



ELECTION PROGRAM

Progressive Law 2026/2027

PREFACE

Dear reader,

Before you lies the election program of Progressive Law (Progressief Rechten) for the upcoming council year: 2026-2027. After an intensive preparation process, we, the 52nd faction, are proud of this document. Progressive Law always stands for sharp choices that serve the interests of students. We do not shy away from putting our finger on the sore spot, taking unpopular positions, and looking at the bigger picture. We sincerely hope that you will find this attitude reflected in the program. On to the elections!

The 52nd Candidate Faction

PILLAR 1. EDUCATIONAL QUALITY AND INNOVATION

Progressive Law stands for contemporary, content-wise strong education of top quality. Our faculty is highly regarded in the Netherlands and offers a broad range of specializations within the bachelor's program: a good thing as far as PR is concerned. However, new technologies compel the Faculty to make tough decisions; we at PR are already making a head start.

1.1 Active Education

For Progressive Law, academic education is an interaction. The faculty is emphatically not a government-funded employment location for researchers, nor is it a degree factory for students. Society expects solid lawyers, primed for the 21st century, who can function as ambassadors for our faculty. New developments challenge classical education at our faculty daily: the rise of laptops, iPads, and above all AI, put classical education under pressure. For Progressive Law, the faculty of the future demands responsibility: both from lecturers, who must design their teaching to be interactive and motivating, and from students, who actively participate in the education offered. The current format of the working group—where pre-released practice questions are 'discussed'—and the lecture, needs to be adapted as far as Progressive Law is concerned.

From 'Reading Machine' to Sharp Jurist

Lawyers distinguish themselves by forming a reasoned opinion and taking a stand. In professional practice, everything revolves around advocating interests and engaging in debate. It is therefore incomprehensible that discussion and dialogue are often missing in regular bachelor education. The faculty must prepare the new generation of lawyers for a world of polarization and AI digitalization, instead of training them to be 'reading machines'. It can be done differently. At other faculties, space for the active treatment of the material is already the norm instead of louter reading out answers. In this context, we propose the following:

- **Critically review the existing working group:** Investize in the quality and interactivity of the working group. Today, working groups often seem like a ritual that people want to get through as quickly as possible: with a bit of luck, the answers are read out so quickly that everyone can go home after the first

hour. In an era of AI language models and sites like StudeerSnel, this is no longer sustainable. Students must be challenged through creative and innovative forms of education.

- **Give students space to study in their own way:** A laptop ban, as is the case in the lectures of the criminal law course, limits students in their learning methods. When students get distracted by their screens, the easy explanation is often 'screen addiction'. However, we believe the cause lies deeper: the current form of education lacks challenge. When working groups are limited to simply reading out prepared answers, motivation disappears. A laptop ban does not solve this fundamental problem; it merely masks the passivity of the work format.
- **A new Student Court:** The capstone of the Dutch bachelor, the Student Court (Studentenrechtbank), is in theory a distinguishing component of the Groningen bachelor. However, the experience varies greatly from student to student: from unreliable supervisors to obscure topics or the theater of the session itself; there is room to breathe new life into the course. PR proposes organizing the course more as an oral assessment: has the student actually acquired knowledge of the field? Can they parry questions from the opposing party or the lecturer? Can supervision also be made more interactive, for example, by conducting research in groups?

1.2 Writing as a Craft

A successful career in the legal world—whether in advocacy, the judiciary, or academia—stands or falls with the quality of written formulation. The ability to put complex matters clearly, correctly, and convincingly on paper is the most important craft of any lawyer.

The Gap Between Theory and Practice

Progressive Law notes that the current bachelor's program falls short in this area. Although courses like Legal Research Skills (JOV) 1 & 2, the Research Seminar, and the Student Court lay a foundation, they do not sufficiently prepare students for the high demands that legal practice places on writing skills and analytical capacity. This often becomes glaringly obvious in the master's phase: supervisors regularly complain about the quality of writing skills. The focus now is too often on reproducing (other people's) knowledge, while active application in the form of professional texts lags behind.

Our Course for Better Writing Education

We believe that writing proficiency should not be a 'side issue' tested in only a few courses. It must become an integral part of the legal curriculum. Progressive Law advocates for:

- **Integration into existing courses:** Structural attention to legal writing within regular substantive courses, so that students learn to directly translate theory into professional advice or procedural documents.
- **New thinking with an eye on AI:** Even in a world with AI, students must learn to write properly. AI makes a reconsideration of the assessment systems necessary: the working group must be seized to train autonomous lawyers here as well. PR notes that there is a deadlock in this area.
- **New (elective) courses:** The introduction of specific modules focused on advanced academic and practice-oriented writing skills.

- **Qualitative feedback:** Better and more personalized guidance on writing assignments, so that students actually grow in their written expression skills.

A lawyer is only as sharp as their pen. Progressive Law wants the faculty to invest in the skills that truly matter in practice.

1.3 Functional Feedback

At present, course evaluations are only conducted after the exam period. For students, this is essentially mustard after the meal: the feedback they give has no influence whatsoever on their own learning experience. Progressive Law believes that evaluation should not just be a retrospective check, but an instrument for immediate quality improvement.

Adjusting When It Still Matters

We advocate for the introduction of a structural, mid-term feedback moment, for instance in the second or third week of lectures. By briefly gauging at that point what is going well and what could be improved—think of the pace, the clarity of the slides, or the alignment of the working groups—lecturers get the chance to adjust immediately. This makes the course more pleasant for both students and lecturers.

The Benefits of Early Feedback:

- **Immediate quality improvement:** Problems are solved while the course is still running, which benefits the pass rate (and therefore the funding level).
- **Increased engagement:** Students feel taken seriously when they see that their input is directly translated into practice in the lecture hall.
- **Open dialogue:** It stimulates a healthy academic culture in which lecturers and students work together towards optimal education.

Educational quality is a continuous process. Progressive Law wants your voice to make a difference during the course, not just when the grade is already on paper.

PILLAR 2. ACCESSIBILITY & STUDENT WELLBEING

A just faculty begins with an environment where every student gets the opportunity to excel, regardless of personal circumstances or the current housing shortage. Progressive Law sees that the pressure on students is unnecessarily high due to rigid systems such as the BSA and unfavorable exam times. We advocate for a human scale where support and flexibility are the norm, so that wellbeing and academic success go hand in hand.

2.1 Revaluation of the BSA

Progressive Law stands for a faculty where the student is central and where equal opportunities are the norm. In that context, we demand a critical review of the current Binding Study Advice (BSA). Although the system was once designed to get students to the right place faster, reality proves the opposite: the BSA is not an incentive, but a barrier. Our faculty must actively lobby the Board of Deans to review the BSA in its current form.

Numbers Do Not Lie: The BSA Works Counterproductively

Recent large-scale research among 700,000 students (Sander de Vries) shows that the introduction of the BSA does not lead to faster graduation. The hard facts:

- **Higher dropout rates:** First-year dropout increases by no less than 7.5 percentage points due to the BSA.
- **Unnecessary loss of talent:** About half of these dropouts would likely have successfully completed their studies without the BSA.
- **Lower chance of a degree:** The chance of obtaining a university degree drops on average by 1.4 percentage points.

It therefore does not only affect the 'weaker' student, but also discourages students with the potential to reach the finish line.

A System Without Winners

In addition to the lack of positive results on study duration, the BSA brings harmful side effects that run counter to our vision:

1. **Mental pressure:** The BSA places disproportionate pressure on first-year students, which severely impacts mental health and enjoyment in studying.
2. **Bureaucratic burden:** For the faculty, the BSA means an enormous administrative burden due to warnings, study advisors who form the hardship clause, and legal procedures from students contesting their advice.
3. **Rigidity:** Students are forced to stop their preferred program, whereas in a less rigid system they would have found their way perfectly fine.

Our Call: Support Over Selection

Progressive Law advocates that the faculty reconsider the effectiveness of the BSA. We want an environment in which we support students instead of excluding them. In a time when student wellbeing is under pressure, we cannot hold onto a system that does not promote study success, but rather hinders it.

Stop the elimination race, invest in the student.

2.2 No Exams Before 09:30: Snoozing is Not Losing

It is a well-known phenomenon among students: the stress of an exam that starts as early as 08:30 AM. Progressive Law bases its stance on recent scientific research from the Faculty of Economics and Business (FEB), which shows that the start time of an exam has a direct impact on student success. We therefore advocate for a revision of the exam schedule.

The Facts: Starting Early is Scoring Lower

Research across 400,000 exam grades shows that early morning exams lead to lower grades and lower pass rates. This effect is strongest among students up to 21 years old (adolescents), where an early start results in a drop in the pass rate by no less than 1.6 to 2.9 percentage points. For many students living outside the city, an 08:30 AM start time means waking up extremely early or even booking a hotel. This lack of sleep prevents students from performing optimally, which in the worst cases can lead to unnecessary study delay or failing the BSA.

A Win-Win: Less Workload for Lecturers

Besides the interest of the student, shifting exam times is a smart way for the faculty to save costs and reduce workload:

- **Fewer failing grades:** Better exam times lead to higher pass rates.
- **Less grading work:** Researchers estimate that better scheduling can prevent hundreds of failing grades annually. This saves lecturers dozens of hours of grading work for resits.
- **More efficient scheduling:** By prioritizing time slots between 09:30 AM and 06:15 PM, we create a healthier working environment for both student and corrector.
- **Helping vulnerable groups:** We advocate for strong priority for first and second-year exams, as the effect is strongest there.

A fair chance at a good grade starts at a healthy time. Progressive Law chooses a schedule that supports the student, not works against them.

2.3 Education for the 21st Century: Lecture Recordings

Progressive Law highly values interaction during physical lectures and we continue to encourage students to visit the campus. However, we must not close our eyes to the reality of 2026: education must be flexible and accessible to everyone, regardless of residence or personal situation.

Accessibility in Times of Housing Shortage

The current housing shortage in Groningen forces many students to live far outside the city. For them, a physical lecture is not always a given, especially when public transport strikes or financial constraints complicate travel. The remark 'then you should just live in the city' is simply unrealistic and elitist in the current market. Education should not be a privilege for those lucky enough to find a room near the faculty.

A Safety Net for Every Student

We advocate for a system where lecture recordings are not the exception, but a supportive standard. This is essential for:

- **Effective exam preparation:** The possibility to rewatch complex study material increases the quality of studying.
- **Medical and personal circumstances:** Students with a chronic illness or sudden personal impediments should not fall behind due to a missed lecture.
- **Double degrees:** Ambitious students who have the ambition to follow multiple programs must be facilitated in their planning through digital access.

Our Commitment: A Fair Hardship Clause

Progressive Law asks for a broad and fair hardship clause for access to recordings. We want the faculty to recognize that 'attendance' can take shape in different ways. We advocate for:

- **Structural availability:** Recordings must be standardly available for students with demonstrable travel limitations, medical grounds, or overlapping study programs. For the latter category, a digital system can be developed that arranges this automatically—without human intervention.
- **Equal opportunities:** Ensure that every student, regardless of their financial situation or housing location, gets the chance to graduate in their own way and pace.

Education of the future is hybrid. Progressive Law chooses a faculty that removes barriers instead of raising them.

2.4 Force Majeure (Overmacht)

In the past year, public transport has been disrupted by strikes more often than ever. For a large group of students dependent on the train or bus, this means that through no fault of their own, they cannot reach the faculty. Progressive Law believes that the university should adopt a proactive and lenient attitude in such situations of force majeure.

No Exclusion Due to Force Majeure

Currently, students who cannot attend a working group due to a strike are often immediately excluded from bonus schemes or lose their attendance credits. We find this unjust. A student should not be the victim of social unrest or decisions of public transport companies over which they have no influence.

Our Proposals for a Flexible Faculty:

- **Incidental opening of recordings:** In case of announced strikes, lectures must standardly and for everyone be made available online, so that the learning backlog remains limited.
- **Retention of bonus rights:** Students who miss a mandatory working group due to transport problems must not immediately lose their right to a bonus scheme. There must be a simple notification procedure for force majeure.
- **Alternative participation:** We advocate for the possibility to follow working groups in a hybrid format during large-scale strikes or to submit a replacement assignment, so that progress is not jeopardized.

Education is a right, not an obstacle course. Progressive Law fights for a faculty that moves along with the reality of the day.

2.5 Working Groups with a Hardship Clause

Progressive Law understands that physical attendance at working groups contributes to educational quality and study results. However, in many courses—such as Legal Research Skills or courses with a bonus scheme—attendance is currently an absolute requirement. We believe that rules should never come at the expense of the human scale. In situations of force majeure, there must be room for leniency.

Exception in Case of Force Majeure

Illness, family circumstances, or other unforeseen events can cause a student to be unable to attend a single session. At present, the system is often too rigid, causing a student to immediately miss out on a bonus or even fail to pass the course due to one missed moment. We advocate for a powerful and fair hardship clause that protects students in times of personal misfortune.

Direct Decision-Making Authority for Lecturers

Students get stuck in the bureaucratic swamp. Often students have to justify their absence through complex detours or official committees. Progressive Law wants trust in the lecturer to be restored.

Our Demands for a Just Absence Policy:

- **Introduction of a standard hardship clause:** There must be a faculty-wide guideline recognizing that illness or compelling personal circumstances are a legitimate reason for absence, without immediate adverse consequences for the grade or bonus.
- **Mandate for the working group lecturer:** We advocate that the lecturer standing directly in front of the group receives the authority to independently make a decision on leniency. This prevents unnecessary bureaucracy and ensures a fast, human solution.
- **Make-up opportunities:** Instead of exclusion, we advocate for alternative ways to catch up on missed material, so that educational goals are safeguarded without unreasonably punishing the student.

Rules are there for the student, not the other way around. Progressive Law fights for a just system where illness does not lead to a failing grade.

PILLAR 3. TRANSPARENCY & COMMUNICATION

Clear communication and fair rules of the game are the foundation of a reliable educational organization. Currently, however, students often experience a lack of consistency with exam reviews, resits, and the availability of study materials. Progressive Law strives for full transparency: from the timely publication of PowerPoint slides to a uniform resit policy, so that the student knows exactly where they stand.

3.1 The Right to Inspection (Inzage)

The current policy around exam reviews is fragmented and unclear. Students stumble upon a forest of different rules: one time an email suffices, another time there is a strict time slot of thirty minutes. Progressive Law finds this unacceptable. An inspection is not a favor, but an essential part of the learning process.

Our Vision for a Fair Inspection:

- **Uniform policy:** We advocate for a faculty-wide standard for inspection moments, so that students are no longer dependent on arbitrariness per course. The inspection must be scheduled well in time—preferably even before the exam is taken.
- **Physical question hours:** An online form is insufficient for complex legal questions. We demand that course lecturers organize a physical question hour where direct interaction about the assessment is possible.
- **Broader availability:** Inspection moments must better align with the student's reality. A missed moment due to work or personal circumstances should never lead to definitively missing out on feedback.

3.2 Mandatory Publication of Standard Answers

It still happens too often that during an inspection, official answer models are not shared. Without these standard answers, the student gropes in the dark: what exactly was expected and where was the point lost?

Progressive Law Advocates For:

- **Publication obligation:** Faculty-wide mandating of making model answers available (in writing) during every inspection. Only then does a student get the chance to actually learn from mistakes made.

3.3 PowerPoint Slides: Focus on Content, Not on the Screen

Virtually every student recognizes it: during a lecture, you are busy typing over a slide while the lecturer is already three steps ahead. This comes at the expense of concentration and the depth of education. Progressive Law believes that the focus during a lecture should be on understanding the material, not on copying texts.

Our Vision on Better Preparation:

- **Availability in advance:** We advocate for a faculty-wide agreement to standardly publish PowerPoint slides on Brightspace before the start of the lecture.

- **More effective studying:** When students already have the slides at their disposal, they can structure their notes better and focus entirely on the explanation and nuance of the lecturer during the lecture. This increases the quality of interaction and learning yield.
- **More interesting work for lecturers:** In this way, lecturers do not have to limit themselves to the content of the slide, but can provide extra explanations themselves without mechanically going through the slides.

3.4 Consistent Resit Policy: Fair Chances for Everyone

Currently, the way exams are reviewed and resits are organized differs per course. This fragmentation leads to legal uncertainty for the student. Progressive Law advocates for a consistent and transparent review policy for the entire faculty.

Our Vision for a Fair Resit Policy:

- **Clear deadlines:** For every course, students must be able to count on the same deadlines for the correction of exams and the subsequent inspection, so that preparation for a possible resit is not jeopardized.
- **Qualitative feedback as standard:** A resit is not an end in itself, but a second chance to master the material. We demand that feedback from the first opportunity is directly applicable to the preparation for the resit.
- **Equal treatment:** Whether it concerns a mandatory bachelor's course or a master's elective: the rules regarding resits and the inspection of those resits must be uniform and fair.

Consistency in policy ensures peace in study planning. Progressive Law stands for clear rules, for every course and for every student.

PILLAR 4: PROFILING & CAREER

The lawyer of the future is not only formed in the lecture halls, but precisely also outside them. Self-development through board years, student assistantships, and extracurricular activities is essential for a broad academic formation and a good start on the labor market. Progressive Law wants the faculty to actively facilitate and recognize this ambition, instead of restricting students with rigid rules and opaque selection procedures.

4.1 Outside the Lecture Halls

We call on the Faculty Board not to stare blindly at the quality of legal education at the RUG; for many students, the city itself is primarily the reason to come study here. Groningen is, after all, very attractive as the country's nicest student city, particularly because of life outside the lecture halls: a true academic formation goes beyond obtaining study credits alone. For the lawyer of the future, self-development outside the lecture halls—whether through a board year, an exchange abroad, or an active role in student co-governance—is of invaluable value. These activities form your character, enlarge your network, and prepare you for the dynamic labor market.

However, the associations at our faculty face difficult times. It is tough to fill a board, fill committees, and call on students to sign up for events. This is while associations fulfill a crucial role in Groningen student life: they form a so-called 'third space' for the student. Both deepening within the study, building a network of interested fellow students, and organizing relevant events are all handled by study associations, which saves the faculty a lot of money. We therefore plead, in this budgetarily precarious context, to make the strategic choice not to cut faculty contributions to study associations, but rather to facilitate them better: they make our faculty unique!

In This Context, We Propose the Following:

- **Bring study associations to the foreground:** Jointly organizing student onboarding, career events, and visibility as a foundation.
- **Do not cut funding for study associations:** Make a budget available for the use of AV services and ensure stable faculty financing of core tasks.

Our Course for a Versatile Student Time:

- **Early activation:** Communication about extracurricular opportunities must start already in the first year of study. By pointing out opportunities outside the curriculum to students right at the start of their studies, we increase involvement in our faculty community.
- **Active information provision:** We advocate for a central location (both physical and digital) where all exchange opportunities, board vacancies, and co-governance positions are clearly presented.
- **Facilitation over hindrance:** The faculty must not counter students who take this extra step with rigid schedules, but rather facilitate them in their ambition to get more out of their student days.

Studying is more than getting a diploma; it is developing yourself. Progressive Law stands for a faculty that recognizes and stimulates ambition outside the classroom.

4.2 The Board Minor (Bestuursminor): Recognition for Commitment

Many students dedicate themselves alongside their studies to associations or co-governance bodies. This experience is crucial for personal and professional development but is currently barely recognized academically.

Our Proposal:

- **Introduction of a Board Minor:** Progressive Law advocates for exploring a minor (e.g., 30 ECTS) modeled after other educational institutions. In this minor, students doing a board year can combine their practical experience with reflection and legal deepening, so that their commitment does not automatically lead to 'study delay'.

4.3 Transparency in Student Assistantships

Student assistantships are a unique opportunity to gain experience within the faculty, but recruitment is now often opaque and fragmented across different departments.

Our Demand:

- **Central Job Portal:** We want all student assistantships to be published faculty-wide and on a uniform platform (such as Brightspace). This gives every student an equal chance to apply based on talent instead of chance or an old-boys' network culture.

4.4 The 'Soft Clip' (Zachte Knip) as Standard Policy

It cannot be the case that a student in the final phase of their bachelor's runs into a full year of delay due to only one or two outstanding courses. The corona period has proven that the 'soft clip'—whereby students already start master's courses while completing their bachelor's—works excellently.

Our Commitment:

- **Structural regulation:** Progressive Law wants the soft clip to be converted from an emergency measure to standard policy. This prevents unnecessary study dropout and financial damage for students who are nearly at the finish line.

PILLAR 5. FACILITIES & FINANCES

Accessible education requires that preconditions—from an affordable course manual (klapper) to an available study spot—are optimally arranged. It should not be that financial barriers or a shortage of facilities hinder study progress. Progressive Law is committed to an efficient use of faculty spaces and transparent compensation schemes, so that studying remains affordable and feasible for everyone.

5.1 Optimal Utilization of Study Spots: No Space Left Unused

During exam periods, the pressure on university facilities is unsustainable. The University Library and the study spaces in the Röling Building and the Harmonie Building are often fully occupied shortly after opening. This particularly disadvantages students who, due to a morning exam, work, or other commitments, cannot be at the door at 08:30 AM. Progressive Law believes that no student should fall victim to a shortage of facilities.

Efficiency Over Vacancy

While students look for a spot in the corridors, many classrooms in the Röling Building stand empty at that very same moment. We advocate for a smarter and more efficient handling of available square meters within our own faculty.

Our Plan for Extra Study Capacity:

- **Opening Active Learning Classrooms:** We propose standardly opening the ALC classrooms on the ground floor (such as the Singer-Dekker Room, Scheltema Room, Bakker-Nort Room, and Brunsema Room) during exam weeks as extra quiet study spaces when no lectures are scheduled. In addition, in terms of seats, there is simply less space since the move from the Harmonie Building. The faculty must push hard to also open currently unused spaces in the Harmonie Building.
- **Flexible space management:** The faculty must proactively communicate about which rooms are available for self-study at which moments.
- **Inclusive learning environment:** By utilizing these spaces effectively, we offer every student—regardless of their daily schedule—the chance to prepare for their exams in a quiet and professional environment.

A building full of empty classrooms while students stand outside is not efficient. Progressive Law wants the faculty to open its doors to whoever wants to study.

5.2 Fair Course Manual Prices (Klapperprijzen): Education Must Remain Affordable

In many courses within the law faculty, purchasing the prescribed course manual (klapper) is mandatory to follow the education. However, we note that prices for these manuals vary widely and are unreasonably high in some cases. For Progressive Law, this is a matter of principle: mandatory study material must never form a financial barrier to following education.

Equal Opportunities for Every Student

When the costs for basic materials skyrocket, it affects equal opportunities within our faculty. Studying already brings enough costs; students should not be additionally burdened for materials essential to their progress. The principle of accessible education is central to us.

Our Demands for a Transparent Price Policy:

- **Introduction of a price cap:** We advocate for a faculty-wide price cap for mandatory course manuals, so that costs for the student remain predictable and within limits.
- **Uniform and transparent rates:** There must be an end to large price differences between various courses. We demand transparency about how prices are established and a uniform rate that exclusively covers necessary costs.
- **Digital alternatives:** Where possible, the faculty must invest in digital availability of material, so that purchasing physical manuals remains a choice and not a costly obligation.

Studying is an investment in the future, not an attack on the wallet. Progressive Law fights for fair prices and an accessible faculty for everyone.

5.3 Financial Security: Transparency on Compensation Schemes

Student life is financially more challenging than ever. Yet, we notice that many students are not aware of the various grants and financial compensation schemes they are entitled to. Knowledge about this necessary support often reaches students too late or through informal channels. Progressive Law believes that no student should miss out on financial support due to a lack of information.

Active Information Provision as a Duty of Care

The faculty has a duty of care towards its students. The invisibility of support measures increases inequality and stress among students facing financial hardship. We therefore advocate for a proactive communication strategy regarding financial schemes.

Our Proposals for Better Findability:

- **Central overview on the Knowledge Base:** All available grants, emergency funds, and compensation schemes must be published in a prominent and clear location on the Law Knowledge Base (Kenniskbank Rechten).
- **Proactive communication:** The faculty must actively point out available financial safety nets to students at key moments (for example, at the start of the academic year or during significant policy changes).
- **Barrier-free support:** Information on how to claim compensation must be clear and understandable, so that the path to support is as short as possible.

Financial barriers should never stand in the way of a legal career. Progressive Law demands full transparency and better visibility of what you as a student are entitled to.

5.4 The Faculty and Study Associations: An Indispensable Collective

Associations, from legal public administration to notarial law, form an essential part of our faculty. They are tight-knit communities of law students organizing social, career-oriented, and educational activities. Not only are we proud of that; the faculty also rightly emphasizes the active and vibrant student life in Groningen. At the same time, this association life is under pressure. Attendance at events is declining, while study pressure and the number of activities from the RUG are increasing. Committees are difficult to fill and finding new boards is becoming increasingly harder.

Breaking This Trend Together:

This trend is worrying and requires action. Associations are of great value to the faculty and deserve more than just appreciation; they need support to continue to exist and flourish. Progressive Law believes that the faculty must continue to play an active role in this.

Our Commitment:

- **Space for the active student:** The faculty must facilitate instead of compete. That means better support for the promotion of association activities and looking into how the faculty can align with existing events.
- **Future-oriented vision:** Together with the faculty, we want to build a model in which associations reinforce each other and in which the faculty creates clear boundary conditions that relieve boards.