

STUDENT  
REPRESENTATIVES  
FACULTY OF ARTS AND SOCIAL SCIENCES

# Half-Term Report 2021/22

Half-Term Report on the activities of the FASoS  
Student Representatives

## Foreword

The Student Representatives (SR) of the Faculty of Arts and Social Sciences (FASoS) are a team of 30 elected and appointed students belonging to the Bachelor as well as Master programmes. The Student Representatives are an internal faculty body and its members represent their fellow students in various faculty bodies and in all levels of the faculty.

Among others, students are represented in the faculty board, faculty council and the programme committees. The FASoS Student Representatives connect the different student members, create collaboration between them and function as a decision-making body. Our role is to assist and inform students and provide broader student input to faculty staff.

The objective of this half-term report is to give Faculty staff and students an overview of the work which has been conducted by the Student Representatives in the first half of the academic year 2021/22. The Student Representatives have worked on various projects in different working groups during the past months.

**Ghizlan Rebbah**

President 2021/2022



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## TEAM OVERVIEW

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### ***Programme Committees***

#### **Arts & Culture**

Glámour Martis  
Pavlina Papageorgiou  
Sanne van den Elzen

#### **European Studies**

Mara Sandru  
Anna-Maria Lipolit  
Lorenzo Gretter

#### **Digital Society**

Claudio Lo Sciuto  
Serena Boukelmoun  
Inés Gonzales de Mendoza

#### **Graduate PC Arts and Culture**

Silvia Galdini, MA AH  
Tessa Mendez, MA AH  
Milton Raimundo, MA AH

#### **Graduate PC Media, Technology & Innovation**

Dan Pauly-Jensen, MA CAST  
Olajide Olugbade, MA ESST  
Nina Boich, MA MSDC

#### **Graduate PC Europe (and the Globalising World)**

Helja Asadi-Gholami, MA RMES  
Marei Hoppe, MA ES  
Kim Graves, MA EPA  
Morgan Jupiter, MA GDS

### ***OMT***

Kilian Frey, BA European Studies  
Sofia Shamova, BA Arts & Culture  
Ece Erturan, BA Digital Society

### ***Faculty Council***

Diane Ngatchou-Djomo, MSc Public Policy  
Helena Sanvicente, BA Global Studies  
Olsi Sokolli, BA European Studies  
Maaïke van Uum, BA European Studies

### ***Complaints Committee***

Olivia Lindell, BA European Studies

### ***Library Committee***

Tsveti Ivanova, BA European Studies

### ***Faculty Board***

Ghizlan Rebbah, BA European Studies

### ***Steering Board***

Ghizlan Rebbah | President  
Anna-Maria Lipolit | Vice-President BA  
Morgan Jupiter | Vice-President MA  
Diane Ngatchou-Djomo | Secretary  
Serena Boukelmoun | Treasurer

## WORKING GROUPS

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In order to deal with the workload of the Student Representatives, our team is divided into four working groups (WG): **Education, DIAS, Marketing & Communications, and Employability**. Below you can find individual overviews of the work that each working group has done throughout the 2021-2022 academic year.

### Working Group Overview

#### Education

Lorenzo Gretter (Chair)  
Glámour Martis  
Mara Sandru  
Inés Gonzales de Mendoza  
Helja Asadi-Gholami  
Kilian Frey  
Ece Erturan

#### Diversity, Inclusivity, Accessibility and Sustainability (DIAS)

Maaïke van Uum (Chair)  
Kim Graves  
Tessa Mendez  
Milton Raimundo  
Helena Sanvicente  
Olivia Lindell

#### Marketing & Communications

Tsveti Ivanova (Chair)  
Claudio Lo Sciuto  
Silvia Galdini  
Sofia Shamova  
Morgan Jupiter

#### Employability

Sanne van den Elzen (Chair)  
Pavlina Papageorgiou  
Marei Hoppe  
Olsi Sokolli  
Dan Pauly-Jensen  
Olajide Olugbade  
Nina Boich

## EDUCATION WORKING GROUP

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The Education Working Group of the Student Representatives is dedicated to the evaluation and improvement of the quality and administration of education within the Faculty of Arts and Social Sciences. The committee considers issues, and points for improvement in this area by identifying the general opinion and/or stance of the FASoS student population and working together with the Faculty staff to ensure a positive academic experience for all students and staff.

### *Social Study Groups*

The purpose of the social study groups is to provide a new environment in which first and second year bachelor's students may meet, socialise, and study with the assistance of a student-tutor figure. The format of these social study groups (SSGs) is intended to foster an informal social environment in which students are not expected to arrive prepared. On the contrary, these SSGs provide a forum for students to address knowledge gaps developed throughout courses. To this objective, the student-tutor figure will be critical. By giving course expertise, comments, and responses to students' inquiries, student-tutors assist students in navigating new courses.

**Progress:** To this end, the Education Working Group created a proposal covering the idea of social study groups, the structure and role of student-tutors for these groups as well as the registration and organisation process. In this regard, it was especially important to the student representatives that the social study groups contain a social notion and offer an alternative setting to the conventional learning environments. Thus, the proposal was handed to the Faculty Council and became evaluated positively. Additionally, the student representatives contacted potential student tutors. Ultimately, the proposal has been approved and is now in the process of being tested on its financial feasibility.

**Remark/Follow-up:** We suggest tracking the engagement of people with this project by looking at the number of students interested and how many end up showing up to the meetings. Another crucial part of the project is to see how it affects the students' academic performance overall since it is aimed at giving extra support to those students that feel like they need assistance in understanding the course. We think that feedback from the students participating in these sessions after each course will be very helpful to go forward and make this experience as best as possible both for the next group and the student-tutor. An interesting point would be to compare exam scores of those who have attended these meetings and those who have not, as well as a comparison with students' academic performance before and after attending the meetings, to determine to what extent the course has helped them.

### *Monitoring Resit Scheduling*

One of the issues that we wanted to pay attention to was the issue with the overlap with resits and regular exams. It has often happened that during a regular exam week, the students that had to resit one or more of their previous exams found themselves in a difficult position by having to take them all at once, namely in the next exam week. This was a point of concern because that makes the students in that position be more stressed than normal and have less time to study and prepare properly, as, on top of this, they still have to attend classes.

**Progress:** We raised the question of whether it was possible to rectify this and move the dates for the resits to a different date than the regular exams to help students out with organising their study time and allowing them more flexibility and support. We wanted to see if this could also be an option not only for the bachelor students but for the master students as well. Firstly, we looked into what had been done already for this the previous years. The last student representatives had already brought attention and tackled the problem, so we found that the problem of overlapping exams had been fixed. We talked with Serena, who had attended the meetings with the board of examiners last year, and confirmed that the proposed solution of moving the resits to a different time than the regular exams had been approved. We were glad to find that this issue had been solved and that students don't have to worry about it anymore.

**Remark/Follow-up:** If in the future there happens to be any overlap again, the student representatives can take a look at the ways used previously to deal with it and ensure that this issue is not repeated in future years.

### ***MECC Exams and Covid-19***

At the start of the new academic year (01.09.2021), universities were fully operational, and education had shifted to on-campus education. While the university strongly encouraged everyone to participate in physical learning, the pandemic and its effects persisted for a variety of reasons, including travel restrictions, housing issues, and mental health issues. As a result, several students struggled to relocate to Maastricht. Our goal was to hear their voices and advocate for online, hybrid, and on-campus education improvements.

**Progress:** As the covid regulations and policies constantly change throughout the year, particularly by the government, there cannot be a set proposal for all the upcoming months. However, at the start of the year, the UM followed a stringent policy of moving education online, which means students must obtain permission from the special hardship committee to enrol online and take exams online, which is a long process as the decision may take up some time. As the past academic year was conducted online, we now know that all of the tools and technology necessary to provide online education are now available to students who require it to continue and complete their studies. Within weeks, UM implemented several changes that made it much more flexible, such as directing students with housing problems to student advisors and, particularly at the end of the second period, allowing students to contact their tutor if they tested positive for Covid, had contact with someone who has Covid, or were not feeling well in a class environment, which was a huge step forward in terms of the feasibility of hybrid education. Exams at MECC are more challenging than hybrid situations since they are linked to government regulations. The university took necessary measures and moved forward with online exams in response to an increase in covid cases at the end of January. We maintained consistent contact within the OMT committee and constantly received input from students and our fellow student representatives. The education working group focused on preserving this flexibility for students who faced barriers to education due to the pandemic such as travel restrictions or visa requirements. As we approach the fourth period, the university recognizes the students' responsibility and proceeds with maximum flexibility.

**Remark/Follow-up:** The action points and overarching objective are always about hearing students' concerns about the pandemic and bringing them to the table in order to provide them with a more positive and secure university experience. As with the pandemic, school, classes, and travel are tricky, particularly compared to previous experiences with other variants. The OMT committee, particularly Vice-Dean of Education Dr Giselle Bosse, was our point of communication on these

difficulties. Thus, the best course of action for the next team and the overall aim would be to preserve, observe, and keep track of the latest updates and prepare quick action points to move forward.

### ***Mentor Programme***

For first-year students, the transition to university might be hard and confusing, especially when coming from abroad. Therefore, the Mentor Programme is a source of information and help in this transition, as the assigned mentor is there to help students figure things out and to see whether studying and the overall well-being of the students are going well. However, in the academic year 2021-2022, student representatives discovered that a lot of helpful information was missing and the structure has slightly changed, thus students have not been provided with important details regarding their studies.

**Progress:** A proposal to improve the Mentor Programme has been written by student representatives, who suggested re-introducing the Mentor Lectures, best in the first three weeks of study. Besides the already existing information, the SR team proposed to put more emphasis on re-sits and their unavoidable consequences. Most students do not know that having just one re-sit will disrupt their learning rhythm and they cannot estimate the pressure of managing their time when they have to study for two exams simultaneously. There is also the risk of falling into the re-sit trap, which might even delay graduation. Additionally, taking resits prevents you from graduating Cum Laude or enrolling in the Honours Programme. The proposal should have been presented to the Mentor Programme Coordinators in the first semester, but it has been postponed.

**Remark/Follow-up:** The overall aim is to improve the Mentor Programme, which is already a valuable asset to student life and to help new students adjust to the University's guidelines and student life, in general.

### ***Flexibility of Timetables***

Another important action point we added early on onto our agenda was a proposal for more flexibility for students to change their schedules based on important changes in their personal lives or any other circumstances that would require their presence elsewhere at the time of their tutorials. The situations to which our faculty allows this change are very limited to extreme cases, but we know that things such as work can also be a reason why students would be interested in changing their schedules.

**Progress:** It came to our attention that other faculties already took a step on this topic and are more flexible with how their students can change their time tables or even exchange tutorial hours with other fellow students. We wanted to see how FASoS students felt about this proposal so we suggested creating a survey to collect those opinions. However, we decided that we wanted to collect as much information as possible from the other faculties and ask our questions directly to their student representatives. Unfortunately, we received no answer from any of the faculties we e-mailed, most likely because the list of students on the university website must have been outdated. It is therefore that we did not come very far with this proposal, and focused on other projects afterwards.

**Remark/Follow-up:** We are going to try to receive the updated list of student representatives from other faculties by contacting their front desks to try and bring back this proposal as well as getting help from other student representatives if necessary.

## DIAS WORKING GROUP

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The working group Diversity, Inclusivity, Accessibility and Sustainability (DIAS) is responsible for a broad spectrum of issues that occur within the faculty working to increase capability. Issues we deal with range from the facilities available in our faculty -such as the common room- or the accessibility for people with disabilities to the buildings to the ratio of domestic/foreign students and the practice of an overall sustainable environment. We are closely connected to and often meet with the facility manager of the faculty and it is our job to form a link between the students and the staff that deal with these subjects. It is our goal to create the best facilities possible by improving the inclusivity and sustainability of the faculty, ensuring accessibility to all students, and enhancing diversity of our faculty.

### *QR-Code to report Inappropriate Behaviour*

In recent years, sexual harassment or general inappropriate behaviour has become a prominent issue in Maastricht and we would like to offer a safe way of informing someone in case they have experienced these types of behaviour. It can be daunting approaching people to ask for help and this QR code would give people the privacy and anonymity (if wanted) to report an issue against a person(s). Through placing discrete QR codes on the inside of every bathroom stall (male/female/gender neutral) would allow staff and students to comfortably report an inappropriate behaviour targeted at them.

**Progress:** The last couple of months we have been working on creating a QR code for inappropriate behaviour. As a working group we have discussed what questions we wanted to include in the survey. Therefore, we decided to make an option for questions about a staff member or student. Furthermore, we included multiple questions and open questions in the survey.

As of right now, the draft of the QR code form for reporting inappropriate behaviour has been created and presented to not only fellow student representatives but also to the Faculty Council. At the Faculty Council we received constructive feedback regarding the feasibility of the QR codes as well as more logistical questions.

**Remark/Follow-Up:** We will schedule a follow-up meeting with the Faculty Board in order to target questions that were left unanswered in the initial meeting. We also aim at clarifying who the complaints will go to and what actions they can take to address the complaints.

Our overall goal is to implement the QR codes in the faculty by the spring. Additionally, we will contact MarCom about creating awareness of the use of the QR code.

## ***Ashtray outside of FASoS***

Regardless of the “rookvrije generatie” initiative, which disallows smoking on UM property, the number of students and staff who smoke has not decreased by much. As a result, our faculty's entrance(s) are often littered with cigarette stubs. In other cases, like at the GG76S building, people have thrown their stubs in the toilets, resulting in an unpleasant smell. This is not only (visually) unappealing and difficult to clean, but also very bad for the environment and our city. For these reasons, we believe there is a need for a public ashtray (or more) close to FASoS. The Sustainable Students have successfully implemented a similar initiative close to the Inner City Library. Many students also inquired about the possibility of getting an ashtray, so the DIAS group took on this project.

**Progress:** The first step we took was mentioning this to the facility manager, Vincent Cordewener. It was unclear whether FASoS should approve the ashtray given that it would not be on UM property. After this, we contacted the Sustainable Students directly to understand better the process they followed for their initiative at ICL. They confirmed that since the spot for the ashtray is not on UM property, we could directly install one as a trial. This way, we could observe if there would be any complaints from the faculty and how much the ashtray would be used. The ashtray was installed in December, and we immediately noticed that it was successfully being used by FASoS smokers. We also did not receive any comments from the faculty.

**Remark/Follow-Up:** Unfortunately, shortly after the installation of the ashtray, we entered a new lockdown, and FASoS was closed for many weeks. During these weeks, the ashtray appears to have been vandalised. One part of it is missing; therefore, it is not a functional ashtray at the moment. This may indicate that the chosen location of the ashtray may not have been ideal. Contact has been made with the Sustainable Students to take the remaining part of the ashtray down. The Sustainable Students are also still working on a plan to have ashtrays UM-wide, and we have agreed to stay in contact for the future.

## ***Period Products in bathrooms at FASoS***

Bloody Serious is an initiative by students of Maastricht University to provide free menstrual products to the staff and students at the different faculties of Maastricht University. The products of this project are implemented at the faculties during the academic year 2021-2022. Before, FASoS had the take-one leave-one initiative created by the Student Representatives in previous years.

**Progress:** The Bloody Serious Taskforce implemented their project at our faculty. Currently, there are four bathrooms in different buildings of FASoS which have the products of Bloody Serious. The DIAS working group regularly checks how the project is going and if there are any concerns of students.

**Remark/Follow-Up:** The Bloody Serious Taskforce will most likely put more of their products in the bathrooms of FASoS. Furthermore, we discussed with the facility manager to include the products in the gender neutral bathrooms. In addition, we will contact MarCom to promote this project and make a post where to find these products at FASoS.

## ***Self-tests at reception***

With the resumption of on-campus education in the ongoing pandemic, the faculty has made many steps to ensure safe learning. Testing twice a week is among the recommendations for a COVID-safe

campus experience. Although we are aware that it is possible to periodically order tests for free online at [zelftestonderwijs.nl](https://zelftestonderwijs.nl), these tests take time to arrive via post and are not enough in case of uncertainty. Aside from this, some students cannot afford to buy self-tests often and at short notice. For these reasons, we agreed that it would be helpful to have access to tests at the FASoS reception as well.

**Progress:** The DIAS group discussed this initiative with the facility manager. We received confirmation that the tests are available at the reception.

**Remark/Follow-Up:** We received information from some students that, upon enquiring about the self-tests, they were told that these tests were for staff only. Additionally, a sign at the reception reads: "order your self-tests at [zelftestonderwijs.nl](https://zelftestonderwijs.nl)." This sign may give the wrong idea about the availability of tests at the reception.

### ***Diversity and Inclusion introduction Master A&H***

Since the beginning of Period 2 there has been a discussion in the Master in Arts and Heritage (MA AH) about how inclusivity and diversity is addressed in the classroom and in the curriculum. This discussion was triggered firstly by the IWIO comments on the period 1 course, and then in the beginning of period 2, during a lecture on the field walking research method. Student Representatives from other programmes have also identified similar issues within the programme's curriculum and regarding staff's behaviour.

**Progress:** The approach to this topic began by talking to the students who felt harmed by the lack of inclusivity and diversity in the classroom. The issues brought up by the MA AH students were: disregard of female student's interventions during tutorials, lack of consideration for the censorious and vulnerable experience non-cis-het-white-male endure in academia, and not addressing these discussions when raised by students. Adding to those, Student Representatives from other programmes also identified colonial and misogynistic behaviour/comments on staff's behalf, and clear division between global North and global South in the programme's curriculum.

The second step was to communicate these concerns to the MA AH programme director, as well as the corresponding programme committee. Both showed interest in discussing this topic further. It was communicated to us that staff members were keen on learning more about diversity and inclusivity in the classroom, and finding ways to address it. The programme director proposed an open conversation between staff members and students, mediated by someone outside of the programme, preferentially from the Diversity and Inclusivity Office (D&I office).

From that proposal, the DIAS representatives had a meeting with Darshini Paltantewari, from the D&I office. Similarly, the MA AH programme director and another staff member had separate meetings with the D&I office. In those meetings, the possibility of the proposed open conversation was discussed. Darshini mentioned that this is not the first time similar issues were raised at UM, and that conversations about diversity and inclusivity usually took place after complaints were submitted, either directly to the D&I office, or the Complaints Service Point. Therefore, Darshini advised a small meeting, with previously selected participants. From her experience, this would prove beneficial for all participants, since there would be a higher comfort level and contributions would be more meaningful.

Finally, a meeting took place between the MA AH student representatives (two of them part of the DIAS working group), the programme director and a staff member. The meeting was set to devise a plan for the open conversation.

**Remark/Follow-Up:** The open conversation in the MA AH programme will happen later in February 2022. The goal is to address and clarify the students' concerns, and the staff's struggle to find quick and suitable solutions for the issues. Concrete examples of situations that happened during periods 1 and 2 will be discussed to find possible solutions and acquire new points of view on the topic of diversity and inclusivity. Seven students (including the student representatives) were selected, as well as three staff members. A member of the D&I office will be invited to mediate the conversation.

Although this topic is meant to be discussed on a Faculty – or even University – level, the DIAS representatives have been working on this specific case. The reason being that considering this is quite an overlooked issue, the Master programme in question should work as a trial for what can later be proposed for the other programmes. The ultimate goal for this project is to establish open conversations on diversity and inclusivity in the beginning of the academic year, so that students are comfortable in their own skins in UM premises, and keep this debate going. For that matter, further connections with other student groups that address this issue must be made, such as UM Pride and homonymous working groups from other faculties, to expand the range of such conversations.

### ***Spiritual Room***

The project of finding a spiritual room for students was put into motion by the Student Representatives in 2020/21. The room is supposed to give students and staff a room to relax and tend to their spiritual needs, offering places for meditation or prayers.

**Progress:** During the academic year 2020/21 a first proposal was put in front of the Faculty Council and received constructive feedback on what is needed to show necessity and feasibility for such a space. To show necessity the Faculty Council proposed a distance measurement from FASoS to religious institutions in Maastricht and a survey among students and staff whether they want a space like this. Furthermore a meeting with the D&I office was proposed.

The new DIAS team of the student representatives in the academic year 2021/22 reviewed the proposal and feedback from the last year and created a transition document to document the progress of the project and to lay out the next steps which need to be taken.

Simultaneously, the addition of a Mindfulness to the FASoS campus has sparked the idea to combine the projects and a survey was created to assess the opinions among students on a spiritual room and the Mindfulness. The results of the survey are still being assessed.

**Remark/Follow-Up:** The Mindfulness will be installed at FASoS. The manufacturer of the mindfulness can change the settings to make it into a spiritual room. The managing director of FASoS will assess this proposal and will inform us if they will allow this option for the mindfulness.

### ***Sexual Awareness Week***

We were a part of the conference on sexual violence that was hosted by Amnesty International and Maastricht University. We unfortunately recognized many of the issues that were discussed and think this needs to be brought under the attention. As there are already events devoted to diversity, pride and other important topics, we think there should be space for a sexual awareness week, to for example talk about (safe, consensual) sexual relations, gender diversity and more. We are currently looking into the best way to organize this, whether this should be faculty-related or university wide for example. The next step in this project is to collaborate with parties like the Diversity and Inclusivity office, who have knowledge on the best way to discuss these topics.

**Progress:** We have brainstormed on the kinds of events and content we would like to present during the week. We would like to collaborate with already existing associations and groups to help promote their aims as well as possibly set up lectures regarding topics surrounding sexual awareness. The next step will be to contact the D&I office to talk to them about this topic.

**Remark/Follow-Up:** As we have been focusing on our smaller projects in the first semester of the academic year 2021/2022, we will begin placing our focus on this project in the coming semester.

### ***Videos of FASoS Buildings***

Currently at FASoS there are many students that are not as familiar with the faculty because they haven't been there as much due to the COVID-19 pandemic. The FASoS buildings in themselves can be quite confusing but there is also not a lot of reference material that helps the students navigate through this. During a meeting with Vincent Cordewener, the facility manager, we realised that none of the DIAS Working Group members knew where to find the computer room. Therefore, we want to start working together with MarCom to have videos that show students around FASoS. This way you can promote things like Banditos, study spaces and students can get a general feel of the building. This can be especially useful for new students.

**Progress:** This project has not been our main focus so it hasn't been executed yet. The steps we will take however in the short term is contacting MarCom to see if they would like to work with us and have the time for this.

**Remark/Follow-Up:** As we have been focusing on other projects in the first semester of the academic year 2021/2022, we will begin placing our focus on this project in the upcoming semester.

## **MARKETING & COMMUNICATIONS**

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The internal working group Marketing, Communication & Events (MarCom) is primarily responsible for the facilitation of communication between the Student Representatives, the faculty and the students. The students are informed about announcements, surveys and faculty-related events mainly through the Student Representative's Facebook-page and within Facebook groups of each individual year. Moreover, Marcom is responsible for scheduling and organising student events (together with other faculty bodies/organisations), such as the Faculty Drinks or the Spring Ball (both organised in cooperation with So FASoS).

### ***Marketing Strategies of the Student Representatives 2021/22***

#### **Brand Development & Visual Coordination**

One thing that stood out from the previous years is that the social media accounts did not incorporate a coherent visual and colour scheme throughout the different posts. With the enforcement of quarantine rules throughout the world, the subsequent boom of social media and the diversification of online services pushed us to focus on our publications' design and coherent

flow. Achieving better design publication and flow is conducted with the intent of clarity and an increase in exposure. The chosen brand colours are the following:



**Remark:** Keep the consistency going. For example, use the same design for all UM Wellbeing posts, which differs from posts about the IWIOs. Our Instagram stories also have their own design layout.

### *Back on Campus*

“Back to Campus” is an overarching theme that we have decided to include in our posts. It began with the intention to introduce first and second-year students to our eclectically beautiful campus, around which we were planning on organising some social activities. Afterward, the idea evolved during the yearly portrait photos of all StudentReps - to facilitate consistency of the portraits in consideration with members who are not in Maastricht, we decided to include in our background intriguing corners of our faculty buildings.

This has further evolved into a series of weekly Instagram posts entitled *Stories of FASoS*, where we share photos and a short description of the history of our buildings. Some examples include the mediaeval clock, the sculpture of books at the main entrance, and general historical facts describing how the faculty became situated within so many buildings with different interiors.

In addition to this, as an introduction to students who, due to lockdown, have not experienced our faculty. To increase visibility, we have the idea of creating Instagram reels that showcase parts of the faculty where students can gather between classes or enjoy some needed study time.

**Remark:** The committee had to cancel the social activities described initially due to the change in coronavirus regulations in the Netherlands and concerns that we may be overextending our domain into the student organisations rather than solely acting as student representatives. So instead, the focus was shifted to organising significant events such as the Faculty Drinks and the Art Exhibition (see next section).

The committee decided to halt the Instagram reels described above due to education moving online, but with the faculty’s reopening, further development of this project will take place in period 4.

As *Stories of FASoS* series requires more time for internal work, the project has not reached the publication stage yet, but the expected launch will occur in the first few weeks of period 4.

## **Social Events**

### **Faculty Drinks**

Our first task was the eager organisation of the annual Faculty Drinks. Unfortunately, the organisation did not move beyond the logistics stage because of the changing coronavirus measures.

The re-introduction of facemasks and the event capacity of only 150 would not allow for the event to occur. The decision to withhold further progress was also in consideration of the bad weather and our inability to provide visitors with a coronavirus-safe space if the event takes place indoors.

**Remark:** The final version of the proposal for the Faculty Drinks will be sent for approval to the Faculty Board at the first opportunity to ensure that the event can take place as soon as lockdown and weather conditions allow.

### *Art Exhibition*

This year we wanted to give the artists among the students a chance to shine by creating an art exhibit within the halls of our faculty. In line with our “Back to Campus” strategy, our idea is to display students’ artwork in the halls, for example, where students can admire the art of their colleagues while exploring the buildings between classes.

**Remark:** Due to the cancellation of all social events for the unforeseeable future, this project has not developed further than the logistics stage. The recruiting of artists willing to display their work and the official proposal to the Faculty Board will occur in the first week of February, in light of education being in-person once again.

## **EMPLOYABILITY WORKING GROUP**

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After three successful years of our Career Day, and in response to the request of students for more employability related actions, in the beginning of the academic year 2020/2021 the Student Representatives have decided to reinvent our Career Day Planning Group as the Employability Working Group. This group is not only responsible for organising our annual Career Days but also tackles employability-related issues in our year plan. For instance, the improvement of internship support at FASoS, and the creation of additional opportunities for the training of professional skills.

### *Employability Toolkit*

A document that compiles various employability-related resources offered at UM. The toolkit aims to inform students of the many lectures, workshops, and coaching sessions available to them, to help them excel in the job market. The document presents the resources in an inviting and clear manner. It can be printed as a brochure/flyer and can be distributed online through the UM newsletter(s) (faculty and/or university-wide). Once this first toolkit is created, future Employability working groups can easily update it at the beginning of the year by confirming that the listed resources are still available and relevant.

**Progress:** The Employability Toolkit was one of the first things the Employability working group saw to in the 2021/2022 academic year. The first step was to determine what sort of information would be wanted by and most relevant to FASoS students. Once this was done, some research was conducted to point students to the best resources. To this end, resources offered by UM were prioritised, and it was a pleasant surprise to learn of the cornucopia of resources offered by the university. Ultimately, the toolkit was able to be composed entirely of the various resources available through UM. This finding re-confirmed to the working group the importance and utility of the toolkit, as many of us had no idea UM offered so much help. Therefore, the toolkit can function as a one-stop shop for many employability-related concerns students may have. It particularly highlights

the services offered by UM's Career Service Centre, which tend to be overlooked by students. Having compiled all the resources, an order was decided upon, and a layout was designed.

**Remark / Follow-up:** As already stated, the overall aim of the toolkit is for it to present to students all the resources available to them, to help them excel in the job market. The toolkit highlights lectures and workshops offered by UM's Career Service Centre, as well as coaching sessions and other online resources at any student's disposal. Currently, the toolkit is 95% completed, as we are working on some final details before publishing it. The last step we need to look into is the distribution of the Toolkit. It would be ideal to distribute it in such a way so that it reaches students directly, and doesn't get lost amongst the content of a FASoS-Weekly newsletter. Options for this we are currently looking into are distributing it via Canvas and through mentor programs. These minor details will be completed soon and then the Toolkit is finished and will be available to all bachelor and master students at FASoS.

### ***Career Day 2022***

The Career Day is an event created to tackle student employability. The aim is to inform students on different topics of employability. These include the different career paths available after graduation, insight into the job market as well as the way in which one could enter the job market. In order to provide information on all these topics, there will be a variety of options offered to students such as workshops, presentations by alumni and discussion panels. These will cover as many of the different programs as possible and students can make use of all the options they prefer. In addition to the former Career Day events that were hosted in the previous years, there will also be a major role for internships in the Career Day 2022. Our goal is to inform students more on internships and the way in which they can help with future employability. For the year 2021/2022 we hope to organise the Career Day on campus, however, due to Covid-19 regulations, this could be moved to a hybrid or a virtual event.

**Progress:** The Career Day has been one of the main priorities for the Employability working group as a long-term plan. This means we decided upon a date for the career day in spring rather than rushing it to take place in 2021. The first tasks were to create a survey for students to fill out and to gather information on what students expected from the event and the Employability Working Group. The result of this was extremely helpful and led to several ideas we want to incorporate in the Career Day. Therefore, we have now started to make concrete plans and divided the tasks amongst our members. Most of the research has been conducted by now which means we can start to work on proposals, invitations, and soon we can start to inform students. One of the main issues we are faced with is Covid-19 as there is no guarantee the Career Day can take place on campus. Therefore, there is also a plan B (hybrid) and even a plan C (Virtual). Hopefully, we can continue with our progress on the Career Day and make it an informative and enjoyable event. Some of the major accomplishments so far have been the progress on the workshops, for which we plan on working together with ECA (European Career Association) Maastricht, the contact with the internship's supervisors, and the creation of a list of possible alumni to be invited.

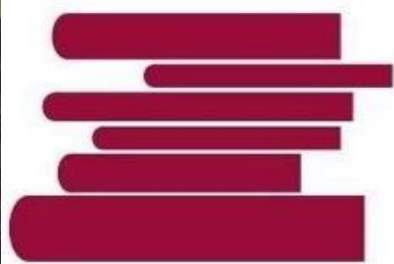
**Remark/ follow up:** The Employability working group is working hard to make the Career Day event possible. For this, we need to continue our work and we hope to finalise all the plans by the end of February. This means, by then we hope to invite the alumni, have all the proposals approved by the faculty and work on the finishing touches for the event. The faculty as well as the Student Representatives are keeping a close eye on the Covid-19 measures, but these are, ultimately, out of our control. This means we have to remain flexible to possible adaptations and our aim is to offer the career day to as many students in a safe environment, as possible.

## ***Other projects***

Parallel to organising the Career Day and composing the Employability Toolkit, the Employability working group has been actively involved in providing detailed feedback to Faculty stakeholders regarding matters such as internships and how to better evolve the Intranet platform. It has been a top priority for the working group to promote students' needs and provide answers to their queries on employment, career options and approaching career opportunities, both in the Netherlands and abroad. For this reason, earlier this year the Employability working group was requested to provide their input on the new Internship Guide for students. Furthermore, a survey was put together and conducted in order to better inform the structure of the Career Day, but to also communicate to the faculty issues to be addressed in the future on both a BA and MA level. Even though internships and the configuration of the Intranet have not portrayed a dominant role in this year's working group agenda, we expect that these issues will emerge as top priorities in the future.

**Progress:** The Employability working group plans to continue their input in these various smaller tasks. We believe that this will provide a close work-related bond with the faculty and in this manner both parties can provide the other with feedback on the issues they are working on. Moreover, we find it important to show initiative in the project that affects our fellow students on topics like internships and employability.

**Remark/ Follow up:** These smaller projects are equally as important as the major projects we are working on. Therefore, we will continue to put our effort into them and hopefully provide the best possible information and products to students. Some of these projects run over a larger timespan whereas others are just a one-time obligation.



# STUDENT REPRESENTATIVES

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