

PARTY PROGRAMME

2020-2021



VOTE LVS

25-29th of May 2020



Inclusivity and diversity

Every year our university is getting more diverse. Not only does she have more and more students and staff members from different backgrounds, but she also has more study disciplines every year. It is important that everyone can feel at home in this environment. That is why the university should create a safe and inclusive study environment for everyone, regardless of gender, disability or background. In the past years a lot of work has been done on this. Several networks have been founded that focus on diversity, like LGBT+, Leiden Pride, MENA Students Association, STAR and the Access and Support Platform. However, as of now a lot of these networks lack the necessary outreach due to lack of (financial) support from the university. That is a shame, because those organizations can make a difference when they're heard and seen.

That is why we want:

- **Diverse pronouns in communication from the university.** In our current system, students and staff members are registered and referred to only as sir or madam. A third option has not been possible for people who identify differently. The university is backwards in this area and we would like to see steady improvement in this area, so everyone can feel at home at our university.
- **More support for existing networks and platforms,** both financial and with outreach. Students and teachers that are Board members of such organizations should be properly compensated in the same way other board members are.
- **More attention for inclusive education.** Students and teachers should be stimulated to make the curriculum more diverse and inclusive. For example, more attention could be given to the issue of diversity and for science by women or non-western academics. Furthermore examples in lectures should not be written exclusively from a male perspective.
- **Good trainings in diversity for study- and student associations.** Student associations have close contact with students and can contribute a lot towards an inclusive environment. To make the boards of study- and students associations more aware of this and help them with this important task, we want to expand the already existing training programs and make them mandatory in some cases. It is important that these trajectories are evaluated and improved based on those evaluations, so that it is in line with the wishes and needs of students.
- **Accessible facilities.** Not all buildings and services are currently well accessible for people with a disability. For example, some rooms and elevators are not well accessible and the support for people who have problems hearing or seeing should be improved.

Visibility: A lot of students don't know where they need to go if they have complaints about discrimination or intimidation. It is often unknown that OLC's, the student assessor or the Diversity Office is available for them. That is why the visibility of these coordinators should be improved. The same goes for the platforms mentioned above: to be effective, their outreach must be improved.



LVS IS STRONGLY COMMITTED. ALSO IN THE COMING ACADEMIC YEAR.

Sustainability

LVS thinks tackling the climate crisis is a priority, and we believe the university should be a forerunner in this respect. For this reason, Leiden University should take serious steps to make the university more sustainable over the coming years. The goal of these efforts should be to realize a fully circular university with no carbon footprint by 2030.

We aim for:

- **Sustainable education.** The curricula of our university should offer more space for sustainability, by offering relevant tracks relating to sustainability. The Institute of Environmental Sciences, an institute of international fame of the Faculty of Science, could, for example, be given a greater role in valorization and education of scientific knowledge about sustainability. Another option is the introduction of new tracks like environmental law. This is how Leiden University educates the scientists of the future.
- **Sustainable facilities.** There are many opportunities to strongly increase the sustainability of the facilities of Leiden University. All roofs of university buildings could be furnished as so-called “green roofs,” or they could be covered in solar panels, just to name an example. In addition, old buildings could be closed when they are little used during the weekends. Lighting could be regulated by sensors, in order to decrease electricity waste. The university should only expand to new buildings (the new Humanities Campus, for instance), if the carbon footprint of these new facilities is zero.
- **A decrease in disposable products.** In order to counter the unnecessary use of plastics, we want to realize free water taps, especially near vending machines selling bottled water. Over the past year, LVS has worked to make it possible to bring one’s own mug to coffee machines. The coming year, we would like to work on making this option available university-wide. Readers and other texts should, in principle, exclusively be offered online, as PDF files.
- **Increasing vegetarian offers.** Serious sustainability means seriously reducing meat consumption. That’s why we want to introduce at least one meat-free day in university canteens. Within a period of five years, this could gradually lead to a totally meat-free university.
- **A capacity increase of LUGO.** Over the past few years, Leiden University Green Office has been successfully promoting sustainability among students by organizing events, among other things. Now LUGO is ready to shift its focus to making our university itself more sustainable, it needs more capacity. In this way, the members of LUGO will be able to specialize in different parts of our university, allowing them to be more closely involved and making better recommendations.

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Student well-being and personal education

Every student has to be seen and listened to. This means that attention must be paid to both excellent students and the more average student, so that every student can get the most out of their time at this university. In order to achieve this, it is important that students know at which door to knock on with study issues, mental support or information about extracurricular activities and their future career. These services and provision of information currently already exist, they are however scattered and not clearly visible for the student. Improvement is vital. It is also important, especially with our current performance-oriented society, that the university focuses on the mental well-being of their students and employees. This translates to treating symptoms, as well as offering preventative solutions and information.

That's why we want:

- **Faculty student psychologists.** For many years now, students have raised complaints about the effort it takes to reach a student psychologist and the long waiting-lists. Although these issues are gradually improving, there's still a long way to go. We propose to provide every faculty with two psychologists. This will not only increase the total number of student psychologists, it will also make them more visible and accessible.
- **A university well-being week,** like the one already organised at the FGGA. Every year across the whole university, one week should be devoted to mental well-being of students and staff. In order to match the activities and information to the needs and wishes of every student, every faculty should produce their own programme in the same week with some university-wide activities.
- **Effective mentor system.** Currently, big differences between programmes exist with respect to mentor systems: some programmes have a mentor teacher, some have not; some have study advisors, and some have not. A few programmes also make use of mentor students, who are second- or third-year students helping new students get used to being a student and find their way around the university. This is a low-key effort to try and prevent or solve problems and improves the inclusivity of a programme. Such a system consisting of a mentor teacher, study advisors and mentor students should be a part of every programme.

Visibility: many students are not familiar with the possibilities this university has to offer when it concerns personal education and student well-being. The mostly scattered structure of our university and faculties is often quite hard to comprehend for students. Therefore, students should be aided in gaining a better understanding of these organizational structures, and informed about where they can go with their troubles or mental and practical support. The provision of information has to be improved. We think of providing guides with this basic info, special attention for well-being and support services during introduction days and academic skills lectures, an effective mentor system, workshops and a well-being week.

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Ambitious education

Students should be able to plan their study time in a flexible manner. This means that the University should focus on the development of students, both curricular and extra-curricular wise. There should be room for all students to do an internship or pursue a minor abroad. Additionally, a student should have the opportunity to develop outside of the normal curriculum by practicing sports on a professional level, or by spending a year as board member.

What we want to change:

- **More (flexible) elective credits.** Momentarily, the elective credits during the third year differs per programme. Sometimes, it only consists of as few as 15EC, while for others it is 30EC. This elective space is sometimes divided over two semesters, sometimes just in one. These differences make it difficult to follow a minor at a different Faculty or University, to do an extensive internship, or plan a semester broad. That is why we want as many possible programmes as possible to fully free the first semester for elective space, in order to give students the opportunity to design their own elective space.
- **Different forms of final project.** As we all know, our society is increasingly digitalizing. The fact that many projects remain strongly focused on a writing a thesis/capstone, is therefore perhaps outdated. Programmes should give students more room for a suitable alternative project, that is better fitting the angle of a professional career. An example would be to make a documentary, or the construction of a digital platform. Important is that the focus should still lie on the academic value of the final project, as this is what makes a Research University intrinsically different from one that focuses on Applied Sciences.
- **Guarantee quality during and after coronacrisis.** The corona crisis is bringing major changes and challenges to education. It is therefore important that the quality of education is closely monitored during the crisis and that students are involved in the decision-making process. In addition, many lessons can be learned about, for example, the use of digital education. LVS is therefore in favor of exchanging best practices within the university in order to improve education.

Visibility: to give students as much as possible in the design of their own Programme and study environment, it is important that student participation in the Programme, Faculty and University Councils functions well. Right now, many students don't know of the existence of these councils and their tasks, and many of them do not fulfil their roles accordingly. This should be improved, because the Councils are the way for students to address problems, concerns and interests to address at boards. In consequence, Programmes, Faculties and the University can be improved in their functioning.



Digitalisation

Due to the corona crisis, the university has transitioned to digital education rapidly. Although not everything went smoothly, this showed the vast array of opportunities in digital education. LVS believes digitalisation to be an asset to education even after the pandemic has passed.

After the corona crisis, LVS wants to:

- **Record lectures.** LVS strives for a university where - in principle - every lecture is recorded, therefore LVS wants to invest in recording equipment for more rooms. This way, every lecture has the possibility to be recorded, to complement regular education.
- **Test digitally.** Taking exams on laptops is easier, saves professors a lot of time checking exams and is accessible for all students. For this reason, LVS wants exams to be taken on laptops when possible. This way, professors will have more time for actual teaching and students will have more time for their exams.
- **Provide online videos.** LVS advocates for providing free online supplementary videos. With a one-time investment in recording these, students can benefit from this extra material for years. This could include subject-specific videos as well as general courses such as digital skills or academic writing.
- **Ensure privacy and safety.** When using digital methods of teaching, the privacy and digital safety of students and staff should be the first priority. This is why LVS is against the use of proctoring in digital testing. Moreover, the cyber-attacks that have been carried out on the systems of companies and universities in the last year require a permanent investment in cyber security.
- **Establish a Brightspace task force.** As soon as we transition from Blackboard to Brightspace, problems will start occurring. Therefore, we want the university to establish a special task force within the IT-department, where students and staff can go with questions or problems regarding Brightspace.

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Internationalization

International students have the rights to the facilities through which they can optimally participate in the Dutch education system and student life. When we aim to be an inclusive international university, it is our duty to ensure that international students can make themselves feel at home too. However, this does not mean that everything has to change to English. We emphasize the importance of preserving the Dutch language in bachelor education and that students are provided with the possibility to advance their English or Dutch free of charge.

What we aim to change:

- **Free language courses.** For international students to settle in easier, the current language courses should be cheaper and preferably even free of charge. Not only do international students need Dutch to participate in society in-and outside of the university, but additionally many Dutch students are insecure about their level of proficiency in English. Both language courses should therefore be more frequently and freely offered.
- **Improved information provision for international students.** The university website is already bilingual to a large extent. This is also the case for important documents such as the OER. However, by long not all information international students need is available in English. That is why we would like to see that the university oversees that the bilingual policy is maintained and that the public administrative pieces necessary are also provided in at least English summary versions.

It is important to get the international students on the right track. Therefore, the information provision should be available and clear before the students' arrival



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On the **Faculty of Humanities** we want to change:

- **Elective credits.** The elective credits in BA3 should be completely in the first semester. Currently, these credits are spread over two semesters. This makes it difficult to take minors from other faculties or universities, or to do an large internship, or to plan to study abroad for a semester. Because of the current situation, students can experience study delay and can experience the current set-up as a barrier to use these elective credits as desired. This is regrettable, since this is a good opportunity for students to prepare themselves for the job market within the curriculum.
- **Mentor system with student mentors.** Not all programs have a teacher mentor and student mentors who help first year students to find their way. That is unfortunate, because student mentors can, through the informal contact between students, pre-eminently improve social cohesion in a study program and help first year students with (small) study problems, which can reduce the workload of the study coordinator. In order to achieve this, it is important that the tasks of student mentors are uniformed, a better training is given and that this will be organized by the faculty.
- **Faculty skills center.** Much help has already been provided to students to improve their writing skills, language skills or other study skills. However, this offering is fragmented within our faculty and is spread over the POPcorner, the Academic Language Center, Expertise Center for Academic Skills and the Career Service. We would like to see them join forces, respond better to the needs of students and be more visible to all students. After all, one center is more visible than several separate centers.
- **Study advisers and study coordinators.** At the Faculty of Humanities there is a shortage of study coordinators due to dropout and a too high workload. This often makes it difficult for students to ask questions about their study options or to ask for help. To resolve this, we propose to revise the current system. The tasks of a study coordinator must be limited to just the logistics organization of one or more study programs. In addition, all study programs should have a study advisor, who is trained to help students with their study progress and personal development.
- **Safeguarding 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.
- **Core curricula.** All programs have two faculty core courses. At the moment, some of these courses are not in line with student's own study or are considered as less useful, while other core curricula, such as the core curriculum 'Introduction to Religious Studies', do fit better. We would like to see the latter become the case for all core curricula. The faculty should examine, together with the programs, how the content of these curricula can better relate to student's own study program.
- **Campus The Hague.** There are several faculties represented in Campus The Hague. Our faculty is as well, by International Studies and Urban Studies. However, sometimes it seems that students or even the Board are not aware that we are one faculty in two cities. For example, not all students in The Hague know that the assessor in Leiden is our faculty complaints coordinator, and that they can approach him or the Faculty Council for problems. Furthermore, the Faculty Board should also pay more attention to the problems in The Hague. There is, for instance, a huge shortage of study places for years now; our Faculty Board must also help to find an appropriate solution.



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On the **Faculty of Governance and Global Affairs** we are strongly committed to:

- **Improving study place availability.** The number of students in The Hague is increasing every year, as a result of which fewer places per student are available. In the short term, the opening hours of the study places on the Wijnhaven and Anna van Bueren and the Beehive and Schouwburgstraat buildings can be extended. In the long term, the number of study places must be increased. In addition, the Wijnhaven is freely accessible to everyone, which means that the study places are sometimes occupied by students who are not from Leiden University. This must be monitored more strictly by the security.
- **Extending opening hours restaurants.** The restaurant at the Wijnhaven has limited opening hours in the evenings and at weekends. The restaurant in the Anna van Bueren building is not open at all in the evenings. Both restaurants need to stay open longer, in order to offer sustainable and healthy meals at the university.
- **Moving microwave.** The microwave in the Wijnhaven building must be placed outside the canteen so that you can also heat up meals late at night, for example when you meet with your study association.
- **Improving weblectures procedure.** Last academic year, agreements were made about the procedure around web lectures. In the coming academic year, we need to look at how these agreements can be improved, with the ultimate goal of recording all lectures and make them available immediately.
- **Submitting papers online only.** Papers should only be submitted online by students, in order to increase the sustainability of education. If lecturers want to grade with hard copy versions of papers, they can print these themselves free of charge, instead of students having to pay for it.
- **Sustainability for business trips.** The policy with regard to bussiness trips of staff at the faculty must be structured in a sustainable manner. This could include public transport for short distances, train journeys for medium distances and CO2 compensation for air travel.
- **Increasing visibility student participation.** The visibility of the faculty council needs to be improved. For example, the council should be given the opportunity to post to the faculty's Instagram account and send emails to students, in order to keep them informed of what is going on at the faculty.



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On the **Faculty of Law**, we would like to work on:

- **Reducing working group size.** With as many as thirty students per working group, the working groups at the Faculty of Law are on average much larger than at other faculties. Research shows that smaller working groups have a very positive effect on the quality of education and LVS therefore wants to focus on reducing working groups to a maximum of 20 students per working group. To achieve this in the limited space of the KOG and Gorlaeus, LVS argues in favor of easing attendance requirements for working groups and offering more digital education.
- **Recording and publishing lectures.** The corona crisis shows that much is possible in online education. LVS believes that the faculty must also continue in a number of areas after Corona. That is why we argue in favor of consistently offering lectures online in the same week in which the lectures are held.
- **Offering extra deepening.** LVS would also like to see one-off investments in recording a number of in-depth and enlightening videos that students who need them can use for years. This should be subject-specific videos as well as general online courses in matters such as legal english.-
- **Softening admission requirements exams.** Students are responsible for their studies and each student learns best in their own way. According to LVS, the entry requirements for first-year examinations are currently too strict and too rigid. That is why we advocate that the admission requirements for examinations should be made more flexible, by no longer making workgroups an obstacle to take an examination. It will also be possible for every student to participate in a retake without having to take the first exam.-
- **Expand the number of water taps.** To tackle unnecessary plastic use, LVS advocates more water taps in the KOG, especially next to vending machines. In this way, students can more easily make a sustainable choice.-
- **Introduction of a sustainable specialization.** The university must take a pioneering role in the field of sustainability. LVS advocates for introducing a master's degree in environmental law, to give students the opportunity to focus on sustainability in the curriculum-
- **Substantial expansion of study coordinators.** An awful lot of students are faced with serious problems sometime during their studies. More faculty resources are needed to help with this. That is why LVS argues for a significant increase in the number of study coordinators from 4 to 10. This allows study coordinators to supervise students in a more personal way and to have a chat with each student at various moments during the study, to check how things are going and what problems are encountered.-
- **Expand the number of mentors and student psychologists.** In order to make accessible help for first-year students as accessible as possible, LVS also advocates two mentors per tutor group. Finally, serious work is being done to tackle the long waiting lists for student psychologists.

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On the **Faculty of Social and Behavioural Sciences** we want to provide:

- **Extending opening hours cafeteria.** The cafeteria in the Pieter de la Court building must remain open longer, so that you can still get food at the end of the afternoon. The range of hot meals in the restaurant should be expanded, so you can have a hot meal for lunch.
- **Moving microwave.** The microwave in the Pieter de la Court building must be placed outside the canteen, so that you can also heat up meals in the evening, for example when you meet with your study association.
- **Extending opening hours library.** The opening hours of the library are currently too tight, as a result of which many study places are dropped in the evenings. Therefore, the library should remain open longer.
- **Redesigning basement.** Students don't like the basement as a place to study. That is why it must be arranged differently in order to achieve better and more pleasant study places and a better meditation room.
- **Promoting use online notes.** In order to avoid unnecessary paper consumption, the online annotation program should become more familiar to students. With this program you can mark your notes online and organize them clearly, without having to print piles of paper for this.
- **Sustainable use canteen.** Not only sandwiches, but also soup left over after closing the canteen must be sold in the café. Furthermore, the use of plastic one-use cutlery should be abolished.
- **Aligning cum laude requirements.** The requirements for graduating cum laude must be leveled within the faculty in order to combat inequality.
- **Information popcorner.** First-year students should be better informed about the popcorner's facilities, as many students don't know it exists or what it offers exactly.
- **Broaden career services activities.** The range of career services events can sometimes be better tailored to the needs of students from smaller studies at the faculty.
- **Greatly improve availability student psychologists.** The availability of student psychologists must be greatly improved. At the moment you sometimes have to wait months before an appointment can be made, while students should be helped at short notice.

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On the **Faculty of Science** we are strongly committed to:

- **Recording lectures.** The procedure for recording lectures should be improved, with the possibility of recording available for all lectures.
- **More freedom in elective credits.** To give students more freedom within the curriculum, students should be able to take massive open online courses (MOOCs) for credits instead of electives. Taking a minor must also be made more attractive, compulsory courses should not be offered in the same period as a minor.
- **Enhancing number of places in canteens.** Due to the closure of the restaurant in the Gorlaeus, only the restaurant in the Huygens is still available for students, so there are too few places in the canteen. To solve this, the offer of the restaurant in the new Gorlaeus must be increased, or more places must be created in the canteen of the Huygens building.
- **Improving availability project rooms.** Because there is little office space available, students often cannot get a project room for their projects. This must be taken into account when designing the new buildings.
- **More information about labour market.** Prospective students and students should be better informed about labour market prospects, outside the career path of research within the university. This can be done, for example, by organizing more career events by Career Services, instead of just by the study associations.
- **Student member in institute boards.** In order to better involve the student perspective decisionmaking, each institute board should be expanded to include a student member.
- **Increasing visibility student participation.** The faculty council's visibility must be improved, in order to inform students better about what is going on at the faculty.



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