is a body which represents all students towards policy makers in The Hague, and by being involved in ISO meetings, DAS can represent the UT students in The Hague.

Within the university, DAS will expand its involvement by being represented in the faculty councils for the first time this year. In this way, the student will also be better represented within faculty councils, and DAS will be more aware of what is going on within the faculties.

3.2 Professionalization of OLC

A law has been passed 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 made with the minister of education. DAS advocates the professionalization of education committees. More courses should be offered to support these education committees so that they can fulfil their role to the best of their ability and with enough knowledge, as prescribed in the law. Course offerings and support have already increased since the law was passed, but awareness among OLCs is still lacking. By making courses and support better known among OLCs, the professionalization of OLCs can continue.

3.3 Professionalization of faculty councils

University council members receive various courses in order to be well prepared to discuss various topics. Since last year these courses have also been available for faculty councils, but unfortunately, attendance from the decentralized councils is low. Therefore, these courses should be better brought to the attention of the decentralized councils. These courses should be better brought to the attention of the decentralized councils. In addition, DAS advocates centrally arranged training courses for the faculty councils, especially with regard to legislation and finance.

3.4 Increased focus on employee participation (including employees).

DAS believes that co-determination is not alive enough among students. In recent years, the university has put much effort into improving the awareness of co-determination. The information facilities for students regarding co-determination at the university have greatly

improved, but there is still room for improvement. After all, there are still incidents where student involvement was lacking in choices concerning students. In addition, it is difficult for the staff section of the University Council to find new recruits because it is difficult to combine being a member of the University Council with other duties, given the often already high workload. This worries DAS and DAS asks that employees be better supported and facilitated in their commitment to the university.

4. Inclusion

In recent years, our UT has become richer in many diverse cultures and preferences. A great development if handled correctly. DAS believes that the university should make every effort to ensure that all students can work, play sports and study well at the university. We also believe that then the responsibility lies with the associations themselves to address integration internally. A centralized policy seems to work against it, and appropriate policies will therefore be looked at in cooperation with the student organizations.

4.1 All associations are welcome at the Kick-In

Last year, associations were barred from signing up as a do-group during Kick-In. DAS believes this is an unacceptable development that should not happen again. Excluding associations goes against the basic principles of the university. Every incoming student has the right to get acquainted with all facets of student life in Enschede during the Kick-In. Excluding a certain sector from associations does not fit into this picture at all. DAS wants to discuss this in the university council next year and make sure an appropriate solution is found.

4.2 Integration is more than language policy

Integration is often about language policy, but according to DAS, the integration problem lies elsewhere. The university's priority is not always to match all the cultures of the university. Language is undoubtedly useful, but if we understand each other and accept all the different cultures, we can achieve integration in this diversified community. Accepting each other is step one and then comes language. Language is a handle.

4.3 More room for language development among employees

Employees can best convey information in their native language. However, the increasingly international nature of the university requires a command of the English language at a level where one can easily hold conversations and where the teacher can turn a dry monologue into an exciting story. DAS is convinced that teachers have the willpower to want to impart professional knowledge to the best of their ability, but they do not always have the right resources to achieve this. This creates frustration among students, which DAS wants to solve by giving the university more room for staff to master the English language. On the one hand, it is important that all faculty can speak English well, but it should not be forgotten that all support staff such as security, service desks, the library and the sports centre must also be proficient in English. DAS requires a detailed outline that shows what everyone's expectations are for English proficiency and how it will be achieved.

4.4 Better promotion courses in English and Dutch for students

DAS believes that the English language should be further integrated appropriately at the university; for staff but also for students. The transfer of study materials is best done in his or her native language. As the internationalization of the UT will decrease again there will be more education in the mother tongue. This does not alter the fact that study material will still often be in English and students will have to be able to cope with this. This is certainly not wrong, as

it is the language of science and internationally oriented business. To accommodate students, the introductory interview with the study supervisor can ask if the student has difficulty with English so that this student can be referred to a language course early in their studies.

Therefore, DAS advocates better promotion of language courses to improve educational offerings and integration of different cultures. In addition to English language courses, it is also important for international students to take Dutch language courses. DAS sees opportunities for a full-fledged minor in Dutch language and culture in which international students have the chance to get acquainted not only with the Dutch language but also with all facets of Dutch (student) culture. Culture is an important part of allowing different groups to understand each other but also to become more connected to people. This promotes the integration of these students. In addition, it can increase the chances of getting a job if the language and culture is more familiar and the same goes for the knowledge of the English language, this again promotes job opportunities.

5. Student wellbeing

The life of a student is very busy. Besides the compulsory studies, we as DAS at this entrepreneurial university also focus a lot on extra curricular activities. Increased pressure due to the tough financial situation of many students along with the rich array of clubs has led to many students pushing the limits of their abilities. DAS believes that the University should watch out for the welfare of its students, but also that the University should do all it can to make students feel in their place where this is not yet the case.

5.1 Student psychologist

Student well-being is an important pillar within the university. However, well-being is often expressed in student satisfaction. These two terms have different meanings. Many students suffer from high study pressure. Combining study with a sport or side job is busy enough for many. Increasing pressure can cause mental problems. One solution may be to seek affordable professional help from a psychologist. This option is already available within UT, but here there is a queue of several weeks. Students are then finally able and brave enough to go to a student psychologist and then it takes so long. In addition, you are then only entitled to 5 consultations, and the sessions get shorter due to lack of capacity. This then results in help, but is this the help students need? The shortage of psychologists brings negative consequences. DAS recognizes that this need must be addressed as a priority. Beyond increasing the use of student psychologists, DAS is happy to focus on the prevention of such mental problems. Think here especially about making more use of student advisors and being more transparent about what a student psychologist can really do for students. There should be better communication between students and student advisors so that the alarm can be sounded earlier and better and more appropriate help can be offered.

5.2 Student mental health awareness campaign.

In recent years, there have been many awareness campaigns at UT regarding student mental health. This is unfortunately an ongoing problem, which is why DAS believes it is important that these types of campaigns continue so that students remain aware of potential issues surrounding student mental health.

5.3 Care on the campus

Recently, the campus doctor was suspended, this shows once again the need to launch an investigation into the quality and satisfaction with the facilities provided by the University in terms of care. Care on campus lags far behind the national level, even the rector has recently acknowledged.

6. Facilities

The university offers many facilities and services and must take care of their maintenance and maintenance. The university must continue to innovate and improve its own facilities and services

6.1 Improved communication from the university to students

DAS believes that communication from the university to its students needs to improve a lot. Much information is hard to find; when searching for a certain regulation, exactly the right search terms have to be used to find the desired information. However, students do not always know what to look for or where to go.

DAS strongly urges the university to conduct a comprehensive study with a working group consisting of several students to improve communication. For example, DAS sees areas for improvement in the information emails/letters for new students, where information on commonly used abbreviations, links to regulations and help services such as trust persons could be shared. There are already a lot of good arrangements at this university but students know too little about all the possibilities and it is a shame that they are not being used to their full potential at the moment.

6.2 Space for study places

DAS is pleased with the increased number of study places on campus. This continues to make the university a place for students to congregate. It is important that the university continue to monitor whether there are enough study spaces to facilitate this.

6.3 More space for sports and cultural associations

Currently, the gymnasiums are overcrowded and there is not enough space to meet all the needs of all sports associations, especially in the winter, when many associations would like to move their training indoors. In addition, the spaces in the Vrijhof do not meet the requirements of the cultural associations and they are forced to move to other locations within UT. DAS asks for more attention to meet all the needs of the sports and cultural associations as best as possible. If it appears that there is too little space, additional halls or improvement of the current accommodation should be considered. We realize that the financial situation does not allow for the provision of new spaces, but this does not mean that the sports and cultural associations do not need attention. More creative solutions are possible to give everyone the opportunity to practice their sport and culture because this is also self-development!

6.4 More Resources for cultural associations

Cultural associations are high on the agenda at DAS. When it comes to culture, we have talents of which we can be immensely proud; for example, a very well-performing wind band, a jazz band that no one can sit still with, and a theatre association that is nothing short of amazing. All this talent (and more) should be nurtured and invested in. DAS believes that there is far too little attention paid to cultural associations; as a result, these associations in particular face problems. It is important that the cultural associations have enough facilities to develop further

and name recognition to raise their profile. DAS is proud of our university's cultural associations and would like to see them continue to develop.

6.5 Ensuring quality of facilities on campus

Currently, DAS is satisfied with issues such as internet access, maintenance and general quality of student housing at the university. DAS monitors the quality of these facilities regarding campus housing and teaching buildings.

6.6 Maintaining financial and physical resources for student teams and boards

Student teams and boards are full of ambitious students who want to develop together in a broader field than their studies. They make a concerted effort to learn from each other and contribute to student life at the university. DAS encourages this and believes it is important that support for student teams and boards is not (unnecessarily) cut. Specifically, we are currently working, for example, to ensure that unfairly compensated boards are heard.

7. Sustainability

Our university is the most entrepreneurial university in the Netherlands, mostly wearing social interest glasses. Little by little, the university is implementing sustainability policies, however, the university is not clear on how this is done and lacks any form of central policy. DAS does not understand that such an important topic is only addressed through memos and memoranda. DAS calls for a total transition to green energy, more solar panels and sustainable infrastructure.

7.1 Better communication and clearer policies

Currently, the university is very closed about discussing the sustainability of our university. It is loudly proclaimed and propagated that we are implementing sustainable solutions, however, the real results are lacking. DAS is therefore of the opinion that the university needs to communicate more clearly which sustainability actions are being taken and what the hoped-for outcome is, so that everyone knows what is happening, what is working and what is not working can be evaluated and the UT community knows what they themselves can contribute.

7.2 Sustainable campus housing and university buildings

An important part of sustainability is making buildings more sustainable. This can be done through improved insulation, more sustainable energy suppliers and reduced gas usage, among other things. DAS believes the university should actively work to apply all of these points to buildings on campus, including campus housing.

Students are working hard to make their own environments more sustainable, an example is that the Pakkerij would like to become more sustainable but currently receives 100% grey power from the university. The university should encourage such initiatives and assist students in this.

7.3 Increased awareness of sustainability among students

The university has started and supported several sustainable initiatives in recent years, such as Greenhub, the Sustainable Energy Technology course and the eco-challenge. However, promotion and awareness among students is still lacking. DAS wants the associations and studies to do more with this theme by supporting projects and guest lectures on this topic. It is a shame that these good and necessary initiatives go unnoticed, which is why DAS will continue to emphasize awareness about these initiatives within the University Council.

7.4 The use of knowledge of students

Our university is rich in knowledge and different disciplines that could all be used to address the sustainability issue. DAS wants the university to work together to present and encourage cases on sustainability in student challenges. Besides being interesting for the students, this is also in UT's interest. After all, we have a master's in Sustainable Energy Technology. It is high time for the university to do something with this as well. This way of implementing specific knowledge of the students in the policy of the UT, DAS would like to see it implemented on a broader scale than just sustainability.

8. Political developments

8.1 Reflect critically on partnerships

As a university, it is important to keep reflecting critically on your current collaborations, and whether they still fit the current zeitgeist. DAS does not believe in blindly severing ties with certain types of companies or universities but does believe that it is important to keep checking that all collaborations are still in line with the university's values.

8.2 Long study fine is the deathblow of activism

DAS believes the long-study fine will be the end of activism at the university. The long study fine will make it impossible for students to engage in activism and extracurricular developments. Students' perceived study pressure will only increase. DAS also fears that fulfilling a board position will become unaffordable for students, causing associations to go under without direction. DAS will do everything possible to address this by continuing to voice our opinion to the Board of Governors. DAS will also make its opinion heard on a national level by being present at the Interstedelijk Studenten Overleg and by seizing opportunities to make our voice heard in The Hague.