

**KU LEUVEN**



# Vision and policy plan education and students

2014 - 2017



# Introduction



Dear reader,

You are holding the policy plan for education and students for the period 2014-2017. The vision which forms the foundation of the plan was established through a university-wide reflection on learning and education in higher education. We took into account the fact that young people come to the university to work on their own futures by, amongst other things, immersing themselves in a scientific discipline. Essentially, the vision states that we aim to address young people's disciplinary future selves. If we shape our education to this idea, there are sound reasons to assume that studying will become richer, more profound, more compelling and more motivational.

Clearly the vision invited all branches of our institution to engage in an inspiring dialogue. Study programmes found themselves starting to play a central role in the further critical development and realisation of the vision. It became clear that education can address the disciplinary future self and contribute to personal development through interaction.

The further development and the implementation of the vision take place within a context of ever growing societal expectations. The university trains young people to solve (societal) problems throughout their lives in a globalised and technologically complex world in an interdisciplinary way. Furthermore, our institution invests in further democratisation and makes an effort towards promoting and providing the opportunity of successful participation in higher education to everyone who can benefit from it.

The research groups of Leuven are deeply embedded in an international context within which they operate in an innovative and interdisciplinary way. Incorporated in their functioning is an attitude of responding to and taking a stance on the above mentioned societal expectations. The university governing board wishes to create trust and space in order to let this blueprint have an effect in education. The policy plan invests in an approach of innovation, interdisciplinary work, lifelong learning and internationalisation, which maximally respects and highlights the particularity of the research groups and the study programmes they offer. The educational and student support services further harmonise their efforts with this ambition, especially within the domains of student tutoring and quality care.

Investing in democratisation and successful participation in higher education is also part of the central task of research groups, but in addition to that it requires specific expertise and a university-wide approach, for example with regard to the potential inflow of students. For an adequate support of 'life at KU Leuven': healthy food; housing; social, medical and psychological services; recreation; culture; sports; ... an efficient university-wide approach is also the most suitable one. This task is assumed by the student support services.

In order to further elaborate and implement the vision, we present six strategic goals and fifty operational goals in this plan which aim to invite all branches of our institution to take their responsibilities in the coming years.

This plan entails the first steps towards the creation of space for the academic community to interpret these goals and to position the educational and student support services in such a way that they can optimally contribute to the realisation of the vision.

We hope this vision inspires you to further contribute to the future of our university and our students.

Prof. dr. Rik Gosselink, Vice rector for Student Policy

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The vision we will describe and the connected policy were established through appreciative inquiry. This method entails collaboration in exposing the existing good practices. The emphasis is on the assumption of responsibility and ownership, as well as on engagement in dialogue and collaboration. The method consists of a four-phase cycle: the discovery of strengths, the consideration of new perspectives, the design of a new approach and the delivery of actions<sup>1</sup>.

## Appreciative Inquiry Process

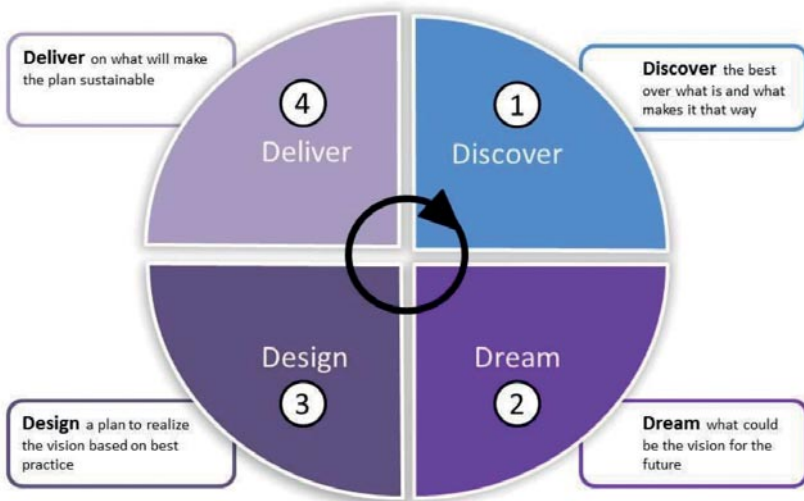


Figure 1: Method

In the first phase (discovery) we take as an angle of incidence the mission statement of the university and the corresponding view on the world and humanity. In the second phase (consideration) we describe our vision on education and learning. In the third phase (design) we explain how the university will introduce and embody the new vision on education and learning. In the fourth and last phase (delivery) we give an overview of the strategic and operational goals (SG and OG).

<sup>1</sup> The method of appreciative research refers to the more people-oriented, sociocultural aspects of change. The method challenges us to search for external inspiration (phase 2: consideration). This is how it complements and broadens the PDCA-cycle underlying the current quality care system of KU Leuven, which is of a more analytical nature.





# The strengths of KU Leuven

(phase 1: discovery)



The university is proud of its strengths. Many of them are linked to the history and current identity of the university. More specifically, they are linked to the view on the world and humanity described in the mission statement<sup>2</sup>. Others are linked to our commitment to providing high-quality education.

## 1 Who are we as a university?

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### AN EDUCATIONAL CENTRE WITH A RICH TRADITION IN RESEARCH, EDUCATION AND SERVICE PROVISION

The mission statement specifies that KU Leuven is active in three domains: research, education and services. In each one of these domains the university strives for international excellence.

The **many research groups** are characterised by wonder, curiosity and comprehension, (re)questioning and (re)investigation, checking and testing, reflection and discovery, solicitude and a critical attitude, profundity and deceleration. They operate within an international context, often confronted with social challenges. KU Leuven's culture of dialogue allows for interdisciplinary research.

Our research groups' high-quality work and careful, sustainable and critical attitude lie at the foundation of the position they take in social debates and of their contributions to tomorrow, made through **science communication**.

The studies of the research groups and the way they engage in social debates have an **impact on education**. The study programmes offer the students research-driven knowledge, skills and attitudes, as well as 'Bildung' and 'Beruf', two complementary elements: 'Bildung' consists of the development of values, culture and citizenship and 'Beruf' focuses on the development of entrepreneurship, professional and leadership skills. The accentuation of certain elements allows for a rich diversity in the study programmes. This relates to operational goal 9.

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<sup>2</sup> Identity and mission of KU Leuven: [www.kuleuven.be/about/mission\\_statement](http://www.kuleuven.be/about/mission_statement).

KU Leuven is an **educational place**, i.e. a place where students get the opportunity to learn about themselves and the entire world (Masschelein & Simons, 2012). Within a historical but modern structure, there is enough time and space to reflect on our actions. KU Leuven's sole aim is not to shape the students as individuals. It also aims to contribute to society. Not only the students, but the entire academic community, constantly shaping and reshaping itself and so moulding society and the future, are impacted by our education.

*“Education is not a product, students are not consumers. Education is also formation. It is not something between the student and the lecturer. It also plays an extremely important role in society as a whole. Education deals with learning, but possibly even more with living.”*

*Rik Torfs*

Many actors in divergent roles contribute to education: students, lecturers, researchers, PhD students and postgraduate researchers, assistants, monitors, tutors, organisers of continuing education, administrative directors, programme directors, the Vice Deans of education and the Deans and workers of the educational secretariat and (educational) supporting services. All of these actors meet at various forums where they can **discuss** their common concern, the delivery of high-quality education (see SG 1). Especially the **Programme Committee** (POC) plays a crucial role in this dialogue. The Programme Committee brings together all the parties involved to contribute, in critical discussion, to the realisation and preservation of high-quality education. The Programme Committee's actions illustrate the critical presence of quality enhancement in the DNA of the study programmes.

Since KU Leuven and its campuses want to offer quality education, it is logical that the university continues to invest in working on the perfection and realisation of this vision. A persistent reflection on education is also necessary considering social challenges which confront our university today, like globalisation, internationalisation, increasing influence of technology on society, diversification, further democratisation of education and the unification of the European higher education-space. According to its tradition and the meticulous and sustainable manner in which it fulfils its social task, the university deals with these challenges **autonomously**, while **servicing the society**. The answer to these challenges is delivered by the university according with its vision of deeply interwoven research and education. This position, based on our vision, is discussed with relevant actors such as the Flemish Government, VLOR, VLUHR, VLIR and the NVAO (see OG 8).

## **ATTENTION TO THE INDIVIDUAL**

The foundation of the mission statement of KU Leuven is a view on the world and humanity which emphasizes the fact that every human being is a social being, **connected to the world and the others**. It is essential to the development of a person to be challenged by insights and experiences of others. In addition to this, people can offer new perspectives to others

based on their own particular insights and experiences. They can question insights and experiences without claiming the absolute truth. This social embedding of the human being and the corresponding dialogue are an essential part of our study programmes. We combine this with a focus on **individual freedom**, the possibility of individual initiative and the assumption of **responsibility** to form our view on the world and humanity. Taking care of oneself and others is especially important for vulnerable people and for people who cannot take responsibility, and is extendable to the ecological system in which we live.

Corresponding to this view on the world and humanity, KU Leuven and its campuses actively facilitate **student life**. Students can enrich and develop themselves and relax in sports, culture, music, spirituality, entrepreneurship, technology and social engagement. A further elaboration of this can be found under the operational goal 17.

The university also pays attention to the diverse backgrounds of (incoming) students, both domestic and foreign. Diversity is in many cases an opportunity for dialogue and encounter and a source of richness. However, the university is also alert to sociocultural prejudices and power relations present in social realities. KU Leuven pays attention to students who are confronted with misfortune, failures or 'brokenness', as well as to students who suffer from stress or fear of failure because of high expectations, imposed by themselves or others. Given its social commitment, the university invests in a broad supply of **student services**<sup>3</sup> which ensure the basic necessities (see SG 6) for studying (food, housing, social services, medical and psychological services, mobility, ...) as well as other preconditions (see OG 34 and 41) for studying (student support). The student services aim for an equal entrance and participation of all students to higher education, with special attention to students from disadvantaged groups. They aspire to achieve this goal by providing material and immaterial help and services to students and by removing financial, psycho-medical or sociocultural factors which impede studying. The university invests in these services in consultation, both internally between faculties, supporting services and student representatives, as well as with external partners.

## 2 Realisations of the past years

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As ascertained by the educational reviews, the university's persistent striving for high-quality education (see 1.1) pays off. As the reports<sup>4</sup> illustrate, our education is of good academic quality. The goals are explicit and clear-cut. The programmes show substantive cohesion and a sequential structure. The evaluation is transparent and well-organised.

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<sup>3</sup> Whereas the faculties are the first ports of call for education and learning, the campuses fulfil this role for the student services. After this, unless it is explicitly mentioned, the text will be about the student services of Leuven Campus. Students following an academic study programme outside of Leuven can turn to the Student Services of the UC. The student services are here for both professional and academic study programmes. Through protocols with student services and higher education institutions agreements were made.

<sup>4</sup> Note Educational Council 20 February 2014 'Analysis Visitation Reports 2010-2012'.

Student support is also well-organised and accessible. Faculty and their assistants possess a strong educational know-how. They are the architects of high-quality learning environments. They anticipate and adapt dynamically to new needs within the framework presented by the education policy (e.g. the notes on learning outcomes<sup>5</sup>, assessment<sup>6</sup> and inspiring and stimulating teaching methods<sup>7</sup>). Other strengths in terms of education and learning environments are investments in ICT (such as Toledo, Print & Scan and Videolab) and learning centres such as Agora and the Campus Library Arenberg (CBA).

Within programmes, faculties and the university as a whole, the development of a culture of quality is key. The institution keeps a watchful eye on any developments in that area. The various segments of the academic community are questioned about the strengths and weaknesses of the internal quality assurance and enhancement system and the outcomes are mapped by means of extensive document analysis. The elements which still have to be worked on are presented to the academic community and form the departure point of further follow-ups.

The most recent analysis of the internal quality assurance and enhancement system shows us that the following points require extra attention and effort:

- Working towards more dialogue on the vision on education and a more prominent position for the vision in all sections of the university, so that it becomes a guideline for actions in the educational field (see SG 1);
- Working towards a bigger subsidiarity in order to consolidate the implementation culture (see OG 6 and phase 3 part 3);
- Focusing on information (see OG 30) and communication (see OG 7)
- Working towards more appreciation of education and transparent criterions for staff policy (see SG 3 and phase 3 part 3);
- Working towards a more systematic approach and stronger cohesion between initiatives to evaluate education (see SG 4 and phase 3 part 3);
- Working towards more consistency between regulations, procedures and support, without the dominance of the procedures over the substantive aspect (see SG 5 and phase 3 part 3);
- Working towards a clear orientation policy for students, starting with students in secondary school (see OG 33 and 34) and focusing on a more proactive way of supporting the individual study trajectory of the students (see OG 35 and 41), with better support for international exchange programmes (see OG 16 and 27).

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5 Note Academic Council 27 June 2011 'Learning results at KU Leuven: Vision and implementation' (text available in Dutch).

6 Note Academic Council 16 November 2009 'Examination Policy at KU Leuven: Principles'. Educational Council's Advice d.d. 29 October 2009 (text available in Dutch).

7 Note Educational Council 29 November 2012 'To a Purposeful Use of Inspirational and Stimulating Work Forms' (text available in Dutch).

Within the context of our constant efforts to optimise the quality of our education learning conditions, we will address the points of interest mentioned above when formulating our goals in chapter four, with a vision building on the mentioned strengths and providing a new perspective on learning.

We are convinced that there is a need for new perspectives, because we have observed that the study progress of students, at KU Leuven and elsewhere, has quite some room for improvement. Less than half of the first-time students at KU Leuven pass their first year completely after a year of studying, even when ruling out students who don't participate in the exams<sup>8</sup>. This has consequences for the time it takes for students to obtain their Bachelor's degree. Less than half of the first-time students (43,70%) who registered in 2008-2009 at KU Leuven obtained their bachelor's degree within three years. For 23,65% of the students it took four years, for 12,09% five years<sup>9</sup>. Students who do not obtain 20% of the selected course credits in the first year hardly ever graduate<sup>10</sup>. KU Leuven is not the only institution which faces these problems. In Flanders, seven out of ten students obtained a Bachelor's degree between 2005-2006 and 2012-2013, but only one out of three managed to do so in three years. Only 36,65% of the students who started higher education in 2008-2009 obtained a Bachelor's degree within three years. Data from the Database for Higher Education show us that these numbers are still decreasing.

Even by designing our learning environments according to the current insights (Baeten et al., 2013; Hock et al., 2006), we acknowledge that there is still room to improve the orientation, motivation and activation of students. Also within our institution, students point out that programmes might better address students to come to our institution to work towards (a significant part of) their future. In conclusion, and formulated in a more positive way, we could say that these facts challenge us to make our education more stimulating and challenging and to support our students better as well as to re-orient students whose study programme is not consistent with their talents and interests.

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8 See 'Study Progress Figures at KU Leuven'.

9 Source: Databank Higher Education.

10 Source: Note 'Study Efficiency in the First Year and Study Progression up to the Diploma'.

# KU Leuven's vision on education and learning (phase 2: consideration)



To the present day, KU Leuven has based its vision on education and educational approach on social-constructivism, a theory about the way in which people construct knowledge. The following vision includes this theory, but adds a new approach to learning. By focusing on higher education which addresses students concerning their plans for the future, we open up a source of motivation we did not explicitly appeal to so far. This new approach – in interaction with the broader academic context – contributes to the formation of students as individuals and also to the way in which they can contribute to society.

## 1 Motivating students to in-depth learning by addressing and challenging their disciplinary future self

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People have a concept of themselves. This **self-concept** is a cognitive construction (Brown, 1998), which consists of a – more or less integrated – unity of (social) identities which are related to the membership of (social) groups (for example: I'm a girl) and to a set of unique characteristics (I'm Sofie and I have these and those characteristics') (Hogg, 2003; Postmes & Jetten, 2006). In this self-concept a multitude of voices is active. It is a polyphone structure which expresses itself in the person as others experience him or her.

The temporal dimension is typical of the social identities which form the self-concept (for example: 'I was a boy' and 'I'm becoming a father' or 'I was an athlete in the school team' and 'I will become a champion'). The more or less elaborated future identities which we project onto ourselves are called '**future selves**' or 'possible selves' (Dunkel & Kerpelman, 2006). It is about who you wish to become or believe to be able to become or, on the contrary, who you want to avoid becoming. Future selves are present images about different aspects of ourselves projected into the future.

Erikson, M.G. (2007, p.356) describes 'possible selves' or 'future selves' as follows:  
*"Possible selves are conceptions of our selves in the future, including, at least to some degree, an experience of being an agent in a future situation. Possible selves get vital parts of their meaning in interplay with the self-concept, which they in turn moderate, as well as from their social and cultural context."*

Future selves are shaped in the **interaction between an individual and the social environment** relevant for the future self. They may differ in content, be more or less detailed, be more or less realistic, situate themselves in a near or distant future and be more or less grounded in the current self. The perceived accessibility of a future self and the importance attached to it are also socially determined. Social environments don't only show us possible future selves: they also show us the way to reach them, the route by which we might realize them.

They offer strategies which the self can use to realise its 'own' future. In that way, social environments also facilitate the connection between cognition and identity based motivation. This has repercussions on the learning behaviour of students (Elmore & Oyserman, 2012; Markus & Nurius, 1986; Strahan & Wilson, 2006).

Before entering university, (young) people (De Lathouwer et al., 2006) reflect on their future selves. They ask themselves, for example, in which disciplinary interests, ambitions or aspirations they want to invest. For example, they want to become a lawyer. Or their passion and love for mathematics is decisive in their choice for a certain study programme. Or they want to deepen their knowledge of the human body. We call the 'future self' which the students develop in a disciplinary way '**the disciplinary future self**'. It is one of the social identities which make up the self-concept of the students. Students want to form their future identity by choosing a certain **study programme** (or sometimes even a combination of study programmes). By 'discipline' we mean field of study in a broad sense. The university offers certain 'disciplines' or study programmes which students can choose from. These programmes will have an academic impact on the identity (therefore: 'disciplinary future self', 'disciplinary identity' or 'identity formed by a certain training'). The discipline or study programme resonates in the answer a student would give spontaneously when asked: 'What do you study?' The answer may be: 'economy' or 'I study philosophy', 'I study medicine', 'I want to become an industrial engineer', 'I am studying to become an architect', ... We use a broad definition of 'discipline', but at the same time we recognise that each discipline consists of specialisations (sometimes offered as major subjects) and relies on other disciplines (Trowler, 2013). To become a philosopher, you need to have knowledge of theology, sociology and psychology and you also have to deepen your knowledge of specialisations like metaphysics, ethics and epistemology. If you want to become a physician, you need to have knowledge of mathematics, chemistry and biology and you also have to deepen your knowledge of specializations like neurology, dermatology or gynaecology. Becoming a member of a discipline means that you gain knowledge of specialisations (intradisciplinarity) and that you show openness towards other disciplines (interdisciplinarity)<sup>11</sup>.

We argue that our study programmes need to aim at the disciplinary future selves which students envision and have to explore. After all, when study programmes persistently address the disciplinary future selves of students, they **learn profoundly**. They experience the learning environment positively and obtain better results according to their possibilities. If study programmes don't address the disciplinary future selves of the students, they approach learning in a more superficial way. They experience the learning environment more negatively and obtain lower results relative to their possibilities (Bliuc et al., 2011a; Bliuc et al., 2011b; Hock et al., 2006).

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11 As an alternative for 'discipline' the notion of 'scientific domain' could be used. Students immerse themselves in several subdomains which form part of a scientific domain and develop a domain-transcending and domain-integrating openness. 'Discipline' is chosen because it is a more common concept in literature.

Working towards the integration of the disciplinary future self in the self-concept of the person (see paragraph 2.2) requires **designing a study trajectory** (see SG 2) which addresses the disciplinary future self of the student persistently so that the identity based motivation of the students remains high. It also requires study programmes to address the disciplinary future selves of students so that they keep developing it. Study programmes can do this by offering a study trajectory in which the (increasingly developing) disciplinary future self is addressed ever more broadly and deeply and in which it is (re)oriented from the start.

**Deepening** of the *disciplinary future self* shows and elicits inspiration and engagement, and it emphasizes (the results of) the research groups which contribute to the study programme from the first phase of the bachelor's programme. In that way, students become familiar with the language, the basic knowledge, the methods and the way of thinking and acting of the discipline, opening a new world or future for them. Deepening implies intradisciplinarity, including the discussions which the different research groups have about, for instance, what makes up a valid theory, a valid and reliable argument or a correct research strategy. In the dialogue and in contrast with others the individual character of the discipline becomes significant and the discipline progresses (Li, 2009). Members of the discipline invite students to participate in these discussions and to develop a critical position towards it.

**Broadening** positions one's own discipline in relation to other adjoining disciplines (inter-disciplinarity). In that way, one's own position and identity is strengthened and clarified and interdisciplinary collaboration is brought about. Here too there are discussions about the boundaries of the discipline and students are challenged to think critically.

Designing a study trajectory which persistently addresses the disciplinary future selves of the students presupposes that the **study programme presents and defines itself as a group** which represents the disciplinary future self of the student. In this context a 'group' does not mean a homogenous collection of individuals. On the contrary. A group can be perfectly heterogeneous and yet be one (Postmes & Jetten, 2006). Study programmes are not characterised by an underlying binding 'sameness' or 'consensus'. They are characterised by a richness of research groups with a wide range of interests in terms of content and methods, and they consist of people with different 'convictions', different 'personalities' with different capacities and inconsistent or opposing insights. The way in which the different disciplines which contribute to the study programme have a dialogue with each other and present themselves to the students on the basis of their diversity in an integrated way in the study trajectory, causes these groups of people to be addressed and recognised by their common identity (physicians, theologians, economists, chemists, ...). We consider the distinct heterogeneity as a trump to continue to address, orient, deepen and broaden the disciplinary future selves of the students. At the same time, it challenges the study programmes to realise this unity in diversity within an integrated study trajectory from the first day onwards.



The engagement of the students in this route implies that they continually test and critically position their developing disciplinary future self against the relevant discipline. If the study programme succeeds in connecting with the evolving future self of the students during the whole study programme, the students will be more motivated to engage in the learning process, to broaden and deepen their disciplinary future selves and to link back to the study programme in an increasingly deep, critical and broad way.

Ideally, the student and the study programme find each other in a **reciprocal movement**. This movement is not only mutually affirmative, but also mutually challenging. Study programmes are constantly challenging the students: they unmask presuppositions, they question adopted truths, they place things in a new perspective time and again, they make the necessary differentiations and thus help students to penetrate deeper into the core of the discipline. Conversely, study programmes expect a similar attitude from the students, both towards the study programme and among themselves.

In other words, we see study programmes as a biotope (the relevant social environment) for developing the disciplinary future self. This moves students to commit actively and affectively. As study programmes succeed more and more in offering such an integrated study trajectory, students commit more and more within the discipline and acquire an interdisciplinary openness. From this openness, they question things critically and solve problems creatively.

## 2 Contributions to the formation of a person as a goal of education and learning

*Since the 'person' is a factor of utmost importance for the effectiveness of educators, the way in which the education forms a person is very important for the study programme. This means that students throughout their study programme (all courses) develop a certain understanding of the reality, of others, and of themselves. This includes enthusiasm, involvement in the case, commitment, sense of social responsibility, explicit attention for relations and persisted, reflective care for the way in which one relates to others and concrete issues.*

*'Towards inspirational academic teaching' (start of a vision on education, Faculty of Psychology and Educational Sciences)*

Study programmes which succeed in continually addressing, discussing and deepening the disciplinary future self, finally result in a disciplinary 'self' which works on the level of the self-concept and can thus become visible in who the graduate is as a person.

Focussing on the disciplinary future self implies having a critical standpoint on **the ‘malleability’ of man**. Our study programmes partially ‘make’ the (future) disciplinary identity of students. Exactly because students of KU Leuven graduate with such a disciplinary ‘self’, this disciplinary self can become a directive for the ‘acting’ and for the ‘being’ of the entire person (Amiot et al., 2007). Students who wanted to become an economist know – at their graduation – more than just the technical matters and the definition of ethical banking. They can also ‘be’ an economist or an ethical banker. They can think, act and view the world through the glasses of their disciplinary selves. The concrete way in which the ‘disciplinary self’ works on the level of the self-concept of the student and the interaction which takes place on that level with the polyphony which characterises that person, is not determined by the study programme, nor by the university. In that way an academic study programme does not ‘make’ the entire person. The person remains free, can take initiative, assume responsibility, and adequately face the challenges with which the person is confronted in the future, for instance concerning sustainability.

With this vision on education, we are in line with the mission of our institution. **On the basis of its tradition, KU Leuven trains persons who from their discipline and interdisciplinary openness in interaction with others can contribute in a sustainable, careful and critical manner to the current and future society.** This relates to operational goal 2.

Education doesn’t stop when students leave the university. Our graduates have the task to continue to acquire new knowledge throughout lives and to go about their life and profession in a careful, critical and sustainable way. The offer of lifelong learning within the regular study programmes and the university’s **continuing education** supports this. This offer also faces the challenge of combining in a balanced way the development of knowledge and skills, the improvement of professional capacities and the unfolding of an ethical attitude (see OG 18). Ideally, in the course of the study programme students develop the skills which help them to manage their career (‘career learning’) and, besides that, have attention for lifelong learning (Kuijpers, 2006) (see OG 41).

*The goal of academic education is more than achieving learning outcomes. It is also about personal formation. (...) This implies the formation of full professionals who are able to adopt a professional and scientific attitude. We also expect graduates to have a critical attitude and to be able to take their social responsibility.*

*Educational policy plan Faculty of Medicine (2014-2018)*

### 3 Contribution to the social task of our institute

Grounded in tradition, KU Leuven and its campuses educate people who are able to offer a sustainable and critical contribution to current and future society from their own disciplines as well as from their interdisciplinary openness in interaction with others (see fig. 2). In this sense, KU Leuven stands for sustainable education.

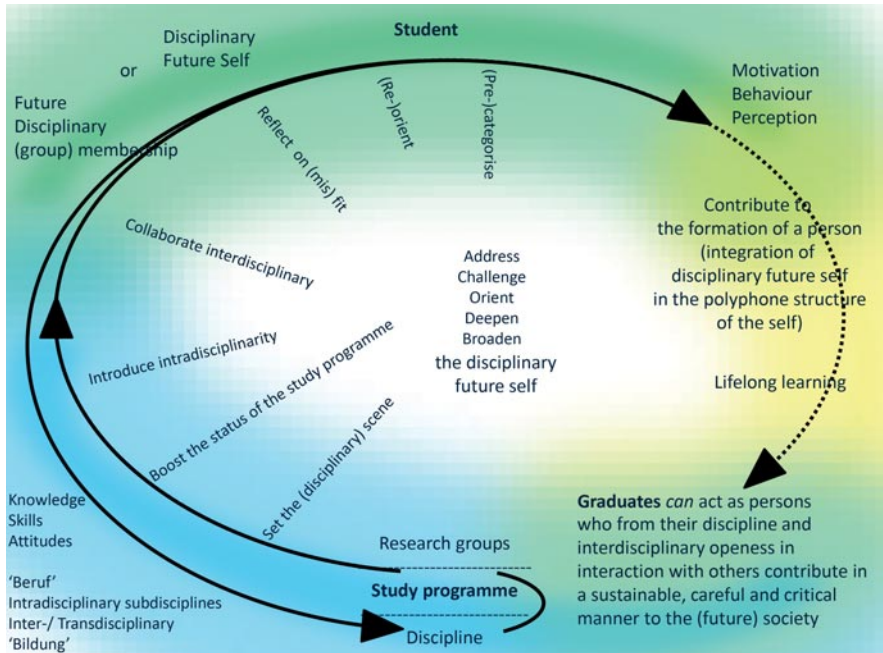


Figure 2: The importance of the Disciplinary Future Self

A vision on education and learning which focuses on the disciplinary future self connects to what we are: a **research-intensive university** (see part 1). Within this conception of the university, academic education benefits from the richness of the research groups which (1) are internationally firmly grounded, (2) present themselves in interdisciplinary settings and (3) take a stand in social debate. The provision of education which continually addresses, respects, inspires, engages, deepens and widens the disciplinary future self of the student, strongly appeals to the research groups to excel in their areas. The vision illustrates KU Leuven's understanding of research-driven education. It also implies that top-level research and excellent education go hand in hand, and that university education entails a compelling invitation to research. Accomplishing both tasks implies a certain interdependence which is not compatible with talking about 'teaching loads' and 'research tasks'. The vision invites us to investigate how **to organise education and research so that they might reinforce each other in interaction.**

The further **democratisation** of higher education remains a point of interest for our institute. First of all, the institute emphasises social debates regarding solutions for the problems of young people from particular disadvantaged groups. The actual solving of this problem demands collaboration with all of the relevant actors in the field, such as schools, institutions for higher education and the government (see also OG 8). Moreover, students from disadvantaged groups who are enrolled at KU Leuven inclusively and maximally join the reciprocal dynamism between lecturers and students and among students which characterises our programmes. In case such an inclusive approach exceeds the programme's capacity, for example when students are struggling with complex problems, study programmes collaborate with Student Services in order to come to a correct diagnose and to adequately follow up the students in reciprocal consultation (see OG 16 and 35).

Nowadays, our institute is increasingly confronted with **lateral entry students** and **working students**. These groups of students have a number of specific characteristics and expectations. Coming from previous studies, professional contexts or other social contexts, these students have usually already integrated a disciplinary identity into their self-concept, and they usually enter the study programme with explicit expectations for the future. The programmes see themselves increasingly challenged to offer these students a trajectory which is adapted to their specific profile, to their strengths and expectations, with attention to the impact on the totality of the learning environment, especially on the first-time students. Despite the difficulty of addressing this challenge accurately, lateral entry students and working students offer the programmes the opportunity to promote interdisciplinary openness and collaboration, so that all students maintain the focus on developing the disciplinary future self within the programme (see OG 15 and 39).

In today's globalised world, a rich and polyphone self-concept that is able to deal with **diversity** and **otherness** can only develop in a context which includes international and multicultural experiences and insights (see OG 16). It is of utmost important for students from Flanders to get in touch with these dimensions of reality from the inside, through the stimulation of commitment and mutual social support, exchange programmes and **internationalisation** 'at home', including qualitative orientation information in English.

On the other hand, KU Leuven has to reflect on the international programmes it offers, particularly on the level of the Master's programmes, and further develop these so that they become a more consistent and well-considered whole (see OG 16, 27 and 28). The organisation of education for foreign students will also require additional attention in the following years: the selection criteria for the admission of these students (choosing quality over quantity), the issue of the level of knowledge of the language of instruction (mostly English) of these students, the increasing cultural diversity in the classroom, the relation to Dutch students and programmes, the extension of the alumni-association for foreign groups of students, ...

Lastly we must reconsider many developments in university education against the background of the development of new technologies and **educational technologies** in particular. On December the 17th of 2013, LIMEL, the institute for Media and Learning in Leuven, was founded by the Academic Council. LIMEL supports faculties, lecturers and students by efficiently and effectively applying educational technology to the development, organisation and use of an open, stimulating learning environment in a multi-campus context. The aim is to focus on new educational technologies in the following years, with special emphasis on innovation. In practice, this would translate into collaborative work spaces, multi-campus education, distance learning, SPOC's and MOOC's. We aim to work on these projects using our academic expertise in which educational technology is constantly involved in the broader debate on educational innovation. The developments in educational technology are certain to fundamentally influence the learning process over the coming years. In other words, technology is not just a tool: It plays an active role in education. It has to be ensured, however, that technology never becomes the main goal in education, but always serves the formation of the students and the quality of education (see OG 10, 33 and 36).

# The implementation of the vision

(phase 3: design)



The realisation of the vision requires a substantive effect of the applied ideas on the study programmes which our university offers. For the programmes in particular it is important that the programme committees are fully trusted so that they can implement the concrete discipline-specific contents of the vision. From this perspective paragraph 1 below doesn't prescribe measures, but invites the study programmes to reflect on the processes and themes which they can integrate gradually into their study trajectories.

Naturally, realising the vision on education and learning doesn't relieve us from our task to keep caring for and paying attention to the basic conditions for studying (see paragraph 2). The student services are a crucial part of this permanent project. From this perspective, we have formulated the actions in paragraph 2 and the connected operational goals more concretely.

The above-mentioned vision implies a different dynamic of implementation for education (paragraph 3) and for realising the basic conditions for studying (paragraph 4).

## 1 Implications for the approach to education

When study programmes design a study trajectory which continually addresses the disciplinary future selves of the students (see part 2), they can use the following **processes**:

- Contribute to a good orientation of secondary school graduates by presenting in a transparent manner what KU Leuven-programmes on the different campuses stand for. That way, secondary school graduates can examine the 'fit' or 'misfit' of their future self with the different study programmes. This allows for students to differentiate their different disciplinary future selves and start the 'pre-categorisation-process', described by Amiot and her colleagues (Amiot et al., 2007). When students go through this process, they already feel connected before the start of the study programme. Naturally, it is very important that the information which the study programme provides reflects its rich character concerning knowledge, skills and attitudes, but also concerning the ethical component and the development of professional capacities. (see OG 33)
- Make sure that students can measure, position and challenge the (early) choices they made in terms of their disciplinary future selves against the broader background of the discipline. Study programmes can contribute to this by presenting the study trajectory clearly from the start, by showing prototypical approaches, by describing the big challenges of the discipline (including the scientific discussions that are held within the discipline), by showing how the discipline collaborates with other disciplines. Against this background, study programmes can build in moments where students can reflect on their

choice for a certain programme and if necessary think about a possible reorientation. The large amount of study programmes of KU Leuven Association offers – provided these study programmes are profiled transparently – opportunities to reorient adequately, to switch study programmes or to find a ‘fit’ with a study programme and the future self via a preparatory programme. (see OG 34)

- Make sure students have a high esteem of their discipline by, for example, showing them how the discipline helps to understand and solve social issues, how research groups play an important role internationally, by demonstrating creativity, joy, enthusiasm, involvement and commitment, by involving students actively in visits of top researchers to our research groups and guest speakers from the field.
- Focus on practicing and mastering the basic concepts and skills which are characteristic of the discipline so that students can define themselves as participants of the group and are recognised as such.
- Bring to the attention of students that persons within the same discipline share a lot of characteristics by pointing out that they use shared concepts and skills for solving problems. Study visits, for instance, clarify this. At the same time, pointing at the diversity and fundamental oppositions of opinions and approaches within the discipline invites the students to think critically. (see OG 10)
- Challenge the students to participate in a mild intragroup-competition within the boundaries of their own discipline in which they can solve – alone or in group – the same research problems and share their solutions with each other. In this way they are invited to show their very best to the (for the disciplinary future self) relevant other. (see OG 10)
- Facilitate the dialogue with other disciplines and challenge students to solve interdisciplinary research problems with colleagues from other disciplines (see OG 10). First, students make their own disciplinary-specific contribution side by side (intergroup-cooperation). Then they engage in real collaboration with different groups. That way, students discover analogies between their own discipline and other disciplines as well as the singularity of their own discipline. Introducing intergroup-processes and -comparisons contributes to the clearer positioning of the disciplinary future self. The existing ‘Studium Generale’ forms a possibility to work on these processes.
- Let students solve real socially relevant problems in collaboration with colleagues of other disciplinary backgrounds, so that this authentic context legitimises their disciplinary membership (see OG 10 and 37).

In line with the attention for the individual which characterises our university (see part 1), the **tutoring of students** forms a challenge in the design of study trajectories. The question is how study programmes and the institution as a whole can combine an adequate support of the development of the disciplinary future self with an attention for the person of the students. The question that needs to be answered especially is how we deal with study-hindering factors of a physical, sociocultural or psychological nature with which some students are confronted. A method of study support which is developed complementary with student services (Study Advice) based on a shared vision ideally covers the whole study trajectory of the students, from orientation up to **graduation** (see OG 35 and 41).

## 2 Implications for basic conditions

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### **Social services remain a point of particular interest** (see OG 43)

The costs of studying should never form an obstacle to start studying. The Social Service keeps searching for ways to get rid of the financial obstacle and will examine what the possibilities are for introducing a maximum amount of study costs in the faculties. By fixing a maximum amount of study costs which cannot be exceeded without justification, the study programmes are made aware of this issue. Within the association, every institution has its own Social Service for students which intervenes financially when the study costs are too high for a certain student. Every Social Service has its own system to verify whether a family is destitute. KU Leuven wants to create a uniform system in all campuses which determines when students are entitled to support.

The Employment Service will renew its database with job offers for students and make it more user-friendly and modern. Besides that, we are looking to similarly improve the file management and wage administration of the student work done at KU Leuven. The assistance of ICTS is in both cases indispensable. In the context of the integration, the Employment Service investigates the needs of KU Leuven campuses concerning employment of student workers and it maps what needs to be done for a more uniform treatment of student workers in the whole of the Association.

**Medical and psychological services** (see OG 44) are offered in Leuven in consultation with and attuned to other forms of support inside and outside the educational context. Specialised care should merge with the larger student services and with other initiatives of community support, peer help for students, promotion of commitment and educational support<sup>12</sup>. This collaboration offers students with questions, concerns or problems different accessible entry to support, advice or assistance. In this way, the Student Health Centre can help students who otherwise would never have found the way to adequate assistance. The services within the Student Health Centre are situated on the so-called first and second-line health care. First-line health care includes directly accessible aid which every person can appeal to. Within the Student Health Centre, these are the GPs and psychological services such as psycho-educational sessions. Second-line health care consists of relief workers which you can consult after being referred to them, like a specialised doctor or a therapist-psychologist. In the Student Health Centre, second-line health care is formed by psychiatrists and psychotherapists from the Centre itself. Second-line health care encompasses the reduction of symptoms or treatment of complaints and the treatment of subjacent, person-oriented adaptation processes<sup>13</sup>.

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<sup>12</sup> *What is meant is a striving for minimal care where possible and maximal care where needed according to the principle that, initially, everyone receives the most effective, lightest, cheapest and shortest form of treatment possible, taking into account the nature and gravity of the situation.*

<sup>13</sup> *From Graduated Care to Graduated Diagnostics, Kamstra and Hutschemaekers, Magazine for Psychotherapy, 37, 2011.*



Basic care is aid offered by non-professional relief workers. They help people reach the actual health care or support each other with their problem. At KU Leuven, this basic care is covered by a wide group of advisers, tutors, pastoral workers, teachers, employees and co-students. They are aware that they can refer students – if in their frequent contact with them they suspect medical problems – to professional relief workers of the Student Health Centre and they do this consequently. The border between these levels is not always clear, but offers a positioning of the offered care.

Besides the internal cooperation with and harmony within Student Services and the educational context, networking with the external context in the region of Leuven is also important. The services of the Student Health Centre are connected with the existing network of care facilities in our city and region. Where possible and necessary, cooperation agreements are established so that it is possible to refer correctly to the existing services<sup>14</sup>. When our own service falls short or is offered better elsewhere, we refer the students to an appropriate internal or external service or relief worker.

Care for welfare and health of students is developed preventively and curatively. As for prevention, we focus on the maximum support of the capacities of each student and we stimulate self-care and mutual social support as much as possible. In this way students can optimally take responsibility for their own health and welfare. Students are offered curative care. They find themselves in a stage of life in which they are both very promising and vulnerable. Research shows us that young adults have an increased risk of (mental) health problems, seek help later than adults do and seek help rather in peers and family than in specialised relief workers. Good coordination and support for students who are especially vulnerable is considered very important.

### **The five core values of Alma: good, cheap, healthy, enjoyable, easy** (see OG 45)

In the field of 'Alimentation' Alma strives for fulfilling the mission of Student Services. The baseline of Alma is 'on campus food and catering services for students and staff'. We pay attention to 'people', 'planet' and 'profit'. For the employees, our focus is ergonomics, taking into account the physical load of the job and the age of the employees. By offering tap water, fair trade coffee and vegetarian meals, we work on the aspect 'planet'. The portions of the meals are balanced so that we avoid unnecessary waste. The logistic organisation is improved to reduce the amount of travelled kilometres. The attention for 'profit' means that we strive for the continuation of the mission with healthy business results. Focusing on the 3 Ps, Alma works sustainably for the academic community. In 2013, the negative business results – present since 2006 – were turned around. The reversal was partially realised by focussing on our core values. Actions which highlight the aspect 'experience' within the domain, determined by the core values, are greatly appreciated by the students<sup>15</sup>.

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<sup>14</sup> For medical emergencies appointments with the Leuven physician's network are possible. For daytime and nighttime hospital admissions in case of personal crises and somatic indications appointments with the emergency services UZ Leuven and UPC can be made. People in need of specialised (somatic and psychiatric) diagnostics and students who do not meet the entry criteria for the Student Health Centre are directed to a list, selected for quality care, of centres and private psychotherapists.

<sup>15</sup> ALMA survey by LOKO: Board of Governors Alma d.d. 26.11.2013 and 10.12.2013.

### **Continual investment in Student Accommodation** (see OG 46 and 47)

We can state that, generally, the service Student Accommodation of campus Leuven is faced with a progressively more complex environment. Two evolutions characterise this complex environment:

- The increasing amount of international students and the consequences concerning accommodation.
- The strong fragmentation of the demand for student accommodation, concerning both the type of accommodation and the duration. This trend will only increase in the future.

The past years different measures were taken to respond to these two evolutions and to increase the number of student accommodations. Because of these measures, this academic year we are noticing the first signs of a more relaxed accommodation market and for the first time in years there has been no acute shortage of student rooms in Leuven. The improvement and optimisation of the accommodation of Belgian and foreign students should be a continuous point of attention and demands continuous and additional efforts. We will name some of the most important challenges:

- Because of the closure of some residences and the integration of the academic study programmes, there is a risk of a shortage of subsidised rooms for students of limited means.
- There is more and more variation in the demands for accommodation, both concerning duration and type of accommodation.
- The organisation of temporary 'guest housing' for international students at the beginning of each semester needs a structural solution.
- There is an increasing demand from the faculties for temporary group accommodation, both during the summer and during the academic year.
- There is room for improvement of the quality of the student rooms on the private market. Meeting the legal requirements must be a minimum.
- The communication to students has to be a constant point of attention. The amount of students looking for accommodation via the KU Leuven Accommodation Service might still increase.

### **Student associations** (see OG 48)

LOKO's and STURA's budgets are provided by the Student Services and the GEBU. To further support their functioning it is desirable that, in addition to this financial support, we work on better accommodation for LOKO and STURA and also for the student representation (in particular for the Academic Council, the board of directors, the Educational Council, the Council for Student Services and the Programme Committee). The location of the building in the 's-Meiersstraat, including the Koetshuis, is excellent, but renovation is necessary. To develop this complex so that it has the status of 's-Meiers 5 -Student Centre', a consultation about the procedure of this renovation with General Administration, Technical Services, RVB/AV non-profit group SSF, Student Representation LOKO and STURA and Student Services is necessary.

Besides development of accommodations, there is a need for support of the functioning of the student representatives when they have juridical or technical questions. In consultation with the Technical Services and Student Services we will reflect on further ways in which these services can be appealed to.

### **Collaboration towards a vibrant city and university** (see OG 49 and 50)

Collaboration with the city, police, educational institutions and students is a point of attention on the various campuses. On the campus of Leuven, the collaboration is coordinated by the Steering Committee Liveability of the umbrella initiative: 'Leuvense Symbiose'. The functioning of the Steering Committee Liveability needs to be concretised further. The working groups in particular should be activated with concrete goals. The City Council Students in which educational institutions, city services and police come together and have meetings, needs an improvement of its functioning and an alignment with the activities of the working groups of the Steering Committee Liveability. The coming period, special attention will go to the safety of student rooms, mobility (promotion of cycling and walking, solving the bicycle parking shortage, ...) and the institution of a (multifunctional) 'party hall' within or on the border of the 'ring' around Leuven. To curb the inconvenience caused by student activities, the student associations, the police, the city and the university have collaborated and have taken some measures. An update of the Fakbar-charter is being written, in which agreements on the identity of Fakbars and their relation with their student associations are formalized, and in which agreements about the functioning of the stewards and the role of the university are clarified. The observance of the agreements in the Fakbar-charter will also be followed in consultation with the persons responsible for the student associations of the Fakbars, the police and de Vice Rector for Student Policy. For the observance of the space allocation model of the associations of the faculties of LOKO, the implementation will be realised next academic year.

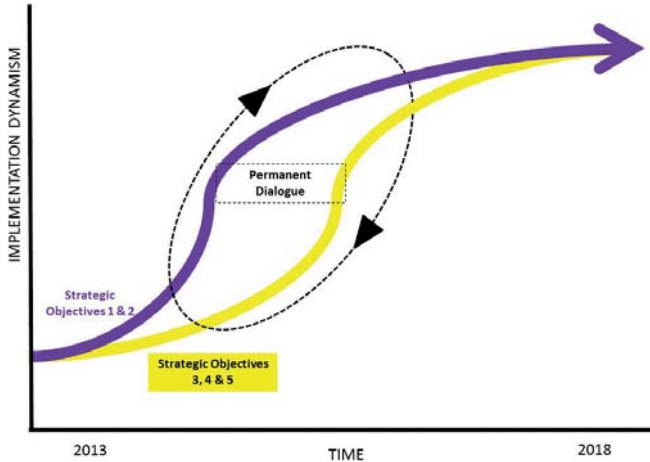
## **3 The implementation dynamism for education**

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We envision an implementation dynamism for education as represented in figure 3.

In order to bring the previously determined vision into educational practice, the emphasis is on the further development of the vision (SG 1) and the elaboration of strong and efficient study trajectories (SG 2). This is represented by the purple line in figure 3.

The question which programmes face is how they can fully address the students' disciplinary future selves, starting from day one. **This means that the programmes have to reflect on how to shape their interaction with students so that it continually reinforces, deepens, (re)orients and maximally challenges their future selves.**



*Figure 3: Implementation dynamism for education*

Topics under discussion include the biotope which the programmes want to realise (in consultation with the research groups) in terms of the interaction between knowledge, skills, attitudes, the ethical component and the building of professional capacities; the determination of learning objectives; the determination of study trajectories and course modules including study materials, working formats, educational technology and assessment. Study programmes can also reflect on issues such as the linking of the subject-specific teacher training with the basic training, the content of the honour programmes, their work with lateral entry students, working students and international students as well as on paying attention to diversity and lifelong learning.

The intended collaboration between the various research groups and educational staff within a study programme presupposes a continuous dialogue, in the first place within the Programme Committees (see OG 3) but also more generally within the Faculty, across faculties and university-wide. The debate which was started a few months ago will be continued, with special attention to all groups and echelons within our institution and to university-wide communication.

In order to stimulate the implementation dynamism within the study programmes, each Faculty will receive central resources for educational projects for the academic years 2014-2015 and 2015-2016 (see OG 2). These resources are used by faculties in programmes to develop education which complies with the vision. The method of appreciative research is the starting point, not just to verify which strengths can be developed further, but also to verify what could help to match students' study trajectories with their disciplinary future selves in the educational projects which are being elaborated. The projects clarify in what way the vision is appropriated contextually by the faculties as to achieve 'unity within diversity'. A further elaboration of this can be found under the operational goal 4.

It is inevitable that the programmes will notice from their own experiences with the projects that certain elements of their educational contexts require adjustments in order to achieve the vision. These elements could include staff policy (see SG 3); the systematics of quality assurance and enhancement (see SG 4); the educational and technological support for education on the one hand and policy, process and procedural support on the other, including the allocation of people and resources (see SG 5). These discussions will be held at the Educational Council. There is an explicit focus on **permanent dialogue** (see the ellipse on the dotted line in figure 3) between the programmes, the faculties, the Academic Community and Educational Policy, Student Services and other supporting services. This dialogue leads to a referencing framework which allows for an elaboration of the strategic objectives 3, 4 and 5 true to the vision (see yellow line in figure 3). This entails that the implementation dynamism which starts before the grey line in time (and in the mind) follows the dynamism for the purple line. The challenge for the institution is to guarantee the appreciation of education, the reinforcement of the quality culture and the prerequisites for education while simultaneously starting to think about how the new vision could be the guideline for the adjustments of the activities in these domains. By placing the responsibilities for education and learning with the programmes and the faculties, we create an opportunity to rethink the burden of planning which is caused by (internal and external) regulations in order to come to a better coordination between the different levels in the long run, without generating extra work. All of this will be reflected in the policy plan, which will be further actualised, and in the documents with which the institutional review has been prepared.

## 4 Implementation dynamism for basic conditions

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The student policy applies to all students who study on the campuses of KU Leuven. For the implementation, there is a close collaboration with the professional study programmes of the Association KU Leuven. The starting point is equality of framework for all KU Leuven-students and equality for students on the same campus.

In the Stuvo-consultation<sup>16</sup> it was ascertained that there is a need for the sharing of expertise between the different Stuvo's. The questions mostly have a juridical character: laws concerning ground and buildings decree (accommodation), the statute of the student (social service) and laws concerning student housing (accommodation). Moreover, there is a need to share information and experiences: mediation for conflicts (accommodation), information about the management of residences (accommodation) and information about dealing with professional confidentiality (social services and medical and psychological services). Sharing our (joint) expertise concerning these topics with the employees of other student services benefits the collaboration and functioning of all services. The increasing successful cooperation confirms the necessity and benefits of sharing expertise.

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<sup>16</sup> *Stuvo-deliberation is the task force Student Services of the KU Leuven Association working on uniform service provision on all campuses.*

# Strategic and operational objectives

(phase 4: delivery)



This section of the policy plan deals with the development and implementation of the vision on education and on student policy. More specifically, it introduces a number of strategic and operational objectives, coupled with measures for action. The first two strategic objectives mainly address the substantive dialogue between the faculties about realizing the vision in the study programmes. The following three strategic objectives indicate the focus of the education policy in the coming policy period, taking into account the results of the substantive dialogue (see paragraph 3.3). The sixth objective establishes specific objectives for life at KU Leuven (see also the Policy Plan 14-18 of the Student Services<sup>17</sup>).

## **STRATEGIC GOAL 1: THE FURTHER DEVELOPMENT OF THE UNIVERSITY VISION IN DIALOGUE**

Working on quality education requires dialogue. How can we form students as academically schooled individuals who can contribute to society in a considerate, sustainable and critical way? How can we continuously address, strengthen, deepen, (re)orient and challenge their disciplinary future selves in this formation? A persistent dialogue permits further development of the vision and its discipline-specific interpretation within the study programmes and faculties as well as an effort towards further scientific substantiation. To close the quality circle the vision functions as a reference framework for the expansion of and for internal and external responsibility for the education taking place at KU Leuven. The study programmes, the faculties, the whole academic community and the Educational Policy Services, Student Services and other services deliberate about the adjustment and further expansion of the preconditions for education and study (see paragraph 3.3). The entire university community is informed about changes in these domains through careful, effective communication. Dialogue about regulations supporting work with his vision as a starting point is also established with the Flemish government.

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<sup>17</sup> Note Student Services Council 27 June 2013 'Operationalisation of strategic goals for the student services strategy 2014-2018'.

1. The encouragement of the **dialogue** about the vision on quality education on all levels of the university to advance widespread knowledge and support (cf. paragraph 3.3).
  - Faculties and study programmes deliberate within but also outside of Faculty Committees (for example at the Education Council) about the vision and development of that vision in the study programmes. The projects developed within the framework of the vision in particular (see SG 2) act as leverage in this respect.
  - Faculties and study programmes look into the possible impact of the vision on staff policy, quality assurance and enhancement and preconditions for education and learning. To do this, they deliberate with the Education Policy Services, Student Services and other supporting services (see also OG 6).
2. The provision of additional means for study programmes and faculties to further **realise** the vision in faculty projects.
  - The direct use of educational means in the faculties in order to further realise the vision in the context of projects.
3. The further strengthening of the role of the **Programme Committee** and the programme director so they can take responsibility for and own the quality of education even more thoroughly and so they can further improve study trajectories which contribute to the realisation of the vision.
  - The further alignment of the role and tasks of the programme director with the vision and the trust granted to the POC's in mind.
  - The provision of the necessary instruments (like empirical data) to the programme director (see also OG 30).
4. The strengthening of the **empirical foundation** and **further theoretical development** of KU Leuven's vision.
  - Study programmes that work with educational means deliver a bottom-up contribution to the further expansion of the vision.
  - To keep track of study efficiency in curricula and study results in study programme components which are part of the projects focused on the realisation of the new vision and to research the relation between the evolution of the study efficiency of students and the initiatives implemented in the context of the projects.
5. To articulate the vision in a **reference framework** for the expansion of the education at KU Leuven which facilitates the clarification of what the institution stands for internally and externally (for example at an institutional review) and of what it foregrounds as the measure for the success of its policy (cf. paragraph 3.3).
  - The development of a reference framework for all aspects of educational policy, with the vision and its realisation in study programmes as a starting point (the allocation model [staff and means], the policy and process-procedural preconditions and the education-technological support).

6. The expansion of the **preconditions** for education and learning in line with the developed vision, together with the educational administrations and education supporting services and, where relevant, with the student services (cf. paragraph 3.3).
  - To look into how university-wide and faculty services can adequately act complementary, regarding educational and technological support on the one hand, and regarding policy, process and procedural support on the other hand, including reflection on the (re)allocation of means and staff which may accompany this process.
  
7. To improve **communication** about education and student policy between the Academic Council, Gebu, the Education Council, supporting services and faculties (POC's, faculty, educational support workers, tutors, administration, students) by evaluating the efficiency and effectiveness of existing channels and creating new ones.
  - To publish an educational newsletter and to find out how it can be adequately adjusted to the needs of several target groups.
  - To look into the possibility of informing students and student representatives through Toledo.
  - To make information about education more accessible (see also OG 30), with special attention to information for international students.
  
8. With the vision and its concrete realisations as a starting point, the Gebu enters into a **dialogue** with the Flemish government, VLOR, VLUHR, VLIR and the NVAO so our institution may better take its social responsibility in an autonomous and a useful manner.
  - To enter into a dialogue about educational financing.
  - To enter into a dialogue about rules for quality assurance and enhancement and the European higher education space.
  - To enter into a dialogue about the further democratisation of higher education, in particular with regard to underprivileged groups.

## **STRATEGIC GOAL 2: THE DESIGN OF POWERFUL AND PERFORMANT STUDY TRAJECTORIES**

The persistent strengthening, deepening, (re)orientation and challenging of the disciplinary future self so students can contribute considerably, sustainably and critically to society as individuals, challenges study programmes to innovate the trajectories on offer. Experiment and renewal, freedom and creativity are necessary to grant space to and/or further develop powerful and performant study environments in trajectories which continually appeal to the student's identity-based motivation and, in doing so, contribute to a better study progress.

9. To **explicate a balance**, relevant for the study programme, between attention for knowledge construction, skills and attitudes, the development of professional capacities and a considerate, sustainable and critical stance.
  - Study programmes discuss and explicate (for example in an educational frame of reference, when drafting the domain-specific learning objectives frameworks) the realised and desirable balance, with the vision in mind.



10. Study programmes design the **study trajectories** and **study programme components** in line with the vision.

- The reassessment of learning objectives and formation goals of trajectories which refer to the vision and the explication and strengthening of a careful design of the curricula. The selection of study materials, work and evaluation methods for study programme components according to its place in the study trajectories of the students in this process. The installation of flexibility in such a way that the trajectory addresses the students' future prospects and in such a way that it facilitates the adjustment of these future prospects. To pay special attention to the place of educational technology in the study trajectory.
- The rationalisation of the range of study programmes in order to facilitate the concentration of educational efforts in the realisation of study trajectories which follow the vision.
- To pay special attention to the study programmes which think that their goals can be better realised in a two-year instead of a one-year domain Master's degree or through the installation of a specific research Master's degree.
- To pay attention to scientific integrity and the prevention of plagiarism in the formation of students.
- The design of the Master's thesis in accordance to the vision, with special attention to adequate feedback for students. To pay special attention in the feedback to scientific integrity and to reflection on the way in which students envision their disciplinary future selves through their Master's thesis. The provision of an oral assessment for every Master's thesis in the light of this goal.
- The invitation of students to use their Master's thesis as a voice in social debate, where relevant (scientific communication and valorisation).

11. The persistent stimulation of a permanent dialogue about quality **assessment** between the education providers who take responsibility for a study programme (teacher, POC, exam commission) and the development of a proactive assessment policy.

- Study programmes discuss and explicate an assessment policy.
- Considering the possibility of exams being taken by faculty who didn't teach the classes themselves.
- Considering the possibility of having an overarching, integrated exam for students at the end of a study trajectory.
- The guarantee of the possibility of individual or collective feedback for students for all forms of assessment.
- The countering of the growing tendency of testing in judicial terms by installing transparent assessment of students in line with the vision.
- The mapping and finalisation of the repercussions of the changes for the Regulations on Education and examinations, when the study programmes have adjusted the trajectories they offer with the vision as a starting point.

12. The provision of a **teacher's training** connected to the basic study programme. Further integration (in the fields of content and organisation) of the teacher's training in the curricula in the form of domain Master's degrees, educational Master's degrees or simultaneous with (or after) the Master's degree.
  - The coherence of and interaction between the university, the colleges and the CVO's in the field of teacher's trainings.
13. The provision of an **honours-programme** which provides the possibility for students to deepen certain subjects in a disciplinary and/or interdisciplinary way.
  - The installation of test projects with honours-programmes in which students who fit the required profile take part in specific disciplinary and interdisciplinary research.
  - Considering how an international component and/or orientation can be built into these honours-programmes.
14. The provision of a trajectory which pays attention to **entrepreneurship** for students who define their future selves in terms of innovation-driven and academically grounded entrepreneurship, which connects to their passion to market their new findings.
  - The expansion of a university-wide offer of entrepreneurial education in all its aspects (economic, technological, juridical, financial, ...).
  - Considering the necessity of a specific entrepreneurial statute, in addition to the existing statutes.
  - Considering the possibility of the provision of infrastructure for these students within the faculties.
15. The valorisation of the baggage the **lateral entry students** and **working students** bring to the study programmes by introducing the disciplinary identity they have already developed into the dynamism between students and between students and faculty. To pay special attention to the challenges and opportunities for the development of interdisciplinary openness and cooperation that the presence of lateral entry students and working students brings.
16. To be attentive to the students' **diversity** within the study programmes, in line with the diversity policy of KU Leuven.
  - To stimulate education providers and students to understand and compare various approaches within the study trajectory as to acknowledge the diversity of ideas and points of view students bring from diverse (international, physical, cultural, psychological, ...) backgrounds.
  - To complement the attention paid to diversity within the study programmes with a target group offer provided by Student Services. To focus on cooperation between study programmes, faculties and student services.
  - To make sure that all KU Leuven campuses are aware of KU Leuven's policy concerning religious and philosophical diversity, especially of the procedure for the relocation of (partial) exams because of religious holidays, through the Contact Point for Religion.

- To have the Contact Point for Religion find quiet spaces and rooms which can be used for KU Leuven's religious communities' activities, for the campus in Leuven.
  - To continue the activities concerning students with a migrant background as is.
  - To raise awareness about students with disabilities and to cooperate with the study programmes to start the development of an inclusive educational environment. The Cell studying with a disability develops antenna activities on KU Leuven Campuses to stimulate integration and implements the KU Leuven model there.
  - The hospitable reception of international students. The Cell for International Students drafts a plan concerning 'learning and life of international students in Leuven' for the coming years with this in mind and checks with the faculties. In this process the possibility of organizing the Orientation Days together with the faculties is investigated.
  - The Cell for International Students provides a warm and open welcome and various opportunities for meeting international students and international students meeting each other under the name 'Pangaea', and cooperates with the faculties as much as possible on this. In this way we create an international and intercultural practical platform where international and intercultural competences can be gained by Flemish and international students and where Flemish students are stimulated to embark upon a foreign experience.
17. To facilitate opportunities (training, space, facilities) for students to develop a sense of personal and **social responsibility** related to their broader academic training through representation, entrepreneurship, the support of (younger) study companions through 'Peer Assisted Learning', voluntary work, intercultural learning and more, and to recognise this, for example through an extracurricular digital passport or portfolio.
- To stimulate cultural participation and creation with students and to challenge them to investigate the relation between culture and science/technology.
  - To expand thematic activities where students are financially supported to organise activities or events concerning a social theme.
  - To help develop the project 'Casa Cura: care for the *kotmadam*', where students live with the elderly.
  - To strengthen the ecological dimension of sustainable living in student rooms.
  - To strengthen and further expand 'Assisted Living', where physically disabled students are supported by fellow occupants-students.
  - The provision of appreciation of participation in management and administrative functions and representation in KU Leuven organs and recognised associations at KU Leuven.
  - Exploring the possibility and nature of recognition of extracurricular efforts of students who contribute to development of a sense of personal and social responsibility, for example with an extracurricular digital passport or portfolio by which students can demonstrate the realisation of their disciplinary future selves and the integration of those disciplinary future selves in their self-concepts through extracurricular activity.

18. The development of an up-to-date vision on **lifelong learning** at KU Leuven.
- To achieve that KU Leuven has quality offers, within the regular study programmes and through offering permanent education in terms of actualisation, deepening, reorientation from a professional perspective or for personal interests; together with and coming from the regular programmes within a certain discipline or from an interdisciplinary perspective (also for working students, adult education, blended learning).
  - The implementation of the approach focused on the individual in the vision on education of KU Leuven in university permanent education.
  - The improved structuring of the university permanent education on offer, through the clarification and communication of the relation with KU Leuven's task of service provision.
  - The realisation of the integration of 'AVL-Continuing Education for Teachers'<sup>18</sup> into the Cell for Lifelong Learning of the Educational Development Unit.
  - The development of a quality assurance and enhancement system for university permanent education.
  - The facilitation of university continuing education through efficient support of faculties and faculty-surpassing continuing education services and the improvement of various preconditions.
  - To give university lifelong learning a face and to market it as a strong brand.
  - To facilitate and encourage cooperation with Association partners.

### **STRATEGIC GOAL 3: THE FURTHER STRENGTHENING OF APPRECIATION FOR EDUCATION**

Quality education cannot exist without an excellent staff who realise education professionally and enthusiastically day after day: faculty/researchers, PhD students, assistants, junior academic staff (AAP/BAP), monitors. It's a permanent challenge to increase appreciation for the education provider's efforts, with the vision in mind. (cf. paragraph 3.3)

19. To offer perspectives of **growth and support** to starting academics to gradually take more responsibility and to develop talents in education, corresponding to a big research potential.
- To take into account the various profiles needed for the development of study trajectories which contribute to students' integral academic training when recruiting (and assigning educational tasks), in close deliberation with the Faculty research commissions, both in research groups which work on the fundamentals and in those which work towards application.
  - To design a career trajectory for young faculty, working towards a harmony between the educational objective and the expansion of a research programme by deploying them in education corresponding as closely as possible to their research.
  - The protection of educational service provision to guarantee the broadening of the students' disciplinary future selves and to appreciate efforts towards this goal (for example in teaching load).

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<sup>18</sup> AVL is the Academic Center for Teacher Education. The cell 'Continuing Education for Teachers' is part of AVL.

- To stimulate (groups of) faculty with greater seniority to take on study programme components in the Bachelor's programme which demonstrate the broad reach of the discipline to the students and make it appeal to them.
  - The assessment of how education's weight and research when taking a sabbatical can be linked to the tasks and responsibilities the people concerned take up in education, departing from their research groups.
  - To demand, further support and certify educational knowhow when appointing non-researchers, assistants and monitors responsible for the essential building blocks of the educational curriculum.
20. To monitor the implementation and fix the position of the **educational portfolio** in faculty career development as a guiding instrument and as a compulsory component of the educational dossier.
- The further perfection of the educational portfolio and of how it can contribute to faculty's support in the various phases of their careers, without creating administrative hassle.
  - The incorporation of a broad range of feedback in the educational portfolio: the results of the online student surveys, besides self-reflection and peer review.
  - The development of a forward-looking policy in which faculty are encouraged to discuss their educational portfolios with a 'peer review' commission and to incorporate the resulting report into their educational dossiers.
  - The assessment of whether, and how, the educational portfolio can be used university-wide to trace structural straits and to deal with them in the educational policy. Educational portfolios are development tools for individual faculty but also hold the opportunity for the university's self-reflection and can inspire on a generic level.
21. The expansion and active promotion of and the certification of participation in the **educational professionalisation** on offer for education providers.
- To offer educational training to doctoral students contributing to education (seminars, exercise sessions, ...) focusing on disciplinary concepts and skills, offered through a collaboration between the faculties, Educational Development Unit, YouReCa, the doctoral schools and the Human Resources Department. The elaboration of a procedure for certification.
  - To offer educational training to tutors, monitors and assistants guiding students in their acquisition of disciplinary concepts and skills. The elaboration of a procedure for its certification.
  - The expansion of an educational offer for faculty gradually taking on broader educational tasks, for example in the orientation components of the curriculum or in components focusing on disciplinary concepts, interdisciplinary skills or solving socially relevant problems in real settings. The certification of participation through the educational portfolio.

22. Considering how the **weight of education and research with promotion** can be linked to tasks and responsibilities the people concerned take in education, from within their research groups.
- The preparation of a policy concerning differentiated career paths, taking the vision into account. To clearly state expectations concerning research, education and service provision when appointing staff and to take this into account in the evaluation.
  - To pay attention in faculty evaluations to innovation and experimentation and the contributions they bring to education and to research in their mutual bond.
23. To bestow the **Prize of the Educational Council** to individual teachers but also to groups of faculty who make an original contribution to KU Leuven's vision.
24. Considering whether, and how, in which study programmes and for which aspects, professors emeritus can be included in education. A possible approach is the valorisation of their broad outlook on the discipline (heli-view), their interdisciplinary network and their engagement.
- To enter into a dialogue with the forum for professors emeritus of KU Leuven and to explore how foreign universities creatively include them in education (for example by contributing to lectures without taking full responsibility for them and on faculty demand).

#### **STRATEGIC GOAL 4: THE STRENGTHENING OF A CULTURE OF QUALITY**

KU Leuven develops a culture of appreciation of education and where educational quality assurance and enhancement is self-evident. This demands a persistent attention to quality assurance and enhancement. To strengthen the culture of quality KU Leuven focuses on explicating and further developing the quality care and enhancement policy with the vision as a starting point. (cf. paragraph 3.3)

25. The **strengthening** of the internal quality assurance and enhancement system and the relevant reference framework (see also OG 5), with the vision as a starting point. To address internal and external developments (the integration, the further development of the Faculty education support, the results of the visitations, the institutional review) to optimise existing university-wide initiatives and to improve their correspondence with each other and with the vision. To form the (strengthening of) the internal quality assurance and enhancement system within the options outlined in Gebu's dialogue with the Flemish government, VLOR, VLUHR, VLIR and the NVAO concerning quality assurance and enhancement regulations and the results of this deliberation (see OG 8). To pay special attention to the role and work load of the POC's in the realisation of this goal (see OG 3).
- The formulation of the evaluation of existing initiatives (including the alumni surveys and the online student surveys) in light of internal and external developments and improvement actions.

- The testing of alternative and/or complementary educational evaluations, for example by using more qualitative surveys, hearings of select groups of students from several phases of the study trajectory or through peer evaluation of education.
  - The explication of the cohesion of university-wide initiatives and the clarification of the relation to Faculty initiatives.
  - To work on education proactively and in a structured way on the various levels. To let the harmonisation of and interaction between the faculty policy plans and the university policy plan for education play an important role in this.
  - The strengthening of the follow-up of evaluation and monitoring initiatives by reporting on the appropriated levels and using the results to enter into a dialogue about education.
26. To optimise the process of the preparation of **self-evaluation reports** so study programmes can take responsibility (even better) for the quality of the content of their education.
- The evaluation of the preparatory process of self-evaluation reports and the perfection of optimisation initiatives.
27. The installation of the quality assurance and enhancement system of **new study programmes** and of study programmes offered in an **inter-university/international** context in such a way that adequate follow-up of educational quality is made possible.
- The elaboration of an adapted framework for quality assurance and enhancement concerning new study programmes and study programmes offered in an inter-university/international context.
28. The development of a strategic policy for study programmes **in other languages**.
- The evaluation and adaptation of criteria used to evaluate applications for study programmes in other languages.
  - The provision of English and Dutch language courses for faculty with language problems.
29. To anchor the attention for the quality of faculty **language proficiency** in the internal quality assurance and enhancement system.
- The assessment of the degree in which language proficiency can be incorporated in online student surveys and in the educational portfolio in a more outlined way.
30. The further elaboration of the **provision of educational information and indicators** (see also OG 3).
- To raise the quality and transparency of numerical data and quality information concerning education.
  - Considering whether more themes important for educational quality can be grounded in policy indicators.
  - The installation of a database which is as thorough as possible on alumni, in collaboration with Alumni KU Leuven and taking into account privacy regulations.

31. The further employment of the opportunities of the **integration** and the reception of the increasing scale (number of students, study programmes, diploma's, faculty) and complexity which accompanies it. To focus on the profiling of the various study programmes within the Association to strengthen the orientation of students in this process (OG 33).
32. To optimise existing **appeal procedures** and their execution in particular, by viewing them not only as obligations by decree, but also as a means to the improvement of educational quality, including the testing policy, and of study progress (see also OG 11).
- To assure feedback for students after the refusal of an exemption.
  - The further improvement of (ICT) communication with students concerning binding study progress measures.
  - To focus on sufficient motivation of decisions concerning students who don't pass after having failed only a limited number of study programme components.
  - To optimise the appeal procedures for students coming from integrated study programmes.

## STRATEGIC GOAL 5: PRECONDITIONS FOR EDUCATION

Quality education doesn't take place in isolation. The opposite is true: education is formed in daily and naturally strongly discipline-oriented interaction between students and education providers. KU Leuven sets preconditions, guards them critically and continually optimises them in light of the vision and in a dialogue with the rapidly evolving (inter)national context in which the university operates. (cf. paragraph 3.3)

33. To continue building bridges between **secondary and higher education** and to contribute to the orientation of secondary school graduates.
- The development of pilot projects (MOOC's or SPOC's, virtual lesson week) which can clarify the character of the discipline and offer them to secondary school graduates with adapted orientation tasks to improve the quality of the inflow.
  - Considering whether the MOOC's and SPOC's can receive a place in the tool which the Study Advice Service develops in collaboration with experts and faculties and which facilitates the possibility for future students to position themselves towards personal factors which influence study success on the one hand and towards study programme-specific expectations on the other hand.
  - Assessing the value of orientation tests, be they general or specifically for certain study programmes, in the orientation of secondary school graduates, taken by the faculties in general and within the tool which the Study Advice Service develops.
  - Assessing the possible nature of how the secondary school class council can be incorporated in the orientation of secondary school graduates by the faculties in general and within the tool the Study Advice Service develops.
  - The continuation of the consultation and collaboration with secondary education concerning the orientation of students.



- The more direct inclusion of students in communication to secondary school students through SID-ins and Information Days.
  - The employment of the quality that the Association KU Leuven has a large number of study programmes on offer in the orientation of students.
  - Exploring how a broad offer of the Association (including professional Bachelors) can be effectively brought to attention in the orientation of secondary school graduates.
34. The profiling of study programmes in such a way that students can, in an early stage of their study trajectories, consult the education providers about the correctness of their study choice and about a possible need for **reorientation**.
- Considering the possibility of constructing the curricula in such a way that statements can be made about the chances of success of the students in the rest of the study programme, based on the results of the first semester. To rethink study progress measures with early reorientation in mind. (see also OG 32)
  - The employment of the quality that the Association KU Leuven has a large number of study programmes on offer in the reorientation of students.
35. The actualisation of the framework surrounding and the vision on **study guidance** in light of the vision on education and learning and with an improved study progress in mind.
- To ensure a relevant offer of study guidance. The employment of staff in the right echelon to reach this goal. (see also OG 6)
  - To offer tutors specific training and to certify them for it.
  - To offer Faculty tutors support in their tutoring tasks, with learning process guidance and with study counselling.
  - To develop road maps (protocols) which allow tutors and study counsellors to guide students in a founded, shared and systematic way. All developed road maps are checked with the specific needs of underprivileged students.
  - The actualisation of the vision text on the role of the monitors as a crucial element of KU Leuven's education.
36. The further strengthening of functioning multimedia resources and **infrastructure** for education, in collaboration with the Technical Services, ICTS and LIMEL.
- To fundamentally and critically reflect on the question whether and how new developments on the field of educational technology and multi-campus education profoundly influence the learning processes of students and to appeal to the students' disciplinary future selves. To pay attention to its support if this is the case.
  - To pay attention to a well-considered employment of ICT in education (technological tools, MOOC's and SPOC's).
  - The creation of meeting spaces in which researchers can collaborate, not only with each other, but also with students.
  - To bring together education and research spaces where possible.
  - The adaptation of existing learning spaces and infrastructure to forms of multi-campus organisation, blended learning and stimulating working methods.
  - The assessment of how LIMEL's lending service hours can be improved.
  - The assessment of how lecture halls can be fitted with performant internet connections.

37. The university-wide support of the development of a vision on **internships** and **internship guidance** in light of the vision on education and learning.
- To draw up a vision text on the role of internships and internship guidance.
  - To pay attention to the judicial aspects of the collaboration between students, work places and the university. The avoidance of administrative hassle for all parties concerned.
38. The simplification of rules and regulations: more stability and less changes, concerning the **Regulations on Education and Examinations** in particular.
- The adaptation of the Regulations on Education and Examinations so it becomes more succinct and less complex and so the whole becomes more transparent.
39. To evaluate the introduction of **increased flexibility** and to optimise and rethink the measures concerning increasing flexibility where necessary.
- To internally analyse a number of measures concerning increasing flexibility, including the system of study progress decisions (see also OG 34)
  - To make a decision about the refusal to start a Master's programme until one has completed the Bachelor's programme.
  - To take measures to lower the number of students who have problems with their learning credit.
40. To continue the discussion concerning an **alternative timeline for the academic year** in light of a pedagogic care to harmonise education and evaluation as much as possible, with the preconditions and interuniversity developments in mind.
41. The development of a coordinated **outflow policy** for students.
- A new university wide framework supporting outflow guidance is being developed, embedded in a renewed vision on study counselling and career learning and harmonised with the vision on education and learning.
  - Existing initiatives concerning outflow (Project Go International, Faculty and central job fairs, solicitation week, Career Lift, ...) are joined and presented to students in their last year.
  - Initiatives bringing the job market closer to study programmes are stimulated and supported.
42. The further strengthening of the collaboration with the **job market** and the further fortification of the relation between the **alumni projects** and education policy.
- To grant alumni a seat in the POC.
  - To better include alumni in visitation processes to provide feedback on educational practices.
  - To let alumni take part in recruiting and orienting students.
  - To fortify the relationship between study programmes and the job market.

## STRATEGIC GOAL 6: THE CONTINUOUS IMPROVEMENT OF 'LIFE AT KU LEUVEN'

By providing affordable, healthy and safe accommodation, life and learning Student Services contributes to the continuous improvement of 'Life at KU Leuven'. In the development of the goals mentioned below we focus on the campus in Leuven. Similar services are provided in other campuses through the protocols instated for this purpose. Student Services takes into account trends concerning internationalization and fragmentation of the housing market by developing initiatives for both tenants and landlords. Accommodation of priority target groups is a priority of the accommodation policy, besides general service provision. Student Services helps construct a culture in which sustainability, diversity, care and social engagement are an important part of student life (see OG 16 and 17). Moreover, Student Services continues to remove barriers and study-obstructing factors of a financial, psycho-medical or socio-cultural nature, loyal to its vision.

43. To keep study **affordable**. A decreasing number of scholarship students enrol at KU Leuven. Study costs must not be a barrier for studying.
- Student Services' Social Service continues to focus on this theme and researches the possibility of introducing a maximum bill for study costs in the faculties, especially concerning the height of additional study costs.
  - The Job Service renews the database with job offers for students and improves dossier management for student workers' labour at KU Leuven.
44. To provide adequate **healthcare** for students.
- The expansion of preventive health care, in addition to the curative expertise of the Student Health Centre.
  - To increase preventive work (primary, secondary, tertiary) in the Student Health Centre where possible. The explicit incorporation of health information and psycho-education as tasks of their service.
  - To prioritise suicide prevention in the Student Health Centre's and the Student Service's policies. The development of initiatives furthering expertise of intermediary workers and social workers inside KU Leuven concerning suicide prevention. The installation of a project to assess how 'peer-help' initiatives can be instated to complement professional care.
  - To let the Student Health Centre develop a faster procedure for students' first diagnoses. A system of first line psychologists is instated with this objective.
  - The installation of new pilot projects in the Student Health Centre to set expertise to work and to open it up to (underprivileged) students.
  - The further strengthening of relationships for redirection for further diagnostics and treatment.
  - To execute the decision to develop an academic network structure for the Student Health Centre. This structure will provide a consultation structure within the broader academic institution (UZ Leuven, Faculty of Psychology and Educational Sciences, Faculty of Medicine) and the appointment of academic contacts for the Student Health Centre for research questions, collaboration in projects and training.

- To harmonise the Student Health Centre's services with the health care offer in the region and, where possible and necessary, to invest in relationships for redirection.
  - To install pilot projects within the Student Health Centre built for psycho-diagnostic e-help service provision.
  - The strengthening of the role of the Student Health Centre through training and sharing knowledge internally. For this it deliberates regionally, nationally and internationally with peers.
  - To focus on themes concerning health and wellbeing within the student population in the future, in collaboration with scientific research.
45. To provide better use of **Alma** by focusing on the five core values: good, cheap, healthy, enjoyment, easy. To make better use of actions which foreground the aspect of 'experience' within the domain and of the use of Alma restaurant spaces outside of mealtimes as spaces for joined study. To work on the three P's sustainably in this respect: people, planet and profit.
46. To develop initiatives to provide **adequate accommodation**, for priority target groups in particular (international students, guest faculty).
- To increase the number of units of subsidised accommodation and rooms for short stay to continue and further develop the target group policy.
  - To research how international faculty can be accommodated for short stays, in collaboration with faculties and general management.
  - To increase the efforts towards higher quality and safe student rooms on the private rental market, by increasing the number of preventive visits to at least 300 houses per year. The assessment of the possibility of catching up in the following years, with the objective to check up on all houses taken in by 'Kotwijs'.
  - To work towards a closer collaboration with the fire department and the City of Leuven, also for the private rental market.
47. To strengthen and reorient the **communication concerning accommodation possibilities** for students.
- To re-evaluate the interpretation of the 'Charter for accommodation', the concept of the residence visitation days and the timing of the start of the rental season.
  - To position the website 'Kotwijs' as the main reference point in the communication to the students in search of a student room in Leuven.
48. The adequate support of the **operation of student representation**.
- To develop plans for the 's-Meiers 5-Student Centre by renovating the building in the 's-Meiersstraat, in collaboration with General Management/Technical Services, RVB/AV non-profit organisation SSF, Student Representation LOKO and STURA, and Student Services.
  - To deliberate about the modalities of the appeal which can be made to these services with questions of a judicial or technical nature, in collaboration with the Technical Services and Student Services.

49. The stimulation and support of the use of sustainable **travelling** methods with students.
- To increase the use of bikes and to lower the use of buses: to turn around the last years' trend of taking the bus more than going by bike by continuing to promote bike use, supporting a quality offer of bikes and services for bike users, and by formulating propositions for better bike infrastructure. The employment of available means for mobility towards this objective.
50. To keep Leuven **livable** as a student city.
- The execution of the Space Allocation Model for the faculty societies of LOKO in the coming academic year.
  - To take a number of measures towards curbing inconvenience cause by student activities, in collaboration with the student societies, the police, the city and the university. An update to the Fakbar-charter is being written, in which the agreements about the Fakbar's identity and the relation with the respective society are formalized and agreements about the steward practices and the university's role are clarified. It will be checked more directly whether the agreements of the Fakbar-charter are abided by in the dialogue between the Fakbar, the police and the Vicerector for Student Policy.
  - The collaboration with the city, the police, the educational institutions and the students is coordinated in the Directing Group Live ability of the umbrella initiative Symbiosis. The practice of the Directing Group Live ability have to be made concrete and harmonised with the practices of the City Council for Students and the teams must be activated with concrete objectives in particular. Special points for the coming period are safety of student rooms, mobility (stimulation of bikes and walking, the solution for the shortage of bike storage space, ...), and the institution of a (multifunctional) 'party hall' within or on the border of the ring around Leuven.

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