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1 Introduction

UUinActie (UUinAction) originated from a group of students and employees, of the Utrecht University, who have been committed to WOinActie for some time now. WOinActie is the national movement that prevents the breakdown of academic education and research. We believe that in the university there is also room for improvement. It seems that the university is being administered as a commercial company, with efficient thinking – in all layers of the university – being completely demolished. Faculties and departments are rewarded for quantitative rather than qualitative output. Policies and guidelines are increasingly centralized leading to rules that don't suit specific workplaces or studies. That is the opposite of customization. All of this creates enormous work and performance pressure on both students and staff. For this to change there needs to be a system change, for which both of the staff and students' perspectives will be needed. We are the only party, with both employees and students, that strives for a more personal system that guarantees quality of education and research over quantity. This is essential in reducing the study and work load of both students and staff. After all, the university is not a McDonald's.

1.1 Participation – students and teachers

Directors cannot know what is going on in the lecture halls and in the workplace of all studies and departments of the entire university. That is why there is participation in the form of program committees, faculty councils and the university council. The students and staff in these bodies are of high value, this is because they look from a different perspective than the directors. It is their job to provide advice and consent on behalf of the organization and to actively develop plans for a better university. UUinActie is therefore, convinced that collaboration between students and teachers is crucial to effectively tackle the major themes. The themes of workload, quality education, democracy, are where the students and teachers of UUinActie are united on. With this we are committed to serious participation.

1.2 Why UUinActie?

The problems we want to solve are fundamental and certainly not the easiest. It requires critical and loud participation. The past few years however, everything the board proposed has been approved by the university council, even when the plans have been criticized or seemed to be uncertain. Constructive criticism is an essential good, this does not entail blindly following the board. The criticism that we have in some areas have already been brought up by other parties. However, these topics are not prioritized, and no one is being held accountable while people continuously agree to leave the current problems unchanged. UUinActie

therefore represents a critical and fundamental voice, a voice that will guarantee democracy. This is especially important in these times of crisis.

2 The university as organization

2.1 An integer and transparent board

Even though the chair of the Executive Board is not allowed to declare ridiculously high travel costs anymore, he does still receive an extra benefit next to his salary. This is a so-called transition regulation, with which his salary exceeds the Balkenendenorm (which specifies a maximum income for government employees), in combination with an additional, not yet specified reward. Further, the Supervisory Board has increased its own allowance with 60% in the midst of the current corona crisis. This increase is defended by drawing a comparison with colleagues at commercial companies such as Shell and Unilever, at which these kinds of rewards for board members are, sadly, accepted. For an educational institution, partially financed through tax money, we find this kind of corporate culture objectionable. When cut after cut has been made and employees have taken to the streets to protest against these measures, with the support of the Executive Board, the chairman of this Board should lead by example. When students and employees are fighting for investments in education and research, the Executive Board should be fighting just as hard for these goals. This should be shown through running the board in an honest, transparent and integer way.

2.2 A democratically elected Executive Board

We would like to have an Executive Board which has been elected directly by the scientific community of the Utrecht University. At the moment, the board is appointed by the Supervisory Board, which is appointed by the minister of Education. A direct process guarantees that the board represents the students and employees and operates according to their interests. The board will pay more attention to the university community, making administrative misconduct less likely. Looking at the university system in Belgium, in which all executives, from dean to rector, are elected by the university community, we can see that a democratically elected board functions well. At the moment, this is still legally impossible, but we believe malfunctioning laws should be changed.

2.3 The position of employee and student representation

The goal of employee and student representation should be taken more seriously by the executives, as well as by those participating in employee and student representation. This applies for all layers of representation, from the university council to the programme committees. A conscious, integer council realises that it is not only her right, but also her duty to be critical. A conscious, integer Board realises that the critique and advise of the employee and student representatives is valuable, providing a different perspective. Through this, policies can be

enhanced and errors can be prevented. The student perspective is of great importance in such a large organisation, which largely revolves around students. However, when an important working group is established, the participation of students is not guaranteed. When convenient, the student perspective is already included in the employee and student representational bodies, if otherwise, the student perspective is included by involving one student amidst a majority of employees. From these situations, we infer that both the student and the student representational bodies are not taken seriously. Student representatives are being pushed around, their questions, criticism and ideas seen as difficult while they actually have great value. Exactly this way of treating employee and student representation should not exist anymore. More value should be appointed to representational bodies that are closer to the working environment. For example, programme committees should be closer involved when it comes to drastic decisions which are made with regards to education on a central level. They are closest to the students and teachers and ensure the quality of education. The employee and student representation have a budget available for training, so they can start their year in council well prepared. Both the programme committees and the assessors in the different councils on all levels should have the opportunity to educate themselves, to ensure that they can also fulfil their role in the student and employee representation in the best way possible.

2.4 Decentralization of policies and regulations

The Executive Board has increased the centralization of the policy over the past few years and has sometimes dogmatically tried to universalise the policies and regulations for the entire university. However, each discipline is different. Per discipline it differs which form of education, research and other activities can be organized best within the department. We are not against centralized regulations, but the order needs to change and per discipline flexibility should be guaranteed. Centralised regulations should be based on the needs and wishes of the decentralized units, not the other way around. Bottom-up centralized agreements are certainly possible, when there is enough support for them. Additionally, it is of great importance that the flexibility to make exceptions remains possible, in order to guarantee the quality of the education and research of each individual department. Further, a lot of the supportive organs have been centralized over time, for the purpose of increasing the total efficiency. The current system, however, is too bureaucratic, inflexible and confusing. UUinActie has heard from teachers that it has become increasingly difficult to organize practical matters. There are teachers who have had to spread their seminars over 3 different buildings, because of the bureaucracy in scheduling. Handling this bureaucracy costs teachers a lot of time, which would have been spent better investing in education and research. For students, this has direct negative consequences as well: students have to spend extra time organizing matters like extra time, because the system is malfunctioning currently.

Another characteristic case, is the sprawl of management functions. For ev-

ery issue, a new function is thought up in order to solve it. Because of these extra layers of management and aforementioned bureaucracy, the university is becoming an increasingly complex organisation. The employees have lost contact with the executives a long time ago and the accessibility of the Administration Building is not natural to everyone. We believe that board members high up in the organization are too far away from the workplace and the lecture halls in order to make decisions on matters affecting all disciplines. That is why we want to increase the power of the departments relative to the Executive Board. The departments have a much closer relation with the employees and students who experience the consequences of the decisions currently made by the Board. The system has to be simplified: the number of centralized regulations and layers of management need to be decreased.

2.5 Money- setting the right priorities

Research and education are the primary functions of the university. However, this is not clear, seeing the way in which the university divides its money. The Executive Board budgets its projects first on a centralized level, of which many are unnecessary for the functioning of the university. After that, the money is divided between the faculties, of which the Faculty Boards also put a portion into extra projects and activities. The departments, within which all the education and research take place, get the money which is left after this.

The money the faculties receive is divided according to the so-called 'verdeel-model' (division model). The faculties accomplishing the best measurable results, like diploma's and articles, get the most money. Because of this, a kind of false competition is created between faculties. This leads to perverse incentives like an overproduction of articles, with a decrease in actual content, and the drawing in of more students than programmes have the capacity for. In turn, this causes an unnecessarily high workload. Additionally, more diploma's and articles do not necessarily imply a higher quality, the contrary actually. UUinActie advocates slow science instead of fast science.

UUinActie wishes to see this process overturned: we need to get rid of the current division model. The departments should assess how much money they need at the start of the budgeting process. This way, the people with expertise have the first say in determining where the money is needed. After this, it can be assessed whether there is any money left for additional projects. This way, the main functions of the university become a priority again, as it should be.

2.6 Privacy

In order to complete an enrolment or appointment, naturally, data is collected. For example, the university knows the addresses of its employees and students. UUinActie believes students and employees should not be restricted in their studies or work if they do not want to share additional data with the university. We

think it to be objectionable that some programmes have implemented proctoring for exams. Students who do not want to let themselves be recorded have no other choice than accepting a study delay because of this, since they cannot take their exam. Next to standard data, the university collects much more information, of which the use is unclear. For example, the MyUU app asks access to data like your location, biometric hardware (necessary for things like fingerprint or facial recognition), Bluetooth and Wi-Fi networks with which users are connected. Though the use of the app is not obligated, it is unnecessary for the university to ask for this information. Because of this, UUinActie wishes the next update of the app to not ask for this data. Via the website of Utrecht University a lot of data is also collected, like 'images' (pictures and videos) and 'surfing and clicking behaviour'. It is not explained in which ways and why this data is collected. It is possible to ask which personal data was collected and why, in hindsight. However, it should be clear beforehand which kind of data is collected and for which purposes. UUinActie aims for a policy expressing more respect for the privacy of both students and employees. The use of open source software where possible is an important first step in this process.

3 Education, small scale and personal

3.1 Seminars

The current situation causes large seminars with less mentorship for students. This causes less personal attention, monitoring and less concrete expansive feedback as well. Faculties and individual degree programs should, to a certain extent, have the freedom to provide an optimal maximum seminar size, to be able to guarantee small scale and personal education. UUinActie aims to draw up a university wide maximum seminar size of 20 students, to be able to guarantee the substantive discussion and tutorship that is needed. Faculties would be able to work out plans to further implement the maximum group size. To be able to facilitate smaller seminars, the university needs to employ more teachers and more teaching assistants could be used as well. Other than that, digital solutions could be found as well. When the in-class education would be taught in a digital environment, the contact hours could be used for discussion and deepening.

3.2 Services

Many students at the university experience a shortage of areas to study within the university buildings. It is the responsibility of the university to create these study areas. That is why UUinActie advocates for the closure of the University Libraries during the exam weeks for the students that are not connected to Utrecht University. Outside of the exam weeks, it is important that the University Libraries are open to the public, because it provides added value to the society. Other than that, the university needs to provide a working digital system that points to empty study areas. This system needs to take the privacy of their users into account.

3.3 Exams and resits

The current regulations concerning resits are very tough. One of the reasons for this is the reduction of work load for teachers. It is questionable whether the current regulations actually cause a reduction of work load. These regulations cause some students to fail courses and having them retake the course the next year. This results in more review work for the teachers the next year. Besides that, students hereby face a lot of pressure. This can result in performance anxiety and other mental problems that can have a negative impact on the performance of students. Every university in the Netherlands has less tough regulations concerning resits. Utrecht University should follow the other universities. The regulations concerning resits should be equally focused on the interest of the students, as well as the teachers. There are a few central regulations that should be adjusted. Firstly, the minimum grade to take a resit (currently a four/ten) should be abolished. Secondly, it should be possible to resit a higher

grade as well. Thirdly, every degree program should be able to supply supplementary requirements, to be able to meet the learning goals of the particular degree program. Every course within a degree program should meet the same resit requirements (see Decentralization of policy and regulation). Currently there are faculty regulations in which a maximum grade is connected to taking a resit (the student will not be able to get a higher score than a six/ten). UUinActie finds these regulations too restrictive and wants to lobby at faculties to abolish them.

3.4 Trust students and teachers

Trust needs to be the focal point in critiquing students. Getting grades seems obvious, but there are other possibilities. UUinActie advocates for enabling faculties to research new methods and experiment with alternative ways for critiquing. No matter the system, critiquing needs to be based on trust, reducing stress, focused on the interest of the student and it needs to decrease the workload for teachers. This gives the opportunity to focus more on qualitative reflection instead of quantitative grading, which creates more space for personal feedback during and after courses.

3.5 Review system

Trust should also be the core point of reviewing. Grading is seen as self-evident, but there are also other possibilities. UUinActie wants to grand faculties the possibility to investigate and experiment with alternative review systems. Whatever the system may be, it must be based on trust and the interests of students, limit stress and limit the workload for teachers. These requirements offer the possibility to focus on qualitative instead of quantitative reviewing. This will result in more personal feedback during courses.

4 Student wellbeing

4.1 The rushed student

Studying seems to not be focused on personal development of the student and gaining knowledge anymore. The focus seems to be on rushing the student through the program, as quickly as possible, because this costs the university less money. For the university it is more desirable that a student passed all their courses at once, with sixes, than the student having to take a resit and get an eight. Which causes them to understand the subject better. With lower grades it is hard to get into master programs that increasingly require high grades. The focus needs to be on a program fitting for the individual needs, focused on the development of the student. The current focus on speed instead of quality is for the most part caused by the division model (see chapter 2.5). This is another reason to abolish the division model.

4.2 Mentorship

During the studies, a student is being mentored by either a mentor, a tutor or a study advisor (depending on the faculty). Besides these there are student psychologists, a student information point, career services and a skills lab. This 'chain of mentorship' can be very unclear to many students. Some tasks are unclear or not specifically scaled under one position. To be able to supply more unity and clarity to students, we advocate for a holistic approach to mentoring students. Mentorship is very dependable on the student and the degree program. Ideally there is only one point of contact per degree program, that can connect the whole chain of mentorship, keep an eye on the student and can refer the student towards the right help. University College Utrecht already has something similar in place, called the "student life officer". Studies that have more than one student advisor, should assign students with a personal student advisor.

4.3 Psychological problems

Among students, burnout symptoms and psychological problems are widespread. Students are being hit extra hard by COVID-19. It is obvious that they need help. The waiting period for student psychologists is very long and once students get to a psychologist, they only have the right of four conversations. UUinActie advocates investing in the mental wellbeing of students. Help needs to be provided more quickly and there need to be measures in place to prevent these kinds of problems. Other than that, students need to be referred to their general practitioner earlier. Unfortunately, the waiting period for an intake with a psychologist is very long, both within and outside the university. UUinActie wants to research the possibility to create a meeting space for students to talk about their problems in an approachable way. The focus in this space needs to be on stress and mental

worries, that students can talk about with their peers during coffee. This can be a good way to bridge the waiting period for psychological help.

4.4 Study- and student associations

Study- and student associations are a crucial part of student life to many students. Associations can play a large part in student wellbeing. Without associations, there is no study. Utrecht University needs to strongly financially support her associations. They need to supply management participation grants and grants for the associations as a whole. The focus needs to be on the latter, because the members need to profit from the financial support as much as possible. The division of money should not only be based on the number of members, but also needs to take into account the needs of associations and what they bring in through sponsoring. On the other hand, the university should be able to expect the associations to create a safe and inclusive atmosphere. As financier of the associations, the university needs to take responsibility to monitor the inclusivity and safety within study- and student associations.

5 Working at the university

5.1 Working pressure

Education and research are essential for the university. However, teachers have less time for their tasks due to the increasing workload. Since 2000, the number of students increased by 68%, while the number of teachers hardly increased. This results in teachers constantly being short of time. As a result, some lecturers work overtime on weekends, others do not get to their research. The workload is mainly due to the shortage on teachers. UUinActie therefore wants to ease the burden by hiring more lecturers and allowing all teachers to return to their duties within the hours of their contracts.

5.2 Getting rid of hierarchy

There is a strong hierarchy in the structure and organisation of the university. Heads of Department are appointed by deans and deans are appointed by the Executive Board. Heads of departments have a lot of power over the culture within their department and hardly have to be held accountable to their personnel. In addition, junior teachers and PhD students often do not have a good contact person outside their direct supervisor who can indicate problems. This strong hierarchy and the absence of accountability can contribute to an increased workload among staff, poor accessibility of supervisors, and an unsafe working environment. This cannot continue. The university must be democratised. This requires structural change. Executives should be elected by the staff working among them. A culture of trust must be created in the workplace. Most decisions must be taken as close to the workplace as possible, within the departments.

5.3 Temporary contracts

Utrecht University employs more staff with temporary contracts than required. The fact that there are temporary contracts is usually not a problem, but what a person gets from being in a temporary position is considerably less than the benefits of one permanent position, while the workload is usually the same. People with a temporary contract are poorly paid and have hardly any career opportunities. Also, much structural work is carried out by people with a temporary contract. This has to change. More people should be given a permanent position, who then will be able to carry out the structural work. In addition, there should be more options for professionalisation within temporary contracts. The cause for the many temporary contracts lies in the distribution model (see chapter "The university as a responsible organisation"). Because the money flows are unreliable, it is difficult for the faculties to work on a large scale and in the long-term guarantee security for their staff. There must be a foothold in the finances of each faculty and each department so that more certainty is provided.

5.4 A fair and transparent application process

Positions at the university are sometimes offered to people without there being a fair and transparent application process. This excludes candidates who also deserve a chance at certain positions. This can have a negative influence on diversity within the university. We like to see that a fair and transparent application process takes place for each position, with an (internal) public publication and a various application committee.

5.5 Research and teaching tasks

There is a certain tension between the research and teaching tasks of academic staff at the university. On the one hand, we see teachers who can teach well, but who are not given permanent positions, because they cannot or will not promote. For that reason, students and teachers have been demanding that the PhD requirement has to be abolished, in order to keep the good teachers. Others disagree, fearing there will be a divide between education and science. UUinActie considers it important that education and research are closely linked to each other, but also want to protect the quality of education. UUinActie wants to poll the support for an abolition of the promotion requirement.

On the other hand, there are scientists who want to do both research and teaching, a clearly valuable combination, but these scientists often do not get enough time for this. They lack the hours for this and have too many tasks to be able to properly carry out education and research, as a result of which the quality of one of the two deteriorates. They have to be able to arrange their hours in such a way that they can do both tasks well. This requires, among other things, more academic staff.

5.6 Evaluations

At this time, teachers and courses are assessed by means of evaluations. We find it extremely important that students can express their opinion, and this must certainly continue to happen. However, it often occurs that students criticise teachers in ways that are out of proportion. The results of these evaluations have many consequences for teachers: teachers can be removed from a course and, in the worst case, even be fired. Educational evaluations are of great importance; however, the current system pushes students into the role of consumers and teachers in the role of "certified goods". That is why we want to participate in the development of a new system that is more about qualitative (interviews with students) rather than quantitative reflection (numbers and figures) and trusts in the competence of teachers.

5.7 Job description of student assistants

The position of student assistants at the university is often unclear. What is laid down in contracts, is often vague and is sometimes far from the daily practice. For example, it is unclear how to deal with illness and leave. Furthermore, it states that the student should not be responsible for checking and grading submitted work or exams. In some studies, however, students are tasked with this, often without pay. As students are in a dependent position, they find it difficult to refuse these (unpaid) tasks. This habit probably originated because teachers themselves do not get enough hours for this. It must be considered for every subject whether students can handle this responsibility. Calculating the amount of time required for checking and grading must be done realistically, for both teachers and student assistant. An independent contact person should be appointed that students can reach with questions and complaints about their job description.

6 Diversity and inclusivity

6.1 Diversity

UUinActie aspires a university that is socially, economically and culturally diverse. Not only amongst students, but also amongst the academic staff. Every faculty should institute a diversity committee, to research how diversity can be promoted. An example is a diverse representation in the interview committee. More research must be done to find out how the current representation of these groups is. The diversity committee advises the faculty board about their diversity policy to ensure that diversity is ensured in every way. In response to this advice every faculty will set up a diversity plan. There should also be more attention to every first generation student (as is done at Erasmus University). And the university should be more accessible for students who come from the Dutch University of Applied Sciences.

6.2 Gender quorum

At the moment only two out of seven faculty deans and only 25% of all professors are female. This is not a proper representation of the academic society. UUinActie advocates the so called in-grow-quorum for women with application deadline of half a year (like at the TU Eindhoven). This is a proven and effective way to stimulate diversity. Not only do we need more female professors; women need to be represented in all layers within the university. That's why we want a quorum of 40% female (and non-binary people) for all job categories. To make sure the application procedure is as fair as possible, there needs to be at least one female in every interview committee. UUinActie wants to increase this by 2030 so that at least half of the members of the interview committee is female. To safeguard the equal distribution of functions, it is important that employer, work condition and the total culture at the University cooperates. Prejudice should be challenged; safety should be guarded and male characteristics should not be exclusively seen as good leader qualities. To achieve this goal, bias trainings could be given, campaigns could be launched and the function description, application procedure and requirements need to be constantly checked on prejudice and unconscious stimuli.

6.3 Inclusivity

Everyone at the university should feel welcome and safe. We see inclusivity when everyone feels accepted. This is why the university explicitly should pronounce itself against sexism, racism and other forms of discrimination. There is also research done on how to become more inclusive for different groups in our society, like having enough reachable prayer rooms. Aside from this there should be more attention for LHBTQIA+ community within the university. There are already

university buildings with gender-neutral toilets and we think that it is of great importance these are in every building. Transgender people and non-binary should be better facilitated. Changing one's name should be made easier, the organisation should work on alternative pronouns and forms should always have the option to not submit a gender.

6.4 Intimidation on the study- and workplace

The University should be a safe place for everyone, students and employees. When someone finds themselves in an unsafe situation like bullying or sexual misconduct, they should be able to report this in an accessible way. That this is a current and big problem is supported by the fact that 44% of the female- and 35% of the male employees at the university have undergone bullying, abuse of power, withholding information, being left out or humiliated, or (sexual) intimidation. Almost half of these cases are still happening (source: FNV/VAWO). The university should take the reports seriously. Aside from this a secrecy and zero tolerance policy belongs to a safe hotline. There is already a report point for unwanted acts like sexual intimidation and discrimination, however this hotline is not well known enough. An important factor to guarantee everyone's safety is to break the hierarchical structure down that is still in place at the university, read the chapter about working at the university.

6.5 Physical accessibility

It is very important that studying is equally accessible to everyone, including disabled people. However, many buildings in the city centre are not yet wheelchair accessible and many buildings at Utrecht Science Park also leave much room for improvement. As a result, disabled staff are disadvantaged in exercising their profession and disabled students in following their studies. This needs to be improved quickly, through listening and working together with these disabled people. This can be done with a reporting point where disabled people can report their bottlenecks and through an action group that will actively work on physical accessibility.

6.6 Students with disabilities

UInActie believes that students with other disabilities like mental illness or a learning disability have a right to be supported by the university. This policy assumes the equality principle. Everyone deserves the same chances in education. At the moment a lot of these students don't know what to expect and students sometimes have to work out problems with their individual lecturer. This causes higher workload for lecturers and more stress amongst students. We want a central contact point for students, where they can ask about certain facilities, so that it is clear with what they can be supported. The role of the study adviser could be used more effectively, but we should research if there is more

information needed. There can be a creative thought process about support, like the assessment policy for students with a tic or students with a speech impediment that have to give a presentation. Only the proper guidance can ensure that proper education reaches everyone.

7 Sustainability

We see it as the duty of the university that they are an example in the fight against climate change. UUinActie sees that the climate crisis is an urgent problem. That's why the university should be climate-neutral by 2025. This is not a free pass to take action later; there has to be done something now. The university can take action in several ways to ensure a liveable planet with a future, not only for us but also for later generations. Animal welfare cannot be left behind in this fight.

7.1 Cooperation with companies and banks

The university should only work together with companies that help combat the climate-crisis and that aspire a climate neutral policy. Aside from that the university should transfer to a different bank. At the moment the university has an account with ABN AMRO, this bank score insufficient according to the "Eerlijke Bankwijzer" in terms of the climate crisis. Banks like Triodos and ASN bank score way better on sustainability. Utrecht University should also actively pursue sustainable catering, by amongst other offer products without animal products.

7.2 Education and research

At different faculties there is already attention for the climate crisis through research, courses and bachelor- and master programmes. UUinActie encourages all faculties to follow in these footsteps, and work on a climate focussed course availability and broaden and deepen research.

7.3 Infrastructure

Traveling from Utrecht University can be viewed critically. UUinActie thinks that there are good steps taken by offering free train tickets, but we also see that measures are not taken far enough. Traveling by plane from the university should be constrained, not only for researchers but also for study trips. There are also a lot of possibilities at Utrecht Science park. It should be more low traffic. Aside from this UUinActie encourages the university to look at their options like building windmills, placing solar panels and more green roofs.

8 Internationalisation

The number of international students at Utrecht University is increasing every year. UUinActie is positive about an international community at the university. In practice, however, it appears that there are also many problems associated with internationalisation. That is why UUinActie takes a critical stance and is aware of the problems that international students face. The university makes money from students from non-EEA countries. However, this should never mean that the university only attracts more international students for the sake of that money. UUinActie fears that the university will look too much at the money that the international student brings in, instead of at the international student. UUinActie finds it very important that the international student is not seen as a product. The university has shared responsibility for the well-being and integration of international students. For example, the university should offer a free Dutch course to all international students. International students, just like Dutch students, must also receive compensation if they want to do a board year at an association. In addition, the university must provide information and official documents in English.

8.1 Housing

It is difficult for international students to get a room in Utrecht. Utrecht already has a housing shortage; it is extra difficult to find a home for international students. The university must take responsibility here and protect international students. That is why UUinActie advocates that the university arrange the accommodation of exchange students and support international students who follow a Bachelor's and / or Master's programme in finding a room. This should not be at the expense of rooms for regular students.

8.2 Enabling participation

International students are part of the university community and are therefore entitled to participate in democratic bodies at the university, such as curriculum committees and university and faculty councils. In practice, however, it is difficult for them to do so because a lot is discussed in Dutch. This is problematic. For example, many important documents such as the Education and Examination Regulations (OER) are not available in English. This greatly hinders the function of international students and staff. These should all be translated into English.

8.3 Anglicisation

More and more courses and Bachelor's and Master's programmes at the university are being offered in English. It is very important that the change from Dutch-

language to English-language courses is not made lightly. It is important to consider whether English language is appropriate for the content of the programme. It is also important that students and teachers are well prepared for an English language programme. We want to prevent the use of English from diminishing the quality of education, because a discussion at an academic level becomes too complicated, or because the teacher is not proficient enough to explain the matter clearly. In addition, students should have as much freedom of choice as possible. In practice, it is already the case that only one or a few working groups within a subject are taught in English.

9 Regional and national politics

9.1 National investment in education

UUinActie believes that the important topics elaborated in this program should not only be given priority within the university. Topics such as workload and education quality should also be addressed in national politics. Together with WOinActie, we fight for the structural investing of 1.1 billion in academic education. The budget cuts need to stop and the workload must reduce.

9.2 Activism

We believe that change cannot only take place through consultation. Activism keeps the board and university council sharp and makes it clear what we believe the acute problems are. This is why UUinActie works together with various organizations related to the subject. Of course, we remain a loyal partner of WOinActie and we support their ideas and demands. We stand together with the action groups of Extinction Rebellion, Scientists4Climate and Fridays for Future in their stances on climate.

UUinActie believes that the Utrecht University should allow students and staff to participate freely in these demonstrations.

9.3 Lobbying together with Utrecht University

In addition to investing in academic education, UUinActie takes a stance against the loan system, and we support the campaign #NietMijnSchuld (#NotMyDebt). The university should also support such campaigns. Furthermore, there should be lobbied for better support of students during the current Corona Crisis, for example, the compensation of half of the tuition fees. Along with this, Utrecht University is in close contact with the municipality of Utrecht. It is therefore important that the university uses this position to create an optimal study and work environment for the students and staff. For example, there must be lobbying at the municipality for, among other things, housing and an affordable supermarket at the Utrecht Science Park. Of course, the creation of the Uithoflijn should not be ignored, but being critical on the municipal and provincial level should be attained. Connections to the university buildings requires attention and control from the university.