THE LIVING ROOM

Subproject of the EUR Program Student Wellbeing

Erasmus University Rotterdam, August 2021

Project plan Living Room 2020-2024

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Preface

The current project plan covers one of the four Higher Education Quality Agreements (HEQA; Hoger Onderwijs Kwaliteitsafspraken, HOKa) projects of the Student Wellbeing Program of the Erasmus University Rotterdam. The current plan is drafted in co-creation with the HEQA working group of the University Council. All projects of the Student Wellbeing Program build upon the vision document that was consented to by the University Council in 2019 (Matthijsse, 2019). See Figure 1 for a schematic representation of the vision document and Figure 2 for a schematic representation of the four projects of the Student Wellbeing Program.

Figure 1 (Student wellbeing vision document, Matthijsse 2019):

Figure 1 represents the six pillars from the Student Wellbeing vision document that constitute the Student Wellbeing program. Pillars 1 and 6 refer to the project that is focused on the mission and data. Pillars 2 to 5 refer to the chain of care including prevention, detection and timely intervention, support, and referral to external services. All pillars are addressed in the four projects of the Program Student Wellbeing (see Figure 2). The current project, the Living Room, falls under pillars 2, 3, and 4.
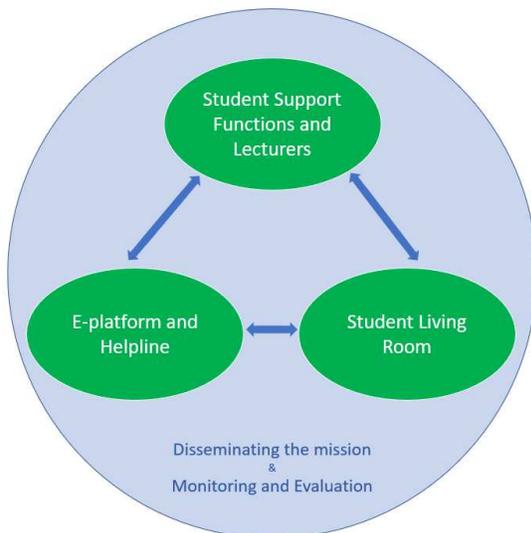
Figure 2 Projects of the Student Wellbeing Program

Figure 2 represents the four projects of the comprehensive Student Wellbeing Program, in which all six pillars of the Student wellbeing vision document (Matthijsse, 2019; Figure 1) are represented. The projects in the green circles are focused on three main focal points through which students can be reached. All projects are interconnected and reinforce each other. The projects 'Student support functions and lecturers' and 'E-platform

The mission of the Student Wellbeing Program is consistent with and contributes to the general EUR mission of creating societal impact. The general mission explicitly refers to 'our students who define our impact first and foremost'. As a lot of students feel overburdened, stressed or worse (EUR monitor Student Wellbeing, 2021), this may hamper achieving the intended impact. Therefore, the mission of the Program Student Wellbeing is to promote wellbeing and enhance student success. Student success refers to unfolding talents to their fullest, for which academic achievements, critical thinking skills, *and* wellbeing are crucial (Van der Zanden, 2018). Research shows the three domains are interdependent i.e., positive wellbeing is related to academic achievements (Asikainen, 2018; Fenning, 2013; Yazedjian, 2009). Our goal is for EUR to transform its focus from 'study success' (academic achievement) to 'student success'. Please see the project plan 'Disseminating the mission, monitoring and evaluation' for more details on the mission.

Following the feedback letter of the U-council (8 February 2021) concerning the previous version of the Student Wellbeing Program plans, including the Living Room project plan, the KPI's are now further specified, and the specific role and organizational structure of the Living Room are explained in more detail. In addition, the strategy to maximize reach and awareness of the Living Room is enhanced.

1. Introduction

The project so far

The EUR campus aims to provide a rich learning environment and focuses on creating an academic community where social interaction has a key position. This is crucial: social interaction is vital for students in the transition to early adulthood (Trimbos, 2020). These interactions help students develop social skills that are indispensable for their social wellbeing and their sense of belonging, both of which are linked to student success. Students who are socially well integrated and feel at home are less likely to drop out, have fewer stress and depressive symptoms, feel less lonely and are less prone to substance abuse (Stebbleton, 2014).

In 2019, the academic lead of student wellbeing interviewed students in focus groups to identify topics in student wellbeing that needed to be addressed. Students stated that, despite the existing facilities (e.g., catering establishments, sports facilities, and cultural offerings), they were missing a non-commercial place on campus where they can relax, socialize, and participate in activities and workshops to maintain and increase their wellbeing. This place should reflect inclusiveness, should be freely accessible i.e., without membership, and free of obligations.

In accordance with this recommendation and in collaboration with student associations, such a place was created on campus: the Living Room. Due to lack of space, this Living Room was eventually, in February 2020, situated in the Tinbergen Building (6th floor). This location is less ideal in terms of accessibility, however in direct proximity of pastoral/spiritual care and study spaces that were created there on a temporarily basis. Once the centrally located new building (MFO II) on campus will be finished in Q3 2023, the physical space will move here, to its ground floor. This will improve accessibility drastically.

The Living Room has the look and feel of a cosy living room (see images below) and enables students to interact, relax, and carry out informal, interesting activities related to wellbeing. Examples of such activities are: pub quizzes on wellbeing, recreational drawing workshops, watching movies together, and meetings with experts on wellbeing-related topics e.g., performance pressure, perfectionism, or dealing with grief. Unfortunately, the (physical) Living Room has been closed since April 2020, due to the corona-related measures and is at the moment, August 2021, still closed due to Legionella.

The Living Room in Tinbergen

The online Living Room

Results from the pulse study (April 2020) on the wellbeing of EUR students during the first corona peak indicated that over half of the students, including a relatively large number of international students, was feeling lonely and had difficulties concentrating on their studies. Therefore, since closing down the physical Living Room, the (student) board members of the Living Room have been organising a wide variety of online initiatives. Successful examples of online initiatives to improve student success are "Study Buddy", whereby students are paired up to study together and "Pandemic Pal", whereby students are paired up to do fun and challenging assignments and could win small prizes.

The Living Room board members have created their own website and share their activity agenda via Instagram, including yoga Mondays and workshops on e.g., positive psychology and breaking taboos around mental health problems. An example of a previously organized successful activity is 'Maskerclass'; a workshop on breaking taboo around depression, provided by an EUR alumna. The attending students were very enthusiastic and were looking forward to more workshops like this.

Recently, in collaboration with Erasmus X, a [virtual Living Room](#) in Gather Town has been created as well, in which coffee hours are organised regularly (see Image below). The activity programme is coordinated with a Student Wellbeing Project coordinator. Collaborations with other student organizations are highly valued and often take place e.g., with Stay Rotterdam, Erasmus FoodLab, and Extraordinary Life. The Living Room board members are also members of different student associations (for this academic year: Happy Student Society, Erasmus Pride, and Erasmus School of Colour) therefore, collaboration with other organizations is facilitated.
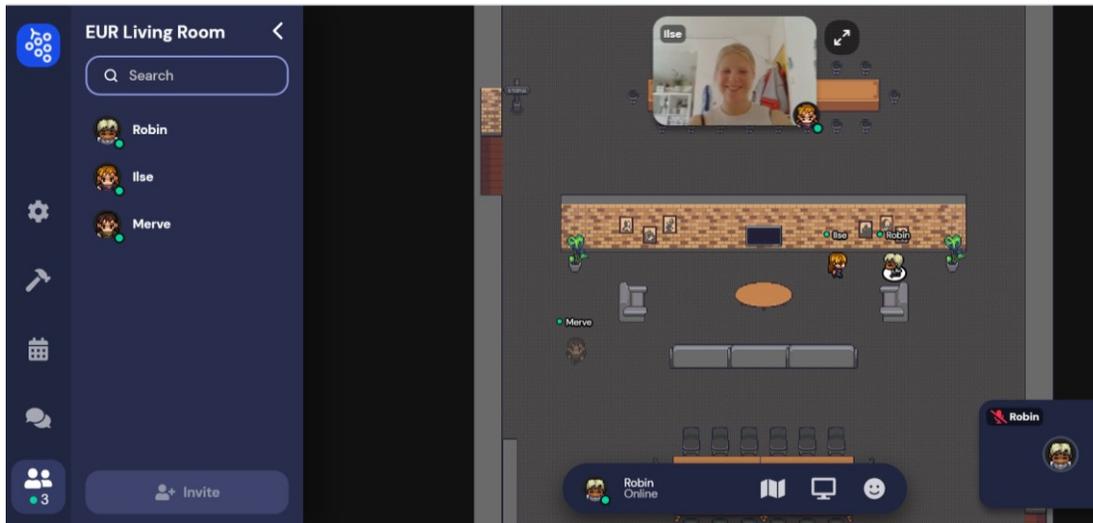
The Living Room in Gather Town. The virtual living room consists of different areas (e.g., seating area, dinner area, and garden) in which students can hang out, walk around, and talk to each other, either spontaneously or, for instance, during an organized coffee hour.

Moving forward

The past year has been difficult in terms of establishing and entrenching the Living Room at campus and being able to provide students what they need. In evaluation, the need for a (physical) Living Room as an instrument to enhance the feeling of belonging and social connectivity still stands. This is supported by the latest round of focus group interviews with students from all faculties (EUR Overall report focus groups Student Wellbeing, 2021).

Even though, the first version of the Living Room was hindered by the coronavirus, as well as by being placed in a less ideal location, the responses by the visitors of the online Living Room and participants of the activities were promising. In 2020, 937 students and in Q1 2021, 271 students were reached with the activities of the online Living Room (HEQA reports 2020-2021). Since the coronavirus prevented the outreach to the student community on the whole, it is important to enhance inclusiveness by reaching out to more student societies on

campus and to connect with their ambitions and activities as well. To be able to reach this, the Living Room student board is essential.

The Student Wellbeing project team – in close cooperation with the student board and co-creative sessions with members of the U council – have decided to continue the project in a hybrid mode. This means that the Living Room will exist in both physical and online form, which is more inclusive and will improve its audience reach, satisfaction, and goal achievement.

The construction of the new centrally located multipurpose educational building, MFO II, will be finalised in Q3 2023. In this building, there is room for vibrance and activity on the ground floor, where the Living Room will be relocated to. This will improve accessibility of the Living Room, drastically. Whilst MFOII is under construction, we will keep searching for a better suited, more centrally located, (temporary) location for the Living Room, preferably on the ground floor.

2. Project vision

The Living Room has an added value over other 'break spaces' at campus. First, the Living Room is the only place at campus with the look and feel of a true living room that is accessible to all students, without exclusion. It is a neutral yet cosy place to serve a diverse and inclusive audience, reflecting the EUR community as it is. It welcomes all students, whether or not they are members of other student organisations. Second, as a result of the first point, the Living Room serves as the ideal place to provide low-threshold support. As there will always be someone (a board member or a trained student) present, visitors can always find an empathetic listening ear at the Living Room. In addition, referral to the most appropriate form of student support service at EUR can take place – from the Wellbeing Platform to study advisors, university psychologist or coaches. Third, whether in collaboration with other student organizations, all events and activities of the Living Room are aimed at personal development and boosting wellbeing. Together, these unique features of the Living Room fuel a sense of belonging, combat loneliness, and promote personal development and wellbeing. In other words, these features contribute to student success at EUR. The following four goals, described in detail below, have been set to achieve this surplus value:

1. Further improve the reach of the Living Room
2. Continue organizing online and offline activities in the Living Room to promote personal development and wellbeing and refining the organizational structure
3. Provide and enable support to visitors of the Living Room
4. Improve the awareness and network development of the Living Room

3. Project goals

Goal 1 Further improve the reach of the Living Room

Goal 1 Outcomes

– Moving the Living Room, physically, to a more suited place. In Q3 2023, it will move to the ground floor of MFO II, a new centrally located building. Whilst MFOII is under construction, we will keep searching for a better suited, more centrally located, (temporary) location for the Living Room, preferably on the ground floor. The Living Room project team is in close contact with Real Estate & Affairs.

– Creating a "hybrid" Living Room. At the very beginning, only a physical Living Room existed. Due to the coronavirus, it transformed into an online Living Room. A hybrid model, in which the Living Room exists in both physical and online form is more inclusive and will improve its audience reach, since some students may not be able to physically go to campus, not all students have the same preference, and restrictive measures (e.g., keeping 1.5m distance) might still be in place or reinstated.

– Tailoring the Living Room (both the space and activities) to the needs of students. We have strong connections with a variety of student organizations and faculties that we will use to inventory student needs.

– Targeting specific groups of students, based on the results of the Student Wellbeing Monitor, who would benefit most from the Living Room e.g., those with the lowest sense of belonging or highest rate of loneliness. To reach this, the Student Wellbeing project team is in close contact with the Diversity & Inclusion department.

Goal 1 KPIs[1]

– The number of followers of the Living Room Instagram account, the main online platform of the Living Room, shows a continuous upward trend (currently 593 followers).[2]

– As of the academic year 2021-2022, at least 1000 students will participate individual events, yearly.

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[1] No KPIs are made regarding the number of students that will visit the physical Living Room, as this cannot be done reliably, due to the corona and legionella related measures. The numbers of visitors will be discussed in iterative conversations with the University Council to see how these numbers will develop.

[2] The number of students reached through Instagram, as well as the other online communication channels of the Living Room (i.e., their own website and the virtual Living Room in Erasmus X), will be discussed in iterative conversations with the University Council to see how these numbers will develop.

   – As of the academic year 2021-2022 at least 20 collaborations with student organisations, faculties, or other EUR programs will be set up.

   – As of the academic year 2021-2022, based on the results of the Student Wellbeing Monitor, the Student Wellbeing Program team will reach out to (student) organizations, specifically, that represent the groups of students that are most likely to experience wellbeing challenges.

   – As of the academic year 2021-2022, after indicating the reason for their visit, the majority of visitors will score the Living Room no less than 3.5 out of 5 on a Likert scale for satisfaction, with the aim to reach an average of 4 out of 5.

Goal 2 Continue organizing online and offline activities in the Living Room to promote personal development and wellbeing and refining the organizational structure

Since the creation of the Living Room, the board has been organizing activities for students to promote their personal development and wellbeing. Most activities took place digitally (online) however, when possible, activities took place physically. Goal 2 consists of two subgoals: a) Continue organizing online and offline activities in the Living Room to promote personal development and wellbeing; and b) Refining the organizational structure of the Living Room.

Goal 2a Outcomes

Continue organizing online and offline activities in the Living Room to promote personal development and wellbeing

   – There will be an online activities agenda and an on-campus activities agenda. In addition, hybrid activities will be organized. A hybrid event (e.g., a workshop) means that it will be organized on campus, so students can attend physically, and that it will include a livestream, so students can also join from home (or any other place).

   – The activity calendar is developed by the Living Room board members in consultation with the project coordinator and is tailored to students' needs. A variety of wellbeing domains will be represented in the activity calendar i.e., mental, physical, cognitive, spiritual, and social wellbeing, in line with the activities as described on p. 6 in the above.

   – Since students may experience a threshold to share their problems in an early stage, the focus of the Living Room is to help students feel at home and invite them to take part in activities supporting their

personal development. Information and data will be collected from visitors about how the Living Room contributes to student wellbeing and personal development. If necessary, the results can be used to make changes to the activities calendar.

— The activity calendar will be aligned with ambitions and activities of student organizations and EUR facilities (e.g., Erasmus Sport, Erasmus FoodLab) on campus.

— Collaborations with other EUR programs (in particular "Diversity and Inclusion" and "Personal and Professional Development") and student support services will take place regularly. For example, the Living Room project team is planning on organizing more "Maskerclasses" (workshops on breaking taboo around depression, as described in the Introduction above), in collaboration with Education & Student Affairs (E&S).

Goal 2a KPIs

— As of the academic year 2021-2022, at least 45 activities will be organized yearly.

— All wellbeing domains, i.e., mental, physical, cognitive, spiritual, and social wellbeing, will be covered.

— All formats i.e., physical, digital, and hybrid activities, will be covered.

— As of the academic year 2021-2022, the majority of participants will score the Living Room activities no less than 3.5 out of 5 on a Likert scale for satisfaction, with the aim to reach an average of 4 out of 5.

— As of the academic year 2021-2022, the majority of participants will score the Living Room activities no less than 3.5 out of 5 on a Likert scale for usefulness (promoting personal development, breaking taboo, etc.), with the aim to reach an average of 4 out of 5.

— See Goal 1 KPIs for collaboration KPIs.

Goal 2b: Refining the organizational structure of the Living Room

The Living Room started off with an informal student board. Considering their range of tasks, however, we have learned that a more formal and structured way of working, including more guidance, is desired by both the board and the project coordinator. This refinement of the organizational structure is needed in order to create a sustainable construction that is embedded in EUR and in other projects of the Student Wellbeing Program. Interestingly, during the lockdown period, other student organizations appealed to the organizational structure of the Living Room, since they wanted to set things up that were beyond their organizational capacity.

Goal 2b Outcomes

- The Living Room board consists of three student assistants (0.2 FTE per person) with a range of specific tasks that could not be covered by volunteers. They have a fixed amount of time per week to dedicate to manage the Living Room, organize activities, and fulfil other requests.

Board members:
- Manage the physical Living Room (including regulating opening times) and/or the digital Living Room (their own [website](), [Instagram](), and [Gather]()).
- Create an activity agenda, organize (including sending out invitations etc.), host, and monitor activities.
- Write monitoring reports (including reach, satisfaction and contribution to personal development and wellbeing).
- Write plans to increase network development and collaborations.
- Keep a close eye on the student wellbeing monitor data and relevant trends so that the organization of activities and collaborations can respond to them.
- Provide informal contact, peer support, to visitors of the Living Room and refer them to other support services if needed.
- Provide team members of the Student Wellbeing Program input for the other projects to make sure the Living Room is integrated well in the program. There is a strong collaboration between the Living Room project and the other projects at various levels.

Goal 2b KPIs

As of the academic year 2021-2022:
- Monitoring reports will be written monthly. Adjustments to the activity agenda and plans for network development and collaborations will be made accordingly.
- At least one of the Living Room board members will attend bi-weekly meetings with the Student Wellbeing program team.

Other Goal 2b Outcomes are covered by the KPIs of Goals 1, 3, and 4.

Goal 3 Provide and enable support to visitors of the Living Room

It will be secured that, during opening hours, there will always be someone present at the Living Room to provide visitors an empathetic listening ear if needed. This informal, low threshold peer support will be provided by a

Living Room board member or a trained student (see below). Moreover, visitors with personal challenges might need more information about support services, which will also be provided by the "gatekeeper". This way, the need for support can be normalized and destigmatized amongst students, and the Living Room will serve as a universal prevention service in the chain of care at EUR. The chain of care consists of: universal prevention, targeted prevention, internal treatment, and external referral. Please see project plan 'Student Support Services and Lecturers' of the Student Wellbeing Program for more details.

Goal 3 Outcomes

– Creating a training course or an information package, in consultation with student support services, for the Living Room board members on providing informal peer support, focusing on prevention, identification, support, and internal referral within the chain of care at EUR (to study advisors, spiritual counsellors, university psychologists, the international office etc.). Board members will know where to go with what questions/problems.

– Board members cannot always be present in the Living Room themselves, as they have 0.2 FTE per person and have multiple responsibilities. Therefore, the board will appoint a student committee (volunteers) and provide them the same training or information package as they have received. They will make an agenda to make sure that there is always be someone present at the Living Room and broad opening hours can be achieved.

– The effectiveness of this "gatekeeper" function will be monitored. If needed, improvement measures will be implemented.

Goal 3 KPIs[3]

– By the end of 2021, a training course for board members and the student committee in providing informal peer support, focusing on prevention, identification, support, and internal referral within the chain of care at EUR will be developed.

– As of 2022, board members and the student committee will be trained.

– As of 2022, the majority of the visitors will score no less than 3.5 out of 5 on a Likert scale for the question: "Did you find wat you were looking for?", with the aim to reach an average of 4 out of 5.

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[3] No KPIs are made regarding the number of referrals to EUR support services have been made by the Living Room, as the primary goal of the Living Room is to directly help students in an approachable way and to form a space that provides universal and targeted prevention.

Goal 4 Improve the awareness and network development of the Living Room

Improving network development of the Living Room is of high importance to be able to contribute to student success at EUR on a large scale (Goal 4a). Improving the awareness of the Living Room is inherent to this (Goal 4b).

Goal 4a Outcomes

Improve network development of the Living Room

- Proper coordination will take place with other projects within the Student Wellbeing Program and the relevant policy vision.
- The activities and the support function of the Living Room will be in line with the mission of the Student Wellbeing Program.
- Linking the Living Room to projects and events outside the Student Wellbeing Program, e.g., the Eurekaweek for first-year students and One Stop Shop days for international students.
- Entrenching the Living Room in EUR's internal support facilities structure.
- Organizing connections and collaborations with student networks and associations so they can publicize the Living Room activities, suggest topics and, if desired, carry out activities themselves.
- Giving other student networks and associations the opportunity to organize activities related to wellbeing and personal development in the (physical) Living Room, unpaid.

Goal 4a KPIs

- All support services and staff members at EUR have knowledge of the Living Room, its activities, and possibilities.
- A network event including all student organisations will be organized twice a year to inform and update all associations about the Living Room.
- No less than seven different student association will host one of their activities in the physical Living Room.

Goal 4b Outcomes

Improve the awareness of the Living Room

- Organizing special events during the extensive Student Wellbeing Program campaigns (see project plan 'Disseminating the mission, monitoring and evaluation'), to improve the awareness of the Living Room, its activities and goals, and to increase reach. In addition, the Student Wellbeing Program team makes sure to highlight the Living Room during these campaigns.
- Including the Living Room mission, as part of the Student Wellbeing Program, in a welcome package for all new students (e.g., together with ERNA).
- Prominently placing information about and links to the Living Room on the (during summer relaunched) student wellbeing platform.
- Posting all Living Room activities in the Uni-Life app. This smartphone application provides an event platform for students that is actively used by over 8.100 EUR students.
- No less than five activities will be organized in the Living Room that are aimed at specific target groups, based on the results of the Student Wellbeing Monitor, in collaboration with Diversity & Inclusion.

Goal 4b KPIs

- As of 2021, two extensive campaigns (in spring and autumn) for students take place each year to share the mission of the Student Wellbeing Program and to highlight the Living Room.
- As of 2022, the (online and physical) Living Room is known by no less than 80% of the first-year Bachelor students.
- As of 2022, the (online and physical) Living Room is known by no less than 50% of the second- and third-year Bachelor students.
- As of 2022, the (online and physical) Living Room is known by no less than 50% of the master students.

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Appendix 1: Overview of goals and KPIs

	Output		Outcome	
Main Objectives	What	How	What	How
Project 'The Living Room'				
Further improving the reach of the Living Room	From 2022 onwards: – A trend in the number of students reached through online communication channels[4] – At least 1,000 students participate in events/activities of the Living Room, yearly – At least 20 collaborations with student organisations, faculties, or other EUR programs – Use Student Wellbeing Monitor results to reach certain students (targeted prevention) – Visitors are satisfied with the Living Room 2023: – Move Living Room to ground floor of MFOII (permanently). Meanwhile, the search for a more centrally located (temporary) location continues	Likert scale for satisfaction	**Reach** A more centrally located Living Room that is easily accessible to all students. Activities that fit student needs, provided in a hybrid format that is appealing to many students. The Living Room reaches the students that (theoretically) benefit most from it.	
Continue organizing online and offline activities in the Living Room to promote personal development and wellbeing and	From 2022 onwards: – At least 45 activities, yearly, in which all wellbeing domains and all formats (physical, digital, and hybrid) are covered. – Visitors are satisfied with the activities of the Living Room	Likert scale for satisfaction	**Activities and organizational structure** A varied activity calendar that fits students' needs, developed by board members in consultation with the project coordinator, aligned	Organizing, hosting, and monitoring activities. Monitoring reports, monthly.

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[4] No KPI on the number of students that will visit the physical Living Room, as this cannot be done reliably. These numbers will be discussed in iterative conversations with the University Council.

refining the organizational structure	– Visitors find the activities of the Living Room useful (contributing to wellbeing and personal development)	Likert scale for usefulness	with ambitions and activities of student organizations and EUR programs.	Keep a close eye on Student Wellbeing Monitor data and relevant trends. Strong Integration Living Room in Student Wellbeing Program
Provide and enable support to visitors of the Living Room	2021: – Training course for Living Room board members in providing informal peer support, focusing on prevention, identification, support, and internal referral within the chain of care at EUR. 2022 (Onwards): – Board members (and student committee) are trained. – Visitors found what they were looking for in the Living Room (e.g., a listening ear or more information on support services).	 Likert scale (Did you find wat you were looking for?)	**Student support** The Living Room welcomes all students and serves as the ideal place to provide low-threshold support. There will always be someone present to provide a listening ear and appropriate referral. The Living Room fuels a sense of belonging, combats loneliness, and promotes personal development and wellbeing.	Trained board members and student committee members
Improve the awareness and network development of the Living Room	2021 (onwards): – Two extensive campaigns (in spring and autumn) for students, yearly, to share mission of Student Wellbeing Program and highlight the Living Room. – Posting Living Room (activities) on Uni-Life app and Student Wellbeing Platform 2022 (onwards): – Network event including all student organisations twice a year. – No less than five different student association host activities in the physical Living		**Awareness and network development** The Living Room is an established concept; indispensable at the EUR campus. Policy is aligned with projects within and outside the Student Wellbeing Program. Entrenchment in EUR's internal support facilities structure. Other programs and student networks and associations	2022: Including the Living Room mission, as part of the Student Wellbeing Program, in a welcome package for all new students (e.g., together with ERNA).

	Room (under the condition that it is opened). − No less than five activities are organized in the Living Room that aimed at specific target groups, based on Student Wellbeing Monitor results, in collaboration with D&I.		make use of the physical space.	
	The Living Room is known by: − no less than 80% of the first-year Bachelor students. − no less than 50% of the 2nd and 3rd year Bachelor students. − no less than 50% of the master students.	Questionnaire		
	2023: − All support services and staff members at EUR have knowledge of the Living Room, its activities, and possibilities.	Questionnaire		

Appendix 2: Work packages

Coordination Work Package

This work package includes: managing and regularly consulting with the board members who run the Living Room, annual recruitment of new board members and planning and financial management. It also includes: striving to achieve the objectives, comparing the activities with the mission of the Student Wellbeing Program, linking the project to related projects within and outside the program, in alignment with the Core Program Team.

Accommodation Work Package

The Living Room was opened in February 2020 in the Tinbergen building (but had to be closed down due to corona and legionella related measures). This concerns temporary accommodation. Permanent accommodation will become available in 2023. The responsibilities include: the construction of a site for the Living Room that is centrally located on campus, attractive and easily accessible for students. The room enables students to develop and carry out activities and to converse with each other. The activities of this work package include: design specifications, consultation with services, supervision of the construction process, coordination regarding the information centre.

Student Board Training Work Package

The Living Room is run by a few students (paid workers). They constitute the board of the Living Room. As well as organising the activities, they play a role in providing accessible peer support, flagging and referral. This work package includes: a) setting up a training course for the board members in consultation with the student representatives and support network, b) arranging the training courses, c) monitoring their effectiveness and d) implementing improvement measures.

Network Development Work Package

Entrenching the Living Room in EUR's internal facilities structure falls within the scope of these responsibilities. Proper coordination with other projects within the Student Wellbeing Program and the relevant policy vision. The responsibilities also include: network development in the programs (through the CLI) and setting up a network of study and student associations. This network can publicise the activities, suggest topics and, if required, carry out activities itself.

Activities Calendar Work Package

The responsibilities include: setting up an activities calendar linked to wellbeing and personal development and organizing and carrying out the physical and online activities. They also include: regulating the opening times of the Living Room, both in and around activities, when the Living Room is open for visitors, informal contact, playing games, etc.

Peer Support Work Package

The board members who run the Living Room also come into contact with students (visitors) with personal challenges. If there are any concerns about a visitor or if he/she needs information regarding student facilities, the (trained) board members provide this information. The responsibilities include: offering a listening ear, compiling a list of student facilities and, if required, referring students to a student counsellor.

Monitoring Work Package

The responsibilities include: monitoring and reporting on the physical and online activities of the Living Room. Among other things, the outreach to students, their satisfaction with the (activities of the) Living Room, and the impact on wellbeing are surveyed. The data from student wellbeing studies are also surveyed and relevant current trends are taken into account when selecting Living Room activities.

Communication Work Package

In order to make the (activities of the) Living Room widely known, it is essential to focus communications within the EUR and on events (e.g. the Eureka Week), as well as towards student associations. The responsibilities include: drawing up a communications plan and updating and properly positioning the Living Room website.

Appendix 3: Budget plan

Table 1: Specified budget of the Living Room project, divided by work package

In K	2021	2022	2023	2024
Coordination	8	8	8	9
Accommodation*	8	9	9	9
Monitoring	5	5	5	5
Recruiting, contracting and training student board (running Living Room and peer to peer support)	4	4	4	4
Peer support	4	4	4	4
Network development	5	6	6	6
Activities calendar (set up, organization, execution)	26	26	26	26
Communication	7	7	8	8
Production costs: costs for the activities (e.g., providing workshops, hiring trainers/speakers)	15	15	15	15
TOTAL	82	84	85	86

* Please note that Accommodation does not concern the costs of renting the space, for which HEQA budget is not and will not be used. See 'Accommodation Work Package' for more details.

Table 2: Specified budget of the Living Room project, divided by personnel and production costs

Function	EUR Department	FTE	2021	2022	2023	2024
Program lead	AZ	0,1	11.893	12.131	12.373	12.621
Coördinator	AZ	0,3	21.298	21.724	22.158	22.601
Student assistant	AZ	0,8	34.092	34.774	35.470	36.179
			67.283	68.628	70.001	71.401
Production costs			15.000	15.000	15.000	15.000
Budget per year			82.283	83.628	85.001	86.401

TOTAL: 337.313