PREFACE

Before you arrayed is an enormous party program, written thanks to countless members, councilmembers and candidate councilmembers of LVS 2022. Our thanks go first of all to everyone who helped write this. That is the Policy committee, who wrote the university program, the candidates on our lists that jointly wrote on the program of each faculty and the volunteers of the translation committee (and some outside of it), who translated all the parts to have it in Dutch and English. A special shoutout goes to Claire who made the Lay-out. We hope that it is useful for the reader to work towards a more progressive, better university.

This program is opened by a short introduction and explanation of coparticipation. Then it is divided into two sections, the university program and the faculty programs. In the university part, you will find our main positions, for which we fight on the entire university. These are divided into six subjects, as can be glimpsed below from the Table of contents. After that come the faculty viewpoints, additional problems which are on the faculty level, as encountered by the students we spoke to.

Towards a progressive, caring university

The board "De Ruiter" of List Progressive Students (LVS)

Björn de Ruiter – Chairperson
Melih Uzun – Treasurer & Vice-chair
Claire van den Helder – Secretary
Nadien Abou Elmagd – Assessor Members
Daniël Schuurwater – Assessor Policy
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COPARTICIPATION

What is co-participation? As LVS, we notice that many students know little about co-participation. This is a big problem, because the co-participation councils and committees are the place to go if you have complaints or points for improvement about your study programme, faculty or even the entire university. That is why we start and end our party programme with information about co-participation: what is it and what the problems are with the current participation?

Co-participation takes place at three levels: the Programme Committee that advises and monitors the Programme Board, the Faculty Council (FR) that advises and monitors the Faculty Board, and the University Council (UR) that advises and monitors the University Board (CvB, College van Bestuur). By law, the participation council has a number of important rights. Armed with these, our councilmembers work to ensure our program goes in effect. The most important rights you have as a council member are the following:

- **Right of consent.** For example, the budget, Training and Examination Regulations (OER), and the money that has been released from the abolition of the basic grant (MKA), are all subject to the right of consent. This means that the FR must agree if the board wants to implement their policy. If the FR does not agree, the board will have to abandon their plan or come up with a renewed and better plan. This “right of veto” is perhaps the most powerful instrument for student participation.
- **Right of advice.** This means that the board must (or may) request advice from the participation council for certain decisions. Should a council give a negative advice, the board can ignore this, provided it is properly substantiated. As a rule, the board will follow the advice of the FR. The FR may always give unsolicited advice.
- **Right of information.** The Board is obliged to provide the Faculty Council with all information requested by the council-members. This can be done by the secretary of the council.
- **Right of proposal.** The FR may always make a proposal to the board with a plan drawn up by the FR. The board is obliged to discuss this.
STUDENT WELLBEING

A national survey has recently showed that half of the students are struggling with mental problems. This is also a problem at Leiden University: every student knows someone who suffers from mental problems or struggles with such problems themself. This has an impact on someone’s study. It is hence important that the university offers good and effective support to every student, and that the university also clearly communicates where students have to go for this support.

- **Quiet rooms in every university building:** It is unclear to students where they can go at the university to unwind. Quiet rooms are needed for students to recover from overstimulation, panic attacks, or to be alone for a while without having to leave the university to do so. These spaces should be set up in a quiet and comfortable way, such as with a couch and good soundproofing, so that the student can rest with as much calmness and silence as possible. The current often inadequate quiet rooms should be redesigned. In addition, the location of these quiet rooms should be clearly marked in each building and they should always be freely accessible. Finally, these spaces should not be prayer rooms and breastfeeding rooms at the same time, as is often the case at this moment.

- **Better communication towards students about help:** Student psychologists are regularly referred to, but the information about them should be better retrievable on the university website and university’s media channels. The same goes for confidants, support groups, contact points and activities related to student welfare. When it comes to better communication, we think of:
  - Referring more clearly and frequently to the special page on the website dedicated to practical and up-to-date ways to find and contact resources such as those mentioned above. This could then include relevant activities, such as workshops. Currently, that page is often not linked on the website and so many people do not find it;
  - Referencing regularly to the above practical information on the university’s social media;
  - Making a designated on campus location on welfare matters to go to for students at the university – and clear communication about this point of contact;
  - Making student welfare as a topic part of the first few weeks of the academic year, and repeating throughout the study program, in order to keep as many students as possible well informed about the options.
STUDENT WELLBEING

• Keeping the wellbeing officers: Currently, faculty wellbeing officers are funded by NPO funds, which are provided for the academic years 2021-2022 and 2022-2023 by the government. When these funds disappear, wellbeing officers will no longer be paid from a faculty but central pot. This means that the whole university will have one amount to finance the wellbeing officers and this amount will also be smaller than now. As a result, the number of wellbeing officers may be reduced or perhaps this position will disappear. However, we see that the wellbeing officers have a positive impact on the students. With this separate position, a wellbeing officer can create space for student wellness and also direct it instead of it being among the many duties of someone else like the student advisors.

• Hire student advisors per number of students: Students have a lot on their plate. We all agree on that. This includes a lot of questions about, for example, how to study abroad or how best to plan your academic year. Often this ends up with the study advisor, as this is the only person a student can go to for their questions about these subjects. If every student goes to the student advisor, two student advisors for 300 students will be too few. It is better to have one student advisor for every 80 students. With enough student advisors, there will then be enough room for students to make an appointment with the student advisor at short notice. Currently, there are waiting times of a month or more at several programs. In addition, dropouts of student advisors due to illness or holidays can also be better accommodated. The general availability of the study advisors will thus be improved.

• Increase visibility of confidants: Students can share information with a confidential counsellor that they cannot safely share elsewhere. Confidential counsellors at Leiden University have an independent status which does not require accountability to a board. It is certainly necessary that this function exists. When a confidant is needed, a very fragile and tense situation has already been created. In order not to unnecessarily increase the stress of the situation, the contact information of the confidant should be better visible and adequately promoted at all times.
Attention by the university to student welfare from the student’s perspective: Here we see two areas of concern:

- The university has presented a strategic plan in which there is a growing focus on online alternatives for teaching. Research has shown that physical lectures and work groups are mentally better for many students. Being socially engaged motivates students to continue with their studies, build a network, and form friendships. Any plans that are made regarding a move from physical to online teaching should be discussed with the students in question. At the same time, we see that there must also be online alternatives for students who cannot participate physically. Therefore, it is also important that these online options do not disappear; not everyone can always attend on campus education and there must be possibilities for these students at the University as well.

- We see a lot of attention to and money being spent on single or annual interventions, such as wellbeing weeks, to give students a helping hand. While one-time activities are fine, students actually need structural support to cope with the workload. The university can provide this through strong integration of student wellness activities and programs into study programs themselves, and through student-focused groups such as study associations. This is not just about extra activities besides studies, but integrated help with career orientation, coping with study pressure, etc.

Transparency about unsafety feelings at the university: The university is not always a safe place for every student. The university does not need to pretend that it is. Therefore, we believe the university should be transparent when feelings of insecurity or unsafety are expressed by students. Ways to be transparent include:

- organizing meetings for students who feel unsafe due to harassment, for example;
- recognition of and active support for students who have experienced unsafe situations at the university;
open and clear communication through newsletters and social media about changes at the university that may affect students’ sense of safety (such as the recent installation of smart cameras); early and acknowledging contact with students who criticize developments within the university that affect their sense of safety. For example, this year we saw that the person behind ‘a survivor at Leiden’, who called attention to the abolition of the support group for victims of sexual violence, had to wait a very long time for a response and cooperation from the university.
A more accessible university for first-year students in particular first-generation students: For every new student, the university is a new and exciting place. Still, it can be very confusing and overwhelming for students with no prior knowledge of the university and its comings and goings. The university must therefore ensure that every student is adequately supported and informed about the facilities and possibilities offered by the university. Students should be provided with an information packet that offers a broad overview of the university and its facilities; that way, the transition into higher education will be easier. The first step in this process is for the university to recognize that a bias in information access exists between first-generation students and students that already know their way around the university. Providing introduction brochures to every student allows us to work towards an equally informed student body.

An action plan against unacceptable behavior: Despite our best attempts to prevent unacceptable behavior, things can go wrong. As was seen in Amsterdam, MeToo is also relevant for the university. The university should do everything it can to prevent and limit unacceptable behavior. This means having clear, easily findable places and people to report this anonymously and having an action plan ready. At the moment this isn’t clear for students. Students also often don’t know what would be done if such a complaint is made. This makes students hesitant to report instances, since they take a huge risk.
DIVERSITY & INCLUSION

- **Various forms of address in the university systems and communications:** Students and staff are registered as and addressed as mister or madam in USIS, on Brightspace, and in university communications. A third option (different, namely) is not yet available for people who identify themselves differently. We would like for students and staff to be able to change their pronouns themselves directly within USIS so that everyone can feel included and seen at university. We propose to add the desired form of address and display it in student and staff accounts as well.

- **Improvement of quiet areas:** After assessing the quiet areas that are available in university buildings, we concluded that they need improvement. We aim for separation of quiet areas, prayer rooms, and rooms meant for breastfeeding. The quiet rooms should be furnished and accessible for every student who has a need of it. Which means, open doors, so no necessity to ask for keys, clear provision of information about their locations, enough room for wheelchair users, and comfortable furniture. We want to have the students in need of these rooms to be involved in their creation and/or improvement.

- **Religious prayer places should be decently available and accessible:** As mentioned before, we want prayer rooms separately from quiet rooms. This is because these two room types are used with different intent. We think prayer rooms should be rooms solely existing for a room to pray, since quiet rooms are also used by students who are overstimulated or who need a quiet place to think. Prayer rooms should be private, and accessible. As with the quiet rooms, this means open doors and the provision of all material needed for prayer such as prayer mats. Moreover, these rooms need to be decent, so not in a room that more resembles a broom closet. We think that every religious student should have a respectable place to practice their faith.

- **The University should communicate better about what already is there:** Many facilities and offices that have been set up and supported by the university are unknown to most students. That means that these organizations and offices are often missed by students who want to help with issues in our university. The university should do more to facilitate contact between students to get them into contact with these organizations during for example during the EL–Cid, with the student associations and during the first weeks of the year.
• **Accessibility of the building should be considered:** At the moment, lifts are available in most buildings. However, these aren’t always available at the moment: often you require a special pass to use them. This means more barriers for people with limited accessibility, meaning more difficulties to get to the courses and more things to take care of before they can access the buildings normally. Lifts should be free to use for all students, without having to request a pass. Another thing here is automatic doors, which aren’t present in every building. Accessibility also encompasses good seating areas and no barriers on the floors. This all of course also needs to be taken into account in all new buildings.
In recent years, the university has made extensive use, sometimes by necessity, of various different digital resources. Although teaching is primarily on campus again, LVS believes it is important that digitization and its implications still receive adequate attention. Therefore, we propose the following:

- **Adhere to the guidelines for digital assessment:** Digital assessment tools such as proctoring involve a privacy breach for students. We now know that proctoring is not as digitally secure as was thought. This means that there are many drawbacks to using this proctoring program. We understand that, at this moment, it is difficult to prohibit proctoring within the entire university. Hence, it is important to monitor the current guidelines: is proctoring only used as a last resort of all the different digital assessment options? In addition, there needs to be a hotline for possible privacy violations and other problems with proctoring.

- **Improve the university website:** At this moment, the university website is confusion for many students and, therefore, the website is barely used. As a consequence, students miss a lot of information about the university. Moreover, always having to fill out the study program feels redundant to many students, which causes irritation. In addition, many students simply google what they want to know instead of working their way through the website’s search options. Information thus is not conveniently or logically placed on the university website. Students need to be able to find information more quickly and easily.

- **Camera policy should be improved:** LVS calls for an immediate re-evaluation of the use of cameras. Over the past year, cameras have been installed in university buildings without extensive consultation or proper information about it, while the digital safety of students and staff was not ensured adequately. Students’ confidence in their digital safety must be restored through new policies and firm assurances, so that this situation can never be repeated. In addition, the university must clearly enforce its own policies and never use the cameras in any way to store or process personal data of students and employees.
**DIGITALISATION**

- **Shortage of digital equipment:** The university expects all students to have access to a laptop and webcam in order to properly participate in their classes. However, not all students have the means to purchase these materials. We therefore want the university to accommodate these students more by setting up a system whereby all students can receive a discount on the purchase of computer-related study equipment. In this way, the university does not have to reimburse the entire purchase, but it does offer students with a small budget more opportunities to get sufficient study materials. At the same time, by offering this option to all students, the university does not have to differentiate between different students.

- **Hybrid education remains necessary:** After two years of digital and hybrid education, we see that the use of digital means has disadvantages, but also many advantages. Vulnerable students who prefer not to sit in large and full lecture rooms have the opportunity to attend their classes digitally. In case of illness, students do not miss an entire lecture and, thus, crucial material for their study progress. Therefore, LVS argues that hybrid education should still be used, even though the coronavirus may no longer be as prominent as it has been in the past two years. Offering hybrid education does require that there is sufficient material available to record lectures, and that instructors can still get enough support in using this materials.

- **Better provision of information about digital resources:** Currently, the university offers a number of free ICT facilities, such as anti-virus software and Microsoft Office 365. In addition, other software can be purchased at a discount through SURF-spot. However, many students are unaware of the existence of this option, and spend therefore unnecessarily their own money on software that they could have also obtained for free by using the outlook account linked to each student's mail. We, therefore, want the university to better inform students, but also employees, about the current offers. This can be done, for example, by sending an email twice a year with information, and by providing this information in a more prominent place on the university website.
DIGITALISATION

• **MyPersonalPlanner has to be further implemented in the university:** Last fall, the faculty of Humanities launched the MyPersonalPlanner tool. In this environment, students can specify their schedule for the coming year and also register for courses. LVS has heard many positive feedback about the set-up and usability of this program compared to uSis. Therefore, we advocate that MyPersonalPlanner should soon be implemented at the other faculties as well.

• **Safeguarding privacy and security:** When using digital forms of education, the digital security and privacy of students and staff must be the main point of interest. In this regard, the attacks that have occurred on companies’ and university’s systems in the past year call for a permanent investment in cybersecurity. Digital assessment methods and digital meeting methods must be as secure as possible. For example, instructors should not be allowed to access student’s personal data, even if it is with the best of intentions.
FORMING AND EXECUTING A SUSTAINABILITY PLAN

At the moment, the university doesn't have a sustainability plan. We should formulate it. At the moment, the university is one of the more sustainable universities in the Netherlands, yet the university does not work towards a clear policy. That means the current progress isn't guaranteed to be sustained. A sustainability plan will bring more clarity for the staff and students and give a clear direction for future projects to follow.

SUSTAINABLE BUILDINGS

The university should aim to build as sustainable as possible. That means having well-isolated buildings with solar panels, enough green in the buildings and responsible use of the heaters. Current buildings should also be updated to see where the university can improve, like turning the heaters more often off.

HAVING VEGETARIAN AND VEGAN OPTIONS EVERYWHERE CLEARLY MARKED

At the moment, the university cafeteria offers a decent array of vegetarian and vegan options. However, this isn't the case everywhere: in all buildings, always the university should have a green cafeteria, with vegan and vegetarian options clearly marked.

INCLUDING SUSTAINABILITY MORE INTO THE STUDY

The biggest contribution the University can give to the climate crisis is giving her students' knowledge, tools, and skills about sustainability. All students should have the opportunity to include sustainability in their curriculum, whether they study French Language and Culture or Public Administrations. Research from LUGO shows that there is huge demand for education about sustainability, and that the current education lacks this subject. There is also a growing need for expertise in the field of sustainability in the current job market.
**DUURZAAMHEID**

- **Invest sustainable:** The University should not only have sustainable energy supplier, but they should also put their saving in green banks. The current bank used by the University, the Rabobank, is not the most sustainable bank. Possible alternatives (according to ‘Eerlijke Bankwijzer’) are: ASN, Triodos, SNS, Van Lanschot, ABN Amra. The University also needs to make sure the retirement fund from the University ABP only invest sustainable.

- **Fill out LUGO:** The last few years the Leiden University Green Office has been successful in putting the subject of sustainability on the map with students and with the Universities policymakers. They do this by supporting sustainable initiatives and by organizing events. At the moment their focus is mostly on making the University greener, but they need a larger capacity. Through more resources the members of LUGO can specialize and become active in specific parts of the University to become more direct concerned and can give better recommendations.
INTERNATIONALISATION

Our university is becoming ever more international. That means more international students and more international professors in Leiden. 30% of the students now come from abroad. Yet the university still hasn’t solved some core problems that exist in this area: International students often don’t know what they have to do for a job, Dutch and international students live in their own social circles and the university doesn’t account for international students in its organization.

- Include a reception committee to make sure the students feel more welcome: International students come to study at Leiden university from all over the world with different cultures, languages and expectations. For some of these students it might be their first time living in another country and far away from their home country. Therefore, it is important to give them the feeling of being included and showing that university actually cares about them, to make this experience a one to remember. To this regard the points mentioned below can be considered:
  - Affordable language courses for everybody: It is true that in the Netherlands you can easily live your daily life without knowing Dutch because more than 80% of the people know english; however, knowing Dutch can add another essence to the student life and give an opportunity to be completely engage in the country you live in. Not only do international students need some knowledge of Dutch to make it at university and in local Dutch society, but there are also a lot of Dutch students insecure about their English skills. Both Dutch and English courses should be offered more frequently in for example a language body.
  - More information on how the Netherlands works: some rules related to life are different in different countries. For example, international students cannot work in the Netherlands without work permit. It is important to make international students aware of these rules through a good information pakket. This way they can be more prepared for their new life.
  - More elaborate version of the reception committee: It can be a good idea to have more than one reception committee, each of which be responsible for different duties. For example, one to help with all the administrations, one to welcome and organize cultural activities. That way, the committee doesn’t forget or minimize all the different topics associated with welcoming internationals.
INTERNATIONALISATION

- **Social activities between students**: At this moment international students and Dutch students tend to live in their own social bubbles. This is a shame, for it limits the internationalist perspective to one group and thus ignores one of the advantages to having so many international students. To integrate these two worlds better, LVS proposes the following solutions:
  - Inclusive introduction weeks without splitting English and Dutch students: Inclusive introduction weeks. Currently, Leiden University has three introduction weeks: the EL CID-week for Dutch students, the OWL-week for international students and the HOP-week for all students in the Hague. We are pleased with the fact that international students are not ignored during the introduction weeks, but we would like to see one parallel week instead of keeping the EL CID and OWL-weeks separate. That way, international students can keep to their international program if they want, but also participate with EL CID parties and other events at their leisure. That way, making new friends and contacts in the Netherlands should be a lot easier from the moment they arrive in the Netherlands.
  - University activities to be in English, career events for example, if that is not already in English. At the moment, almost all faculty wide activities are in Dutch. This disincentives English students to join them. By having English events, Dutch students can also mingle more with international students.
  - University-wide buddy programme. Currently, a few faculties offer a buddy programme for international students (Law and Humanities). These buddy programmes connect international students with Dutch students who help them settle at Leiden University. We would like to see a university-wide buddy programme for every for all international students. Preferably, students would still be matched with students from the same faculty.
INTERNATIONALISATION

- **Student coparticipation has to be bilingual:** It is important for all the students to be able to participate in the coparticipation. There, their voices can be heard and their issues addressed. Students, their experiences and their ideas about the university is a very important chance for improving the university. Right now, the language that the university board is Dutch. This means the international students can’t communicate clearly because most don’t speak Dutch. This is not only the issue in working with council but also within OLC, OLB, commissie onderwijs, etc. As we all know, knowing Dutch is not the requirement for being accepted in most programs. Yet apparently, it is to voice an opinion about that in the university. That is why we think it is reasonable to request for:
  - The introduction course for being a council or board member be available in English (also the charts and images)
  - Councilwork and OLC’s be available for international students in English to engage them with the university.
  - International students in university organizations are at all times provided with translation-buddies who are paid for by the university. This is also a good opportunity for having job opportunities for Dutch students.
  - University pay for International students in university organizations to have free subscription to translation websites
  - Strong guidelines for how to treat international students in the relevant university bodies. The guidelines should include a bilingual language policy which permits international council members to communicate in English, and be answered in English when they ask questions.
  - Availability of all publications also in English. Minutes and other important publications need to be available in English, and everything else should at least be summarized in English. That way all international students can look into the going ons and discussions of the university’s organizations.
Better integrate the students of the Campus the Hague with the Campus Leiden: At the moment, there is a separation between the students in The Hague and the students in Leiden. While both belong to the same university, it often does not feel like that. Students who study in the Hague go to different events, have a different introduction week and in general, the two cities are treated by students as two different experiences. LVS wants to bridge this gap by ensuring everybody feels like they are part of one university:

- Reorganize the introductions weeks so that it doesn’t focus just on the city but takes both cities into account: our university is in two cities, but our introduction weeks really only organize an introduction to one city. The University should introduce both cities during the El-Cid and the HOP week, to give students a complete image of what the university is like.
- Organize joined activities: at this moment students from the Hague and from Leiden university tend to have their own organized symposia and activities. This can serve to integrate the student body into one, not two bodies.

Creating co-participation responsibility for The Hague to get somebody to take responsibility: The Campus The Hague at the moment doesn’t have one council or organization who has sole responsibility: this is shared between the University Council, the Faculty Council and other institutes for specialized areas. That means that ultimately, nobody is responsible and it is hard to make a coherent policy for the full campus. This has to change: LVS wants to form a formal committee with responsibilities in the UR, who works with the FR’s to manage and make policy for the Campus. This way, responsibility and policy are clear to everybody involved.
• **Growth in the number of study and lecture rooms in The Hague.** The Campus The Hague has been very cramped for years. We have already seen this in a lack of study places outside of lectures, but now the issue is extending to the lecture halls as well. There are plans to rent more buildings, and those plans are being made concrete. However, this will still take some time. There are now ideas floating that lecture times should be extended in order to be able to offer lecture rooms for all subjects. This is by no means an optimal solution to the problem of the lack of lecture halls, and will not solve the problems of the lack of study places either. It is therefore important that other short-term solutions are found to offer students the opportunity for (self) study in a pleasant environment, and at ‘normal’ times.

• **The glass wall between students and teachers: Make contacting staff in the building more accessible:** Teachers are behind glass walls; this restricts contact between students and teachers. To prevent unauthorized people from entering office spaces, LU-Card scanners could be installed. That way students can visit their professors’ offices and ask questions more easily.

• **Provide a widely available overview of construction and renovation projects in The Hague:** In line with the problems experienced by the shortage of study places, we argue for an overview of the construction and renovation projects planned by the university in The Hague. This must describe which plans the university has in mind, whether or not in collaboration with the municipality, and what is being done to expand Campus The Hague. This way, it is also clearer for the participational bodies what is being done by the university about the shortage of space on the Campus, and effective advice can be given to the university.
• **Minors improvement:** The current offer of minors is very limited. This means that many students can’t follow their preferred minor. The university has to look at options to increase capacity of the minors with for example PhD-candidates and Teacher Assistants. The university also has to inform their students better to which qualifications minors at other universities have to confirm to prevent these minors being rejected afterwards. Finally, the faculty can look into the option for interdisciplinary minors with for example humanities.

• **A better provision of information and communication towards students:** It is important that students know what they have to do, where they can find information about their study and extracurricular activities. In the last year, communication has been suboptimal, especially about minors and internship. The communication of the examination committee also has to be more rapid.

• **Improving accessibility:** It is important that every student feels at home at the faculty and isn’t hindered during their study period. At the moment, the accessibility of the faculty building and the education still isn’t optimal. That is why we want to have:
  - A more accessible building: It is important to remove thresholds from the building and install a better elevator for students with disabilities. The doors also have to have easily accessible buttons everywhere and class rooms should be more accommodating for people with limited mobility or physical problems.
  - Keep online classes: At the moment, most classes are recorded. This is essential for students with accessibility issues. We want to maintain these recordings.
  - Exam support: Students with for example performance anxiety and thus have trouble making their exams should be supported with for example longer time to finish, flexible deadlines and the option for digital exams.
• **Accessible internships:** At the moment, it is very hard to find a good internship. The university has to make clearer estimates of the costs involved. Besides that, the teachers should look into more opportunities for field work and internships within their own researches. Students with disabilities or physical problems should have alternatives to internships without too much hassle.

• **More study advisors:** At the moment there are three study advisors to help some 300 students. This means late answers to questions and very limited support. We want more study advisors to help students better and earlier.

• **Reevaluate the workload of courses:** At the moment there are numerous hard colleges right after each other. This leads to a high workload with a lot of burnouts among students. The distribution of courses and attribution of EC needs to be reevaluated to lessen the workload and prevent burnouts among students and staff.

• **Keep the good functioning mentornsystem:** There have been made buddygroups since corona with designated student mentors. This system has facilitated informal contact between students across the study-years, making starting students more knowledgeable of the faculty and help them with their problems. We want to continue this successful system. Student mentors have to be well trained and get an appropriate imbursement.

• **Maintain the unique position of the faculty:** The faculty of Archeologie is unique as the sole independent archeology faculty in the Netherlands. This unique position should be maintained. The small faculty brings a tight-knit community with a small organisation. While the faculty should maintain this independence, we are in favor of more cooperation with other faculties to offer students a broad category of study options for minors for example. The Faculty of humanities offers for example many courses which are useful for archeologists.
• **Re-evaluation of exam schedules:** The planning in the exam calendar causes difficulties for a lot of students. Several exams are scheduled within the first week of January, which means a lot of students are unable to spend time with family during their Christmas holiday. This is why LVS wants to evaluate exam schedules and try to find more satisfactory alternatives.

• **Entry requirements with regard to exams should offer leniency:** As it stands, some courses only allow students to resit an exam if they have taken the first exam. This leads to complicated situations where students who cannot take an exam, due to Covid or other personal reasons, atomically fail a course or are forced to take an exam during illness. LVS wants to introduce a leniency rule, which will allow students to resit an exam if they missed the first exam due to pressing reasons.

• **Abolishing unfiltered grade lists:** Employers usually ask for unfiltered grade lists which, aside from the final grade a student received for a course, includes (failed) pre-resit grades. This causes immense undue pressure upon students, especially when they cannot explain why they needed to resit an exam. LVS wants the faculty to stop providing these unfiltered grade lists. As it stands, this issue is under review, and should be completely abolished as far as LVS is concerned.

• **More study advisers and a longer tutoring programme:** Students experience long waiting times when booking an appointment with their study advisers. This puts a barrier between students seeking help with various problems, and the late appointment often means the offered council is no longer helpful. Furthermore, the tutoring programme for first year students is too short, which means students often have a lot of unanswered questions during their first year. This leads to shortage of information and students being unable to find timely solutions to their problems.
Exam results need to be announced in a timely manner: As it stands, exams are often graded too late. Teaching staff need to clarify how much time is realistically needed and comply with faculty regulations.

Shortening the distance between professors and students: Professors and students are far removed from each other. Needless to say, boundaries need to be respected and students should treat and communicate with their professors in appropriate fashion. This doesn’t mean, however, that professors should be unavailable for questions or feedback from students. After all, it’s of importance to everyone that students benefit optimally from their education.

Maximum of 25 students per tutorial: The number of students per tutorial has a substantial impact on the quality of education. LVS, wants the number of students at a tutorial to be as few as possible, in consultation with teaching staff members. Our estimate is that 25 students per tutorial gives the best balance between quality and expenses.

A safe learning environment for all students: The (virtual) classroom needs to be a safe learning environment for every student. This requires objective education and intimidation of students or making them feel unwelcome to express themselves should be avoided. We want the university to ensure a safe learning environment. Students should be able to share any concerns or complaints regarding education with the complaints committee. If conflicts arise, students should not have to face them alone.

Involving international students more: Whilst one out every ten students at our faculty is an international student, these students are underrepresented in co-participation. LVS wants the faculty to organise events where Dutch students and students from abroad can meet and mingle. Furthermore, communication about co-participation needs to be available in English in order for international students to be able to get involved.
FACULTY OF LAW

- **Keep hybrid education at the faculty:** The pandemic has shown that there are many possibilities regarding online education. LVS want the faculty to continue the advantages of digital education. This is particularly relevant for lectures, which should be made available online directly, as this allows students who may still suffer from Covid to listen to lectures and continue their education.

- **Registration for tutorials needs to be re-evaluated:** The current way of registration is a first come, first served system. This causes undue stress and planning issues for students, and the website is sometimes inaccessible when registration opens due to too much traffic. The faculty of Humanities has a system based on a top 3, we would like to assess whether that’s also possible at the Law faculty.
• **Improve information provision:** Make more use of the “wegwijskaart” and make sure to distribute this widely, as to make sure that new students know where they can go with their questions. Do this during introduction week and digitally to be as sustainable as possible. Make sure there’s easy access to the Code of Conduct.

• **Create uniformity throughout the entire faculty with regard to student mentors:** Student mentors should also be distributed more evenly. Add the implication of mentor-video clips with essential info, and let the student mentors focus on social coherency and academic skills. Their training should be given in adequate English and better coordinated.
  - Also create a Brightspace-page with General Information which is accessible at all times for all students, with information for every BA-year. This would look as follows: BA I: introductory information, BA II: core curriculum courses, BA III: internships, electives, semester abroad. This would limit the amount of information given at introduction days.
  - All courses on academic skills should be implemented at study-specific level

• **Improve the information provision for international students:** This can be done by implementing a similar system of the MA Buddy Programme on BA-level, or specific information sessions and/or well-oriented student mentors.

• **Create uniformity between the two cities in which our faculty is situated:** This could be achieved by introducing an assistant-assessor who focuses on Campus The Hague.

• **Safeguard small studies and specializations:** Our faculty offers by far the most courses and programs. All these small studies and specializations embody special knowledge in our faculty. This unique position in the (national) educational offer must be guaranteed. This is especially important to pay attention to this, if the Faculty chooses to implement their intended plans for more broad bachelors.
- **Change the range of tasks of the study coordinators**: their workload is too high, which leads to long waiting times, which affects student well-being. The number of study coordinators must be increased, as well.

- **Core curriculum courses need to be exploited better**: Students should have the possibility to choose which course they want to take.

- **Student co-participation should be made more visible, and the faculty should be actively enticing students for it.**

- **Transparency from the University needs to be better**: Towards students, and towards faculty. It should be done timely and easily accessible.

- **Introduce a faculty-wide student association, to elevate social cohesion**: For example, organize lectures on topics that have to do with all students (LGBTQ-topics, multiculturality, job prospects).

- **Cafetaria needs to improve on the following points:**
  - A wider assortment, with regard to vegan, vegetarian and halal/kosher options. Vegan/vegetarian options should be lowered in price, to stimulate students to choose these options. The vending machines should be healthier as well
  - Opening hours should be broadened, and the food should be priced fairly for students. There should be no discrepancy in price between the Literary Cafe and the cafetaria.
  - It should also focus on improving sustainability.
• **Keeping hybrid education:** Because of corona, we have seen the possibilities of hybrid classes. Thanks to corona still being present in the university, some students can’t follow their classes on campus because of medical reasons. To support these students and give them a chance to participate in their classes, LVS wants to continue hybrid education on the faculty next year.

• **Improve the accessibility of the buildings:** At the moment most of the buildings have a bad accessibility, especially for students with physical problems. The lack of freely accessible elevators, hard to open doors from a wheelchair etc hinder students with disabilities to access the buildings. The buildings need to be looked at again in cooperation with people experienced in these issues to let these students into the classes.

• **Protect the privacy of students:** At the moment, the privacy of students hasn’t always been well protected: the cameras captured images of them without their permission and in courses, some were asked to provided medical data to be able to sign off from specific dates. These violations of privacy of students should be halted with clear policy, announced to students. This way students can feel more secure on their own faculty.

• **Clearer communication with program boards and program committees:** The communication from program boards and committees from the FR isn’t always great this year. LVS would like to see improvements of communication through for example a buddysystem.
More studyplaces at Wijnhaven: there is for now still a shortage of studyplaces at the Wijnhaven. LVS would like to apply creative solutions, like provide unused classrooms as studyareas during exam periods. Many students are unable to study at home and need an external location. Until the new buildings are finished, the university needs to help find solutions towards these space-issues.

Improve visibility of co-participation: coparticipation at FGGA is still too often invisible to many students, especially first-years. They do not always know who to reach in certain cases. A solution for this could be, for example, that during lectures there are people from the programme committees who show their faces so that students know who to reach them. In addition, during the introductory lectures, a few things can also be told about co-participation.

Sustainable alternatives to combat food waste at Wijnhaven: for the time being, the food in the Wijnhaven canteen that has not been sold is thrown away at the end of the day. We argue in favor of looking for alternatives to this, as much of that food is still good. Consider, for example, donations to initiatives that take over leftovers.
- **Enlargement of the minor possibilities:** At this moment, it is only possible to do a ten-week minor (15ECTS) within LUMC. The reason for this is the overpacked programme of medical students. LVS understands this problem, but wants to place a sidenote. Students indicate that they actually want to dive into certain non-medical subjects during their education. Little students know about the possibilities for this and are not informed completely. There are cooperations with other universities, such as Delft and Rotterdam, and there are possibilities at other faculties, but the support from the faculty is lacking, so that the student bumps onto such a heavy ‘bureaucratic wall’, that lots of students do not even try. In solving this, there is an important role for study advisors. The need for knowledge amplification is present among students, but the way in which the faculty organises it, could be better. An option is a minor day in the second bachelor year, during which practical information is shared and during which students from various minors are invited to present their experiences. In this way, students at least get an idea of the possibilities.

- **User-friendly proctor exams:** LUMC makes use of proctoring a lot, even after the highest corona peaks. With such a heavy matter as proctoring, it is the faculty’s task to facilitate the exams as safe as possible. We see that it is getting better, for example through a small break during long exams. Moreover, the online notepad and calculator do not work optimally yet, which makes the exam experience suboptimal as well. For disabled students or other hindering circumstances, LVS would like online exams to be possible in the future as well, being as safe and efficient as possible.

- **Enlargement of the visibility of co-participation.** At this moment, there barely seems to be a sounding board or a place for complaints or comments for students. Programme committees are hardly findable, both on campus and online. This is problematic, because the programme committees are the most important co-participation organ on the programme level, and as a result an important contact point for students with problems. Firstly, students do not know about the programme committee and who their members are. There are even more problems, such as the training for members of these committees, the compensation for their work and the non-democratic way of electing them. The visibility of these committees and the communication about this is, at least at this point, of the greatest essence. LVS therefore advocates for an enlargement of the visibility of the (small-scale) co-participation, for instance through speaking time in first-year classes and walk-in hours.
LUMC

- **Better communication between teachers about college materials:** the communication between teachers sometimes seems to be suboptimal at this point. Lots of students recognise the same things being told many times in the same way. Entire classes appear to be similar in the bachelor. Even though LVS understands the value of repetition, it would be useful for students if communication between teachers about this would become smoother.

- **Raise of compensation and more freedom in compensation days for residencies:** the compensation for the residencies has been very low for a long time. This troubles many students. LVS wishes these compensations to be re-evaluated, provided that this lays within the possibilities. Besides, students in their residencies would like to have more freedom in choosing their compensation days for weekend shifts. These measurements would help students financially as well as mentally.

- **Earlier introduction to the residencies:** many students find out they are not suited for the medical world only in their residencies. It is annoying that these students have already completed a large part of their programme. A short internship in the bachelor might partially prevent this. This is why LVS advocates for such a short internship in the second or third bachelor year, so that this is prevented. In Utrecht, there already is such an internship in the third bachelor, and LVS would like this example to be followed.

- **Earlier learning of clinical skills:** the learning of these skills (blood drawing, measuring blood pressure, general physical examination etc.) is experienced as very important by students, but most of them occur only at the residencies. The first- and second year’s student therefore sometimes feels useless. Perhaps this makes it also harder to get a side job in the medical world while in the hospitals there is already little place for medical students. At other universities, such as Maastricht, these skills occur earlier in the programme, in the second year. LVS advocates for an earlier implementation of clinical skills in the bachelor programme, together with a certificate or other proof of skill, if this is possible within the programme.
• **Re-evaluating the system of student mentors and the teacher coach:** this system is important to familiarise new students at the faculty and to help them in a more accessible way. At this moment, student mentors do not have clear responsibilities and therefore they get out of side quickly. Aside from offering a decent compensation and training, an important factor is the set of responsibilities a student mentor has. In our opinion, a student mentor is someone who helps making students ‘a student’, without taking over responsibilities of the study advisor. They are there for sharing their experiences, giving practical and accessible advice, the bonding of students and to help students at the level of studying. All general matters should not be their responsibility. The own contribution of student mentors within the mentor programme is of great essence, LVS thinks. The current system of teacher coaches also has to be re-evaluated.

• **Connecting more with the rest of the university:** At this moment, LUMC is a separated island, far away from the rest of the university. This is a pity, because within certain fields a cooperation with other faculties is possible, for instance in the field of Medical Ethics (see below) or the views within certain cultures about the medical world. Moreover, LVS encourages study associations to look for cooperations with other study associations to organise activities together. In this way, the connection with the rest of the university can be improved.

• **Re-evaluation of so-called ‘lijnonderwijs’:** even though students recognise the value of certain aspects of the ‘lijnonderwijs’ for their education, students do not always see it as useful. LVS therefore advocates for a slight re-evaluation of the ‘lijnonderwijs’, and perhaps for an implementation that is more focused on the medical practice.
• **Better implementation of the minor:** there are still problems within the way the minor is presented at our faculty. For example, students lack information not just about the possible minors they could participate in, but also about the possibilities of a semester abroad or internships as a minor. At the moment the information supply is lacking especially, this needs to be improved. The offer of minors also needs to be more diverse and the process for internships need to be made easier. Finally, the university should look at cooperating minors with other universities.

• **Guidance by well-trained teacher mentors and student mentors:** Teacher mentors and student mentors can, through the informal contact with and between students, pre-eminently improve social cohesion in a study programme and help first year students with (small) study problems, which can reduce the workload of the study coordinator. Since the covid-crisis, the mentor system has improved, but still needs further improvement. If student mentors receive a good, mandatory training about their mentoring role, they can help first year students to find their way in the faculty. There should be a standard set of tasks for student mentors which describes how they can help new students in their first months at the University. Furthermore, a teacher mentor should be trained how to supervise not only the first-year students, but also the student members. Therefore, we advocate for a uniformed set of tasks for (student) mentors, and a mandatory, qualitative faculty-wide training for mentors.

• **The Faculty board needs to be more transparent towards the council:** At this moment, communication is still somewhat faulty, which leads to problems in the functions of the council. LVS would like to see the board to be more transparent about their plans and policy towards students, both inside and outside of the council.
Better implementation of the minor: there are still problems within the way the minor is presented at our faculty. For example, students lack information not just about the possible minors they could participate in, but also about the possibilities of a semester abroad or internships as a minor. At the moment the information supply is lacking especially, this needs to be improved. The offer of minors also needs to be more diverse and the process for internships need to be made easier. Finally, the university should look at cooperating minors with other universities.

A digital booklet for information provision be made: At the moment, students get a small information packet when they arrive at the university. If this was provided digitally instead of physically, then students could more easily access it, keep it and it would be more sustainable.

Designated smoking areas in The Hague and Leiden: Right now, there are no designated smoking areas. While smoking is unhealthy, many students still do it. Without a designated spot, students tend to smoke in front of the entrances. This hinders nonsmoking students. To avoid this, designate smoking areas and put enough garbage bins there to avoid littering.

To have more Career Service activities that cater to all our students: almost all activities of the Career Service are in Dutch or focused on the Dutch job market. There should be a larger supply of activities and information for international students about the international job market. Furthermore, the Career Service and FLO have worked together amazingly this year. This cooperation should be structural and continue into the coming years. It should also be promoted more clearly that the FLO is accessible to all students, not just FSW-Leiden students, but to all students of Leiden University.

Keep improving the co-participation: In the Faculty Council, LVS has made a strong case to improve the co-participation. This must be continued in the coming years: start a committee structure within the Council, start the Programme Committee Buddy system and give council members a secretary during their premeetings to provide continuity of discussion. Regular communication between the Faculty Council and the Programme Committees is also an important part of this.
• **Program boards must be set up and students must take their seat:** at the moment there are only program directors. This means that decisions about degree programs are largely in the hands of a single teacher. By expanding program boards and adding students, the workload for program directors decreases and more can be done for students and lecturers, as other faculties also demonstrate.

• **Lecture recordings must remain available:** students must be able to watch lectures again if they miss the lecture due to personal circumstances, corona or other illnesses. Students are regularly unable to attend lectures for valid reasons, for example because they have corona. By not making recordings available, it is impossible for these students to take all the material with them, although most of them want to make the effort to participate in the study. It is precisely these people who want to participate and should be given the opportunity to participate online, also to teach them the necessary knowledge and attitude.

• **The canteens need improvement:** the canteens are now regularly closed before the end of lunch time. In addition, there are not enough places to have lunch and the offer is limited: for people with gluten allergies, for example, there is little actual food. Halal and vegan food is also barely indicated. To give everyone a chance to eat, the canteen needs to be improved.

• **Students should be better guided with their career prospects:** Although some studies already offer good supervision to their students, this does not apply to every student. To reduce these inequalities, we want to see more faculty-wide career-related activities organized so that every student gets the same foundation of information.
There must be a good layout of the rooms in the upcoming new building: at the moment there are many space problems at the faculty. The needs of students and lecturers must be taken into account in the layout of the new buildings. For example, there must be sufficient space in the canteens, sufficient space for offices and study areas. These buildings will have to last for years to come.

There must be options for deregistering from compulsory lectures: with several study programs there are no options for signing off from compulsory lectures. This is of course very difficult for laboratory research, but this option must exist for lectures. Some students cannot be there in exceptional circumstances, for example because of a funeral. It is unreasonable to automatically fail a course because of this. Students must therefore be allowed to unsubscribe from compulsory lectures with good reason and the Faculty Board must therefore draw up good rules for this.

The current minors system must be re-evaluated: The current minors on offer are limited, there is little choice and in practice registrations for several degree programs are often ordered according to the time of registration, which leads to problems with highly sought-after minors. That is why the current system must be re-evaluated and it must be looked at where and how this system can be improved.
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