



Long Report of the IDEALiStiC Conference in Delft 2018-2

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1 General Information

This report gives a wide overview of the results and workshops of the IDEALiStiC conference in Delft, which was held from November 29 to December 2, 2018. During the last conference in Zurich in May 2018 we mainly focused on student participation. One of the biggest outputs was the document about joint degrees within IDEA League which is currently brought to attention at the different universities.

The main topic of the conference in Delft was "Bachelors within IDEA League". The main goal was not discussing possible implementations of study programmes across the IDEA League universities, but rather talk about current issues and problems and how they might be solved at the different universities. During the course of the conference four interactive workshops with case studies were held, where current situations were shared, problems were discussed and solutions were worked out.

During the conference the following workshops took place:

- Extracurricular activities: Dreamteams
- Growth: Effects and measures
- Leadership & personal development in curriculum
- Dropouts: What measures do universities take?

This report summarises all the discussions held at the conference in Delft and should serve as a reference guide for future IDEALiStiC participants. For a short overview the short report should be consulted.

2 Member Universities and Abbreviations

| UNIVERSITY | ABBREVIATION |
|---|---------------------|
| Chalmers University of Technology | Chalmers |
| Delft University of Technology | Delft |
| Rheinisch-Westfälische Technische Hochschule Aachen | RWTH |
| Swiss Federal Institute of Technology in Zurich | ETH |
| Politecnico di Milano | PoliMi |

3 Workshops

3.1 Extracurricular activities: Dreamteams

3.1.1 Description

The workshop focused on extracurricular activities which are offered for students. In order to get an impression, two dreamteams of TU Delft presented their projects to all of the participants. After a tour to the actual dreamhall of TU Delft, a case study for finding the best possible team to compete in the so called LEGO League was carried out.

3.1.2 Output

In order to provide a solid basis for discussion, two dreamteams from TU Delft presented their projects in front of all the participants. Dreamteams are individual initiatives, where students take a year off during their studies to fully focus on a project. The goal is to participate in a competition with their project at the end of the year. Few students work part time only, but stay longer than just one year. During the presentations of the two teams, they showed the participants what inspired them to become part of a dreamteam. Both speakers also mentioned that they gained a lot of leadership skills and technical knowledge. They learned how to best work in a team and stressed the importance of communication within your team - making it the key to success.

After the presentation, the participants got the opportunity to visit the dreamhall of TU Delft, where they could see how the different dreamteams work. In this hall, the teams get the opportunity to work on their projects whenever they want to. Often they have to do more than just a nine to five job in order to meet deadlines.

Subsequent to the tour through the dreamhall, the participants were again split into groups for a case study. The description of the case study follows on the next page.

Case: LEGO league (1) (20 minutes)

In Europe there is a competition called the first LEGO league. Information about this event is below:

First LEGO league

Tomorrow's innovators practice imaginative thinking and teamwork. FIRST LEGO League teams research a real-world problem such as food safety, recycling, energy, etc., and are challenged to develop a solution. They also must design, build, program a robot using LEGO MINDSTORMS® technology, then compete on a table-top playing field. The next competition is November 2019.

We will participate in this competition within a collaboration of all our universities. The key to make the collaboration a success is thinking in advance about the logistics of working together when all participants of the team are at different locations in Europe. You are the team that is responsible for setting up the IDEALiStiC team.

Your first assignment is to brainstorm within your group on all aspects and problems that you will encounter setting up this team for the upcoming competition. Divide the brainstorm in two parts: opportunities and problems

Case: LEGO league (2)

Now that you have had some time to brainstorm. We want you to go deeper into the opportunities and problems that you are going to face. Weigh your opportunities and problems and make decisions on what you want to include in setting up the project.

At the end of the second part we want you to give a short pitch on your ideas setting up such a team. Your pitch should at least cover 2 the following subjects and one subject of your own choice:

- Internal communication
- PR
- Finances
- Recruitment
- Planning

The main focus of the workshop was finding your perfect team for participating in a competition. The requirements and benefits for / from the different universities and the students for extracurricular activities played an important role. In a big brainstorm round all aspects and problems that could be encountered when setting up such a team were discussed. All the teams agreed on possible issues concerning communication across countries, language barrier, expectations, cultural differences and many more. In a pitch, the three most important issues and opportunities were presented to the other teams and then discussed. Some of the ideas shall be mentioned here in more detail:

- **Communication**

All of the teams agreed that communication is a difficult aspect when planning such a competition. Especially the fact that we are all based in different countries plays an important role. The communication has to be discussed beforehand and the means and expectations have to be set clearly right from the beginning.

- **Language barrier**

Since English is a second (or even third) language to all of the participants, the language barrier has to be crossed anytime something is discussed. For some of the participants this might be more difficult for others and some points might not get expressed and understood the same ways.

- **Time**

Due to different regulations for "free time", agreements with the universities would be necessary. For some of students of different universities it is not possible to take a year off to focus on such a programme.

- **Responsibility and investment**

It is very important to set the responsibilities of the different people in the beginning. What are the jobs and roles one should take care of? It must be clear, how much time can be invested into the project from each university.

- **Sharing of knowledge**

As a positive part it was mentioned that we can share our knowledge in this competition. When having five universities participating in such a competition, we can gather the best people from everywhere. This leads to a very interdisciplinary team with different backgrounds and focuses that can achieve a lot.

- **Funding**

It might also be possible to get funding from different sponsors. The collaboration across countries also opens up the opportunity to get European wide sponsoring.

3.2 Growth: Effects and measures

3.2.1 Description

In order to have control over the influx of students at the universities, every university has own regulations and ideas. The different situations at the member universities were discussed. After this discussion a case study was worked out, where the main goal was to find a solution about the increasing number of students for the bachelor's level at an imaginary university. This case study included regulations and limitations for money, availability of resources and time. During a meeting of the board of the university together with the teachers and the students, an optimal solution was worked out.

3.2.2 Output

At TU Delft it was decided to switch the language of a course from Dutch to English. From initially 450 students the number increased to 900 students. Therefore the situations and measurements at the different universities were collected:

- **TU Delft**

The influx of students raised immediately after changing the language of the study programme. In order to regulate and control this influx, Delft has a lot of study programmes with a "Numerus clausus". The student council is very engaged into this problem and also looks for possible solutions. It is a very big discussion because tax payers fund university and there is a big need of engineers.

- **Politecnico di Milano**

In Milan, the students prefer to have their courses in Italian. The study places for architecture are distributed across the whole country. In order to get into an engineering study programme, one can do a test. Until last year there was a regulation, that if you did the test before July, you could choose the study programme you want. This created a lot of problems since the numbers just exploded. They changed the way of entering into the university. You can give a prioritisation. You can do a test at the end of high school and if you pass it, you get in where you want. Decisions of entry are made based on your grades. The student representatives have influence on the numbers and are included in the process.

- **RWTH Aachen**

In Aachen, there are no English bachelor programmes and the number of students and applicants vary a lot across the different study programmes. A lot of bachelor programmes have a numerus clausus as well. The master programmes are mostly free

of a numerus clausus. The student representatives are always included in the process and have a say by law.

- **ETH Zurich**

ETH does not have bachelor programmes in English. Specific lectures are held in English though. There is only one study programme, where ETH has a numerus clauses, namely medicine. Students from outside of Switzerland are treated differently. The student council does not have any official influence on this subject.

After the collection of the different situations, the participants were split into three groups. The tasks can be found below:

Workshop growth

You are one of the parties involved in running the Technical University of Oasistan. In the past few years, your university has climbed the ranks, and your most popular program, Spice Farming with Sustainable Energy, has gained global recognition. Usually you have around 450 students a year for this program, but the enrolments just opened, and there are already 900 people who have enrolled for next year! As it currently stands, your university cannot handle this many people, and now it is up to you and the other parties to come up with a solution.

The facts:

- Last year: 450 students
- Upcoming year: 900 students
- Budget available for this: 20 Oasistani crowns

Below you will find a list of possible measures that you can take to solve this problem.

- Hiring new teachers
Cost: 8 Oasistani crowns
- Building new buildings
Cost: 15 Oasistani crowns
(Note: For the purposes of this game, buildings can be built instantly/on time for the new students.)
- Restricting the amount of students that come in
Additionally: Needs a method of how the selection is done.
Cost: Dependent on solution

-
- Forming partnerships with companies
Cost: -5 Oasistani crowns. You get money for this!
 - Digitising lectures more ('flipped classroom')
Cost: 5 Oasistani crowns

Please note that this is not an exhaustive list, you are encouraged to come up with creative solutions yourself. If you have questions about the costs of these measures, please ask! Creative thinking is rewarded! Additionally, bonus points for coming up with solutions that also involve other universities!

Possible examples:

- Restricting the amount of students coming in a 'simple' way such as highschool grades, but allowing alternative procedures to enter if you do not meet the requirements.
- Have evening lectures, which allows for more effective use of the buildings, and saves a lot of money.

Every participant was assigned to a specific role. This role included goals and wishes, which shall be achieve. During the discussions in the three case study groups, some main aspects got important. Besides having restrictions in terms of money, time or anything else, people always have to think about the future. Only one group was really thinking about the consequences and saved some money for possibly upcoming issues and problems. In addition, a lot of people recognised that finding some one to ally with might be the best way of getting what you want. Even though the board of the university had the last saying, the decisions were taken out all together. We all agreed that in real life the university would decide what to do and that students might not have the possibility to speak up at all. Some of the groups got themselves lost in details, whereas one could learn to follow a plan in order to achieve something in the end.

3.3 Dropouts: What measures do universities take?

Study Success is not only about not dropping out.

3.3.1 Description

As an input presentation, the participants had the chance to meet the education director of the architecture department of TU Delft, Remon Rooij. Mr. Rooij informed all the participants about the current situation at TU Delft, whereas long study times and dips of motivations during the studies played an important role. After the presentation, some key questions were asked to different groups, which had to be presented in a pitch at the end of the workshop.

3.3.2 Output

The presentation of Mr. Rooij and the following discussion was quite intense. In the beginning of the presentation, the participants were asked, what they connect to the term of "Study Success". The following items were collected:

- Personal development
- Connections
- Passing exams
- Enjoy studying
- Worthwhile
- Soft skills

Without further discussion, Mr. Rooij started into his presentation, where he told the participants about the current situation at TU Delft.

In 2010, the TU Delft students needed in average seven to eight years in order to complete their bachelor's and master's degree. This led to a programme called "Study Success" in 2011, which focused on making the study programmes more "successfully doable". The main focus was not only on the measurements taken for people not failing during their studies, but also on the definition of study success. The motivation for this project were of course the numbers, but the implementation takes time. They are taking small steps and they are adapting. TU Delft currently runs this project with different main topics and aspects, that try to push students' study success to the best possible output. The following measures were taken into consideration:

- **Enlargement of modules:**

In order to focus better on certain topics, the size of the modules was enlarged. This automatically leads to less exams per exam period.

- **Improvement of contact time:**

In order to make lectures better and fruitful for students, the contact time with their lecturers was improved. This means also, that the lectures were created more interactively.

- **"Assessment regulation":**

In the interest of giving feedback, a suggestion for assessments was made. Every two and a half credit in the European Credit Transfer System shall require a sort of assessment for the students. This shall give them the feedback they need for their studies without making university too much like school.

- **Distribution of working load:**

The distribution of work load was a topic that was discussed quite intense. Key questions as "how much work can a student do?" and "how much work should a student do?" were asked quite often. The main goal was not to find a solution or a specific answer to the key questions, than rather to raise awareness within the professor body that students have lot on their plate with all the work. Lecturers have to be aware, that the workload during studies in their subject affects the other lectures as well. It is important to be as clear as possible right in the beginning of the studies. There you get the overview.

- **binding recommendation continuation:**

Furthermore, a binding recommendation of continuation was discussed. At TU Delft, students need to achieve a certain amount of credits in their first year, in order to successfully "pass" into the second year. If this amount is not reached, they are not allowed to study in the same programme anymore. This amount was set to 30 credits before the study success initiative, but was raised to 45 credits in agreement with the student council of the university. This last point had the highest impact.

After the presentation of the study success programme, Mr. Rooij and all the participants started an intense discussion about the utility of the measures and which one's might lead to the best results. Some of the universities were also surprised that the student council had agreed on the binding recommendation for continuation of 45 credits after the first year. At first, the student council did not agree, because it is a regulation that limits the freedom of the students, but for Delft it works. Aachen is strongly against such a regulation, since it is too big of an intervention into the freedom of the students. There is no space for finding your own way. During the discussion several interesting points came up. Some of them shall be mentioned here:

- **How to keep students motivated? When do students need help to keep themselves motivated?**

The key here was to talk about the right moment of external motivation. When is it required the most? All the participants agreed, that during the first year, no external motivation is needed. During that time, the students face a new challenge: going from school to university. This challenge keeps them motivated throughout their first year. Also in the third year, where the finishing of the bachelor's degree is within touching distance, does not require external motivations. Everyone agreed that the main focus of "keeping students motivated" shall be given to second year students. In order to do so, projects shall be implemented into the study programme.

- **University \neq School**

This topic came up more than once. For students it is really important, that one keeps in mind that university is not the same as school. The goal of the university should be to open up the possibility for students and give them some space to create their own, suitable way of getting themselves educated. But however, the guidance through out the first year shall still be there in order to give a smooth transition from school to university.

- **The best way of studying is teaching.** It helps you understand better, what you actually do. Momentum is important for such structural changes. Especially when going from the classical lecture to a flipped classroom or other interactive methods, one always have to keep in mind that it leads to bigger study success.

After the presentation and subsequent discussion, the participants were split into three groups. In each of those three groups, one key question had to be answered. During the processing of the key questions, the project for study success helped finding solutions.

The following questions and results could be obtained and were presented during short pitches at the end of the workshop:

How can all the different student councils influence the study success?

At the different universities, different ways of contributions are possible. For example in Aachen, the student representation is part of the important bodies and committees, where such decisions are carried out. The student representation is much appreciated in Aachen and therefore has a lot of impact. In Milan, student representatives can bring proposals to the bodies and committees, where it will be decided upon. In Delft, the student council is often consulted, when changing something. They can also start initiatives themselves, such that their voice is heard. In Zurich, the student council faces the "problem" that they only achieve thing through lobbying

and are not directly part of the decision making body. This is also due to the cohesiveness with the ETH in Lausanne. The decisions are made on a federal level, but not on university level itself. The group agreed that the short official channel is often the most successful one. But however, it is always important to talk to a lot of different people in order to achieve the wished result. Only talking to different people leads to influence on official grounds. In addition, one should always focus on priorities.

How can the student culture contribute to study success in a positive way?

All of the participants agreed that a healthy study-life-balance is required in order to keep up the study success. Working in peer groups and living close to campus also support the study success of students. Last but not least, there should exist some body for students to talk to in case of problems of any kind.

What measures should our universities ideally take regarding study success?

The ratio of students and professors / lecturers shall be appropriate, in order to keep up the desired contact time. Only with this proper ratio, students open themselves to their professors and cross their personal inhibition threshold to ask questions. Another important desire is the implementation of more interactive courses, since the concentration level in the traditional lectures drops really fast. It is also clear that it won't be possible to implement this for all the courses due to their size. Another approach could be the explicit engagement of professors for teaching **or** research. Due to a clear focus in their engagement at the university, they know what they are here for. Especially in basic lectures during the first year, lecturers with high didactic knowledge are important. During the course of the master studies, also research gains more and more of importance, whereas the link between the course and research shall be definitively made. In addition, lecturers shall be forced to take part in courses where they learn how to teach properly.

3.4 Leadership & personal development in curriculum

Leadership is the art of getting someone else to do something you want done, because he wants to do it.
- Dwight D. Eisenhower

3.4.1 Description

After an introduction to the main aspects of transformational leadership and the situations at the member universities, different groups were formed to work on a case study for the rest of the time. The main goal of the case study was to come to an agreement within your group concerning a treaty you wanted to work out together. The case included a meeting of the two groups for the work out of their contracts and a pitch afterwards to the other group.

3.4.2 Output

In the beginning of the workshop, all the participating member universities stated how additional qualification for leadership and personal development are included within their curriculum.

- **TU Delft:**
The TU Delft has a leadership academy. Furthermore extracurricular activities are promoted at the university a lot. For example, the university supports student representation, dreamteams, entrepreneurship, etc. During the year of being part in the student council, the students do not have to pay their tuition fees and get expense allowance. In addition, they have a lot of projects integrated in their curriculum, where students can focus on their personal development or gaining soft skills such as leadership.
- **Politecnico di Milano:**
Projects get funded quite a lot. Especially for exterior projects, students get financial aid.
- **RWTH Aachen:**
At Aachen, there exist training programmes and several study programmes also included additional qualifications within their curricula. Furthermore, the engagement in individual initiatives and in autonomy are encouraged.
- **ETH Zurich:**
In the curriculum of the different study programmes, ETH does not include any further qualifications with respect to leadership. There are two lectures which can be chosen by the students with the name "Leadership I / II" where students can learn something about leadership. Despite this course, there are no further possibilities to gain leadership skills

at ETH. Most soft skills and leadership skills are gained in associations, the entrepreneur club, student run things and personal projects.

The main focus in this workshop laid on the possible problems and issues people face during negotiations with other parties, members, etc. The participants were split into two groups, where all the participants got assigned to another role (representatives of a country, business people, local people, EU representatives, ...) The description of the task was the following:

The Oasistan solar panel development programme

Due to the signing of a new treaty between the European Union and the United States on the elimination of trade barriers and unfair subsidies to befriended partners, European member states are expected to give up the privileged trade status of their former colonies. As a consequence, many development countries all over the world lose a good deal of their attractive trade to France, Britain and others. Oasistan, a fresh-born developing nation in the Caucasus which used to be an English colony until it was incorporated in the Soviet Union in 1941, has also benefited from such beneficial regulations from 1993 until now. But the most recent Euro-american trade agreement now specifically forbids lucrative spice trade (cardamom, oregano) between the EU and Oasistan below world prices. This is expected to severely damage the still highly fragile Oasistani economy. The Oasistani government is deeply concerned that inter-nation free trade will impoverish its people, as their exports mainly consist of this industry and huge investments have been done to develop it. The King and his Minister of Trade have warned the European leaders that future solar energy exports to Europe which had been promised will be cut off, that free trade will give rise to large internal anti- Western revolts and that the Western oriented government will be compromised. In the end, the Oasistani government will have no option but to revise the diplomatic relations with European countries. The EU feels guilty about all this and would like to mitigate the negative effects of free trade for Oasistan by developing a big sustainable energy programme (there is plenty of sun and wind near the Black Sea) to improve its economic situation and pick lucrative fruits from it for itself. The Anglo-Dutch multinational Royal Shell wants to invest in the sustainable energy programme. The European Commission is willing to give some extra money for the programme, which should then be supervised by the European Development Bank. It has invited Oasistani representatives to Paris to discuss the development of this sustainable energy programme.

The meeting in Paris hosts the following guests:

- 2 delegates from the European Commission, including the president of the meeting.
- 2 people from the Oasistani government, including the Prince.

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- 2 people from Royal Shell
 - 2 people from the European Development Bank.
 - 1 delegate of the National Spice Association of Oasistan (NSAO)
 - 1 enthusiastic business man who would like to exploit the solar/wind parks

The following decision agenda is established:

1. Announce and confirm the elimination of beneficial trade arrangements, more specifically those existing in the spice field.
2. Negotiate the development of a sustainable energy programme from which both Oasis-tand and Europe may benefit. Discuss the conditions under which the programme may replace the trade restrictions. restrictions.
3. Discuss under what conditions Royal Shell can operate
4. Discuss what people from what organisations may be part of the Board of the Central Committee for Sustainable Energy Development in Oasistan (CCSEDO), which will supervise the projects and will be supervised by the EDB.

The different people got different assignments and goals, which they had to achieve during the meeting and the creation of the treaty. Within the given time frame, a treaty had to be worked out. One group managed to come to an agreement, whereas the other group faced a lot of difficulties and no agreement. All the participants agreed that regulated communication is needed in order to achieve something. A lot of time got lost, when people started discussion without being led by a person. One has to have a solid plan to get to a point or goal and a leader is needed for keeping the discussions in order and place. Therefore a leader of the discussion is required. In order to achieve a treaty in the end, everyone in the group had to be cooperative and open for ideas.

4 General Assembly - Protocol

4.1 Opening

Louis welcomes everyone to the General Assembly.

4.2 Announcements

ETH has an announcement: They are sorry that the secretary general was not here, they could not reach him till this morning. Lars and Marie-Sam will resign as Secretary Generals at the end of this meeting.

4.3 Agenda approval December 2, 2018

Louis asks for approval of the agenda. Nobody has anything to add. The agenda is approved.

4.4 Minutes approval June 4, 2018

No additional comments. The minutes are approved.

4.5 Next conference

Aachen will host the next conference. Aline will send a doodle this evening to fix the date for next spring/summer. Chalmers would like to host the conference in the fall of 2019. Milano will probably host the conference in the spring of 2020. For the elections to not be a factor, it is suggested that the spring/summer date may be moved to April.

4.6 Workshop guidelines / White paper

It is proposed that general guidelines about how to organise a workshop would be helpful. Delft had the disadvantage of not being supported by students which were at previous conferences. Aline mentions that Medea already started of with workshop guidelines. The board will work out guidelines and present them to at the next conference, so the General Assembly can make changes. One workshop will be about this guidelines.

4.7 New Secretary General, election

General question: What do we want from SGs (Secretary Generals)?

One thinks, that the SG should be in charge of the contents of the conferences. But they should not do all the workshops by themselves. They have to bring ideas, talk about possible ideas from other universities and discuss what the board wants as topics in the conference. There is a discussion how to weigh off continuity at the knowledge of the SG and the legitimisation. The proposal is to (re)elect a SG at each conference if one or two of the SG resigned. It should not be a requirement to have a specific position in a student council to be elected or remain SG. The person should know their commitment as a SG and that he / she can bring enough time and motivation. It is also suggested that if a SG wants to resign, he / she does so around a month before the next conference, so all universities can think if they have suitable candidates.

Aline (RWTH Aachen), David (TU Delft), and Bibiana (ETH Zürich) are candidates for SG. They introduce themselves shortly and explain why they want to be SG. All have been in student representation for 4-5 years. David had fun at the IDEALiStiC and would like to participate. Bibiana has already taken over some of the work from SG due to absence and thinks there is a lot more potential in IDEALiStiC. Aline would like to make sure that there is more continuity in the work that we pursue as the IDEALiStiC since some of the topics have been discussed repeatedly over the last two years. In an anonymous vote the Bibiana receives four votes, Aline receives three votes, and David receives one vote. Bibiana and Aline are elected Secretary Generals.

4.8 New PR Manager, election

Bibiana resigned from her position as PR Manager. In an anonymous vote, Julia is elected as PR Manager with four votes.

4.9 Future of IDEALiStiC

IDEALiStiC has a lot of potential and can achieve many things. We can also directly influence what is going on in IDEA League. To assure this is taken into consideration, measures which are agreed upon during the conference should be looked at again at the next conference to make sure that these measures are actually brought back to the single universities and don't get lost until the next conference. Another idea is to invite members of the university staff which are responsible for the IDEA League to form measures together. For political ideas such as European Universities, the IDEALiStiC should get involved. There is a general agreement that

the Skype Calls should more strongly include updates on measures agreed upon during the conference to keep track. The SG should contact the IDEA-League staff of the universities.

4.10 A.O.B

There are no other businesses open.

4.11 Round the table

It would be nice to collect how things work at the different universities before the conference. We can save a lot of time, if we do that beforehand.

4.12 Closing

Louis closes the General Assembly at 14:30.

5 Acknowledgement

The student unions of IDEALiStiC would like to thank the IDEA League and the member universities for their support. A special thanks goes to TU Delft for making the conference in Delft possible.

The secretary generals and the student council of TU Delft would like to thank all the participants for their active engagement and all the helpers that supported the organisation team.