

**DON'T GET  
SCREWED OVER!**

**VOTE THE STUDENT UNION**

**ELECTION PROGRAMME 2026  
RUG FACULTY COUNCILS**



**GSB.FYI/VOTE**

# **Election Programme** **Faculty Councils** **University of** **Groningen 2026**

**GMA of 12 March 2026**



## Introduction

Your vote matters — especially now. Higher education is under pressure. At the University of Groningen, severe budget cuts are being implemented, and the rollback of previously announced cuts by national politics will hardly soften this blow. Meanwhile, plans are being made to merge faculties against their will in order to supposedly make the university more “agile.” This comes at the expense of educational quality, workload, and student participation. As the Groninger Student Union, we therefore call on you to vote for us during the co-governance elections. Why? Because we stand firmly for good, accessible, and democratic education.

The budget cuts affect us all. Fewer lecturers, larger tutorials, less supervision, and higher workload among staff directly impact the quality of our education. Accessibility and student wellbeing are coming under further pressure. We are committed to small-scale, high-quality education, sufficient supervision, and transparent decision-making. The planned mergers and reorganisations are being pushed through from the top down, without students and staff having real say in them. This is undemocratic. Faculties lose their identity, decision-making moves further away from students and lecturers, and co-governance risks being hollowed out. We believe students are entitled to genuine participation, not symbolic consultation after the fact.

In addition, we see a worrying development: the increasing influence of the Ministry of Defence and the military industry on higher education. Nationally, degree programmes and research programmes are increasingly aligned with military and geopolitical interests to compensate for financial shortfalls. We believe the RUG must not become a testing ground for war. The university should be a place for critical reflection, social progress, and independent scholarship. Therefore, we are critical of research collaborations with Defence when these undermine our independent research position. Science must be free from political and military pressure. Academic freedom and ethical responsibility must never be subordinated to financial interests.

Diversity and inclusion are also central to our vision. A university should be a place where everyone feels welcome, safe, and heard, regardless of background, skin color, gender identity, sexual orientation, disability, socioeconomic background, or nationality. Budget cuts and large-scale reorganizations disproportionately affect students and staff in vulnerable positions. We are committed to active anti-discrimination policies, accessible facilities, representative decision-making, and sustained attention to inclusion in both education and research. Diversity is not an afterthought, but a prerequisite for high-quality and equitable education.

The GSb is more than just a voice in co-governance — we are an active and activist student movement committed to your interests, both inside and outside the university. In recent years, we have fought for the abolition of the extended-study fine and for mandatory internship compensation. At the RUG, we will continue to apply pressure where necessary and organise where needed. The future of our university is at stake. Choose quality. Choose democracy. Choose independent science.

Vote Groninger Student Union in the co-governance elections. **Vote GSb.**

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## 1. For educational quality, against budget cuts

The quality of education is under pressure due to ongoing budget cuts and reorganisations. For the Groninger Student Union, this is clear: financial shortfalls must not be passed on to students or lecturers. Essential study facilities such as libraries, study spaces, labs, and IT provisions must be preserved. Subsidies for student initiatives are also important. They contribute to personal development, collaboration, and a vibrant university community.

We are committed to preserving specialisations and elective courses so that students can personalise their studies and specialise in topics that match their interests and social ambitions. Thesis supervision and honours programmes must be protected from deterioration: intensive supervision is especially essential at this stage for successful completion of studies.

Good working conditions for lecturers are a prerequisite for high-quality education. Low workload, stable contracts, and sufficient resources lead to better education and personal attention for students. In addition, education must offer space for diverse perspectives, including beyond the Western framework, so that students are broadly and critically educated.

### **Education is not a cost item but an investment in students, lecturers, and society.**

We choose quality, diversity, and personal supervision because students deserve more than just a diploma. Therefore we advocate:

- No unnecessary budget cuts to essential study facilities and subsidies for student initiatives.
- Preservation of specialisations and elective courses so students can personalise their studies.
- Protection of thesis supervision and honours programmes against deterioration.
- Fair working conditions for our lecturers and other staff.
- Availability of education from diverse perspectives, including non-Western frameworks and frameworks from the global South.

## 2. For student wellbeing, against performance pressure

Studying should be a period of learning, personal development, and social engagement, not of stress and performance pressure. Therefore, we oppose the Binding Study Advice (BSA), which places too much pressure on students and insufficiently considers individual circumstances. We also believe students should never need a minimum grade to be entitled to a resit: every student must have the opportunity to improve and succeed.

Good preparation is essential for success and wellbeing. Therefore, we advocate the availability of adequate testing and practice materials in courses so students can effectively assess their knowledge and better prepare for exams.

We believe efforts outside the curriculum should be valued. Therefore, we want to expand the cum laude criteria so that students who contribute socially or administratively also receive recognition for their achievements.

In addition, we are committed to safe and accessible support at faculty level. The introduction of faculty-wide confidential advisors ensures students always have somewhere to turn when problems arise, regardless of their programme or faculty. This contributes to a healthy and inclusive learning environment in which students feel supported and mental pressure is reduced.

**Student wellbeing is central to us: a university must offer space to learn, grow, and make mistakes without unnecessary pressure and barriers.**

- We oppose the Binding Study Advice (BSA).
- Availability of adequate testing and practice materials for courses so students can prepare better.
- We advocate for a broader recognition of students beyond grades alone, for example by expanding the cum laude criteria to also acknowledge societal engagement and extracurricular involvement.
- Introduction of faculty-wide confidential advisors.
- No minimum grade requirement to qualify for a resit.

### 3. For diversity, against exclusion

The Groninger Student Union stands for an inclusive university where everyone has equal opportunities, regardless of background, nationality, disability, or gender. Accessibility and diversity are essential for a rich learning environment and the wellbeing of all students. Therefore, we advocate the availability of lecture recordings for all students, with adequate replacement materials when recordings are not or not timely uploaded, so that no one falls behind.

International students also deserve protection. We oppose cutting or downsizing international tracks and actively commit to combating discriminatory selection procedures, language barriers, and unequal treatment. Clear communication, housing guidance, and practical support are essential to give international students a full place at the university.

In addition, all faculties must be physically and digitally accessible for students with disabilities. Free menstrual products at all locations contribute to an inclusive campus. Sensitivity training for lecturers and staff helps guarantee a safe and respectful learning environment in which students feel recognised and supported.

Diversity also means education must provide room and actively discuss different perspectives, including a global South, non-Western viewpoints. Only in this way can the university educate students broadly and critically and fulfil its social role.

**At the Groninger Student Union, an inclusive, accessible, and safe university is central for all students, without exclusion or barriers.**

- Availability of lecture recordings for all students.
- No cutting or downsizing of international tracks.
- Ensuring that all students, especially international students, have equal opportunities for self-development by actively addressing discriminatory selection processes, language barriers, and unequal treatment.
- Free menstrual products in all faculty facilities.
- Accessible faculties and facilities for students with disabilities.
- Diversity and inclusion training for lecturers and staff to guarantee an inclusive learning environment.
- Adequate replacement materials when recordings are not, or not timely, uploaded.

#### 4. For democratisation, against forced mergers

The Groninger Student Union is committed to a university in which students and staff genuinely influence decision-making. We oppose forced faculty mergers that undermine the identity of programmes and student co-governance.

Students and staff must have voting rights over a larger portion of faculty decisions, for example regarding the budget and strategic plans. Decision-making must be transparent: students have the right to clear insight into procedures and choices that affect their education and study environment. This includes regular updates on faculty discussions and accessible information about the openness of faculty council meetings.

To enhance transparency and efficiency within our university, we aim for standardized communication from the faculty council that is consistent across all faculties. This will ensure that students and staff are better informed about decisions and developments.

We also consider it important that thorough research is conducted on the potential consequences of harmonization between faculties, so that differences relevant to education, research, and student participation are properly understood before any changes are implemented.

We advocate making students a structural part of decision-making, including in the harmonisation discussion, so their voice is not merely symbolic. This also means elections for Programme Committees must become mandatory and demonstration regulations must be relaxed so students can freely express themselves and be involved in university policy.

**Democratisation and transparency are essential to keep the university fair and inclusive.** Students should not have a say afterwards but must co-decide from the start on matters that affect their studies and future.

- No forced faculty mergers.
- Voting rights for students and staff over all faculty wide decisions
- Students must become a structural part of decision-making.
- More transparency about decisions and procedures.
- We aim for standardized communication from the faculty council that is consistent across all faculties.
- End to demonstration rules.

- Elections must be introduced for Programme Committees.
- A democratically chosen Faculty Board.
- Thorough research should be conducted on the potential consequences of harmonization between faculties.

## 5. For critical science, against military interference

The Groninger Student Union is committed to a university that operates ethically, independently, and future-proof. Education and research must never become entangled with institutions that violate human rights or place political and military interests above academic freedom. Therefore, we advocate breaking ties with institutions in countries or organisations that violate human rights, including Israeli institutions involved in such violations, and stopping Defence recruitment on our faculties.

Collaborations with Defence must never undermine our independent research position. Science must be free from political or military pressure and must serve knowledge, social progress, and critical reflection.

We also commit to the university's digital sovereignty. Technological choices must serve students, staff, and the academic community and must not depend on the commercial interests of Big Tech. We prioritise open-source and public alternatives over technology that may endanger privacy, academic freedom, or public values.

**Our university must be a place for independent, ethically responsible science, digital autonomy, and critical thinking** — free from external pressure and with maximum space for students and lecturers.

- Break all ties with Israel and complicit institutions.
- No collaborations with institutions that violate human rights.
- No defence collaborations that undermine independent research.
- No defence recruitment on our faculties.
- Commitment to the university's digital sovereignty, prioritising open-source and public alternatives over commercial Big Tech solutions.

## **6. Faculty-specific Programmes**

### **6.1 Faculty of Economics & Business**

#### **1. Clear Information on Graduation Tracks and Master's Progression**

Currently, profiles chosen during your Bachelor's restrict your opportunity to follow certain Master's programmes. This information should be shared clearly and at multiple times, such as during information sessions, before choosing a minor, and also during the Master's open day. We also advocate for more flexible admission policies for Master's as is done with similar programmes in the Netherlands

#### **2. Retaining Tutorials in the First Year**

We are opposed to the complete removal of tutorials for first-year students. These tutorials provide an important opportunity for students to receive extra support from instructors. Eliminating this would lower the quality of education.

#### **3. Preserve Current Contact Hours in the Curriculum**

We support maintaining the current number of contact hours as laid out in the existing curriculum. We believe any reduction of contact hours will negatively impact the quality of education.

#### **4. Qualified University Lecturers for Tutorials**

Tutorials should be led by qualified university instructors to ensure a high standard of education.

#### **5. Shortage of Power Outlets**

We advocate for the installation of more power outlets across the Zernike campus to meet student needs.

#### **6. Improved Communication Between the Faculty and Its Students**

We demand better communication from the faculty board and the faculty council to students. The current communication is highly inadequate.

We want a newsletter with regular and relevant updates about the faculty, for instance about changing policies.

We want more opportunities for information and feedback, such as open information meetings, and open hours with the student assessor or faculty board.

#### **7. Transparent Decision-Making**

There should be clear and accessible information on:

- Who makes decisions,
- Why those decisions are made,
- What roles those individuals have within the faculty,
- And whom students can contact with questions or concerns.

This should be facilitated through well-structured pages on the faculty website.

#### **8. On-Demand Online Access to Lectures**

Students who cannot attend lectures for valid reasons should be given the opportunity to follow or review them online. This ensures accessibility in education for students with chronic illnesses, disabilities, or any other justified reason for needing flexible access.

#### **9. Language Policy**

Official communication must be inclusive for all students. Any official information shared by the faculty must be accessible in both Dutch and English.

#### **10. No Exams Before 9:00 AM**

## **6.2 Faculty of Behavioural & Social Sciences**

### **1. Continuation of the English Psychology track**

The abolition or downsizing of the English Psychology track excludes international students from our faculty and undermines our international character. A diverse student body creates a richer learning environment and better prepares us for the professional world. We believe the faculty must do more to retain its international students.

### **2. No elimination of elective courses, support the preservation of the thesis**

At least 15 courses in Psychology and the Research Master are cut, and this cannot continue. The fewer choices we have, the less opportunity we have to specialize, and the more we as students are limited. The thesis is also a vital part of training social scientists. While the rise of AI has been used as a reason to suggest abolishing the thesis, in practice this appears to be mainly a cost-cutting measure, without any adequate alternative being implemented.

### **3. Transparent Communication**

The current way in which information is communicated to students is not effective. As a result, students are not well informed about what is happening within the faculty. We believe there should be greater clarity about who makes decisions and why these decisions are made. Clear and accessible information should be the norm, so that students remain engaged and well informed!

### **4. Freely accessible quiet rooms for sensory recovery, prayer, and other needs**

At present, students must reserve the quiet room in advance. This is not always practical. Panic attacks, for instance, cannot be scheduled. There are countless reasons why students may need access to a quiet space, and we believe it is unnecessary to introduce bureaucratic hurdles for something so essential.

### **5. Stop the erosion of the Research Master's programme**

In this academic year, fewer elective courses were available compared to last year for the Research Master's programme, including several that are essential for obtaining certain specialization labels. Furthermore, ReMa-specific assessment methods and additional lecture meetings within certain courses have been discontinued, weakening the programme's distinct academic structure. This limits students' ability to tailor their education to their interests and career goals. Additionally, the opportunity to work as a research assistant is removed. As a result, students no longer have the chance to gain experience in the research sector during their Master's programme. Furthermore,

non-EU students are excluded from this Master's due to the discontinuation of the Talent Grant. We believe that cost-cutting measures are being implemented too hastily, without sufficient exploration of alternative ways to reduce expenses that do not involve eliminating courses or student job opportunities.

## **6. Against Budget cuts**

Like many other universities, the University of Groningen must implement significant budget cuts. However, this must not come at the expense of the quality of education. Essential study facilities, such as libraries, study spaces, practicals, and ICT provisions, must be preserved. Subsidies for student initiatives are also important, as they contribute to personal development, collaboration, and a vibrant university community. We are committed to preserving specializations and elective courses, so that students can personalize their studies and specialize in topics that align with their interests and societal ambitions.

Thesis supervision and honours programs must be protected from decline: it is precisely at this stage that intensive guidance is essential for successfully completing a degree.

Good working conditions for lecturers are a prerequisite for high-quality education. A manageable workload, stable contracts, and sufficient resources lead to better education and more personal attention for students. In addition, education must offer space for diverse perspectives, including those beyond the Western framework, so that students are broadly and critically educated.

## **7. Militarization**

At Faculty BSS, an increasing number of research projects have been funded through collaborations with actors related to militarization such as the Ministry of Defense. This raises questions about the role of the university in military infrastructures. In this context, it is essential to make clear which collaborations the Faculty Board wants to engage in, and which it refuses. We call for transparency in all partnerships, especially those linked to military or security sectors. The faculty should actively avoid collaborations that contribute to conflict, oppression, or harm, and instead prioritize partnerships that align with ethical and socially responsible research practices.

## **8. Change in Academic Calendar Year**

Proposed changes to the academic calendar, including reducing the number of teaching weeks per block, risk decreasing the quality of education and student well-being. Shorter teaching periods may increase workload intensity, reduce time for reflection,

and limit engagement with course material. In the context of ongoing budget cuts, such reforms must not shift the burden onto students. Any changes to the academic calendar should be carefully assessed to ensure that students do not suffer from increased pressure or declining educational quality. We call for transparency in decision-making and meaningful student involvement in these discussions, ensuring that educational standards and student well-being remain central.

#### **9. Making it easier for students to put up posters**

The University of Groningen should make room for student creativity. Restricting the posters students are allowed to hang limits this creativity. The faculty has strict rules regarding what may and may not be hung and how long the posters may remain up. We want to ease these rules so that our students can carry out their own initiatives. Although the faculty council is an official and legitimate part of the university, its posters are repeatedly removed. This undermines student representation and visibility.

#### **10. Longer opening hours during the exam period**

Our faculty closes at 8:00 PM on weekdays. On Fridays, our faculty closes as early as 5:30 PM. During exam periods, these opening hours force students to look for other places to study. We advocate for extended opening hours during exam periods so that our students can study in a quiet and familiar environment.

#### **11. Immediate availability of lecture recordings to all students**

Over the past years, our faction has worked hard to guarantee access to lecture recordings for all students. Denying access to these recordings disproportionately affects students with disabilities, functional limitations, or chronic illnesses. These students rely on recordings to successfully complete their studies. That is why we advocate for an inclusive policy regarding lecture recordings, where students are granted access by default or, at the very least, provided with high-quality and adequate alternative materials.

### **6.3 Faculty of Arts**

**1. Keep the faculty based in the city center, no move to the station area.**

**2. Maintain the Faculty of Arts as a unique, high-quality institution.**

- Encourage interdisciplinarity where it adds value, but protect the depth and identity of specialized programs and courses.
- Preserve working groups/seminars, education shouldn't be reduced to lectures alone.
- Rethink course evaluations: No ability to type or respond isn't good enough Poor-quality feedback isn't useful for anyone.
- Better accessibility both to the building and to student services and an inclusive learning environment.

**3. Improve study spaces within the faculty.**

- Increase the number of power outlets.
- Ensure comfortable indoor temperatures, not excessively hot or cold.
- Adding silence pods.

**4. Turn Harmonieplein into a greener space, similar to the garden by the Heymans building.**

**5. Preserve academic integrity, stop military interference within the faculty.**

**6. Provide stronger support for study associations.**

- Including a role in decision-making.
- Financial backing.

**7. Offer clearer guidance for master's programs and career paths.**

- Develop clearer post-graduation career pathways.
- Create a clear transition framework from bachelor's to master's programs.
- Actively promote internship opportunities.

## **6.4 Faculty of Law**

### **1. Lecture recordings**

The current policy of providing recordings two weeks before the exam is simply not sufficient. Students learn and work in different ways: some need the recordings to revisit complex material, others have part-time jobs, health issues, or other circumstances that make attending every lecture in person not always feasible. At the same time, we believe it is valuable for students to attend lectures in person. That is why we advocate for one clear, faculty-wide rule: recordings are made available one week after the lecture. This gives students the flexibility they need, without discouraging in-person attendance.

### **2. Compensating for the loss of lectures in week 7**

The lecture-free week before exams can be useful for your preparation. However, cutting an entire week of lectures means students receive less teaching for the same tuition fees and that is unacceptable. This measure also leads to teachers pushing lectures in overtime just to get the material across. We advocate for the development of short, high-quality online explainer videos that cover the material which currently receives insufficient attention. These videos can be reused across multiple years, making them a worthwhile investment for both students and the faculty.

### **3. Encouraging non-western perspectives**

The majority of courses with an international legal context are predominantly centred around western worldviews, legal traditions, and sources. This is a missed opportunity. Non-western legal systems have rich histories and have significantly shaped international law as we know it today, yet their influence remains largely unacknowledged in our curriculum.

We advocate for a structural broadening of the sources used in research and teaching, by actively incorporating non-western academic literature and legal scholarship alongside the western sources that currently dominate. It also means creating genuine space in the curriculum for the influence that non-western legal traditions have had on the development of international law.

## **6.5 Faculty of Science & Engineering**

### **1. Facilities and Catering**

We believe that all FSE buildings should be pleasant, safe, and functional places to study and work in. At the moment, however, students and staff regularly face discomforts ranging from a lack of charging outlets in tutorial rooms in the Feringa Building to serious safety concerns such as asbestos in Nijenborgh 4.

In the Faculty Council, we will advocate for safe, accessible, and well-maintained working environments across all university buildings. This includes ensuring that all laboratories, especially the new chemistry labs in Feringa, meet the highest safety standards, that lighting and temperature systems function properly, and that additional charging points are installed where needed.

Accessibility is also a key priority. Every student should be able to reach and use university facilities, including students with disabilities or mobility challenges. We will actively work with the Faculty Board to identify practical solutions, such as improving access to emergency doors in Feringa so they can be used safely and independently by wheelchair users.

We also support expanding covered bicycle parking to ensure students are not forced to cycle home in poor weather conditions after long days of study.

Finally, many staff members have valuable ideas for small, practical improvements in their workspaces. We want to support these initiatives by reducing unnecessary administrative barriers, allowing for quicker and more efficient implementation of minor fixes.

### **2. Militarisation and Israel**

Science is what we have dedicated our lives to, to serve its primal purpose: help people, aid progress, and make the world a better living place. Mutilating its innate nature by using it as a tool for brutal massacres of innocent civilians is an atrocity we fully disassociate with. This is why the involvement of RUG in collaborations in the REACT project that has been affiliated with 6 deployments in Lebanon and Gaza should be immediately cancelled. So far, UG's hesitation to retract from the project is nothing but raging compliance with Israel's brutal, malicious regime. However, we shall not remain complicit and we insist on breaking any present or future ties with institutions, public or private, that have decided to use science to perpetrate genocide.

Additionally, RUG's current plans to make contract with the Ministry of Defense may fill the gaps in the budget, but destroys the purpose of academic research: Open, Accessible, and Democratic science. The University must be a place of free scientific enquiry open for all, and not a cog in the military-industrial complex.

### **3. Catering and Food**

At present, there are limited affordable and healthy food options on campus. In particular, food prices at Zernike are high, while alternative options are located far away. This creates a situation where some students struggle to afford meals on campus, which can negatively affect their well-being and academic performance.

We believe it is unacceptable for any student to go hungry. Therefore, we will continue to advocate for affordable and accessible food options. In the long term, we aim to work towards establishing a Mensa-style canteen: a volunteer-run space offering free or low-cost meals to all students.

Currently, the faculty's contract with Beijk limits flexibility in food provision, but we will continue to keep this issue high on the agenda to ensure student needs remain a priority in decision-making.

### **4. Social Safety**

Many students, particularly women and members of minority groups, are exposed to discriminatory language and behaviour in their daily academic environment. This can occur both in interactions with staff and among peers during group work. We see this as fundamentally unacceptable.

Every student should feel safe, respected, and supported within their education. To help address this, we propose introducing a mandatory introductory course on academic conduct and social safety for all first-year students. This would set clear expectations from the start and contribute to a more inclusive academic culture.

### **5. Make Campus More Welcoming**

The FSE campus currently feels outdated in many areas, with some spaces appearing sterile or uninviting. We believe the learning environment could be significantly improved through creative and collaborative initiatives.

One idea is to involve art students, similar to initiatives already seen at Hanze, in designing and painting murals in lecture halls and shared spaces across the Zernike

Campus. This would not only make the campus more vibrant and welcoming but also provide valuable experience and portfolio opportunities for the students involved.

In addition, outdoor areas could be made greener and more inviting. Collaborating with students from agricultural or environmental programmes to plant trees, flowers, and greenery could help transform the campus into a more park-like environment. This would improve both the visual appeal and the overall atmosphere, while also promoting sustainability and cross-faculty collaboration.

## **6. Teaching Assistants & Staff Support**

Currently, the experience of becoming a Teaching Assistant (TA) varies widely between courses. While some departments provide good preparation, such as meetings with lecturers to discuss expectations and scheduling, other important aspects are often missing.

TAs should receive clear information about their employment conditions, including pay, working hours, responsibilities, grading expectations, and administrative procedures. They should also be guided through essential systems, such as where to find information, how official processes work, and how academic administration is handled.

Improving this onboarding process would reduce confusion, improve consistency, and ensure that TAs are properly supported in their roles.

## **7. AI in Education**

Artificial intelligence is already a part of academic life and will remain so in the future. Some courses are beginning to integrate AI into their learning objectives, which can be valuable when done thoughtfully.

However, this must be communicated clearly to students. If AI use is required for a course or part of a course, this should be explicitly stated in Ocasys. At the same time, students who choose not to use AI for personal or ethical reasons should not be disregarded.

Where AI is part of the learning objectives, its use should be responsible and well-informed. This means students should also be taught how AI systems work, including how they generate outputs and what biases they may contain.

To ensure high-quality education, this teaching should be delivered by experts in the field, ideally staff from the AI department, just as mathematics courses are taught by mathematicians.

In short: AI should only be mandatory when it is clearly part of the learning outcomes, and when it is, proper education about AI must be included.

## **8. Know Your Rights (First-Year Education)**

University regulations and decision-making processes can often feel unclear and difficult to navigate. This lack of transparency makes it harder for students to understand their rights or to respond effectively when issues arise.

We believe students should be empowered from the very beginning of their studies. That is why we want to introduce a structured introduction for all first-year students, covering both practical and fundamental information.

This would include guidance on essential documents, where to find them, how academic systems work, and, most importantly, what rights students have and how to seek help when needed.

By ensuring that all first-year students receive this information, we aim to create a more transparent, fair, and supportive academic environment. Better awareness of rights not only helps current students but also contributes to improving conditions for future generations.

## **6.6 Faculty of Philosophy**

### **1. No merger with Arts, at all costs**

The faculty of philosophy is thriving financially as well as academically. The rest of the university should take the faculty as an example. If the university board wants to improve harmonization, they should focus on the central support structure that connects the faculties rather than a useless merger.

### **2. Social Safety**

RUG claims to have social safety as its priority, yet our faculty has no confidential advisor. Instead, students are referred to the confidential advisors of study association STUFF. While we are a proponent of student confidential advisors, we believe that it is essential for student wellbeing that the RUG hires a professional confidential advisor for every faculty as soon as possible. The faculty was able to hire a contact person for alumni, it should certainly be able to hire a professional confidential advisor.

### **3. Inclusive structures**

The toilets in the faculty should always contain free menstrual products, in line with university-wide policy. They should be regularly restocked to ensure availability. Hygiene products should be accessible to anyone who may need them, regardless of gender. Furthermore, it is unnecessary to label the toilets opposite room Gamma by gender.

International students should find their community in Groningen as much as any other student. Students from abroad deserve to have a platform with which they can represent themselves. They should be made aware of these opportunities early on in the academic year, so they can utilize them effectively.

Courses should take on diverse perspectives, including non-Western ones. There should also be more courses that involve both Dutch and international students, to promote their intermingling.

Furthermore, students with a disability or chronic illness should be accounted for in decision-making. With small classes, professors have the ability to tailor education to personal needs. For example, long lectures should always be interspersed with enough break time for neurodiverse students. Students should also be able to join the classroom digitally if they are ill, without this affecting mandatory attendance requirements.

#### **4. Accessible facilities**

Classrooms should meet the basic technology requirements of today. This means that professors should have the possibility to and be allowed to record their lectures, if they wish to do so.

The classrooms (and, if necessary, the canteen) should also be provided with power socket columns, so every student can work on their laptop easily. The possibility to install more powersockets in the walls of Omega and the canteen should be investigated.

The faculty building should have clear opening times.

Student activities should be affordable for every student. As such, it is important that the faculty continues to support study association STUFF and does not further cut the already limited subsidies.

#### **5. Transparency**

Democracy is more than elections. It is important that the representatives remain visible online and within the faculty. Minutes of faculty council meetings should always be published, so students can always stay informed and participate in the decision-making process. The location of these minutes should be clearly communicated to students.