



**PSB Policy Plan 2023-2024**

**PSB!**

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# 1 Colofon

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Policy Plan PSB 2023-2024

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## 3 Introduction

In front of you lays the policy plan of the Faculty Council PSB for the academic year 2023-2024. The participation of staff and students in the matters of the Faculty of Behavioural and Social Sciences (BSS) is ensured by the possibility to take place in the Faculty Council. This consists of nine elected members from the staff and nine elected members from the students. PSB is currently the largest, and this academic year, the only sitting student party in the Faculty Council of Behavioural and Social Sciences at the University of Groningen (RUG). PSB has been representing the interests of all students by being allowed to sit on this council since 2010.

Our policy plans build on the vision of previous factions. In addition, the faction tries to innovate based on its own ideas and those of the current batch of students of the Faculty of Behavioural and Social Sciences.

For the academic year 2023-2024, the PSB will focus on the following policy points:

1. Diversity & Inclusion
2. Students & Education
3. Employability

In addition to these main points, PSB wants to make a multiple year plan to ensure continuity throughout multiple years.

Kind regards,

PSB Faction 2023-2024

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## 4 Policy Points

### 4.1 Diversity & Inclusion

Diversity & inclusion (D&I) is a cardinal topic for our faculty. We find it central that every student who studies at our faculty feels welcome and at home at BSS. We are continuously looking for new ways to create an explicitly inclusive and safe environment for all students while further raising faculty-wide awareness of D&I matters in and outside of curricula. For example, this year, we aim to promote the organization of social and/or educational events pertaining to diversity and inclusion topics.

First and foremost, a member of PSB will join the Diversity and Inclusion Working Group of the faculty (D&I-BSS). By joining this working group, we hope to discover novel ways to enhance inclusion and diversity in our faculty and harmonize the work of different faculty bodies in order to maximize their efficiency and transparency. This can be achieved, for example, by seeking expertise and insight from already existing intrafaculty bodies such as the Centre of Expertise for the study of LGBTQIA+ issues. Additionally, PSB intends to work more closely with external bodies connected to the university such as—but not exclusively—student associations of minority groups to more easily identify a wider array of issues and gain valuable insights and perspectives.

Secondly, we will place greater emphasis on promoting diversification of the current curricula of the faculty of BSS, such as integration of decoloniality and greater LGBTQIA+ coverage. To allow for this to happen, we will also work towards finding possible time and financial resources, as well as supporting materials of all sorts to support and encourage teaching staff to implement diversification of courses. We will also strive/try to devise ways to make these resources and materials more easily accessible to everyone. In addition, at the faculty level, efforts are being made to promote a more diverse staff, for example through specialized training sessions. By doing so, PSB hopes that the curricula can become more reflective of the real student experience.

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Moreover, we will highlight the importance of formulating better (general) complaint procedures to allow for an easier identification of issues that are pertinent to improving and maintaining D&I within the faculty. Accordingly, PSB hopes to promote more pronounced intrafaculty collaboration and achieve greater accountability on certain faculty-wide issues and thereby reduce virtue signaling. Furthermore, PSB wishes to facilitate a deeper look into the matter of accessibility both in the sense of physical accessibility of facilities and increased compatibility of curricula for people with disabilities. Lastly, PSB wishes to promote greater intrafaculty socialization of students by working together with study associations of BSS. Therefore, students of the faculty could feel connected not only to their own departments but to the faculty as a whole.

## 4.2 Students & Education

We believe that in order for students to receive the best education possible, it is important to keep up with the latest technologies and best practices in this area. For this reason, we would like to set up a digitalization working group that can follow and integrate these changes—be that the lessons we learned from COVID-era education, the newest AI technology, or other blended learning practices which appear to be effective. Moreover, we wish to provide students with an easily understandable, transparent and holistic collection of existing resources offered by the faculty in connection with any kinds of uncertainties or concerns—professional or personal—and possible ways of accessing these resources. Apart from this, we also want to continue finding ways by which the faculty can help with improving students’ mental health. The Mental Health Working Group has been working on promoting student wellbeing and awareness of available resources and we would like to continue their work in the upcoming academic year. Furthermore, we find it crucial that students of the faculty are able to give their input in this area, as well as other areas where they may have ideas or suggestions. This is why we would like to develop a more streamlined, continuous feedback process. We can take the first steps towards this by including a suggestion section on our platforms.

## 4.3 Employability

Employability is a very relevant topic for the University of Groningen. The RUG scores lower on employability in the NSE than other universities in the Netherlands. We want to look into what might be causing this and what possible actions can be taken to

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improve employability at our faculty. We think that PSB can contribute to students' career potential in a meaningful way. The faculty offers many resources that can help students prepare for entering the work field. An example of this could be the workshops that Career Services offers. However, these initiatives are often still unknown to students. We will work for a closer collaboration with faculty services, such as Career Services and the study associations. Through these collaborations, we hope to make students feel more prepared to join the workforce.

#### 4.4 Multiple Year Vision

The Faculty Council always writes a policy plan for the upcoming academic year. To facilitate better outcomes for this plan and to ensure continuity, we want to focus on the bigger picture and work on a long-term vision for our faculty. In this multiple-year vision (MYV), we will note down actions and/or topics that we believe are important for the upcoming five years to guide our actions and those of subsequent factions. Sustainability or visibility of the PSB (to improve student integration into the faculty) are exemplary topics of the MYV.