



Lijst **Calimero**

Your Education. Your Future. Our Priority.



Election Programme '22/'23

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Election programme Lijst Calimero 2022-2023

For 17 years, Lijst Calimero has represented us, the students of the University of Groningen. From the beginning, when we started as the smallest party in the University Council, we have been committed to quality education. By now, we have become the biggest party in the Council. We are proud and grateful to be able to represent so many students by directly impacting, changing, and improving the university's policies, so that our education and our futures are secure.

Lijst Calimero has a strong identity and a strong vision. We want a high quality education which challenges us, provides us with different perspectives, and invites us to think creatively and critically. We want you to flourish as a member of the student community and as a member of society. We want you to feel safe, comfortable, and happy during your years at the university, and we want you to leave the university with a strong foundation for your career and future.

We are very aware that these past two years have been difficult. Lockdown has pushed all of us to the furthest of our abilities, has isolated many of us, and has changed our view of the world forever. As a new faction we are motivated and passionate to represent you and achieve results through the University Council so that every student will feel supported, no matter the circumstances. Every student at the UG should be able to develop skills and receive a valuable diploma while flourishing and feeling well. Some of our ideas for how to achieve this are in this programme. We have divided our election programme into three main sections:

How we study

This section focuses on ways that can help secure the quality of education: small-scale education, accessible education, blended learning and innovation, and internationalisation in education. Small-scale, quality education can be achieved even in larger programmes through e.g. learning communities,

diversified assessments, and better equipping TA's to support our teaching staff. We have also learned from lockdown that while on-campus lectures often work better than online lectures, there are innovative practices in blended learning that can be used to improve your learning enjoyment and quality of education: gamification, simulations, or preparatory podcasts are all examples of this. The UG should be creative, leading the way in innovating education for the purpose of improving your curriculum.

Where we study

The second chapter highlights the environment in which we study. Our well-being is crucial in this part: we should have quick access to student psychologists, be supported year-round by health ambassadors, and be informed on where we can go if we feel unwell. Additionally, your social safety is incredibly important to us. The UG should be transparent on what unwanted behaviour entails, where you can go when it occurs, and which steps will be taken to improve your social safety. Other important topics are housing, internationalisation in Groningen, and sustainability. The UG needs a long-term solution to the housing crisis, needs to support international students (especially those from zones of conflict) and needs to be more transparent on multiple fronts so that international students know what to expect.

What we study

Finally, this section focuses on what we study: our curricula and our diplomas. The very reason why we study! High quality education is what makes our diploma valuable and is of the utmost importance to Lijst Calimero. We are set on improving the UG more and more every year. Central to this are employability in your curricula, as well as internationalisation and the valuable role of research. The curricula should integrate employability and soft skills more closely and make clear what skills you are developing in your studies. Through interdisciplinary minors and the option to choose courses at different faculties, we will be able to develop ourselves on different fronts, both inside and outside our own disciplines. Making the Honours College more accessible will contribute to this as well. Additionally, students with an interest in research should be informed well about their options to do a PhD, while PhD students deserve a stronger position in the University, to safeguard their social safety and inform them about their rights. At the same time, we need to keep an eye on

(academic) hustle culture; many students and staff are overworked and deserve extra support.

Overall, we are happy to be in Groningen, happy to study at the University of Groningen, and proud to represent you at the highest level within the university in the Council. While we are grateful for where we and the UG are, we also see many opportunities to improve the University and your student experience. In this document, we hope to give you a clear understanding of our plans, our ideas, our positions, and explain why you can place your trust in us. You are the reason that Lijst Calimero exists, and the reason we will always keep fighting for a better UG. In 2022/2023, we will do everything in our power to make good on the promise that is central to our motto:

Your Education. Your Future. **Our Priority.** Choose Lijst Calimero.

The **18th** candidate faction of Lijst Calimero

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Table of contents

How we study	7
Small scale education	7
On campus education	7
Methods of assessment	7
Learning communities	8
Reduction of workload of teachers	8
Accessible education	9
Students with function disorders	9
Honours College	9
Selective masters	10
Blended learning and innovation	10
Innovation	10
Digital exercises	11
Lecture recordings	11
Nestor/Brightspace	12
Staff up to date	12
Internationalisation in education	12
English-taught courses	13
Language courses	13
Decolonized content	13
Where we study	14
Student well-being	14
Student psychologists	15
Mental health first-aid	15
Well-being weeks/Groningen well-being initiative	15
Student health ambassadors	16
Social safety	16
Trainings	16
Internationalisation in Groningen	17
International marketing	17
Housing	18
Sustainability	18
Sustainability in education	19
Communication regarding sustainability	19
Energy use	20

Sustainable catering	20
Reducing waste	20
Green Zernike campus	21
Information/transparency	21
Extracurricular activities	21
Flexibility in education	22
Professionalisation and co-governance	22
Inclusivity	22
Associations	23
Inclusive communication	23
LGBT+ groups	24
Study facilities	24
More workspaces	24
Available workspaces	25
Campus Fryslân	25
Decision-making	25
Transparency	26
Documents in English	26
Training day	26
National politics	27
Loan system	27
Funding of universities	27
What we study	28
Employability	28
Employability in the curriculum	28
Career services	29
Internships	29
Interdisciplinarity	30
Minors	30
Courses at different studies	30
Role of research	31
Balance fundamental & market-driven research	31
Interdisciplinary Career and Alumni System	31
PhDs	32
PhD students	32
Academic hustle culture	32

How we study

Small scale education

For Lijst Calimero, the quality of our education is our main priority. Our education is about gaining knowledge and developing skills, which is done best on a small scale. This allows for more interaction, in-depth discussions, more diverse assignments and more attention from your teachers. This will help you to formulate your opinions, think from different perspectives, and overall become a strong and versatile student.

On campus education

Throughout the academic year, universities have shifted their focus to providing on-campus education whenever possible and online education only in specific circumstances. Despite the fact that tutorials and practicals were physically organised, lectures were mostly live-streamed or pre-recorded due to corona precautionary measures. However, from now on, faculties should and mostly do provide on-campus lectures to ensure the quality of education. This does not mean that we are discarding all aspects of blended learning. Seminars, practicals and other interactive parts of education should be on-campus, and therefore we would discourage recording those types of education; however, for bigger lectures where interactivity is less of a criterion, students who are unable to attend should be accommodated by recording the lectures where possible. Online practices such as preparatory podcasts or creative digital assignments have been helpful and added to students' education. Lijst Calimero wants to recognize and reward these innovative practices, so that we can use the best of both worlds.

Methods of assessment

Multiple-choice exams are often used at the end of the course as a method of assessment, which does not stimulate students to engage with the course material in a critical and creative way. Many midterms and final exams merely assess fundamental comprehension and knowledge, not the ability to apply knowledge to specific problems or real-world scenarios, which plays an essential role in the employability of students and study enjoyment. There are other effective methods for measuring one's knowledge, such as weekly quizzes,

essays, research projects, presentations, and oral exams. Thus, Lijst Calimero advocates for the implementation of more diversified ways of assessment. Moreover, efficient methods used during the pandemic should be kept permanently if they led to better results overall. The different forms of evaluation should be optimally weighted in accordance to the amount of effort made by students, and the end term should not cover the whole final course grade whenever it is possible.

Learning communities

Learning communities are groups of students and teachers who work on assignments together. They can range from working groups to role-playing sessions to field trips, and are a great tool for students to develop skills. Multiple faculties are involved in some types of learning communities, but not all, and not all to the same degree. Learning communities are a great way for big faculties to offer small-scale education to students, whereas smaller faculties can use learning communities to dive deeper into the skills that their students are trained in. The use of these learning communities should be evaluated to gain more insight into their strengths and share different creative approaches between faculties.

Reduction of workload of teachers

Teaching and academic staff at the university have been overworked for years. Not only does this directly impact their mental health, but it also influences their interactions with students; teachers do not have enough time to help students with their study-related questions. Previously, we approved a plan to use over €25 million to hire more staff and teaching assistants, partly in order to reduce work pressure. Lijst Calimero will continue to monitor the execution of these plans. We also want to ensure that the university prioritises hiring teaching staff and teacher support staff rather than further expanding the university's bureaucracy.

Additionally, workshops related to teaching and grading, currently accessible to teaching staff, should be opened up to teaching assistants who deal with those topics in their work. Teaching assistants with an interest in this should be allowed to professionalise their skills through a subsidy, so that they can develop their skills while taking some pressure off lecturers.

Accessible education

High-quality education should be accessible to all of us, not just a select few. We should be able to develop ourselves academically and personally within the university. In doing so, students should not be hindered by institutional obstacles, and should be empowered by the university to get the most out of their education.

Students with function disorders

We believe that the university should provide extra assistance for students with function disorders such as dyslexia and ADHD. New policies should be adopted in order to accommodate the needs of these students, such as the integration of an electronic reading software to aid students with reading the courses' material. Moreover, the entry requirements and application process should be customised to students with certain disabilities. For instance, students with dyslexia should be able to do an interview or video portfolio instead of writing a motivational letter. Our aim is to have a more accessible and equitable educational environment for all students.

Honours College

The Honours College is a valuable programme that provides motivated students with the opportunity of following an interdisciplinary education alongside their main study programme. It has the potential to enrich students' perspectives by allowing them to take both deepening and broadening courses. However, we believe grades alone do not reflect the capabilities and motivation of students, especially since only the first semester grades are considered when applying for being part of the Bachelor's Honours College. For this reason, Lijst Calimero advocates for a more accessible Honours College application procedure that takes into account students' other accomplishments and skills. Furthermore, students are often inadequately informed about the Honours College and struggle to fit Honours courses into their schedules, which leads to stress. As a result of these factors, we propose the introduction of a matching class for applicants as well as a better marketing strategy to deliver information to students more effectively.

Selective masters

Many students want to pursue a masters programme. The university currently offers many high-quality master programmes. However, we find that access to these programmes can be too limited. Certain programmes have a limited number of spots available, with a significant part of these spots being allocated for bachelor students in this specific discipline. We believe that, considering the added value of interdisciplinarity, master programmes should be more accessible to a larger group of students. Making a master programme selective should only be done in case of limited capacity.

Blended learning and innovation

During lockdown, we have experienced what it is like to study, work and live inside the same four walls at home. Only when we did not see the inside of a classroom for months at a time, we realised how important on-campus education is. After covid, we have returned to physical education, which is great news! Now it is time to safeguard that on-campus learning while using digitalisation to innovate, to be creative, to improve the quality of education that is so characteristic for the UG. Let's recognize and reward digital best practices while appreciating on-campus education, and take the best of both worlds.

Innovation

When it comes to digitalisation, the University should innovate for the sake of quality. Blended learning and digitalisation can add something to our education system when it is utilised well. A direct translation of real-life lectures to online lectures is not ideal, as we have learned during the lockdown. However, we have also seen many examples of innovative and creative digital education: using podcasts and using online programmes such as Perusall and VersaTest to help students prepare for lectures. Teachers who implement this well should be recognized and rewarded through, for example, the Best Practice Awards, to support their creativity and provide them with resources to further develop this innovation.

However, innovation and blended learning should not put too much pressure on our teaching staff. Thankfully, teaching assistants and experts have been put in

place during the implementation of Brightspace, so that staff would not feel overwhelmed. The pop-up helpdesks per faculty provide an accessible way for teachers to ask for help; the university should consider keeping those visible after the implementation of Brightspace as well, so that staff always know where to go when they encounter difficulties.

Digital exercises

This is where our university can and does shine; teachers and students are innovative and creative when it comes to digital exercises. The possibilities in this area are endless. For example, museum studies can utilise digital exhibition programmes, while gamification of a wide range of assignments can be effective at activating students and increasing class enjoyment. Digital exercises can also help prepare students for class, stimulate participation, and make discussions during class more efficient and in-depth. Smaller weekly digital exercises can lower peak stress during exam weeks by not putting all pressure onto one grade, and instead test and improve knowledge throughout the block. However, again, this should not lead to too much work pressure for teaching staff; we need to balance an innovative and quality learning environment with a healthy and happy teaching staff.

Lecture recordings

During covid, lecture recordings were a great way to keep lectures accessible while keeping students and staff safe and comfortable. However, to safeguard quality of education and to encourage attendance and participation, many faculties have since shifted to on-campus education. Lijst Calimero stands for interactive, quality education, especially in the cases of seminars and practicals. Recording classes that are usually interactive take away from quality of education by preventing participation. Lijst Calimero considers that for lectures that are not centred around interactivity, recording lectures can be helpful for students that cannot attend due to extracurricular activities, health problems, or quarantine. Therefore, we propose that non-interactive lectures be recorded by faculties and lecturers who are able to, whereas interactive lectures are, as a rule, not recorded. This does not mean that students who miss those lectures are excluded from the information; presentations and notes can still be shared. It is up to the lecturer to decide which method should be used for this, as long as students can grasp valuable information from lectures even if their attendance is impeded by certain circumstances.

Nestor/Brightspace

The UG has decided to replace its learning management system (Nestor) with a novel and innovative one, Brightspace. According to 100 students and teachers, Brightspace has outstanding usability and other features. However, there are still adaptation issues in Ocasys, Progress, and other software products currently in use. Nestor will be definitely removed and replaced by Brightspace in September 2022. Lijst Calimero will ensure that Brightspace is updated with all the necessary features to help students navigate, learn, and access information more efficiently. In addition, we will make sure that the wellbeing portal, which was developed last year as an overview of all wellbeing support options that are available in the UG, is more visible. At the moment, the well-being portal is unknown to many students. Finally, we will safeguard that student evaluations of the new learning platform are constantly monitored.

Staff up to date

Digital innovation is a new frontier, and we believe that teachers and support staff should be supported sufficiently in their work to adapt to the new digital environment. Currently, we see that there is often little awareness of the available resources among teachers. We believe that the university should invest in facilities that aid teachers in creating digital material for their courses. These facilities could include studios, equipment, and persons with knowledge of necessary programs for creating high quality content. Furthermore, effective communication about the availability of these resources is important, as well as establishing best practices for creating digital content for courses.

Internationalisation in education

Over time, our university has become increasingly internationalised, with many programmes switching from Dutch to English and welcoming international students. This multicultural environment can enrich our student experience, teach us about different perspectives, and prepare us for a globalised world. This situation, however, has led to some issues with language barriers from both sides. Internationalisation of courses should lead to an improved student experience and expanded career opportunities; therefore, Lijst Calimero wants to make sure that

international students feel safe and at home at the UG, while quality of education is ensured for all students.

English-taught courses

Taking part in an English-taught programme equips students to excel in an international environment and deal with diverse cultures and perspectives. An English-taught programme can boost employability for students in diverse workplaces inside and outside the Netherlands. However, it can be harmful to quality to switch all programs to English. Certain programs may have staff who are not as effective at English communication, which could affect the quality of education. We need a good balance of accessibility and quality in our education. This could be achieved by providing electives in both Dutch and English where possible, whilst having language requirements for all hired teaching staff to maintain a steady quality of education between Dutch and English courses and electives.

Language courses

One of the best methods of integration is by learning Dutch. The university does already have Dutch language courses available through the language centre; students can take up to 5 language courses sponsored by the university. However, these courses often do not have enough space for everyone interested. Therefore, we recommend having more Dutch courses (particularly for the lower levels A1 and A2) available to all students. Additionally, some students (such as those studying medicine) require a higher level of Dutch which is not covered in the free courses. For these students, as well as international students in university organs that require a knowledge of Dutch to read documents (such as Faculty Councils and Programme Committees), we would like the university to provide subsidies for their learning of Dutch. The Ministry of Education has recently announced that more financial support will be dedicated to co-governance; part of this financial support could be spent on subsidising Dutch language courses for students in co-governance. Other than Dutch, the language centre has various courses to learn other languages available, and Lijst Calimero would like to add sign language classes as courses taught at the language centre.

Decolonized content

For us, decolonizing the university refers to transforming knowledge practices to

move beyond Eurocentric, heteronormative and anthropocentric norms, as well as situating frameworks of understanding in their colonial history. Lijst Calimero believes that the quality of education can be improved by addressing the influence of colonisation in education and the university. We suggest that decolonising education at the UG can be done by providing diversified knowledge (such as having more non-western sources available in SmartCat, or more diverse reading lists) and also situating the knowledge we currently have that may be created through the lens of colonial bias.

We recommend that among the plethora of compulsory 1st year courses, there is also a course space for discussion about post-colonial theory, racial prejudice in academics and how we are still affected by our past - to allow students to critically engage with course materials throughout their studies. While this is more easily implemented into social sciences programmes, it can also be enormously beneficial to STEM students in understanding the history of their content, and situating the theories they use to allow for critical engagement. Additionally, utilising the existing workshops about cultural competencies and implicit bias for both teachers and students could be a great opportunity for growth. Finally, more courses and spaces to learn about race and racial privilege should be created in the university, such as creating a decolonial summer school as other universities in the Netherlands have already made available.

Where we study

Student well-being

Studying at the UG is not just about passing our courses and getting a degree. While studying at this university, we should be able to develop socially, learn from extracurricular activities, build up our professional networks, and enjoy our time while feeling safe, happy, and well. However, as we know, you increasingly face a lot of pressure while studying. From covid to the loan system, from burnout to loneliness: we have a lot on our minds, and often worry about the future. Lijst Calimero believes that the University of Groningen has a responsibility to safeguard our well-being by cooperating with students in new approaches, providing adequate

services, and informing students better about the possibilities within the UG.

Student psychologists

Student psychologists are essential for helping students that are in need of support. However, waiting lists are often long and students who need help do not receive it as soon as they should. Lijst Calimero wants to make sure that students receive the support they need when they need it. We want the university to hire more student psychologists to meet the needs of the UG. Additionally, we believe that students could benefit from group sessions for people who are facing similar problems, if students choose to attend group sessions instead of individual ones. Finally, students should be made more aware of their options when it comes to getting support.

Mental health first-aid

Feedback from students makes the need for more mental health initiatives even more clear. Lijst Calimero believes that being able to provide first aid regarding mental health is a priority, and it is something that every student could benefit from. The UG could train staff by using mental health first aid courses (MHFA). MHFA is a course that was initiated in Australia and is now used in 15 countries. Through this initiative, graduates of this course can help by providing a listening ear and by offering resources, with the aim of making our students feel less alone during difficult times.

Well-being weeks/Groningen well-being initiative

Calimero is known for initiating the annual well-being weeks and organising them together with many other associations at the UG. During these well-being weeks, students take part in a variety of workshops focused on well-being. Over the past years, this yearly event has been very helpful in raising awareness, starting conversations, and supporting students when it comes to mental health. The time has now come to expand our efforts, so that well-being will become a topic we discuss and develop year-round, instead of focusing on it for one week only. Calimero strives to achieve this through the Groningen Wellbeing Initiative, which we will continue to develop in the upcoming year, in order to make mental health a permanent topic on the UG's agenda.

Student health ambassadors

Student health ambassadors is a new initiative where trained medical master students can meet with students facing issues and provide initial support for students. Lijst Calimero will continue working closely on this initiative with the UMCG and medical associations it has come into contact with in order to find a supervisor for this project and indicate the concrete role of the student health ambassador.

Social safety

Lijst Calimero is committed to social safety at UG and has made great progress on that front by submitting a memo with proposed changes. This memo outlines active bystander training, a platform for confidential advisors, a harassment helpdesk, a clear overview on Nestor, and an awareness campaign. In the following year, we want to ensure that the approved changes are effectively implemented. We want the UG to be clear in its definition of unwanted behaviour so that cases are not dismissed but addressed head on. Last year's report by the Young Academy Groningen (YAG) clearly outlined that there is much work to be done to create a safer study and work environment at UG. Additionally, Lijst Calimero proposes a university-wide overview of where to go and what to do when unwanted behaviour occurs. In the upcoming year, Lijst Calimero will continue working on creating a safe environment for everyone. Lijst Calimero also looks forward to the report that the ombudsperson, who has specifically been instated to observe problematic patterns in behaviour at the UG in areas such as social safety, will provide next year.

Trainings

A great way to work on student well-being and social safety is through various trainings and workshops. We have already seen the implementation of active bystander workshops, and we want to continue to make these available to all students. Additionally, we feel we could learn from initiatives such as the Sexual Wellness Education Initiative (SWEI) at UCG, and make workshops such as their consent workshop available to more students at the UG. Finally, the international environment of the university could benefit from the availability of intercultural competency workshops. In making these trainings available to, for example, study and student associations, we take an active position in creating a more tolerant and safe environment for everyone at the UG.

Internationalisation in Groningen

The UG is a highly international university that grows in international student numbers every year, which has led to a diverse and stimulating learning environment. International students who come to Groningen undergo a process of integration and inclusion: they want to flourish, feel comfortable, and be welcomed in Groningen. However, this has also led to multiple housing crises. Moreover, the corona crisis has left a part of (international) students isolated. The UG needs to implement structural policies to protect international students and increase their transparency: whether it is with regard to the housing situation, struggles regarding integration within Dutch culture, or job opportunities after graduation, you need to know what to expect when you leave their home to come to Groningen.

International marketing

In the past years, the marketing policy of the UG has been very successful at attracting international students from all around the globe. However, this influx of students has not corresponded with the city's capacity to host them and has led to various housing crises. This problem is exacerbated when international students do not receive adequate information about the housing crisis in time due to a lack of information and transparency from the university. This is especially true in the case of non-EU students, who have to commit to the university by paying the tuition fees very early on when they do not have any housing security or any information about the housing crisis. This is why we at Lijst Calimero encourage the UG to focus on a new way of marketing that focuses less on attracting students and more on providing timely and accurate information. The University has committed to less international marketing, which is great news; however, it is important to note that the problem will likely persist even in a best-case scenario. As a short-term solution, the University should reduce their marketing efforts abroad. In the long term, marketing can be utilised as a tool to even out student numbers across programmes: smaller programmes with a bigger capacity can use more marketing, whereas bigger programmes who have reached their capacity can be marketed less.

Housing

The housing of students is an overarching subject that is influenced by many factors. These factors include for example communication, marketing, municipal politics, national politics et cetera. The university needs to hold itself accountable for the influence they have on a housing crisis. While we recognise that the UG does not have power over all different factors, we strongly encourage that we should focus on the factors that we do have an influence on. Contact with student representative organisations should be intensified, communication strategies should be more transparent (as well as the marketing strategy). This means that the university can collaborate with students to have more insight into the problem, and come up with effective solutions that best meet the needs of our students. Rental contracts, legal help desks and other important things surrounding housing need to be communicated more clearly toward international students. Again, this is something that the university can do in cooperation with student organisations and for example the municipality.

Internationalisation and international politics

The war in Ukraine has made it clear that international politics deeply affect (international) students at the UG. The University has worked on financial support for students from Ukraine, Russia, and Belarus. We applaud these efforts, but also think that more could be done in these types of situations. Students from other areas of conflict and refugees should receive the same support that Ukrainian and Russian students are receiving right now. Students and staff from areas of conflict should also be referred to organisations that can provide trauma care. Additionally, researchers living in areas of conflict should be supported as much as possible. Research is done in cooperation and plays a vital role in ensuring that vulnerable groups are informed instead of isolated.

Sustainability

The UG, 3rd place worldwide in sustainability according to the 2021 UI GreenMetric, has made some great steps regarding sustainability in the past years; it has inspired both staff and students to think about sustainability with its Green Office, and has created a Sustainability Roadmap to follow. However, there is still some way to go: sustainability should be more strongly integrated into education and activities. Lijst

Calimero will push the University to continue to develop its outlook on sustainability, as well as to create more sustainable policies in education and research. Lijst Calimero has, for example, co-worked together with the Green Office to establish the Sustainability Sharing Platform, and will continue to stand up for sustainability, which is crucial to your future

Sustainability in education

Sustainability represents an essential part of our lives since it drastically impacts the future of the upcoming generations and the scarcity of resources. According to surveys conducted by Maastricht and Leiden universities, students aspire to pursue a more sustainability-oriented career. At the moment, limited courses related to sustainability are available across faculties. Lijst Calimero has submitted a memorandum regarding the introduction of a “Sustainable Developments” minor by the end of the academic year 2021-2022. We will continue to work on this proposal by paying attention to its development in the upcoming year, as the introduction of a minor in the curriculum is a long process. Lijst Calimero advocates for the integration of sustainability courses in all faculties and for an increase in the capacity of existing minors such as Energy, Future Planet, and Innovation, which are in high demand. Lastly, we would supervise the integration of sustainability in the four interdisciplinary schools developed by UG.

Communication regarding sustainability

Green Office's work for students and associations which are able to apply for a subsidy and a label, plays an important role. However, smaller associations are generally unable to make a major change in the university sustainability level, making it more difficult for them to earn a high label. Therefore, Lijst Calimero has promoted the Sustainability Sharing Platform through the communication channels of the Green Office to ensure that every student and study association can share their experiences and encourage best practices in the field of sustainability. Currently, a high percentage of associations are using this tool but our objective is to keep advertising this platform since we want to raise awareness about sustainability among students. Moreover, by focusing on communication we account for making concrete proposals in the upcoming year such as the SLUITEST initiative (Sustainability literacy test) which can be taken by both students and staff.

Energy use

The UG has a large number of buildings and each of which requires a substantial quantity of energy. The university employs environmental performance indicators to calculate the quantity of waste produced, as well as the number of utilities consumed. As the Feringa building is currently under construction, the amount of energy consumption has increased. Lijst Calimero promotes a decrease in the UG's carbon footprint in the future by attempting to achieve the goal of minimising total energy pollution over time, especially after the new building is completed. Moreover, we will focus on renewable energy since we believe that UG should take into account sustainable technologies for producing energy such as building solar panels over university buildings.

Sustainable catering

We aspire to make catering as environmentally friendly as possible. In UG canteens, there should be less single-use cutlery, but instead a more environmentally friendly and long-term solution. The university should also explore vegetarian and vegan options, as the Delft University of Technology has done effectively this year. This not only gives them more sustainable lunch alternatives, but it also allows more students to purchase meals at the University. As a result, Lijst Calimero advocates for the board to examine the caterer's long-term viability and set standards for them. Students' preferences are vital in this area, and they should be thoroughly consulted before switching caterers or menus.

Reducing waste

Students should be made aware of how to reduce waste and embrace greener, healthier behaviours. The options to practise include printing only when necessary and reducing food waste. Such practices can also be pushed within the University, by making more reading material available online and therefore reducing the need for wasteful printing. In addition, the UG should discontinue print publication of Broerstraat 5, an alumni magazine. This publication is distributed to hundreds of student residences. Frequently, publications are sent to graduates who no longer reside in the respective residences, and the magazines are discarded. Sending the magazine to the alumni via email would be a lot easier, less expensive, and more sustainable.

Green Zernike campus

The UG and the municipality began working on the Zernikelaan restructuring two years ago. Lijst Calimero applauds the development of the mile-long Green Promenade. The Zernike campus, however, is more than just the Zernikelaan. Lijst Calimero wants the university and the municipality to work together to change other portions of the campus or the university terrain into a green and pleasant place to study and work. Lijst Calimero wants the UG to participate in trial initiatives aimed at cooling the entire city. It can be accomplished by planting trees or constructing picnic areas, as well as encouraging the use of bicycles and sustainable public transportation.

Information/transparency

The Green Office has been established to create more awareness among students and staff members on the importance of acting more environmentally friendly. Nevertheless, its efforts are not well known amongst students. Lijst Calimero believes that the university should be more transparent about the progress and efforts of the new Sustainability Roadmap that has been developed through the collaboration between the Green Office and the University. Students should be made more aware of the initiatives and results of the actions of the Green Office through half-yearly emails where the students would also be able to reply and provide evaluation reports on the progress of the projects. This will allow us to celebrate our achievements as a university, while continuing to strive for improvement.

Extracurricular activities

Groningen is well known for its active and vibrant student life, where you can engage in sport, study and student associations while studying. Many of us combine our student work with volunteering, working or doing an internship. Extracurricular activities are fun, but also help us to develop our skills, gain experience, and learn more about ourselves. This helps to build up our CVs and to find out what our likes and dislikes are, what we are great at, and what we are passionate about. Because of these reasons, Lijst Calimero believes that students should be supported in their extracurricular activities and ambitions.

Flexibility in education

Students who take no courses due to a board year can sometimes do so without paying a tuition fee. However, this is not always possible, especially for non-EU students, and some board members still want to finish parts of their study during their board year. This can be difficult for these board members, because of compulsory classes they have to attend. Lijst Calimero believes that students who are taking part in extracurricular activities that benefit the University or society, such as internships and work experience, voluntary work and participation in sport competitions, should be able to have some flexibility in their education. Some possibilities could be offered to these students. For example, these students could be excused for courses that require compulsory attendance and instead make repair assignments or be allowed to follow fewer classes.

Professionalisation and co-governance

Spending a year in a board, co-governance council or programme committee is not only a fun addition to your studies, but it also teaches students valuable soft skills. We believe that spending a year in a board or co-governance provides students with skills that, alongside their formal education, will help them to function in an organisation after their studies. Lijst Calimero believes that it is essential to support students who want to be active in this way. Therefore, we propose that students involved in co-governance or board years should be able to receive ECTS points by following certain courses and workshops where they are trained in different aspects of co-governance. This is especially important to non-EU students, who are required to finish a certain amount of ECTS to continue their studies; by giving them ECTS for co-governance courses and workshops, they can compensate for any courses they cannot complete because of their extracurricular activities. Additionally, these study points can demonstrate the value of their board year to future employers and universities.

Inclusivity

Currently, the UG accommodates over 36000 students with different nationalities, backgrounds, and ambitions. We must commit to and embrace an inclusive university for all of you to feel safe and welcome. Different nationalities, but also different sexualities and gender identities,

should be taken into account in our learning environment. Extra support should be given to those of you with function disorders and other students in marginalised groups. Lijst Calimero believes in an inclusive university which supports and facilitates all the different groups of students that we are so lucky to have.

Associations

International students are a big part of our academic community, and we should take their integration into consideration. Being a student in a new country can become overwhelming because of cultural shock and having to learn everything about the city and the university from scratch. We believe that international associations have a very important role in making integration easier for students, by having people coming from similar backgrounds provide support. Moreover, they increase intercultural awareness, thereby enriching the University's cultural community. Lijst Calimero supports an inclusive and fully integrated association environment.

Lijst Calimero believes that the UG can facilitate this in a number of ways: keeping close contact with these associations, increasing funding and providing them with workspaces. Furthermore, the UG should provide more detailed information about all these international associations, so the students can form an idea about this and make an informed decision. Lastly, when it comes to introduction events, there is the presence of both KEI Week and ESN Introduction Week. The latter is promoted as more international oriented due to the nature of some activities, which leads to some kind of division where most Dutch students choose KEI Week and international students lean towards ESN. Even though registration for both these introduction events is open for everyone, Lijst Calimero believes that better cooperation between the two organisations could help to diminish this division.

Inclusive communication

We want to be as inclusive as possible, and we are aware that there are students with different learning difficulties. That is why we are encouraging the implementation of other forms of communication that will make the quality of education at UG equal for all students. As an example, audiobooks should be available for students with seeing and reading disabilities, as well as potentially offering study material written in the Braille system. Moreover, Lijst Calimero

believes that it is important that students can communicate with each other and that is why we are proposing an extra sign language course and the presence of a sign interpreter at every official UG event.

LGBT+ groups

We recognise that marginalised groups face additional difficulties during their education, which is why we want to make sure the environment in which we study is as inclusive as possible. There are some small things we believe could go a long way in making studying at UG less daunting for those with non-cis pronouns. Namely, we want to make it possible for students to include their pronouns in administration. This means that when a lecturer receives a list of names for attendance, there will be an additional column with everyone's chosen pronouns (if they wish to provide them). This will prevent misgendering and further work on ensuring that pronouns should not be assumed. Additionally, we would like to make the process of changing one's name easier and clearer so that students do not have to receive emails or be addressed by their deadname. Finally, we believe it's important to have gender-neutral bathrooms in each faculty. Some faculties have already made this a reality, but we believe this should be implemented as a university-wide practice.

Study facilities

Proper workspaces are important to us, especially those of us living in small rooms without space for a study spot. This has become even more clear during lockdown, when we were forced to study at home. We are happy that our study spots have once more opened up, but also recognise that a lack of workspaces has been a problem for years at the UG. Calimero wants the UG to provide more study spots by working together with other organisations.

More workspaces

Workspaces are an important asset of the student life, as a lot of students feel more productive studying at a designated spot, rather than their own room. The UG needs to facilitate more spaces by working together with locations such as SPOT, Oosterpoort or The Student Hotel, as well as making lecture halls available for studying during exam weeks. Furthermore, we are striving to make more

external workspaces available as well as collaborative ones, where students do not have to be completely silent. Although we are grateful to currently be out of lockdown, we do need to take potential future restrictions into account; students should not lose access to study places. In such a scenario, the UG should open empty classrooms where the number of students is limited in order to respect the distancing measures and to collaborate with owners of empty office spaces or buildings to provide extra study spaces for the students in need.

Available workspaces

The creation of extra workspaces has proven to be less useful if too few students know about these spaces or whether they are available. LibCal has been a useful tool for this purpose, but its use has been decreasing after lockdown. The University should either commit to using LibCal, promote it actively, and enforce reservations, or take a different approach altogether. It may be useful to integrate LibCal in Brightspace making it easier to see the availability of different workspaces in different university buildings.. Helping students know where workspaces are available, will make studying more efficient.

Campus Fryslân

Campus Fryslân students should be able to benefit from the same opportunities that students in Groningen do, but that is more often than not difficult due to the distance between the campus and Groningen. The best way to do this is for these students to have the same facilities available on campus that students in Groningen do. Another concern would be travel expenses. Campus Fryslân students do get reimbursed for necessary travel to Groningen but only afterwards and through a bureaucratic procedure. This procedure is also not as stable as we would like, so a long-term solution is needed such as a special OV card for these students. Lijst Calimero will engage the student assessors and faculty councils of these campuses to make sure they are well taken into consideration.

Decision-making

The decisions made by university bodies influence us directly. Therefore, it is of utmost importance that we are informed about what these decisions are, and can adequately be involved in the decision-making process where

applicable. Lijst Calimero proposes full transparency between university organs and students, accessible minutes and documents in both English and Dutch and a centralised training day to equip co-governance with the necessary skills to be actively involved in decision-making.

Transparency

Lijst Calimero believes that creating more transparency about decision-making will be beneficial for both students and the university. An example of this can be that the University Council, Faculty Council, and Programme Committee meetings should be more transparent and accessible. Decision making in these councils affect all students, therefore it is important that students are able to see and understand what is going on. Currently, meeting documents are long, unorganised and full of jargon. We will advocate for creating more accessible documents that summarise the proceedings and decisions made at council meetings. We will ensure that these documents are easily available to students through for example Brightspace.

Documents in English

It is very important to note that more and more international students and staff are joining organisational and decision-making teams within the university, which highlights the need of documents being available both in English and Dutch. Lijst Calimero is proud of having achieved that all University Council documents are now in English, but we do believe that this practice should be extended to all faculties. We propose that the minutes and appendices of meetings should be translated to English, so that everyone can stay informed no matter their level of dutch. Moreover, as we mentioned before, more emphasis should be put on the availability of Dutch language courses. This will tremendously benefit the understanding of these documents.

Training day

It is crucial to involve students in the decision-making process, and it is just as important to make sure that there is some sort of uniformity between the Programme Committees and Faculty Councils of the diverse faculties within the university. We deem it beneficial to have a unified approach to training students in co-governance. This aspect differs per faculty, and it's important that students know what legal rights and obligations they have in the different committees

they are taking part of. After Lijst Calimero's dedicated work, training was made available, and our mission is to make sure that every year this training yields the intended results and is improving substantially. We will make sure that every training available is communicated clearly to students and that training evaluation also takes place.

National politics

Our experiences as students at the UG are impacted directly by decisions made at the national level. Therefore, we believe that it is important that we make our voices heard in order to ensure that policies are made in the best interest of students. Lijst Calimero will work within national student lobbying bodies to convey our needs as students to the government.

Loan system

The past few years, the #NietMijnSchuld campaign has been present within student life across the country. This campaign, funded by the LSVb and FNV Young & United, will come to an end on the 1st of July 2022. Lijst Calimero still wants to continue fighting for students when it comes to problems that are influenced by national politics. We want to keep contact with activist student representative groups to see where we can be of use in creating a more beneficial situation for students. The generation of students influenced by the loan system and subsequent debts deserve to have the negative consequences of this situation recognized.

Funding of universities

In 2019, the advisory Commissie van Rijn advised the minister to relocate funds in and between universities. Because of this advice, the UG sees an annual decrease in its budget of 9 million euros. Certain faculties, most notably the social sciences, have been hit very hard by this. The SSH-council of the University of Amsterdam, amongst others, argued quickly that this decision will damage universities. The SSH domain, which contains a huge number of students, is under undue financial pressure despite its high quality of research and importance for students and academic staff. In short, the committee Van Rijn has shifted the problem of lack of funding instead of solving it. Research commissioned by the ministry of higher education has also shown that

universities are currently lacking funding. The budget needs to grow substantially, with a one-off increase of 300 million euros and 800 million euros added structurally. The movement WOinActie campaigns against government cuts in higher education and supports the proposed increases of the budget. We agree with this view: the budget needs to increase and more money needs to be spent per student.

What we study

Employability

We believe the university has a responsibility to teach us how we can put theoretical knowledge into practice. In today's competitive job market, we need skills beyond those we learned from textbooks. A stronger focus on students' future careers in their education will eventually deliver graduates that are more equipped to put their knowledge into practice.

Employability in the curriculum

Degree programs at the university should prepare students to enter the workforce after graduation. While the strong theoretical focus is important, more attention should be paid to practical skills students can employ in their careers. We believe that it is the task of the University to teach students how to put their academic knowledge into practice. Career skills and paths should be discussed in class and tailored to the specifics of degree programs. This education can take the form of guest lectures, visits to companies, case studies, and more. Important in this will be that teachers are supported sufficiently in integrating these elements into their courses, as it could add more work to their already busy schedules. A stronger faculty level Career Service could in this case be a great resource for teachers in developing the career focus of programmes. Additionally, Lijst Calimero believes that curricula should make more explicit which skills students already have; merely by writing policy plans, giving presentations, and acquiring knowledge, students are becoming more employable and developing many skills. This could be made more explicit by, for example, dedicating part of every course guide to what employable skills you will gain during a course.

Career services

We believe that Career Services in its current form does not meet the needs of the student population. This year, an evaluation of Career Services gave a valuable insight into the current operations of the service and areas where improvements could be made. We believe that Career Services should become more tailored to the needs of different faculties, which can be done through a strengthening of Career Services on the faculty level. The central office should take on a more supportive role in this. A stronger faculty Career Services can help programs develop stronger career-focussed curricula. We also believe that study associations are of immense value to informing students on their career opportunities. Study associations are often in close contact with their members and the university should do more to involve them in preparing students for their future careers. A strong faculty level Career Service will be in better communication with the associations of the faculty, leading to more effective cooperation between the two.

Internships

Internships are important for students who want to pursue a career outside of academia, because they provide valuable experience and they are often the closest thing to what a future career may look like. Many university programs that require a compulsory internship should consider that some students need to have an additional job beside their studies due to financial difficulties. Therefore, it is of paramount importance that the University offers fair compensation to their own interns, and start a discussion with the organisations and companies that they collaborate with to do the same. We would also like to see the space for internships expanded. Currently, students often have to write their thesis or do courses next to their internship work which can put a strain on them and the quality of their work. We therefore propose increasing the number of ECTS awarded for internships to ensure that students can fully focus on their internship and get the most out of their time putting their knowledge into practice.

Interdisciplinarity

The UG offers an incredible range of programmes and research. This diversity caters to a variety of interests for students and staff alike. Lijst Calimero believes that the strongest programmes are those with a wide range of courses, strengthening knowledge in a multidisciplinary way, providing examples and perspectives from different fields, and enhancing professional skills. This will make us well-prepared for the job market, any research ambitions we may have, and help us for the rest of our lives. Therefore, we believe that interdisciplinarity should be a priority and should be incorporated into our curricula.

Minors

Minors are a great opportunity for students to expand their knowledge in fields outside or within their current discipline. As they are a chance for strengthening interdisciplinary skills and cross-disciplinary collaborations, Lijst Calimero believes that every bachelor programme should be structured with the choice of doing a minor. This means that minors need to be accessible to all students both in terms of ease of application and scheduling. This year, Lijst Calimero has been working on a proposal for a sustainability minor, which combines skills and knowledge from several disciplines - we wish for this minor to become available to all bachelor students. Other than the faculty minors, students may also wish to complete a free minor, which is made up of specific courses of their choice or even an internship. Lijst Calimero recognises that this can be just as valuable to students, and would like this to be an easily accessible option for all bachelor students.

Courses at different studies

In order to encourage interdisciplinarity within our university, it is very useful to open up courses from different studies to students. This is an accessible way for students to familiarise themselves with interdisciplinary fields early on in their studies, which also paves the way for interdisciplinary research in their future careers. To some extent this is already done in, for example, our range of minors, but Lijst Calimero believes this theme can be extended. Students should be well-informed about the existing possibilities of gaining expertise in different fields, and encouraged to do so, while faculties should be open to welcoming students with an interest in their field. Courses that are useful to a

wide range of students, such as statistics in research, should be given to a larger extent. These courses could be made more accessible to students from other faculties by requesting them to read certain literature beforehand; in this way, the courses do not have to lower their quality for the sake of accessibility.

Role of research

The UG houses world-famous researchers who are leading in their field, as well as students who will become these researchers one day. Research is one of the most important pillars of a university and key to our learning process. At the same time, our academic staff and students often work too hard, leading to burnout and other mental health issues. We want to encourage the development of our research skills, give PhD candidates a stronger position in the university, and put academic hustle culture on the agenda.

Balance fundamental & market-driven research

It is of utmost importance to have a very fine balance between fundamental and market-driven research. The latter mainly has a financial motivation, while fundamental research is driven by developing knowledge and reaching technological innovation. Research represents an immense part of the UG, as we all believe that there is a need of discovering new aspects about the world surrounding us. We want to make sure that the ethical principles of research are applied and that research activities or topics are chosen according to the effect they will have and not by the value of the grants that are being offered.

Interdisciplinary Career and Alumni System

This past year, Calimero has been involved in the creation of a research-sharing platform known as the Career Alumni System (CAS). This system has the aim of bringing together the alumni-organisation and career-organisation, where students can be connected to alumni for research and career opportunities. This way, students will have more opportunities to do internships, network with alumni, and find interesting job openings. Calimero is part of the CAS steering group and will continue to contribute to the implementation of this platform in the upcoming academic year. We believe that this platform can help students to

develop their research skills, become better embedded in the research community, and increase their network.

PhDs

There are several roads to a PhD, but students often do not know all the ins and outs of the process. In order to make the process more accessible, research master students should get at least one information meeting per year about this topic, preferably by their respective graduate schools. Additionally, it would be helpful to open up part of the Career Perspectives series, which is aimed at PhD students, to (research) master students as well, so that they can already start developing the skills they will need in their PhD track.

PhD students

PhD students themselves are somewhat of a marginalised group within the university; they are usually not included in student activities, but also have trouble integrating into the staff part of the university. Additionally, as we have seen in the YAG report, PhDs are vulnerable to unwanted behaviour by their supervisors, as they rely on them for their track. As noted in our Social Safety section, PhD candidates should be clearly informed about their rights in these situations. Calimero would like to work together with PhD associations such as GOPHER. By, for example, organising events with PhD associations and study associations, we can achieve more integration of PhD candidates in the university. Finally, Lijst Calimero will stay in touch with the University's PhD councils, who represent PhD candidates in each faculty.

Academic hustle culture

Many people involved in academia find themselves in a cycle of academic achievement. Study, work, side jobs, committees, board years - everyone seems to be doing everything. This is an issue for both staff and students, especially PhD candidates, who are under the impression that they need to spend all their time studying and working to be successful. In order to improve mental health and prevent burnout, we need to protect our students and staff from this and begin a culture change. Some solutions for this involve the wellbeing taskforce and the study advisors to guide the students in a direction where they comfortably allow themselves to take breaks and enjoy social life. Putting this specific problem on the agenda and striving for a more open conversation about hustle culture is a first step in striving to battle this problem.





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