Prevent - Care - Cure

Social Safety Action Plan
Radboud University

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1. Foreword and summary

We want Radboud University to be a place where everyone feels safe and at home. A university where you can study and work in an environment that helps you get the best out of yourself and others, whether you are a researcher, a lecturer, a PhD candidate, a supervisor, a member of the support staff, an administrator or a student. Our campus is an environment with no place for undesirable behaviour. This has to be the standard across the entire university.

Realising this ambition still requires a lot of work, as has become clear, sometimes painfully so, in the past months. Incidents that recently became public show that transgressive behaviour is unfortunately still too common, and that complaints or reports do not always lead to the desired outcome.

Our society is undergoing an important shift in which we are reassessing and defining how we want to interact with one another. Radboud University is a reflection of society and on our campus, too, we plan to take extra steps to further shape and accelerate this process. How do we organise this together, and how do we intervene appropriately when behaviour fails to comply with our standards?

Social safety as a foundation

With this ‘Prevent - Care - Cure’ action plan, Radboud University is taking a new direction, with one clear goal in mind: that Radboud University becomes a safe environment where cooperation, collegiality, equality, openness, and attention for one another are a given. A place where students and staff members can always be themselves and treat one another respectfully, regardless of origin, belief, gender, sexual orientation, disability, role or position. A place where people call each other out on their behaviour, and receive and accept feedback when warranted.

A coherent and coordinated approach

With ‘Prevent - Care - Cure’, we commit to a coherent and coordinated approach and we articulate our intended direction for the next two calendar years (2024-2025). What can and should we be doing better? Taking into account the good initiatives already underway, what extra efforts will we be making to guarantee that we achieve our goal? We will of course take into account the results of an external evaluation of our reporting and complaints procedure, which we commissioned in early 2023. The final report of this survey will be ready by mid-January.

Having a code of conduct and a complaints and reports regulation is a first step. The next step is a firmer foundation: we want to bring existing good initiatives together in a
logical way, and deploy additional measures where necessary, so that it becomes
normal to see Radboud University as a safe environment, and we all behave accordingly.
We will focus more explicitly on prevention and strengthening a culture that leaves no
room for undesirable behaviour. This includes strengthening leadership within the
organisation and providing more tools by further professionalising our HR policy. And if
a violation does occur, we will make it easy to address this, and where necessary take
proportionate and fair measures and provide aftercare, taking into account the interests
of all stakeholders (care and cure). We will do so on the basis of transparent and
unambiguous policies. One of our concrete planned steps in this context is the creation
of a single accessible hotline for students and staff. The hotline should lower the
threshold for reporting undesirable behaviour, provide better protection for those
involved, and ensure that every report is followed up proportionately and fairly. In this
action plan, we set out how we intend to achieve our goals and organise the process in
the coming period.

**Together with all stakeholders: think and talk**
Social safety revolves around our students and staff, and concerns every member of our
university community. We therefore intend to use the coming period to test and further
concretise our proposed approach. Right at the start of the first quarter of 2024, we will
invite students and staff members to a dialogue on social safety.

In the proposed decisions arising from this plan of action, the participational bodies play
an important role. Our University also has many in-house experts, both researchers and
support staff. We want to consult with them to realise the intended changes.

This action plan requires a concerted effort from administrators, supervisors, staff
members and students. Via the Dean of the Faculty of Medical Sciences, we will also work
closely with the Radboud University medical center, where social safety is high on the
agenda.

**Our promise**
As the Executive Board, we want to clearly express our commitment to keeping social
safety at the top of Radboud University's agenda. This is important for the well-being of
individual students and staff members, for sound partnership, for high-quality teaching
and research, and for the general mission of Radboud University. We want to contribute
to a healthy, free world with equal opportunities for all.

As a university administration, we are aware that stepping forward asks something from
all of us and will also present us with new questions. We see it as our duty to share and
dialogue around any dilemmas we encounter along the way. Where additional efforts are required, we will make this possible, for example by strengthening the support staff.

Over the past period, we have spoken to many colleagues and students, including people who have experienced undesirable behaviour. We will continue to have these conversations. This plan is not a final product, it is only the start. We would like to thank everyone for having the courage to speak out, and for sharing their knowledge and insights. Your input contributes to our identity and the desired climate, in which respectful interaction is the norm.

The Executive Board,

_Daniël Wigboldus, President_  
_Agnes Muskens, Vice President_  
_José Sanders, Rector Magnificus_
2. Objective: Safety as a foundation

**Foundation**
Social safety is our foundation, inextricably linked to our academic identity. It is a precondition for inspired and ethical academic research and teaching, in which students, researchers and professional support staff and advisors (hereinafter: professionals) work together. This foundation is essential to allow us to put into practice our mission as a university: to contribute to a healthy, free world with equal opportunities for all. With this action plan, we are laying the foundations to strengthen social safety within our university as a given reality, coherently and in a coordinated manner. We are moving towards a safe environment that we create together with all our students and staff. We have summarised our understanding of social safety at Radboud University in what we see as our Radboud standard, based on our 2022 Code of Conduct.

*Transgressive behaviour has no place within Radboud University. Together, we create an environment where cooperation, collegiality, equality, openness and consideration for one another are a given. Students and staff members can be themselves and treat one another respectfully, regardless of origin, belief, gender, sexual orientation, disability, role or position. Everyone at our university knows this standard, lives up to it, and feels supported in correcting undesirable behaviour, speaking out about it, and holding others accountable. Everyone can count on a safety net of measures and care, and on proportional, fair and careful handling of complaints and reports. That is our Radboud standard.*

This is not a goal we can realise overnight. It is a movement that we will continue to work hard on in the coming years: a shift in culture and in behaviour.

**Culture and behaviour**
Our vision of social safety is best described by considering the academic culture and behaviour we have in mind. This culture centres on an academic exchange between people with respect for every individual's personal dignity. Students, researchers and professionals are empowered in their autonomy and individuality to collaborate as equal partners in study or work with other stakeholders within academia. This academic culture requires our constant attention. This is particularly true within hierarchical and performance-related relationships, which are instrumental in our contribution to high-quality research, teaching and professional support. Situations in which the stakes are
high and people are in a hierarchical position or dependency relationship to one
another may increase the risk of transgressive behaviour. That is why we adopted a
Code of Conduct in 2022 that applies to all employees.

Our efforts are aimed at working with the faculties, institutes and departments,
supervisors and all other stakeholders to create an open culture of accountability in
which behaviour is guided by a sense of personal dignity and the physical and social
integrity of students and staff. That is how we continue to build an academic culture in
which respect for the academic community and all its members, be they students,
researchers, or professionals, is a given. It is no coincidence that our core values are
connectedness, curiosity, and reflectiveness. People need free space to display curiosity
and seek truth, knowledge and insight. They also always need interaction with others
who, regardless of their experience or status, essentially share the same goal, which is
to arrive at academic insights using facts and arguments. This process is further
facilitated by the important work of staff in supporting or advisory positions. That is the
culture we want to further support and encourage.

**A coherent and coordinated approach**

We aim to realise the culture outlined above using a coherent and coordinated
approach. As Radboud University, we already have numerous measures and initiatives
that contribute to a socially safe climate. At the same time, we see that some elements
are not yet sufficiently aligned, and some are missing. We plan to deploy measures to
strengthen *prevention* (preventing undesirable behaviour and encouraging desirable
behaviour), *care* (offering help with reports and complaints about undesirable behaviour
and reduce risk of undesirable behaviour) and *cure* (follow-up, sanctions, and repair in
case of undesirable behaviour). *Leadership* and exemplary behaviour are essential
preconditions in this context, and the key to initiating real change.

- **Prevent:** Promote organisation-wide social safety in terms of standards of conduct,
teaching culture, organisational culture, and leadership; ensure that the code of
conduct is clear to all students and staff, and that it guides our behaviour. How do
we reduce the structural risks of undesirable behaviour that are woven into the way
we work and are organised? But also: How can we set up our organisation and
teaching in such a way that everyone's role, tasks and developmental opportunities
within their own team and group are clear? How can we promote accountability?
How can we learn to recognise and address undesirable behaviour at an early stage?
Awareness is key in this process. We will therefore facilitate raising awareness
among both staff and students.
• **Care:** Strengthen the reporting system for undesirable behaviour so that standards, sanctions and procedures are clear to all involved. Also facilitate and guide conversations in teaching and team situations with a higher risk of undesirable behaviour due to tensions, distrust, or leadership problems.

• **Cure:** Proportionate and fair response in individual cases of transgressive behaviour, with care and after-care for all involved, and with attention and consideration for the reporter and for person about whom the report is made.

Taken together, these steps aim to identify potential breeding grounds for undesirable behaviour, and create counterforce. It should be clear to everyone how we respond when undesirable behaviour does occur. Stakeholders can report incidents in an accessible manner, which is then followed by clear and understandable steps, and, where necessary, action.

This is a process that protects all involved, both the reporter and the person about whom the report is made, against arbitrary actions. Talking openly about and acknowledging what has gone wrong, with an attitude geared towards trust and reconciliation, is as far as we are concerned the starting point for repairing the relationships. When behaviour fails to meet our standard, we act proportionately and fairly, with appropriate sanctions and measures that do justice to all involved. This makes us a socially safe environment for anyone reporting undesirable behaviour. A crucial aspect of this for all involved (both the reporter and the person about whom a report is filed) is the careful balance between fairness, transparency, confidentiality and proportionality.
3. Where are we now?

Our approach so far
In recent years, Radboud University already introduced various initiatives to promote social safety for our students and staff.

The University has had a Code of Conduct for staff since 2022, and a comprehensive complaints and reporting structure was set up to act on reports of undesirable behaviour. This structure includes a network of confidential advisors and ombudspersons, as well as a complaints committee. Supervisors are trained to recognise and openly discuss transgressive behaviour. Without claiming to be exhaustive, a lot is already happening, and new initiatives to raise awareness have been introduced in recent years, such as a leadership programme, workshops, active bystander training, and e-learning programmes. The number of confidential advisors has recently been expanded, and a student ombudsperson was also recently appointed. We are in the final stages of choosing a registration system, in which reports are properly recorded in an automated manner according to the applicable privacy rules.

However, there are significant differences in approach between faculties and departments, as a result of which prevention and response to unsafe behaviour are not yet implemented in a university-wide, uniform manner. When transgressive behaviour occurs, the consequences, steps and follow-up are not always sufficiently clear. Among supervisors, this sometimes leads to the question of what is the best approach. And among staff and students, it too often leads to a lack of clarity and dissatisfaction with the approach to undesirable behaviour. Incidents that recently became public show that transgressive behaviour is still too common, and that complaints or reports do not always lead to the desired outcome.

Recent surveys
A number of surveys have recently been conducted that highlight various aspects of social safety within Radboud University.

At Radboud University's request, the National Student Survey (NSS) asked Radboud University students a number of questions about social safety. On average, students rated social safety at Radboud University as 8.14/10. When asked whether they had experienced different forms of undesirable behaviour during their time at the university, students said that they had experienced gossiping (32%) and exclusion (18%) the most. These cases most often involved fellow students. Other forms of undesirable behaviour
experienced by students varied between 3% and 9%. Since we added the theme of social safety ourselves, no comparative data is available at the national level.

The preliminary results of the Healthy Student Life project, led by Radboud researchers Jacqueline Vink and Sabine Geurts, show that our university is generally experienced by students as a safe study and living environment. Students rate social safety as 8/10. Approximately 3% of students experience the university as ‘socially unsafe’; of those, approximately half cite discrimination as the main cause, while approximately 25% cite harassment or sexual intimidation, and one in eight bullying.

Radboud University's Personnel Survey (2022) shows a slightly different picture. The percentage of staff who experience undesirable behaviour is also 3%, but in their case, this behaviour takes the form of aggression and violence. Other forms of experienced undesirable behaviour include exclusion (5%), breaches of scientific integrity (3%), gossiping (7%), and discrimination (3%). Compared to other universities, the reported figures for gossiping, bullying and discrimination are relatively low, while those for aggression and violence are comparatively slightly higher than average. Looking specifically at our PhD candidates, we see that approximately 7% experience undesirable behaviour, with the majority within this group not being satisfied with how complaints and reports are handled, 33% are satisfied. What the Personnel Survey also shows is that nearly half of all cases of undesirable behaviour experienced by employees go unreported. Employees who do file a report are on average not very, or not at all, satisfied with how the report is handled.

In early 2023, the Executive Board decided to initiate an external investigation, that was conducted in the second half of this year by the Governance & Integrity agency. The aim of this survey was to evaluate how complaints and reports of undesirable behaviour are filed at Radboud University and how they are subsequently dealt with. The findings from this survey, which will be completed in mid-January, form part of this action plan and will be taken into account in 2024 in formulating a roadmap for the coming years. We outline the main preliminary findings of this survey below.

**Preliminary survey findings**

The external survey by Governance & Integrity shows that Radboud University's policy around reports/complaints about undesirable behaviour has been too broad and too fragmented, confirming a lack of consistency and clarity for staff and students. The two main findings are:

- **Prevent:** More efforts and more proactive policies are required to prevent undesirable behaviour. That is the reason why we now focus emphatically on
strengthening prevention. This means really putting into practice our Code of Conduct, which we adopted in 2022. It also means greater awareness of our own behaviour and adjustments in the way we work and treat one another. This calls for a better accountability culture in which students, researchers and professionals can openly talk to each other about their behaviour, and in which there is room for giving and receiving feedback. It also calls for personal leadership from all employees, especially supervisors, to knowledgeably and confidently continue to develop this kind of accountability culture.

- **Care & Cure:** The system for reporting and following up on transgressive behaviour needs to be improved. The advice is to establish a central, *accessible reporting procedure* and a *central advisory committee*. Some of the staff and students currently experience a too high threshold or are insufficiently aware of how they can come forward and share or complain about their experiences, resulting in the existing regulations being underused. The survey also shows that when people do come forward, the follow-up is often not as effective as we would like. Reports are sometimes handled by supervisors and advisors, who act in good conscience but find too little support in the regulations to respond unambiguously and proportionately. Also, faculty and university administrators are often approached directly, while they do not always have the power, time, or expertise required to act in such situations. Our intention is to establish a central advisory committee, which will hear each individual question, report, or complaint quickly and adequately, and refer it further where necessary. This committee will be able to provide customised advice, weighing the proportionality, fairness, and thoroughness of proposed measures.
4. Core of our approach: How we want to achieve our goals

As described earlier, we are deploying measures to strengthen prevention (preventing undesirable behaviour), care (offering help in case of reports and complaints about undesirable behaviour and in case of risk of undesirable behaviour) and cure (follow-up, sanctions, and repair in case of undesirable behaviour). In this chapter, we describe the concrete and coherent steps we intend to take to achieve the goals described in Chapter 2. These are the frameworks within which we want to further elaborate our approach, together with the stakeholders, before implementing it with an implementation plan.

Prevent
We will start by implementing changes in the organisational structure and culture, with a focus on strengthening prevention. We want to be more proactive and encourage safe behaviour to reduce the risks of undesirable behaviour, for example by strengthening supervisors in their role in this context. This is based on our belief that preventing transgressive behaviour can save us from a lot of unnecessary damage.

Central role for the Code of Conduct
We will make the Code of Conduct central, and make sure that it is more actively internalised and complied with. It is essential to unambiguously set the standard for behaviour and actions that will and will not be tolerated. It should be clear to everyone what we mean by violations of social safety, which can take many forms, such as bullying, harassment, discrimination, exclusion, and violations of sexual boundaries. The Code of Conduct will become a mandatory part of onboarding and introduction activities at Radboud University. In addition, the Executive Board is currently in dialogue with the student participational bodies about their desire to develop their own student code of conduct.

In the first quarter of 2024, a number of additional dialogue sessions will be organised to discuss the Code of Conduct and the dilemmas and lessons learned from its application in daily practice.

Strengthening behaviour and leadership
Social safety will become a standard element of HR policy and student mentoring. The main key is to facilitate and train supervisors, lecturers, and academic counsellors. We will elaborate on this with points of focus for specific target groups, such as employees and students.
To take a targeted approach to encouraging desired behaviour and preventing undesirable behaviour throughout the organisation, we will look at what is already happening at each faculty and department and what is still needed. Based on this, we will determine in a targeted fashion which steps must be taken in addition to ongoing initiatives. We will focus on four aspects: professional development, leadership, student policy, and onboarding & exit policy.

1. **Professional development**

- The Code of Conduct and themes surrounding social safety will be embedded in staff programmes, training, and peer consultation. This will increase awareness, the ability to act, resilience, and clarity of roles for employees.
- Every year, we will offer online and in-person training courses on social safety for all employees. We will monitor participation.
- We will invest in a healthy accountability culture. It will become commonplace to call each other to account when we experience undesirable behaviour, and to be called to account for our own behaviour, both in collaboration and in a teaching setting. This will be made possible by training employees and supervisors to give and receive appropriate feedback. In the process, teams will be facilitated in having open conversations about issues such as social safety, recognition and rewards, diversity and inclusion: What is going well, but also points for development, such as “How do these issues play out in the team? Where are our blind spots, where can we do better?”
- We will also further fine-tune our annual and interview cycle, integrating social safety as an essential element, in order to make room to talk about it, create awareness for everyone’s contribution to social safety, and help supervisors encourage socially safe behaviour. We will make sure that interviews are conducted and administered annually – making it the joint responsibility of supervisor and employee.

2. **Leadership**

- We will clarify and strengthen teams and clarify the role of the supervisor, drawing on our leadership values of courage, connection & openness.
- We will continue to develop leadership skills and clarify roles for anyone in a leadership position through training and by including leadership in job profiles and annual appraisal interviews.
- We will invest in leadership and reflection on it for administrators, also through our core programme for leadership in administration.
- We will monitor dependency relationships in teaching and research supervision. In processes with a high level of mutual dependency, such as thesis and PhD
supervision, double supervisors will become standard, as will the four-eye principle in appraisals.

We will strengthen our teaching culture by discussing standards for desirable behaviour and social safety in teaching situations, to foster mutual trust. Clear prior agreements play a key role in this, with an active role for lecturers and students.

3. **Student policy**

- We will make student well-being and social safety a standard element of our student policy. Specifically in the first year, we will actively discuss with our students how we behave with one another, and what happens when transgressive behaviour occurs.
- We will offer specific student groups, such as student board members, customised training and peer consultation.
- We want to further develop our teaching ethics.

4. **Onboarding & exit**

- A pilot is already under way to strengthen the onboarding process for new employees. The goals of onboarding are being honed to clearly establish our organisational culture. Confirming the Code of Conduct upon commencement of employment will become an important aspect of a new introduction programme aimed at raising awareness and giving employees the skills required to discuss social safety.
- Employees who leave Radboud University will be invited to an exit interview in which questions concerning organisational culture and social safety will be routinely raised, so as to learn from colleagues who are leaving the organisation.

**Care & Cure**

All the prevention measures in the world will unfortunately not stop people from experiencing undesirable behaviour. When this happens, it should be clear and visible to everyone how we respond to undesirable behaviour, and that our response is adequate and appropriate. We will establish a central, accessible reporting procedure and a central advisory body. These steps should provide more targeted protection and ensure proportionate and fair handling of reports and careful follow-up for all concerned.

**Central hotline**

We will set up an accessible central hotline for any student or staff member with a complaint, report, suspicion of or question about transgressive behaviour. This hotline
should at all times be easy to find, easy to access, and known to all. It will be staffed by trained and educated professionals who will handle the reports with care. The hotline will help ensure that it is safe to make a report, that reporters are adequately protected, and that each report is handled proportionately and fairly. This should lower the threshold to reporting potential and observed violations. It will allow us to better help victims of undesirable behaviour or those at risk of it (care), and to act more effectively when transgressive behaviour occurs (cure).

**University advisory committee**

In addition, we intend to establish a central advisory committee, whose main task will be to offer professional and independent advice on how to handle individual cases. This committee will process all individual complaints and reports of undesirable behaviour or violations of integrity and advise the Board and supervisors on proportionate and measures and follow-up on an individual case basis. The committee will consist of professional advisors working within the university on social safety and integrity. Our intention is to organise a central committee for the entire university, with a strong connection to faculties and departments. Members of the committee can also provide general advice on moral issues of social safety and thus contribute to the learning capacity of the organisation.

Setting up the hotline and the university advisory committee will also help us achieve a better overview of the nature and variety of reports and complaints and their handling. This will also involve archiving case law and case histories. Of course, this should all be done with due respect for the protection of the identity of all involved and the applicable GDPR (protection of personal data) rules. This overview will help Radboud University learn from each incident in a more structured way, standardise sanction measures, and evaluate and improve prevention and the reporting procedure.

**Intended outcome**

The outline of the ‘Prevent - Care - Cure’ approach formulated here will be elaborated in the coming weeks for the period covering 2024 and 2025. The intended outcome is that everyone on campus feels that it is normal to discuss behaviour, and that when a boundary is crossed, there is an accessible reporting procedure and a proportionate response. More specifically:

- **For students**, it should be clear where they can report incidents and how the reporting/complaints procedure works; they should know what is expected of them in a teaching context and how they can interact safely with each other and with their lecturers.
• Lecturers should be able perform their duties towards their students in their teaching, while knowing how to interact with students in a safe way and being able to rely on a central and thorough approach to social safety.

• Researchers and professionals should be familiar with the reporting and complaints procedure and be able to rely on a central and thorough approach to social safety.

• Administrators and supervisors should be able to perform their duties towards the employees in their team or organisational unit and know how to perform their role safely. They should be familiar with the reporting and complaints procedure and be able to steer towards a central and thorough approach to social safety.
5. Towards a detailed roadmap

We will develop the direction and outline of the action plan described here in the first half of 2024. Together with the stakeholders, we will draw up a project plan with concrete actions, improvement measures and objectives for the coming years. Staff, students and experts will contribute to the plan’s success. In the initial phase, we want to facilitate dialogue with staff and students in the form of a number of dialogue sessions. Throughout the project, we will involve a broad sounding board group, including representatives from all sections, in the process. We will also include experts, since our university has in-house academic knowledge and expertise that can contribute to this plan and its implementation.

**Participational bodies**

Student and staff participation improves the quality of our plans and decisions, increases support for these decisions, and fosters the involvement of staff and students in the organisation. In the first half of 2024, in coordination with the University Joint Assembly (UGV), we will further define the participational process around this plan of action and its further implementation.

**Dialogue with staff and students**

Although we have already spoken to various people and groups within the university community, clearly, not everyone who wished to speak out on the issue of social safety and undesirable behaviour has been able to do so. We will offer this opportunity to more people starting in the first quarter of 2024. This will also give us the opportunity to assess and further concretise the frameworks in this course document in dialogue with those for whom it is intended: students, researchers, and professionals in support and advice. In January, we will launch a series of broadly accessible meetings to give more people a chance to participate. The topic of social safety is usually not black and white, but requires a good conversation about dilemmas and the various perspectives that may emerge in the process. That conversation might address questions such as:

- Can a lecturer attend a student party?
- When should you report a relationship with a colleague?
- Can the university make modules on social safety mandatory?
- When, in what conversation or supervision situation, is the presence of an independent third party desirable?
- Where is the line between wanting to be as transparent as possible and protecting the identity of those involved in a report?
- When does talking or mediation offer a solution, and when is an investigation warranted?
• Where does poor leadership end and intimidation begin?
• When is a teaching situation functionally uncomfortable and when is it dysfunctionally unsafe?
• When can a settlement agreement for an exiting employee remain confidential and when not?

Our intention is that through the project we are now initiating, these kinds of questions and dilemmas can be named and opened to discussion for anyone who wants to contribute to improving our social safety.

Experts
We have a lot of relevant expertise within our university. We have experts with knowledge and experience in diversity, inclusiveness and empowerment, from a legal and ethical perspective, as well as experts in management and organisational design. Over the past months, we have already been able to speak to a number of them. We will continue to initiate these conversations to leverage the knowledge available at our university. We will also enlist the help of experts from outside the organisation where we believe it to be necessary. And, of course, we hereby invite everyone to contribute their own insights and ideas.

Realisation
Realising our objectives requires leadership, direction, and an enabling organisation. We hope to achieve this in a number of phases: preparation and dialogue, elaboration, and realisation. To concretise and implement this action plan, we need a thorough preparation and programme structure. We will start working on this in early 2024, which is also when we will be holding the additional dialogue sessions. In the course of 2024, we will also run an analysis by faculty and department of the developments already under way, and any additions still needed to achieve our set goals. In this way, we will leverage what has already been developed and tested across the organisation, and we will be able to learn from each other within the organisation.

Project structure
The scope and complexity of this action plan require a clear organisation, so that primary stakeholders and responsible parties within the university are able to join in and engage in the right way and at the right time. This will be done, at the behest of the Executive Board, under the guidance of a project manager who will oversee and direct the project, and be accountable to a steering group of responsible administrators. Student, staff, and expert representatives will be involved throughout the process as part of a sounding board group.
Faculties and services
In developing this project, we follow the pillars outlined in Chapter 4: Prevent - Care - Cure Based on a careful analysis of what is already happening at various faculties and departments, and the additions required to achieve our goals, we will set up subprojects. These will include the central hotline to be set up, the establishment of a university advisory committee, and the strengthening of professional development, leadership, student policy, and onboarding & exit policy. It goes without saying that confidential advisors, ombudspersons, HR staff and academic counsellors will play a crucial role in design and implementation.
Appendix

Social Safety Action Plan Project Organisation

The elaboration and implementation of all subprojects will be coordinated within an overarching Social Safety Project that we are setting up specifically for this purpose within our university organisation. To this end, we are setting up a project structure, a steering group and a sounding board group to manage progress. The Executive Board is the commissioning party responsible for appointing a steering group.

Steering group
The steering group will consist of one or two members of the Executive Board and a delegation of faculty deans, and directors of services.

The steering group is ultimately responsible for the final outcome of the project and for deciding on core issues; it will also decide on changes to the project scope. The group forms the escalation for the project team. The project manager will also take part in the steering group as an observer.

Project manager
The project manager will be responsible for steering the overall project, including all subprojects. They will be responsible for monitoring progress and budgets. They will be responsible for identifying and managing risks and suggesting mitigating measures. They will also be responsible for monitoring quality.

Project team
The elaboration, implementation and realisation of the sub-projects will be carried out by a project team of experts and professional support and advisory staff from Radboud Services and the faculties.

Sounding board group and participational bodies
The sounding board group will provide solicited and unsolicited advice to the steering group concerning the elaboration and implementation of the action plan. This group will consist of experts from inside and outside Radboud University as well as staff members and students. The participational process will be shaped in coordination with the University Joint Assembly (UGV).