

### Minutes 192th PC-AM-meeting Tuesday 10 September 2024 15:45 – 17:15 hr. ZL 2126

5    *Present:*

*Members:*                      *Prof. Dr. F. P. Schuller (Chair), Dr. B. Manthey (Staff), Dr. C. Pérez (Staff), Dr. J. B. Timmer (B-coordinator), E. van der Veer (Student), Dr. K. Proksch (Staff), M. Snoeren (Student), L.S. Lanting (Student), J.P. Boon (Student), J. Gortemaker (Abacus)*

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*Guests:*                      *Dr. H. Meijer (Interim PD), Dr. A.M. Schaafstal (Vice-Dean), N. Luijten (Protocolist)*

*Absent with notice:*                      *Drs. J. Schut (M-coordinator)*

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#### 1. Opening

The chairman opens this extraordinary meeting -- for the discussion of the proposed Internationalisation in Balance Act and the now to be adopted procedure after resignation of the former programme director the day before the committee meeting -- at 15:46.

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#### Proposed Internationalisation in Balance Act / TAO / Dutch tracks

The chairman summarises the letter from the Executive Board (EB) from 24 April 2024 , which asked all programmes at UT to individually report in substantiated detail on the feasibility and costs of the implementation of a Dutch track for programme until by September 2024. The programme committee was informed by the EB about this assignment for the programme management on 29 May 2024 and discussed the letter in its meeting on 11 June 2024.

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Dutch tracks are conceived by the EB as a means to provide a practically somehow feasible way to satisfy the proposed Internationalisation in Balance Act.

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A serious preparation for a possibly mandated implementation of a Dutch tracks is needed, since the outcome of an also to-be-made application for an exemption (TAO) from the requirement to introduce Dutch as the general language of teaching is uncertain.

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#### 2. TAO

The Vice-dean of education explains the task at hand from the point of view of the Faculty Board. She reports that UT disagrees with the utility of forcing programmes to turn to Dutch as the general language of tuition, particularly for STEM subjects. The biggest concern from a systemic point of view are severe labour market shortages in the STEM field, which mean that the Netherlands need every talent they can possibly attract for sectors in which there is

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45 a shortage. The proposed law, however, will force programmes to teach in Dutch, unless  
they meet the TAO (Toets Anderstalig Onderwijs) criteria. If AM cannot meet that test, it is  
forced to offer its entire programme in Dutch. In EEMCS, it is believed that there is a decent  
chance that all EEMCS educational programs can meet the TAO. The criteria that lead to an  
exception do not include long-standing and time-tested academic principles such as the  
desirability of international influx and international teachers. However, they do include the  
labour market, regional arguments and the uniqueness of a programme. The first two  
50 admissible arguments (labour market, regional factors) could be made most compellingly for  
AM.

55 Every bachelor program has to come up with a compelling reasoning for the TAO. The  
reasoning must be quantitative and properly substantiated. It is not known how strictly the  
criteria of the TAO will be applied. The programs will collaborate to create as good as  
possible arguments. AM needs to prepare for the possibility that the TAO does not get  
approved. It means that 2/3rd of our teaching should be available to be followed in Dutch.  
This could be slides, exams, or separate projects. It does not mean all teaching has to be in  
Dutch. Schaafstal mentions the program Applied Physics, which in practice would not even  
60 meet the 2/3 criterion, even though they count as a Dutch program.

The first stage is preparing for the TAO. The second stage depends on the result of the TAO.  
Some studies have decided already to switch to Dutch as they think will improve their influx.  
Questions to be answered by the AM programme are: What is influx-wise the best plan for  
65 AM? What are the consequences of going to Dutch? How are we going to deal with the extra  
work that comes with the Dutch teaching? We have to figure out a rough outline of the  
program if 2/3 of the program would have to be accessible in Dutch if the TAO fails.

70 Pérez asks for clarification concerning the mentioned regional factors. Schaafstal says that  
we can use the argument of being on the border. We have to look at your influx. Do we have  
students coming from Germany? That is an argument we can use. Furthermore, we should  
find out where our alumni go and provide substantial evidence. LinkedIn, Quadrant, and  
Abacus are mentioned for acquiring this knowledge. Further it would be a strong argument if  
it could be quantitatively substantiated show that many of the graduates of AM go to areas  
75 in the Dutch labour market where there is a shortage, we have a strong argument.

The Vice-dean says that the university and the EEMCS faculty are threatened if the number  
of international students drops. The Vice-dean of education also mentions that, for a STEM  
subject, AM includes many female students and that this argument is important  
80 economically, it is about supplying people to sectors with shortages thus does counts for the  
TAO evaluation.

Moreover, the Vice-dean reports that the TAO is done by CDHO, which is not politically  
appointed and that we should use the available arguments to our advantage and try to get

85 the TAO. On the other hand, it is worthwhile to discuss the viability of an AM programme in Dutch. While not all variables are known for certain, the critical factors for the TAO are known. Either way, we should prepare for both possible outcomes of the TAO.

### 3. Dutch tracks

90 The assignment form (intended to prepare a possible need for an introduction of a Dutch track for the hitherto English-taught Applied Mathematics) must take into account the proportion of international students in the AM programme. The B-coordinator reports that there are around 50 first-year students this year, of which around 20 are internationals.  
95 In the past years, there were around 1/3<sup>rd</sup> internationals, so this number has grown. The Interim PD reports that he had seen a draft of a TAO by another department, which he considers a reasonable starting point for drawing up a TAO for the Applied Mathematics programme.

100 Lanting and Snoeren, representing the students of the programme, point out substantial problems with the implementation of a Dutch track. The students expect that all students who have chosen the Dutch track would eventually change into the English track for a multitude of reasons, but mainly since a hybrid use of English and Dutch, which would be inevitable in teaching and research since virtually all textbooks and research papers are in  
105 English, is practically not sustainable and also significantly fails to prepare for the essential demands of the modern workplace in academia and industry, particularly in STEM subjects. The students are particularly concerned what turning to Dutch as the only language of teaching (the worst case scenario) or the splitting of resources (the Dutch track scenario) would mean for the required growth of the study programme and, not at all independent of  
110 that, its quality. The quality of the education is seriously endangered, as many key staff members do not speak Dutch well enough to deliver the high quality of education they currently deliver. Finally, the students underline that it must be acknowledged that Enschede, as a city, is rather unattractive for Dutch students and that even if the entire programme went to Dutch, no more Dutch students would choose it, while many  
115 international students, who stay as much needed employees of Dutch high-tech companies, would not be attracted any more.

The interim-PD recalls the transition from a Dutch to an English AM programme nine years ago and argues that that change serves as a precedent for the feasibility of such a change.  
120 He thus suggest to not use the transition period as an argument. He proposes to find out which courses could be available in Dutch with their current teachers and to make an inventory of the percentage for the Dutch scenario. Further he says that he needs data on the number of students who land at places where English is needed. Pérez says that Dutch high school students are fluent in English when they finish high school. We need to show  
125 that international students stay in the Netherlands working for Dutch companies after they finish their bachelor.

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130 The Vice-dean emphasises that while the latter can be used as an argument, arguments along the line of quality decrease of a programme due to a change back to Dutch is not a the kind of criterion the TAO considers. She underlines that, according to the proposed law, exams could be in Dutch while teaching is still in English.

135 Lanting proposes that data on the quality of jobs or the accessibility of jobs before and after the transition could be an argument.

140 Gortemaker and the Vice-dean agree that that one of the politically presented arguments for the proposed law Internationalisation in Balance is that a high amount of international students leads to a decrease in the quality of education, overfull classrooms and a high workload for teacher, but the these arguments do not apply to our program. The interim-PD suggests to substantiate that argument by checking the data on alumni for the past 9 years and proposes to list all arguments and sort them in order of their strength. Pérez suggests that one could address the concern of soverfull classrooms by demonstrating that the size of our program has stayed the same.

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#### 4. Conclusions concerning the TAO application / Assignment by the EB

150 It is concluded that the programme management, supported by Lanting and possibly other members of the programme committee, will focus on collecting numbers and data sources that can be used for a substantial argumentation towards the TAO. Once the document for the TAO application are ready, it will be discussed in the programme committee.

**Action Point (PD):** Prepare a document for submission to the TAO.

155 It is further concluded that the programme management will complete the assignment set by the EB most likely after the original deadline of 30 September 2024, since (as reported by the Vice-dean) several other programmes also have not been able to complete the assignment due to the urgent budget discussions that dominated the first half 2024 and the recent personnel change in the AM programme only added to the difficulty of keeping the orginial deadline.

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#### 5. AOB / Questions before closing the meeting

165 The interim-PD has been notified that there are funds designated for the “quality of education” at the amount of two times 20,000 EUR that still can be applied for. Other faculties use it to get free fruit for students and staff. Teaching assistants cannot be hired with those funds.

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170 The bachelor open days will be soon.

Furthermore, the PC has to write an annual report.

**Action Point (Chairman):** Write the annual report.

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## 6. Closure

The chairman closes the meeting at 17:12.

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*Next meeting: 24. September 2024*

Nr	Description	Meeting	Responsible
488	Have a conversation about the midterm accreditation.	26/01/2024	Chairman & PD
501	Inform chairpersons of panel meetings to inform teachers of the outcome.	14/05/2024	Van der Veer
502	Write a letter to formulate the opinion of the PC on the information specialist.	11/06/2024	Chairman
505	Discuss if ML should remain a course.	11/06/2024	PC
507	Write the annual report.	11/06/2024	Chairman
508	Prepare the document for submission to the TAO.	10/09/2024	PD