



# Election Programme

## 2026-2027



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## List of abbreviations

AI - Artificial Intelligence

AL - Active Learning

BA - Bachelor of Arts

CvB - College van Bestuur (Board of the University)

FB - Faculty Board

FC - Faculty Council

FoA - Faculty of Arts

F11 - The 11th faction of Letteren Vooruit

F12 - The 12th faction of Letteren Vooruit

IoE - Institute of Education

LV - Letteren Vooruit

SSC - Student Service Centre

SVO - Studie Verenigingen Overleg (Study Associations Meeting)

PC - Programme Committee

P&S - Policy and Strategy

# Foreword

Dear students,

I am proud to present to you the election programme of the Twelfth Faction of Letteren Vooruit. For over a decade, Letteren Vooruit has dedicated itself to representing the interests, concerns, and ambitions of students within the Faculty of Arts. This programme builds on the strong foundation laid by previous factions, while also introducing new ideas to address the current challenges faced by our faculty and its students.

This year, I am honoured to lead a motivated and committed group of students who share the same goal. Each member of our faction brings their own perspectives, strengths, and experiences to the table. Together, we are determined to represent our fellow students with passion and transparency. We believe that meaningful change is only possible when students are actively heard and included in the decisions that shape their education and student life.

In this programme, we focus on improving the quality of education by working on getting all students to receive accessible, engaging, and high-quality teaching. On top of that, we see student-wellbeing as a key priority. We aim to improve student-wellbeing by strengthening mentor programmes and promoting student support services. We also believe that communication and transparency within the faculty must be strengthened so that students are better informed about decisions that affect them. Furthermore, both Dutch and international students should feel welcome, included, and supported throughout their studies. Lastly, we want to actively contribute to discussions about the future of the Faculty of Arts, especially in light of ongoing financial challenges and educational reforms.

Letteren Vooruit believes in a faculty where everyone feels heard, supported, and at home. With your support, and with your vote, Letteren Vooruit will continue to work towards a stronger, more accessible, and more transparent Faculty of Arts.

Sincerely,

Rick Faber

Faction Chair, Letteren Vooruit '26 -'27

## In Short

In this short overview you will find our main points, values, and ideas for the academic year 2026-2027. These points will be elaborated on in their respective sections

### *Quality of Education*

Quality of Education is one of our biggest priorities. We believe that this is more important than ever, in the face of budget cuts and the introduction of IMPACT courses. In these trying times, LV stays committed to maintaining the quality of education. With this purpose in mind, we will advocate against the reduction of testing moments, and we will fight to maintain the specialisation of programmes. Student feedback is crucial for maintaining the quality of education. That's why we will work to increase the visibility of course evaluations. Furthermore, we will collaborate closely with PCs to help them do their job and to ensure their autonomy. Moreover, LV supports Active Learning and views it as a key part of the quality of education. We want to ensure that courses feature interactive and productive seminars and that courses strike a balance between theoretical knowledge and practical skills. Finally, we believe that workload should be spread evenly within programmes, so that students are not overwhelmed. We also believe that work should be distributed fairly across programmes, so that all students are equal.

### *Internationalisation & Inclusivity*

LV recognises that diversity is one of the greatest strengths of our faculty. That is why we will fight for greater inclusivity, by making sure that gender, ethnicity, religion, disability, etc. don't come in conflict with academic life. In this vein we will propose, among other things, exemptions from exams and deadlines on significant religious holidays, so that students and staff can honor their traditions without having it affect their studies or work. Furthermore, we believe that academia should be a place welcome to all, that's why we will advocate for engagement with non-Western perspectives, as well as moving past Eurocentrism. Finally, LV believes that everyone should be able to participate in university life, that is why we will try to ensure that every building has an elevator, a convenient accessible entrance, and that on every floor of every building there is a wheelchair accessible toilet.

## *Future of Arts*

The Faculty of Arts is facing numerous challenges that will have long-term impact on students and staff. LV believes it is crucial to address these issues with a forward-looking mindset to ensure the long-term well-being of the members of the faculty. We firmly oppose the increasing militarisation of the University of Groningen. We will work with the parties of the University Council to ensure that ethics and academic freedom continue to be the main priorities and that the university serves the interests of students, not of Defence. Additionally, we share students' concerns on the implementation of a faculty merger between the FoA and the Faculties of Philosophy and of Religion, Culture, and Society. We will also be a proactive and constructive voice that fights for the students of the FoA in the upcoming governance reforms.

Moreover, we believe in increasing the visibility and accessibility of career days and we will advocate for a clear faculty-wide policy towards AI, because we want to ensure that our faculty equips students with skills necessary to navigate our ever-changing world. Finally, LV is committed to the sustainability of the FoA, therefore we aim to strengthen collaboration with the Green Office Embassy to promote sustainable initiatives. We are also opposed to the permanent relocation of the FoA outside the city centre, as part of the renovations of the Harmonie Building. We will continue to be actively involved in the process, defending the students' interests every step of the way.

## *Student Well-Being & Visibility*

The well-being of students of our faculty is a top priority for us. LV is committed to improving the Mentor Programmes by collecting feedback, as we believe they are crucial for ensuring that students get the necessary help at the start of their studies. We also want to increase the visibility and accessibility of support resources, so students know that there is someplace to turn to in their time of need. Moreover, LV realises the importance of Study Associations, especially for internationals, as it helps students integrate and find a community. That is why we will stay in close contact with them, which will allow us to keep supporting them. Finally, we advocate for greater availability of lecture recordings, wherever possible, to ensure better accessibility and flexibility of education.

## *Communication & Transparency*

Students deserve to know what is happening within their faculty. That is why LV is committed to increasing the visibility of the FC. The previous faction of LV has already taken important steps towards this by successfully introducing a newsletter, which communicates important information to students. We will continue their effort by increasing the visibility of this newsletter. We also demand clear, transparent, timely, and regular communication from the FB about its decisions that have an impact on the students. Finally, we are committed to maintaining the bilingual nature of the FoA. We believe that the faculty should be a place where both Dutch and international students have the freedom to use their preferred language.



# Quality of Education

# Quality of Education

## *Educational reforms*

The Faculty of Arts is facing the challenge of nationwide budget cuts, declining student numbers and the consequential budget issues in the faculty and university. In the past few years, Letteren Vooruit has advocated for the student perspective regarding the resulting educational reforms. We will keep advocating for student representation, and work together with the staff faction to give feedback on the plans of the Faculty Board.

In previous years, LV has raised awareness about the consequences of reducing testing moments from 12 to 8. We are not only concerned about the general impact on students, but especially regarding the effects on the binding study advice for first-year students, as this will mean there is an increase in 10 ECTS courses. We will continue to express these concerns to the Faculty Board.

In previous years, LV fought to preserve the 12 testing moments, prevent a reduction in 10 ECTS courses and to give the Programme Committees full autonomy in deciding their exams. Besides this, we have worked on improving IMPACT courses, for example by advocating for Active Learning and keeping specializations in our curriculum. In the upcoming year, we will continue to fight for enough testing moments and specialisation in curriculum.

IMPACT courses, previously known as faculty-wide courses, have been widely discussed in previous years and will remain a relevant topic the upcoming year. As these courses will be taught across the faculty, they have to be relevant across different disciplines, making the chances for specialisation more limited. The past year we have seen specialisation of programmes be reduced to accommodate these courses. We will remain alert for changes to these courses and will keep close contact with Programme Committees, as they know what would work for their programme the best. To ensure the quality of education in our faculty is held up to standard, it is important there is clear communication and good collaboration between the council and programme committees.

## *Active learning*

LV believes Active Learning is an important directive to improve the quality of education at the Faculty of Arts. The implementation of AL at the Faculty of Arts is too unclear, too inconsistent, and too often absent from the classroom. LV wants a clear faculty-wide vision on Active Learning, developed together with the Institute of Education, Cluster Assessors, and Programme Committees, so that courses can become more interactive, participatory, and effective. We are especially concerned about the first-year IMPACT courses, which will be largely lecture-based. University is a different way of learning with less guidance and first-year students have to get used to that. This makes it extra important to have student-teacher contact during the first year which is limited in these IMPACT courses. Although second- and third year IMPACT courses will move in a more project-based direction, LV will continue to push for teaching methods that go beyond non-interactive courses.

Too many existing courses also still are lectures-only and no seminars, even though these courses often receive lower evaluations and lower marks. Even in times of budget cuts, interactive teaching must remain a priority. Regarding these budget cuts, LV votes for limiting research hours instead of teaching hours to strengthen and protect seminars across the faculty. LV wants to make sure that no more courses become lecture-only and wants seminar hours to be divided more strategically between courses to preserve the same amount of seminar teaching across the curriculum. These seminars should also be more than moments to check homework answers. LV promotes seminars that are spaces for debate, discussion, reflection, and deeper engagement with the material. Students learn more when they are challenged to think and participate, not just to repeat.

## *Skill-based learning*

We also believe that students need more practical, skill-based learning. We need a better balance between theory and practice. That is why LV wants to expand Active Learning beyond the classroom by offering, for example, more archive visits, practical excursions, and opportunities for career-oriented activities. By working together with the Career & Alumni officer, we want to create stronger links to the professional field through initiatives such as RUG Meets Rijk and career days.

Previous factions, together with the SVO, have proposed seminar-free days for the programs and associations to organize career-oriented activities, as the faculty of arts is one of the only faculties to not have this implemented yet. Our faction will keep working on promoting and implementing this proposal into our faculty.

## *Workload*

Workload should be challenging, not overwhelming. At the moment, too many students at the Faculty of Arts experience courses where the workload is unevenly distributed: the start is too slow, while the final weeks become too heavy. This leads to stress and last-minute “marathon learning” instead of steady academic progress. This problem will become even more urgent with a probable move towards six-week blocks. Shorter blocks can only work if courses are planned more carefully. Letteren Vooruit wants workload to be spread evenly throughout the course, with clear expectations from the start and concrete learning targets for every class or seminar. This prevents the first weeks from being too slow and the final weeks from becoming unmanageable. Courses should be designed in a way that spreads assignments and readings, and better reflects the workload that is appropriate for the number of credits.

We also believe that workload should be fair across programmes. This is not the case at the moment as the amount of work connected to the same number of ECTS can differ significantly between courses and programmes. Bachelor theses are a clear example of this problem. Thesis workload and deadlines differ too much between programmes. We believe that while programme-specific differences should be respected, students should not face unfair disadvantages simply because their programme has heavier requirements or an earlier deadline. The current thesis evaluation is moving to one digital platform for the whole faculty. LV will use this development to be involved in creating a more uniform faculty-wide approach to BA theses, while still keeping the differences between programmes in mind and maintaining the possibility for one-on-one planning. To make meaningful progress on this issue, we believe it is essential to work closely with students and associations from different programmes, together with Programme Committees, cluster representatives, and the student assessor.

## *Student participation*

Student participation is essential for maintaining the quality of education. With the introduction of IMPACT courses next year, student feedback will become more important than ever, as it will

allow us to identify how to change and improve them during the early stages of the implementation of the courses. Course evaluations are a crucial method of collecting feedback from students. Therefore, getting as many students as possible to fill out these evaluations is pivotal. That is why we want to encourage teachers to use a small part of their last lecture to raise awareness and increase the visibility of the evaluation for their course, and to give students a couple of minutes to fill it out. Furthermore, sometimes there are technical issues with the evaluations, which impede student feedback. To combat this, we want to extend the period for filling out the evaluations in case of delays caused by technical problems.

Moreover, we advocate for more use of panel evaluations conducted by the PCs, to gather valuable student feedback, as they have become a very effective way to still evaluate courses qualitatively, instead of only quantitatively. Previous factions of LV have also made this a focus of theirs and we will continue their effort. We demand better training, flexibility, and compensation of the PCs, in addition to cooperation with the IoE, in order to facilitate and improve panel evaluations. We also want to address the difficulty of panel evaluations for IMPACT courses, due to the fact that they are going to fit into each programme differently.

Additionally, we would like to see more transparency regarding both panel evaluations and regular course evaluations. Student feedback should be clearly communicated back to students and teachers, regarding the actions taken in response to their concerns. We aim to ensure this by staying in contact with PCs and students themselves.

## *Programme Committees*

Letteren Vooruit highly values the good functioning of the Programme Committees within the Faculty of Arts. They are essential instruments in safeguarding the quality of education, by representing student voices. We aim to strengthen their visibility and effectiveness.

We will maintain close and structured communication between Programme Committees and the Faculty Council. This entails ensuring that concerns raised at the programme level are systematically addressed at the faculty level. This part is paramount for preserving real representation for students.

Letteren Vooruit is also committed to the process of ensuring the autonomy of the Programme Committees, as independent bodies acting on behalf of students within specific programmes.

We will actively oppose any measures that undermine their decision-making power or reduce their effectiveness in educational matters.


## *Course Guides*

Course guides tell students what a course entails, how the course is assessed, and what the weekly workload looks like. These guides are, however, often published very shortly before a course begins, even though students are expected to come prepared to the first lectures and seminars. This makes it very difficult for students to prepare effectively and to plan ahead. We therefore believe that course guides should be made available on Brightspace at least two weeks before the start of a course. In case the updated course guide is not available yet at this time, due to unforeseen circumstances, the course guide from the previous year will be uploaded to Brightspace, to ensure that students still have some information to fall back on. The essential information from the first week must still be communicated to students on time.

## *Budget cuts*

Over the past couple years, Letteren Vooruit has represented the voices of students in light of the educational reforms at the Faculty of Arts as a result of the nationwide budget cuts for higher education, declining student enrollment, and the resulting budget issues at the faculty. Over the past few years the FB has repeatedly indicated that the budget has been stretched to its limit. Together with the staff faction, LV strives to prevent the firing of teaching staff, and keep the current programs as they are. To do this, we aim for a constructive and critical dialogue with the FB regarding their plans. Additionally, we advocate for more transparency from the FB as outlined in our Communication and Transparency pillar.

An example of this is the University Language Centre. This institution has been running on a budget deficit over the past few years, and the Faculty Board intends to make it profitable over the next year. LV supports the retaining of the language center, however, since it is a university wide service we feel it is not right the FoA bears the brunt of the costs. Therefore, we advocate that significant changes have to be made to the current structure, such as spreading the costs across the university - since it is a university-wide service - or reducing the size and thus the costs.

A field of many national flags on tall white poles against a clear blue sky. The flags are of various colors and designs, including the Indonesian flag (red and white), the Malaysian flag (blue, yellow, red, green, and white), and the German flag (black, red, and gold). The poles are arranged in rows, and the flags are waving in the wind. A green rounded rectangle is overlaid on the top part of the image, containing the text "Internationalisation & Inclusivity".

# Internationalisation & Inclusivity

# Internationalisation & Inclusivity

## *Diversity & Inclusivity*

Diversity is at the heart of what makes the Faculty of Arts such a great place to study and work. LV is committed to making our faculty a community where students and staff of all backgrounds, identities, and abilities can genuinely thrive. Whether it comes to gender, ethnicity, religion, disability, or any other identity value, we want the faculty to be a place where everyone feels respected and free to be themselves. We also want to make sure that faith and academic life do not have to come into conflict. We will therefore continue our previous factions' aspirations to advocate for exemptions from exams and deadlines on significant religious holidays. We propose using internationally recognised standards, such as those observed by major global organisations like the United Nations, as a practical guideline for which holidays qualify. In this way, students and staff can honour their traditions without having it affect their studies or work.

## *Diverse Perspectives in Study Materials*

Critical thinking skills are an important part of the Arts programmes, yet study materials across our faculty still skew towards Western and Eurocentric perspectives. LV appreciates the effort that has been made to change this within programmes, but also thinks that it is time for more institutional change. Teachers should be encouraged to look beyond Eurocentric case studies where possible, and both students and teachers should be aware of the potential biases that occur in study materials. A critical attitude should be taught, and part of this is actively engaging with non-Western perspectives rather than treating European viewpoints as the default.

In addition to this, we will continue to encourage greater diversity and inclusivity in the course content, ensuring that what we study reflects the variety of experiences and perspectives within our academic community.

## *Accessibility of buildings*

The university experience is based on the idea that everyone should be able to participate. In that vein, Letteren Vooruit wants to improve the accessibility of university buildings for people

with physical disabilities. To realize this equality, people with disabilities need to be able to make use of utilities as easily as others, this includes elevators, every building having a convenient accessible entrance, and that on every floor of a university building there is a wheelchair accessible toilet. What makes this especially relevant in the current moment is the project “the future of the Harmonie complex”, which will either see the Harmonie building being majorly renovated, or it will see the faculty of Arts move to a new building that has yet to be constructed. In either of these scenarios LV will fight for accessibility to be front and center concerns, as everyone deserves the same chances.

# Future of Arts



## Future of Arts

### *Militarisation*

Recently, there has been a growing militarisation at the UG. Last year the university started offering reservist military training as a Minor course. Moreover, there has been increasing cooperation with the Security Campus in Assen. This has understandably caused unease among the student body. Furthermore, the university's collaboration with Israeli institutions and individuals participating in the genocide in Gaza has been concerning. These issues have raised concerns about ethics and academic freedom in the university. While the FC does not have direct say over these policies, LV remains steadfast in its opposition to militarisation and calls for greater caution in choosing partnerships. We will try our best to collaborate with University Council parties to ensure that the voices of the students of the FoA are heard and that militarisation is limited. We firmly believe that academic freedom should be safeguarded and that the university should serve the interest of students, not of Defence.

### *Governance*

The CvB has proposed a faculty merger plan with the goal of cutting costs and reducing administrative burden. The proposed plan would merge the FoA with the Faculty of Philosophy and the Faculty of Religion, Culture, and Society. These reforms have understandably caused a lot of concerns and anxiety about the future of our faculty. Even though the decision is not up to the FC, we will contact the parties of the University Council to ensure that the interests of the students of the FoA are taken into account. Moreover, depending on the decision of the University Council, either a merging or a harmonisation process will begin. Whatever the case is, the FC will be involved in the process. During these stages we will stay committed to fighting for FoA students and we will do whatever is in our power to protect the identity of our faculty, by playing an active and constructive role in consultations.

### *Career Development*

We believe that academic development should be complemented by extracurricular activities that prepare students for their future careers. Currently, the career days and the annual career

development meetings are valuable activities made by the University of Groningen, however there is room to make them more inclusive and accessible to all students.

In certain career events, inconsistencies in the language of instruction, such as lectures delivered in Dutch and discussions conducted in English, can foster an environment of imbalance that limits full participation for international students. This might restrict their ability to engage with core content. LV therefore advocates for enhanced consistency in language use, for example through English language plenary sessions or better alternatives for including international students, while recognising the importance of Dutch language given the majority student population.

In addition, although the university already provides career days, and significant workshops for students, we will strive to increase the number of such activities and tailor them to better engage international students.

Our goal is to ensure that career development opportunities at the faculty are not only available, but equally accessible, engaging and relevant for every student.

## *Use of Artificial Intelligence (AI)*

The rise of Artificial Intelligence (AI) poses significant challenges to educational institutions, and it cannot be ignored. Although, undeniably, it is surrounded by justified environmental and ethical concerns, we believe that it also has upsides when used appropriately. We believe AI can improve the learning process overall. For example, the use of text-to-speech tools and instant translation tools, among others, can promote greater accessibility by aiding students with learning disabilities. Of course, we realize that more knowledge and a better understanding of AI is necessary to decide to what extent to embrace it, so we advocate for a cautious approach. Furthermore, previous factions of LV have clearly advocated for better and clearer rules around AI. Unfortunately, the FB has been too slow to respond, therefore currently, students from different programmes face different approaches towards AI. To ensure transparency around AI we believe that teachers should include a section in the course guide on the course's policy on AI so students can have concrete expectations and criteria to follow. Moreover, LV supports a uniform faculty-wide policy towards AI, to reduce discrepancies and standardise approaches between programmes.

## *Sustainability*

Sustainability is an important topic in today's society and is equally relevant for the University of Groningen. Many students value sustainability, particularly when it comes to affordable sustainable food options, plant-based alternatives, and reusable systems within the Faculty of Arts.

Letteren Vooruit aims to make sustainability more visible in students' daily university experience. This includes practical improvements such as clearer recycling facilities, better promotion of sustainable food and drink options, and reducing unnecessary printing of texts, assignments, and essays where digital alternatives are possible.

In addition, sustainability should be more strongly integrated into education by including it as a topic within relevant courses. We also aim to strengthen collaboration with the Green Office Embassy to promote sustainable initiatives and organise interactive campaigns that actively engage students. Finally, we aim to contribute to discussions surrounding the renovation of the Harmonie building by advocating for more sustainable and future-oriented solutions.


## *Harmonie Complex Renovations*

Since the move of the Faculty of Law to the new Röling building, the Harmonie Complex is home to just the Faculty of Arts. As a result of this move a lot of office space became available, but not many more classrooms. The whole building is now awaiting renovation, which has been pushed back until at least 2033, but plans for the renovation are currently in the making. We want to ensure that more classroom space becomes available, replacing buildings as the Aweg 30 and the Turftorenstraat.

Additionally, with the renovation of the train station, big spaces have opened up around it, and the faculty is considering a move there instead of renovating the Harmonie complex. We do not want this, because it means the Faculty of Arts would leave the city center. LV will remain actively involved in the process by continuing to give feedback on the FB's proposals.

We believe that students must have a voice in shaping the future of our faculty buildings. That is why we plan to be part of any future project groups or consultations about the Harmonie Complex renovations. From sustainability to study spaces, your input will guide our work. We

will do our best to ensure the new Harmonie serves the real needs of students, now and in the future.



**Student Well-Being &  
Visibility**

## Student Well-Being & Visibility

### *(Student) Mentor Programmes*

The student mentor system employed by the faculty is a bit of a paradox, it is one of the oft-cited most positive aspects of integrating into university life, whilst others mention having gained too little from the experience. The system as it is now needs a few changes to ensure all students can benefit from this programme equally. Firstly, there should be clearer guidelines on what is to be expected of a student mentor, because many students have perceived at least one of their mentors being not as active as others. Secondly, the student-mentor system should be evaluated in the same manner as the courses and faculty-mentor programme is to allow students to give their opinion on how to improve the programme. This feedback can be integrated into the structure of the course evaluations. Lastly, there should be a way for student mentors themselves to evaluate the programme and how it could be improved.

### *Promotion of Support Resources*

Support resources are crucial for students, especially when it comes to mental health and overall well-being. Although the university provides relevant support services, their accessibility and visibility remain limited. Many students are unsure where to go when they need support, and some are not even aware that such services exist. As a result, existing support systems are often underutilised. To address this issue, Letteren Vooruit advocates for improving the visibility and accessibility of support resources. This means clearer promotion of existing services, but also building on recent progress in students' well-being and social safety. We support initiatives that make it easier for students to know who they can contact when they need help, such as clearer advisory roles, a confidential contact person or a Diversity and Inclusion officer. In addition, support resources should be promoted through platforms commonly used by students, such as social media and Brightspace, as well as by integrating information about support resources more consistently within study programmes. In particular, we call for clearer communication about the services offered by the SSC, ensuring that students are better informed about where and how to seek help. We therefore encourage the Faculty Board to actively promote these services and ensure their accessibility for all students. We support stronger collaboration with other faculties, such as the Faculty of Behavioural and Social

Sciences, to promote accessible and affordable psychological support services. Strengthening these inter-faculty connections can help make existing resources more visible and easier to access for students.

## *Supporting Study Associations*

The Faculty of Arts is fortunate enough to have a wide range of study associations that make sure students feel welcomed and supported in their studies. LV supports the work of the study associations, and will keep doing so by attending the SVOs to keep close contact and to hear what is going on with students. Study associations offer a space to make it easier to connect with other students, can offer valuable academic support, and introduce students to possible career fields. This can be especially valuable for international students to make them feel at home in Groningen and at the faculty. In collaboration with the faculty, LV has worked with study associations to provide students with a shared hallway space where they can meet in their offices. We will advocate for the continuity of this collaboration between faculty and associations, especially in light of possible renovations to the harmony building. It is our aim that students' needs are heard and represented, and for associations to have the support they need to create spaces for students to connect and grow.

## *Lecture Recordings*

Lecture recordings can play an important role in supporting students' learning experience by increasing accessibility and flexibility within education. Students may miss lectures for various reasons, such as illness, work obligations, overlapping schedules, or unexpected emergencies, which are often beyond their control. Without access to lecture recordings or alternative course materials, these students risk being placed at an unnecessary academic disadvantage.

Letteren Vooruit therefore advocates for making existing lecture recordings, or recordings that can reasonably be made available, more accessible to students who need them. At the very least, students with special requirements, as identified by Study Advisors, should be able to access relevant recordings or equivalent course materials. In addition, where recordings already exist, they should be made available in the period leading up to exams so students can revise important content more effectively. To ensure accessibility, these recordings should be uploaded on Brightspace with clear and structured labelling. Lecture recordings should not be seen as a

substitute for attending lectures, but rather as a supportive learning tool that complements in-person education.



# Communication & Transparency

# Communication & Transparency

## *Visibility of the Faculty Council*

The Faculty Council plays an important role in how the Faculty is run; advising, overseeing and voting on many issues and proposals. However, the exact actions undertaken by the council, and what has been achieved to their benefit, is unclear to many students. Therefore, LV believes that to increase the visibility of the council, we must keep clear communication between the students and their representatives in the Faculty Council. All students should receive an e-mail within their first month of their bachelor's informing them of (a) the workings of their faculty, (b) who their student representatives are, and (c) how to contact their representatives and with what issues we can help.

## *Bilingual Faculty*

Letteren Vooruit values the existing structure of the Faculty Council, which already provides an important platform for consultation within the faculty. We are pleased that these meetings are conducted in English, ensuring accessibility for the international students and staff. We also respect the wishes of Dutch students and staff to speak in their native language. Previous factions of LV have worked to ensure that a live translator is available during the meetings, allowing both Dutch and international members of the FC to use their preferred language. We aim to continue and actively promote bilingual participation in these meetings, while fostering a culture of constructive engagement.

## *Transparent Communication from the Faculty Board*

The previous factions of Letteren Vooruit have taken important measures to ensure the visibility of the Faculty Council and the decisions of the Faculty Board. This year, F11 took the initiative in the FC to push for the publication of a newsletter. However, the Faculty Board still sometimes fails to properly communicate important information. This impedes the work of the FC from participating in the decision-making process, making it harder to represent the student body. Thus, we demand clear, transparent, timely, and regular communication from the FB about its decisions that have an impact on the students. To do that we are committed to working with the new P&S team to discuss how to clearly communicate policy.

Moreover, the deficits in the communication from the FB also impact students that are not on the FC. Currently, it is often difficult to find and access relevant information, which makes it hard for students to stay aware of changes that affect them. Therefore, we want to improve the visibility of the LV-initiated newsletter, by periodically sending reminders to students. Our goal is to raise awareness about this platform where updates about the faculty are shared, in order to make it easier for students to stay up to date with important news.

# Candidates



Rick Faber, #1  
Candidate Chair



Lisanne van Dartel, #2



Viktor Ginev, #3  
Candidate Secretary



Anne-Linn Meijering, #4  
Candidate Treasurer



Roxana Fonoage, #5



Gobiramy Gopinath, #7  
Candidate Public Relations



Lineke Adema, #9



Misha Zwietink, #6



Teun Mekenkamp, #8