

**Student Council 2026 - 2027**

# **Policy Plan**



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# Introduction

Dear students and staff,

As the Student Council, our main objective is to create a landscape where every student feels valued, heard, and ready to take on any challenge after leaving AUC. We will serve as the bridge between students and staff, facilitating participation to influence AUC policy on topics like academics, student wellbeing, and graduate futures. To optimise student representation, we also plan to continuously collaborate with internal and external parties as well as support projects that improve our visibility. Doing this is our legal duty, as outlined in the WHW, and the responsibility we have been assigned as elected student representatives.

We hereby present our Policy Plan, outlining our planned goals and ambitions for the upcoming school year. We will advance the work of previous Councils as well as create new initiatives that we deem fit for improving modern student life. Across all our proceedings, we will check in with the transparency of our work, making sure that all stakeholders are aware of our process and how to reach us with new initiatives. Moreover, our plans are not set in stone; we will remain open to new initiatives to adapt our ideas in line with AUC's future strategy as it is revealed.

And finally, to all our peers: we are truly honoured to be entrusted as your very own student representatives for the upcoming year. We take this responsibility very seriously and will do everything in our power to ensure your voices are heard and translated into meaningful change. Your engagement and support is the cornerstone of our work, and together we can keep our work effective and fully democratic. We therefore want to encourage you to reach out to us with any suggestions or questions. We are looking forward to a productive year!

With love and devotion,

**AUC Student Council 2026-2027**

*Bonolo, Flora, Alma, Alex and Betty*

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<https://canvas.uva.nl/enroll/L76PMR>

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## Academics

The core of university life is rooted in academic endeavours. Therefore, they are the keystone of our Council's operations. We will ensure that every student leaves AUC equipped with a diverse and relevant skillset. We will do this by implementing advice and enhancing the university's dynamic curriculum by continuing policy revisions and providing new guidance.

### Continuity of Projects

#### **a. Revisions of the Academic Standards & Procedures**

The Academic Standards & Procedures (AS&P) is an integral part of education at AUC, laying out many defining parts of our education. Like previous Councils, we will actively participate in the yearly revision process, making use of student feedback and suggestions.

#### **b. Mandatory Courses**

The workload of AUC's Academic Core is continuously brought up for debate, with students advocating for more relevant and transferable skills, greater relevance and a reduced mandatory workload. As the Student Council, we will work with the Board of Studies (BoS) and Director of Education (DoE) to ensure that the Academic Core fully supports students' broader academic trajectories rather than requiring skills that may no longer be relevant. Using the previous Council's unsolicited advice, we will advocate for the consolidation of Academic Core courses. This includes the proposal of *Academic Writing Skills* and *Logic, Information and Argumentation* being offered as 3 EC courses, thereby allowing students to easily complete both within a single semester. We additionally propose altering *Advanced Research Writing* to include practical applications in academic and professional communication, with modules on CV writing and professional networking.

#### **c. The Tutoring System**

The tutoring system is one of the first systems incoming students encounter, and it may significantly influence the choices they make in their academic journey. We recognise that this is a recurring topic of discussion and that there have already been meaningful developments made. Building on this, we would like to propose reintroducing baseline tutoring guidelines: shared principles that help tutors to feel confident regardless of experience and help tutees feel equally taken care of no matter which tutor they are assigned to without flattening the natural differences between tutors. We additionally propose that these guidelines clearly define the roles of specialised staff members, so tutors can redirect

students appropriately as the tutoring system develops. Finally, there have been discussions on the implementation of a for-credit tutoring course. We believe that any addition to the Academic Core should be weighed carefully against the existing graduation requirement load and want this trade-off to be given real consideration as this proposal develops.

#### **d. Course Markets**

To offer students additional perspectives when making curricular decisions, we organise course markets throughout the year. Because AUC is a Liberal Arts and Sciences (LAS) college with many courses that students may choose to take, the potential of course markets should be further developed by increasing their frequency and length throughout the year to make them more accessible. To offer students a chance to explore each course on offer and better understand the wide range of courses available to them, the course markets should last longer than just one or two lunch breaks. Additionally, we will encourage older students and professional staff to participate more actively in course markets. Their first-hand experience can give students practical insights into what courses really teach and what to expect. This will additionally be supported by our continuation of “Speed Dating Course Market” events.

### **New Projects**

#### **a. Community Projects and Internships Revisions**

In recent years, AUC has taken many steps to offer more guidance for students during their Community Projects and Internships (CP/I's), but this has inadvertently led to less flexibility. Despite these changes, students still report a lack of guidance and clarity, as getting a CP/I has become more complicated. This is particularly challenging, as many CP/I's do not fit neatly into the AUC academic calendar and are not always secured far in advance. Even if a CP/I is secured, its usefulness could be reduced by its relatively short duration. Using our seat on the CP/I Committee, we therefore aim to make CP/I's more flexible by offering students the ability to take a CP/I at any point during the year, including the summer. We also plan to work with the CP/I team to reduce the time it takes to process a proposal. To address the lack of guidance and clarity, we additionally aim to work with the CP/I team to enhance the existing CP/I guidelines by enriching the section on assessments.

#### **b. Standardised Teaching**

AUC aims to offer unique learning conditions. These include many lecturers who are experts in their fields, small class sizes and plenty of contact hours for thought-provoking

discussions. However, having multiple lecturers per course can often lead to inconsistencies. This is particularly applicable to Academic Core courses in which several groups are taught at the same time and where the quality of the course is often inconsistent. Therefore, we aim to enforce existing guidelines and discuss remaining inconsistencies with the Head of Studies for the Academic Core.

### **c. Simplified Curriculum Planning**

One of AUC's key strengths is the flexibility it offers students in designing their own curriculum. However, this flexibility can also make the registration process particularly challenging to navigate. Despite the extensive efforts of the Admissions & Registrar department to enhance and streamline the process for both prospective and continuing students, several recurring issues continue to emerge during each registration period. Students from all years should know where to find registration resources as well as being aware of how to translate their intended curriculum into the GLASS registration environment. To make AUC's course registration system easier to navigate, we want to provide help to incoming students by distributing an academic handbook and a one-page academic handout during introweek, which will contain a detailed section on it. These resources will then be made available permanently on our Canvas to serve as a central source of information for students across all years, covering not only the course registration process but also outlining where students can exercise specific rights, which procedures they can follow and which AUC bodies or staff members they can approach with questions.

### **d. Off-Campus Recommendations for Tracks**

Off-campus courses offer knowledge and skills that AUC is not able to provide, but are often in for a student's study aims and master's requirements. Previous Councils have greatly improved the accessibility of off-campus courses. Building on their work, we aim to further support students by providing clearer guidance on which courses are available and relevant to different tracks. We will do this by working with students and staff to integrate recommended off-campus courses from VU and UvA into the tracks (e.g., course placemats). We will also promote accessible information on making an off-campus course request. Finally, many AUC courses are offered only once a year, complicating students' study plans. We therefore aim to provide a list of substitute courses offered externally.

#### **e. Publicly Accessible Course Evaluations**

We believe that it is important for students' concerns to be answered before committing to a course and that their experience is often of interest to their peers. Currently, however, students have few ways to assess the content and style of a course before registering for it. To reduce this uncertainty, we will explore the possibility with the BoS and DoE of making the results of course evaluations available to students before course registration. Gathering students' experiences and feedback on the course would thus result in a solution useful to both students and lecturers. For this initiative to be respectful to all, we would lightly moderate the publishing of the results to avoid non-constructive answers, and the evaluations of the lecturers as well as the open-ended responses would not be published.

# Student Wellbeing

AUC has built a strong reputation for high academic achievement. Parallely, this can create a high-pressure environment which negatively impacts the mental health and wellbeing of students. As the Student Council, we are strongly committed to protecting and improving Student Wellbeing by advocating for more secure support systems and initiatives. We aim to support existing systems and projects created by AUC and the previous Council, and build on their efforts.

## **Continuity of Projects**

### **a. Revision of the Mental Health Guide**

The Student Council has been collaborating with Peer Support to create a guide that provides an overview of safety and wellbeing resources available to AUC students, verified by the Student Life Officers (SLO's) to ensure the accuracy and relevance of the resources. This year, we will continue to take part in revising the guide to ensure the resources are kept up to date. Additionally, we aim to promote the guide throughout the year through our social media platforms, highlighting the information it contains.

### **b. Diversity, Equity and Inclusion Plan**

We will continue the efforts established by the previous Student Councils to implement AUC's 2025-2030 Diversity, Equity and Inclusion (DEI) plan alongside the Diversity Leadership Group (DLG) and Management Team. The DEI plan was published in 2025 following the 2020 Framework Action Plan for Diversity, Equity and Inclusion (FAPDEI) and aims to foster a diverse, equitable and inclusive environment. Our endeavours will include gathering student feedback on the changes made following the plan's implementation and continuing our involvement with AUC's recruitment strategies.

### **c. Policy for Harassment, Discrimination and Sexual Violence**

AUC's Policy for Harassment, Discrimination and Sexual Violence (PHADISE) establishes a framework for reporting incidents and the support structures available to students throughout the reporting process, ensuring reports are handled properly while centering the victim's wellbeing. Following a number of incidents, the previous Council identified shortcomings in the implementation of the system. These included slow response times that exceeded the outlined timeline and a lack of transparency towards complainants. These issues prompted

the previous Council to raise these issues to AUC and initiate discussions on how to improve the policy. We will continue to work with relevant stakeholders to further identify issues with the structure and implementation of PHADISE, to ensure the revised version of the 2027-28 academic year is more efficient and clear. Lastly, we aim to increase awareness of its existence amongst students.

#### **d. Special Holidays**

Respecting and integrating the diversity of its student body is a core commitment of AUC, as stipulated in the DEI Plan. As the Student Council, we hope to continue to make AUC a culturally inclusive institution where exchange is welcome between all students and staff. We aim to ensure that everyone's presence and voice is welcomed at AUC. To achieve this, we will continue our work with the DLG and Diversity Commission and consider inclusivity in our review of the academic calendar. Additionally, we will continue the previous Council's work on integrating the UvA Inclusion Calendar by acknowledging religious holidays, memorial days and fixed Dutch holidays that students may celebrate through the channels available to us. Furthermore, we will aim to obtain exceptional attendance exemptions for such holidays. Finally, we will promote and express our support to events celebrating AUC's diversity, such as the yearly International Fair. Throughout these initiatives, we aim to be attentive to and seek student feedback, doing our best to understand different groups' interests and remaining open to dialogue.

### **New Projects**

#### **a. The Adjustments System**

AUC is firmly committed to making its programme accessible to students who are struggling with disabilities, chronic conditions or other learning conditions which require specific attention. Students affected by these issues can already request a range of examination or teaching and learning adjustments. We will build on the work of the SLO's and the previous Councils to continue to streamline this process. As of recently, all previously approved adjustments are registered in SIS and automatically registered on Canvas in order to prevent students from the burden of communicating their adjustments, potentially involving the discussion of medical details, with their lecturers directly. During our review of the AS&P, we will clarify and update the scope and mechanisms of this system. Beyond this, we will continue to work with the SLO's towards aligning AUC's policies on adjustments with the

other UvA faculties. Separately, the lack of visibility surrounding study adjustments is a significant issue, with many eligible students not benefiting from them. Because of this, we aim to promote the adjustments system to students to make them aware if they can receive one, how to receive one, and subsequently how to deal with the logistics behind having a study adjustment such as edited exam durations. We will additionally aim to ensure prospective students are made aware of this system early on, by advocating for the Admissions & Registrar department to include a detailed description of eligibility to the AUC portal admission form.

#### **b. Catering**

The end of the contract with catering company Cirfood presents a good opportunity to explore more affordable and nutritious catering options for students. The previous Council had already engaged with a student-led catering company, De Nieuwe Mensa, to launch at AUC. However, they were unable to succeed in this effort due to logistical constraints. Regardless, we remain determined to find alternative options because we recognise the benefits and convenience of on-campus food provision for both students and staff. We will build on the foundations laid by the previous Council and work closely with AUC to find an affordable, nutritious catering service.

#### **c. Student Rights & Transparency**

As Student Council, our main duties include the promotion of “transparency, openness, and internal consultation in the university”, as stated in the WHW. In light of this, we aim to improve communication from AUC’s Management Team towards students, especially concerning changes to the study programme. Additionally, we aim to foster dialogue within AUC, including student protests, as we believe these are an important part of democratic discourse and citizenship. Discomfort is sometimes part of free speech, and we accept this. Prejudice, however, will not be tolerated, and we will do everything in our power to keep AUC a safe, discrimination-free environment rich in dialogue.

## Visibility & Transparency

We believe AUC's interdisciplinarity is best strengthened through open exchanges of values and perspectives on the curriculum. We will therefore increase the Visibility of Council members and their work, helping students see how their own contributions can create meaningful change. Additionally, we aim to be transparent about our proceedings and demonstrate how student input is being used. This will be achieved through a combination of new measures and proven methods that make information accessible and easy to follow.

### **Continuity of Projects**

#### **a. Office Hours**

Just like previous years, office hours will be hosted twice a week to strengthen our visibility and give students ample opportunities to reach out to us if needed. We will continue to host combined office hours with other parties such as AUC'S Graduate Assistants, DLG representatives, student members of the BoS or the Alumni Relations Officer to offer them a visible space to gather feedback.

#### **b. Voices of AUC**

Voices of AUC is a forum designed to bridge the gap between students and staff by creating opportunities for both parties to express their perspectives and engage in collaborative discussions on matters concerning the institution. We aim to further develop this initiative into a meaningful mechanism for student participation in institutional and academic decision-making processes. In particular, we would like to utilise voices of AUC to involve students in discussions surrounding the implementation of AUC's strategic vision after a final decision has been made. Furthermore, we aim to strengthen student involvement in discussions surrounding the workload of the Academic Core, off-campus courses and CP/I opportunities. To maintain transparency and accountability, a report will be written and published after each event, summarising the perspectives that were shared.

#### **c. Open Assemblies**

Open assemblies provide students with an accessible space to receive updates on ongoing initiatives and engage directly with the Student Council. In the upcoming year, we aim to continue these assemblies as a means of strengthening transparency and communication. Like the previous Councils, we will host an information session presenting our Policy Plan at the

start of the year and another one to announce the candidates running for the next Student Council towards the end of the year. We also hope to use these assemblies to discuss major developments and results, including changes in tuition fees and outcomes of our letters of unsolicited advice.

**d. Toilet Paper Newsletter**

We see the toilet paper newsletter as an omnipresent and versatile way of communicating to the student body, combining useful information with ways to gather responses on certain topics. We will roughly continue the format used by previous Councils, which highlighted upcoming events, promoted other parties, made important announcements, and posted other ways to stay in the loop with Student Council business.

**e. Canvas Page**

Our Canvas page is equally accessible to all students enrolled at AUC and is therefore a good option to transparently and accessibly share information. We will continue to use our page to host archives from previous Councils and display permanent logistical information on current Council members. Most importantly, we will publish our meeting minutes, important documents, and helpful guides on the page in a centralised and accessible manner. Additionally, we will periodically highlight these resources through the platform's announcement feature, while keeping a question form available on both Canvas and our announcements. To use Canvas to its full potential, we will continue to push for the automatic enrollment of students on our page.

**f. Quarterly Updates and AUC Newsletter**

In addition to the permanent reference documents mentioned above, we will publish a quarterly newsletter on our Canvas page. As such, we will no longer have a monthly Canvas newsletter. Rather, we will continue to publish short announcements on Canvas regarding timely and relevant topics. These will serve as progress updates on the Policy Plan while also covering miscellaneous proceedings. We will use the AUC weekly student newsletter to consistently direct students to these announcements and highlight relevant events, occasionally also directing them to our Instagram posts. In this way, we aim to avoid students mixing channels and provide them with brief, timely and visually appealing pieces of information regularly, while linking to longer information sources when necessary.

#### **g. Social Media Outreach**

We recognise the value of social media as a low-barrier way to engage with students and facilitate constructive conversations. We will therefore continue to use a variety of social media platforms in an effort at improving both the transparency of the Council's operations and student engagement through their awareness of the status of ongoing projects or initiatives. Our Instagram page will be a significant tool for sharing important news and advertising our events, but also for gauging students' opinions informally. We will also explore other strategies such as posting Q&A sessions, often engaging with current matters of student life. In parallel, we will continue to make use of the AUC WhatsApp community and use different forms of communication across the platform. For instance, we will use anonymised polls in the group chats as an accessible way to gather feedback on pressing issues, and the Council members will be committed to serving as reliable information sources in the chats, especially for incoming first years.

### **New Projects**

#### **a. Student Council Website**

Building on the work of previous Councils, we will look into the development of creating an independent online page for students to refer to in order to increase our visibility and help students navigate through the academic system even further. While exploring this possibility, we will continue to use the Canvas page and improve our page on [student.auc.nl](http://student.auc.nl) to include important documents and information about each member of the Student Council.

## Prospective & Graduating Students

The interdisciplinary landscape of AUC is enticing, but can bring hesitation for prospective students due to the traditional disciplinary structure that dominates the world of academia. It is important to give prospective students a clear picture of what life at AUC looks like and to show them the value that comes out of acquiring a LAS degree. Conversely, life after graduation brings fast-approaching, daunting challenges that students should be prepared for. We will work closely with the AUC Alumni Association (AUCAA) and Emma Krone to initiate and continue supporting alumni projects.

### **Prospective Students**

#### **a. Alumni Highlights**

AUC is home to many talented alumni, who show that the interdisciplinary nature of our programme is capable of providing students with tangible results. Job security is a worry commonly shared amongst students considering a LAS programme and should therefore be addressed by widely promoting alumni achievements. Aside from AUCAA's various ways of communicating alumni activity, we want to urge the Services & Communications department to post alumni highlights on AUC's main Instagram account, where it will be most visible for prospective students.

#### **b. AUC Outreach**

Outreach continues to be one of AUC's main struggles, and we believe that AUC should try to strengthen its outreach specifically within the Netherlands. This can be achieved by presenting AUC as an attractive option for Dutch students and adapting its online presence to emphasise appealing benefits such as guaranteed housing. To achieve this, we want to work together with the DLG, Student Ambassadors and the Services & Communications department. More specifically, we will work with these stakeholders to broaden outreach to students from diverse socioeconomic backgrounds, particularly beyond Amsterdam. Finally, we would like to increase the visibility of the Talent Fellowship at AUC, a part of the scholarship fund that can be a source of financial support for eligible Dutch students.

## **Graduating Students**

### **a. Mentorship Programme and Affinity Groups**

AUC's diverse interdisciplinary curriculum gives students the freedom to explore a range of interests and find intersections that are equally robust and fulfilling. However, the strength of this flexibility can leave students uncertain of their future after graduation, especially since the professional world often still falls within traditional disciplinary structures. To reassure students that there is significant potential within an interdisciplinary programme, we believe creating a mentorship programme between AUC alumni and the students is a good step towards mitigating this issue. We will take advantage of our seat on the AUCAA board to develop this programme, building on the foundations laid out by the previous Council. Lastly, we continue to support the Senior Tutor and Head of Humanities in hosting affinity groups, an adaptation of the previous Council's alumni panels initiative. We believe that these are valuable resources that currently lack sufficient visibility and would like to use the channels available to us to increase their exposure.

### **b. Diploma Deadlines**

Currently, the assessment of graduation requirement fulfilment and the issuing of diplomas and graduate statements happens late in the year. The class of 2026 was required to submit their academic record forms by July 1st, which meant the assessment process could only begin then. In previous years, this has led to documents being sent out later than intended, leading to graduates being unable to fulfil their conditional acceptance requirements on time. With this issue in mind, we aim to find better strategies to improve the procedure as a whole, starting from the assessment of the requirements to issuing the diploma. We will build on the efforts of the previous Council and continue to develop these methods further and assess their feasibility. Furthermore, we aim to explore other ways to improve the process to ensure students are not disadvantaged by administrative processes that are beyond their control.

### **c. University Fairs and Master's Week**

AUC's interdisciplinary curriculum allows students to curate their study experience, which opens up a wide range of post-graduate opportunities. However, the initial stages can feel overwhelming given the number of possibilities available all at once. Over the past year, we have seen success in the increased promotion of the Master's Week events held by VU and

UvA. We will continue to improve the awareness of these external events and ensure the student body gets ample opportunity to consider their graduate futures.

**d. Career Orientation Week: Project Calls**

The previous Student Council successfully initiated Project Calls, which were integrated into Career Orientation Week. The initiative aims to invite organisations to showcase their projects and missions and present opportunities available for students to get involved. The Council managed to invite representatives from CERN, NGOs and Mindstash. Following the success of this initiative, we will aim to continue it and invite more organisations to present their work, serving as a platform for students to engage with the representatives of the organisations.

# Digital Literacy

In our time, the use of Artificial Intelligence (AI) in education has become inevitable. Still, it comes with cognitive and ethical drawbacks that students need to understand. By paying more attention to Digital Literacy, we hope to equip students with the necessary skills to navigate the evergrowing digital world. Additionally, we want to improve AUC's position in the digital landscape through policy revisions and collaboration with different stakeholders.

## **Continued and New Projects**

### **a. AI Policy & Literacy**

As the Student Council, we aim to continue our work with the AI Taskforce, students, and staff to rework the AUC AI policy. More specifically, we want to revise this policy and its implementation to create an environment where students can develop AI literacy, while still reaching learning objectives and developing skills like critical thinking and academic writing. We plan to keep pushing for AI literacy to be a more explicit part of the AUC curriculum. Furthermore, we will keep advocating for the training of staff members on how to responsibly use and deal with AI in teaching and examination.

### **b. Digital Resilience**

As the recent Canvas hack has shown, our digital systems are fallible and our education and research systems are too dependent on these systems. Besides data leaks, the use of US hardware and software introduces a large risk of losing access to systems or unauthorised access to students' and staff's (private) data.<sup>1</sup> We believe AUC should lead the UvA and the VU to become more digitally resilient, safeguarding both education and research in case of data leaks or shutdowns. To pursue this, we aim to work with OpenTech to move AUC from US to EU software and servers, which do not fall under US jurisdiction. Furthermore, we will advocate for having more local copies of data, including students' submissions and grades, to protect against potential hacks. Finally, we will push to make all online data encrypted, improving personal digital resilience among students and staff even further.

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<sup>1</sup> E.g., the Cloud Act (see [Microsoft hearing in French Senate](#)), Article 7002 of FISA, and ICC judges locked out of their Microsoft accounts.

## Collaborations

The Student Council lies at the centre of AUC governance, and so we will continue strengthening our Collaborations with various stakeholders across AUC to ensure we can approach matters efficiently and holistically. In addition to internal collaborations, we will also utilise or initiate external collaborations. Through regular correspondence with these different bodies, we hope to provide students with a well-rounded university experience.

### **Internal Collaborations**

#### **a. Board of Studies**

The Student Council and the BoS have a long-standing relationship that has allowed them to collaborate in projects and initiatives aimed at improving the academic experience of students. We aim to collaborate with the BoS in assessing the current organisational structures and their feasibility in supporting both student and staff members to identify areas that need improvement, with a primary focus on protecting the student interest. Furthermore, we will continue to provide a space for the BoS to gather student input and share relevant curriculum information through our office hours. Consequently, we hope to strengthen our working relationship with the BoS as we work on implementing changes following the decision on AUC's new strategic vision.

#### **b. Board of Examiners**

The Board of Examiners (BoE) plays a central role in overseeing examinations and handling requests related to the AS&P. We aim to strengthen our relationship with the BoE to foster a space that allows for constructive dialogue to make student interaction with the BoE as smooth as possible. Furthermore, we will increase awareness of the services provided by the board and their procedures through the academic handbook we are offering.

#### **c. Sounding Board**

The Sounding Board is a group that comprises representatives of AUCSA, Student Council and Peer Support. We aim to use this group as an opportunity to support each other in optimising strategies to improve student life. Furthermore, we aim to broaden the landscape of the board by inviting other student organisations and bodies to collaborate on initiatives and discussions, working towards a common goal of improving the student experience from different vantage points.

#### **a. Staff Students Platform**

The Staff Students platform has been an effective, impactful collective that created a space for open dialogue. By supporting active engagement from students and staff members, we will continue to support their initiatives and foster a space and opportunity for more constructive dialogue, which translates into action such as advising AUC through our unsolicited advice. Additionally, we aim to remind students of their rights, ensure they feel supported and empowered, and build mutual trust between students and staff.

### **External Collaborations**

#### **a. UvA/VU Student Councils**

We aim to strengthen ties with the Student Councils of UvA and VU, especially the Central Student Councils of the UvA and VU (CSR and USR, respectively). This importantly includes improving involvement and dialogue between the AUC and UvA/VU community.

#### **b. DUWO and the Residents Committee**

With continuous issues surrounding hot water, heating and the closure of common spaces, DUWO remains one of the biggest hurdles students encounter outside of academic life. While matters concerning student housing largely fall outside our jurisdiction, we can still support students by repeatedly raising these concerns with the Dean and the Services & Communications department. On top of this, we acknowledge AUC's Residents Committee (RC) as an indispensable asset in representing students' interests towards DUWO. However, following a period of reduced activity, the RC currently requires support in re-establishing itself and increasing its visibility and reputation among students. We therefore want to collaborate with the Sounding Board to support the RC in re-establishing itself, increasing awareness of its role and ensuring that students know it is there to represent them in housing-related matters. We also aim to identify recurring housing concerns across the dorms and raise them with DUWO in a more coordinated manner.

#### **c. UCSRN**

The Student Council will continue to attend meetings with the University College Student Representatives of the Netherlands (UCSRN) to foster good relations with other University Colleges. We will stay in touch with UCSRN and promote our objectives.