STUDENT SUPPORT SERVICES AND LECTURERS

Subproject of the EUR Program Student Wellbeing

Erasmus University Rotterdam, 14-04-2021

Project plan Student Support Services and Lecturers 2020-2024

Contents

Project 'Student support functions and lecturers'

Preface

This plan has been drafted in co-creation with the HEQA working group of the University Council. The plan builds upon the vision document that was consented to by the Council in 2019. In the current plan the KPI's are further specified and hold measures that will structurally improve a chained care approach, as well as measures that will impact the wellbeing of students more directly.
In four sessions all elements of the plan have been reviewed, further developed and valuable suggestions have been included in the final plan.

1. Project description

The current project is part of the HEQA program Student Wellbeing of the Erasmus University. The aim of this program is to promote student wellbeing and to enhance student success by enhancing the chain of care (figure 1) in alignment with University policies (being the seventh pillar of the comprehensive programme) within the focal points for students (figure 2). One of these focal points is the 'Student support services and lectures', the objective of this project plan.
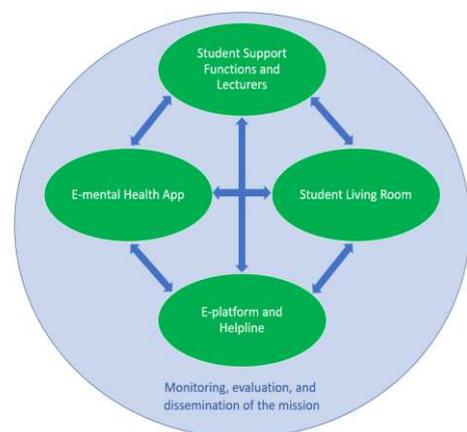
Figure 1 (Vision document, 2019): The six pillars of a comprehensive program Student Wellbeing. Pillars 2 to 5 refer to the chain of care including prevention, detection and timely intervention, support and referral to external services (e.g. General Practitioner or mental health care).

Figure 2: Focal points through which students can be reached and in which the chain of care can be shaped and enhanced. Note that the 'E-mental health app' is not part of the current HEQA program anymore due to the voting in the U-council in December 2020.

The program Student Wellbeing targets the enhancement of student mental wellbeing and student success. Wellbeing can be defined as "a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity"[1]. Student success can be described as "freeing up the talents that every student has to actually achieve the goals he or she wants to achieve" (Ministry of Education, Culture and Science, 2019). More concrete: student success is not only focussed on academic achievements (grades and study completion rate), but also about critical thinking skills, broader skills like teamworking skills, development of a personal work ethic and socio-emotional wellbeing. These three domains are not independent of each other; success in one domain can contribute to success in the other domains. (Van der Zanden et al., 2018)

Every student needs something different to be successful and there must be room for this with emphatic attention for their personal conditions (OC&W, 2019). These conditions differ among students. A substantial proportion of students struggle with feelings of stress, are at risk of or experience symptoms of burn out and mental health problems, such as depression and anxiety. We also know that some groups of students e.g. international students, experience more stress and mental health problems than others. These problems may hamper student success (EUR Student Wellbeing Monitor, 2021; EUR Pulse study, 2020; ISO, 2019; LSVB, 2017).

The causes of stress and mental health problems among students lie in the interplay between the environment and the individual (Rith-Najarian, 2014; Homberg, 2012). On the environmental level you may think of the student loan system, unfavorable exam schedules, study pressure, unfavorable labor or housing market, a poor support system or the lockdown situation due to Covid-19. On the individual level you may think of genetic vulnerability and early learning experiences but also socio-emotional aspects such as coping style and resilience that can be influenced over the life course. The interaction among individual factors and environmental demands explains why some individuals show healthy recovery and even thrive under stressful conditions and others do not. Regarding stress and performance pressure over the last decades, there appears to be a clear trend whereby recent generations of young people perceive that the environment (family, peers) is more demanding, and that they themselves are more demanding of others and of themselves (Curran, 2019) causing

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[1] *Health 2020, A European policy framework and strategy for the 21st century, World Health Organization 2013*: *"Wellbeing is an integral part of the WHO definition of health: "Health is a state of complete physical, mental and social wellbeing and not merely the absence of disease or in-firmity". It exists in two dimensions, subjective and objective. It comprises an individual's experience of his or her life, and a comparison of life circumstances with social norms and values. Subjective wellbeing can include a person's overall sense of wellbeing, psychological functioning, as well as affective states. Examples of objective wellbeing and life circumstances include health, education, jobs, social relationships, environment (built and natural), security, civic engagement and governance, housing and leisure."*

individual problems. Reduction in stress can be realized by a two-track policy: by influencing individual factors such as coping skills, resilience, and perfectionism, and at the same time by influencing environmental factors. The latter one calls for reevaluation of institutional policies as well, specifically those that attribute to the individual wellbeing of the student population (selection procedure, performance standards, assessment procedures and guidelines). The strategic plan of Erasmus University (Strategy 24) specifically focuses on the enhancement of wellbeing of students, thus setting the challenge towards 2024 to reevaluate internal procedures from this perspective.

The current project focusses on promoting wellbeing and student success by optimizing important environmental aspect for students, namely the support offered to them by the student support services (i.e., Education and Student affairs, E&S) and educational staff (i.e., lecturers and study advisors), within the policy context of the EUR. Student support services include study counselors ('student decanen'), university psychologists, career coaches, student pastor and confidential counselors.

Based on an initial exploration on student wellbeing related to student support services and educational staff, the following seven issues emerged (Vision document, Matthijsse 2019; Focus Group Report on student challenges and content recommendations, 2020; Introductory Round Faculty Deans, 2020):

A. It seems that a better alignment of concepts related to student wellbeing and support is needed to enhance the analysis of the current situation among students and to communicate more unambiguously about this topic within the EUR. What is the shared vision on student support and student and study success among student supporters and teachers? What is the shared vision on the chain of support to be organized within the EUR, from prevention and detection to support and referral (including social safety issues and alcohol and substance abuse)? What is the role of each party in that chain and what do they need to fulfill their role properly? How can we best promote the wellbeing and student success of our students, also within the primary context where students are embedded at university: the classroom (online and offline)?

B. Success of students is rooted in social safety. Drafting social codes and connecting specially assigned student counsellors to students who are faced with feelings of unsafety, is important. At present, students often do not know where to turn to when faced with inappropriate behavior.

C. Timely support is crucial as well as tackling the stigma on mental health issues among students. Students show some inhibition to address their mental health problems and tend to rather downplay them. In general, young adults tend to not be aware of, deny or underestimate

psychological problems and experience a high threshold to search professional help for mental health problems. Fear of stigmatization, lacking knowledge about the consequences of mental health problems and little confidence in the effect of mental health support seem to play a role (Van Heusden 2008). Untimely help affects wellbeing and student success negatively and generates also economic costs for the individual and society (Lokkerbol 2014).

D. Improving the access to student support services is important. These services could be better attuned to each other, waiting lists should be as short as possible, and information on it should be more centralized, coherent and appealing to students. Furthermore, teachers and other employees need a better overview over the support services to which they can refer students and where they can report social safety problems.

E. More attention to the prevention of mental health problems and promotion of personal development and growth is needed. Currently, most focus of student support workers is on students with stress and mental health problems in a late stage. Prevention of these problems by strengthening students' resiliency and socio-emotional life skills is lacking attention and should be included better in student support services and the lecture hall. At the same time, attention to environmental causes of stress in students is needed and should be addressed properly (e.g. Letter U-council February 2021; Gozé, Erasmus Magazine, January 2021). These topics should be actively explored and if these concern EUR-policy, these should be addressed to and solved by the right policy fora and taken into account in curriculum design and execution.

F. The collaboration with health services outside the university needs to be intensified (general practitioners as well as mental health care services). Currently, students who need care outside the university experience various problems: either they have no physician or general practitioner, or they may have trouble getting access to these as well as to mental health services, because of long waiting lists.

G. Social cohesion in our day to day educational interaction needs special attention and can strengthen the prevention of mental health issues. With the online context of education due to the Covid-19 situation, this issue has gained increased urgency. Educational staff and faculties need support and tools to reinforce the social cohesion among students. Outside the scope of this program, but crucial to take into account in the setting up of activities, is the high workload of teachers. This implies that activities to promote student wellbeing and success where classroom and teachers are involved, should not further burden and preferably unburden the teachers.

2. Goals and outcomes

Based on the points of attention A to G we defined goals for the current project. In the next pages we describe the goals and expected outcomes (KPI's) for the project targeting the different layers of the student support chain through three main target groups: (a) the central student support services, being the professionals that care for students that experience problems that affect their student success (see section 2.1), (b) lecturers (curriculum design and execution, enhancement of socio-emotional wellbeing) and (c) study advisors within faculties (see section 2.2). Because we attach great importance to the input and opinion of students about the student support services and classroom teaching, we will actively include students in the context of 2.2 and will include their opinion on student support in 2.1. Regarding the KPI's we would emphasize that our working method is *agile*, which means that we will respond to new developments and insights of stakeholders arising in the course of the project. This implies some flexibility in the concretization of both the goals and KPI's; if we detect issues in the course of the project that should be prioritized or can be fixed or implemented very quickly, we will do this if staffing permits. For example, the planned consultation sessions with student support services, students, and lecturers and study advisors (see 2.1.1, 2.1.2 and 2.2.1, 2.2.2) may lead to specific adjustments, as well as the involvement of the learning communities (2.1.4, 2.2.3) and the co-creation with the University Council.

2.1 Goals and outcomes project central Student Support Services

The following goals are formulated regarding the student support services:

1. Developing a shared vision on student support, student wellbeing and study- and student success.
2. Re-alignment and professionalization of the existing support structure (based upon a student-centered approach and the shared vision developed under goal 1).
3. Organizing connections and collaborations in- and outside the EUR to improve the chain of support, enhancing access to proper care at the right place and time.
4. Building a professional community with representatives of the chain of support to improve and evaluate the chain of support.

These goals with sub goals and their outcomes (KPI's) will be elaborated in paragraph 2.1.1 to 2.1.4.

2.1.1 Developing a shared vision on student support, student wellbeing and student success

Steps taken

–   Introduction of the wellbeing program to student support services.
–   Collecting information on work procedures of university psychologists (document workflow).

- Report based on two focus groups with representatives of university psychologists and study advisors from all faculties before the COVID-19 crisis (Focus Group Report, 2020).

Next steps

- A workshop session with all counsellors, university psychologists, and career advisors, and student pastor (scheduled twice to enable access to as many members of the E&S team as possible). Focus of the sessions (combined with the sessions and topics under 2.1.2):
    o How do you define study- and student success?
    o How do you define student wellbeing?
    o Which issues have the largest impact on student wellbeing and student success? (at the individual and university policy level).
- Iterative drafting of a EUR manifesto (i.e., charter) on student wellbeing and student success, which will be shared with all relevant stakeholders, including policy makers, who will be asked to actively give their input and endorsement of the resulting EUR conceptualization and policy on student wellbeing and success (i.e., co-design).

KPI's

- As of the end of 2021, a shared vision among central student support services (and students, study advisors and lecturers; explored in 2.2.1) has been developed and included into a EUR manifesto (i.e., charter) document on student wellbeing and student success, which will be published on the EUR websites. In section 2.2.1 reference is made to the same manifesto.
- As of 2022, this vision is known by 50% of the student supporters, by 80% in 2023 and by 100% in 2024. It should be noted that dissemination of the mission is part of the project 'Dissemination of the mission and data collection' (see figure 2, page 1).

2.1.2 Re-alignment and professionalization of the existing support structure based upon a student-centered approach

Sub-goal a: Clarifying and improving the existing support structure

Steps taken

- Introduction of the wellbeing program to student support services.
- Collecting information on work procedures of university psychologists (document workflow).
- Report based on two focus groups with representatives of university psychologists and study advisors from all faculties before the COVID-19 crisis (Focus Group Report, 2020).

Next steps

- A workshop session with all counsellors, university psychologists, and career advisors, and student pastor (scheduled twice to enable access to as many members of the E&S team as possible). Focus of the sessions (combined with the topics described in 2.2.1):
  - o What is your current contribution to study and student success, and student wellbeing?
  - o What is the current structure of the chain of support within the EUR for student wellbeing, from prevention and detection to support and referral (including social safety issues and alcohol or substance-use)?
  - o What goes well and what could be improved in your support services?

KPI's

- In 2021, a report of the workshop session(s) with student support services, students and educational staff will be delivered to the University Council, the Executive Board and Education and Student Affairs. This report includes a description of the current student support structure and related organigram, and recommendations for improvements in the support structure with a proposed timeline for adjustments to be applied in the short term and long term, depending on the timing required to implement each adjustment. In 2021, clarity will be made about which issues and measures in the report meet HEQA requirements and which ones need to be addressed by the university structural budget.
- In 2022 the first, and in 2023 the second package of adjustments will be implemented. If possible, very short-term solutions may be already implemented during the course of 2021.
- In 2024, a further refinement of the support structure will be done based on evaluation of the applied changes.

Sub-goal b: Optimizing the service of University Psychologists by conducting a process evaluation (including client satisfaction) and underpinning the need for extra fte's.

Steps taken

- Exploratory meeting with two University Psychologists (UP) in December 2020 on the service provided to students.
- First draft of proposal for a process evaluation of UP service.
- Request submitted to the E&S to deliver updated information on the fte's, waiting list etc. to the EB.

Next steps

- Discussing the proposal for the process evaluation in the sessions with the student support service.

- Clarifying who is the responsible person/contact person for data evaluation within student support service.
- Conducting the process evaluation.

KPI's

- In 2022, results of the process evaluation and recommendations to improve the procedures and protocols of UP services will be reported and discussed with E&S. The decision on hiring extra UP's can be made already in 2021
- By the end of 2022 the improvements have been implemented by E&S.

2.1.3 Organizing connections and collaborations in- and outside the EUR to improve the chain of support, enhancing access to proper care at the right place and time.

Sub-goal a: Collaboration with external health care services

Steps taken

- Contracted online support for mental health problems (Siggie) via the mental health care service Mentaal Beter. This is necessary, since accessibility of mental health care is extremely difficult, as has been outlined in paragraph 1 (point of attention F).
- Started collaboration between university psychologists and mental health care workers from the outside, currently being Mentaal Beter, which provides consultation for UP's and referral to general and specialized mental health care services.
- Removing obstacles to professional healthcare by opening up access to the health care of general practitioners, needed to get access to mental health outside the university. In this respect, building upon the exploration of collaboration with Docline for EUR students. Docline provides online general practitioner (GP) service in combination with an offline GP-office on or near the campus. Especially for international students (oftentimes not subscribed to a GP service) this will alleviate an immediate problem.

Next steps

- Intensifying collaboration between UP's and Mentaal Beter for consultation and referral to external mental health care services.
- Setting up and implementing a guideline to outside health care that can be used by student support services.
- Finalize collaboration and contract with Docline.

KPI's

- By the end of 2021 a collaboration guideline with one or two external mental health care services and Docline Rotterdam is established.
- In 2022, protocols will be developed and implemented for referral of students from UPs to (general and/or specialized) mental health care and for referral of students to Docline.
- By 2022, 300 students are registered to Docline GP practice and this number has been increased with 300 students in 2023 and 300 in 2024.

Sub-goal b: Implementing and evaluating online professional coaching (Siggie) and determining the added value to UP service

Steps taken

- Contracted online mental health care support (Siggie) via the mental health care service Mentaal Beter.
- Started pilot: about 200 students signed up for online support between November 2020 and April 2021.
- Access to and promotion of online coaching via the 'Are you Ok out there' platform.
- Siggie started process evaluation of the service provided (i.e., service use, satisfaction, outcomes) in alignment with our program (pre and post measurements with Quickscan).
- Siggie delivered first report on baseline measurements (published in EM).

Next steps

- Start tender procedure necessary for prolongation of the contract with Mentaal Beter.
- Continuation of process evaluation of online coaching (post-measurements and new student inclusions).
- Investigation of added value of online coaching to the service provided by UP's (i.e., does the online coaching provide added value to EUR students' wellbeing and health?).

KPI's

- As of 2021, online support for students is offered via the 'Are you ok out there?' platform.
- In 2021, overview of the available manpower of Siggie per number of students over time will be delivered to all major stakeholders, the University Council being part of those stakeholders.
- Until the end of contract under HEQA funding, biyearly report is delivered on numbers of accesses to service and numbers helped, average waiting time, client satisfaction and general process evaluation (e.g., type of complaints, student provenience, basic demographics, outcomes, etc.)
- By the end of 2021 a final report on the process evaluation of the online support will be delivered describing the added value in relation to the service provided by UP's university psychologists.

- By the end of 2022, a business model has been set up for structural underpinning and financing of the online coaching service for EUR students.

Sub-goal c: Connecting the chain of support to the "Are you ok out there?" platform

The 'Are you Ok platform' is an online platform on MYEUR that contains information, activities and psychoeducation on student wellbeing. It should be noted that this sub-goal, the steps and KPI's are fully part of the project 'E-health platform' (see figure 2, page 2). Because it directly links to the current project, we also mention it on this place as an example of the interconnectedness between the projects of the program Student Wellbeing.

Steps taken

- Improving the access to the student support services via an information page 'Advice and Counseling' on the wellbeing platform.
- Report on evaluation of the visits to the platform.

Next steps

- More detailed evaluation of page visits to the platform related to student support services.
- Exploring the possibilities to improve the access to the student support services via the wellbeing platform.
- Including a flowchart 'Who will help me with mental problems?' in the online platform. The flowchart for employees on MYEUR could be adjusted for students.

KPI's

- As of the end of 2021, all student support services are clearly described, up to date and accessible via the 'Are you Ok out there?' platform in an engaging way to students.
- As of the end of 2021 half year reports on views and visits to the student support service page.

Sub-goal d: Exploring Caring Universities and possible implementation

Steps taken

- Meeting with Task Force Student Wellbeing (the initiators of the proposal of joining the Caring Universities consortium).
- Contact with the Caring Universities consortium and project manager.

Next steps

- Follow-up meeting with the Taskforce Student Wellbeing.
- Discussion and negotiation of participation in the CU consortium and collaboration terms in the short- and long-term.
- Inclusion of the contribution costs for CU in the budget for 2021 and 2022.

KPI's

− End of 2022: Evaluation report on the use, satisfaction and effects on wellbeing of the CU program among EUR students. The report includes a recommendation for a go/no go.

− Other KPI's to be defined once it is clear what the possible collaboration with CU entails, including the possibility of performing a pilot.

2.1.4 Building a professional community with representatives of the chain of support to improve and evaluate the chain of support.

Steps taken

− The Erasmus Universities uses Communities of Practice to share cross faculty learnings on central themes in educational innovation. The program Student Wellbeing decided to join the existing professional communities of Personal Professional Development of students and of Learning Innovation Capacity (aimed at lecturers) and to include in these communities the student issue of wellbeing. Output is, that wellbeing of students is a step to be taken into account when designing curricula or designing ways to enhance the skills and socio-economic belonging.

Next steps

− Creation of a university-wide learning community to calibrate ideas and identify any relevant issue that comes up regarding student wellbeing. Such a community would be composed of mainly students, but also include representatives of study advisors, lecturers and university psychologists and professionals from the mental health and wellbeing field (see next step). The community would regularly come together either within a faculty or at a central level (to be defined) to discuss current status and ways forward (iterative evaluation of goals).

− Determine which internal and external professionals of the wellbeing and mental health field can be added to the community.

− Other steps to be discussed.

KPI's

− As of 2021, the student wellbeing program is actively included and represented in the Personal and Professional Development and Learning Innovation Capacity professional communities.

− As of 2022, a EUR-wide student wellbeing community has been created and is regularly involved (at least twice a year) to touch base on the progress and the improvement of the chain of care and support provided to EUR students.

2.2 Goals and outcomes project Teachers and Study advisors

The following goals are formulated on the project targeting teachers and study advisors:

1. Developing a shared vision on student wellbeing, study- and student success, and student support
2. Re-alignment and professionalization of the existing support structure (based upon a student-centered approach and the shared vision developed under goal 1).
3. Building a professional community with representatives of the faculties (lecturers, study advisors, students) to improve and evaluate the chain of support.

These goals with sub goals and their outcomes (KPI's) will be elaborated in paragraph 2.2.1 to 2.1.3.

2.2.1 Developing a shared vision on student wellbeing, student success and student support

Steps taken

− Focus groups with representatives of study advisors as well as students across faculties before the Covid-19 crisis (Focus Group Report, 2020). Results included in section 1, topic A to G.
− Introduction of program Student Wellbeing and exploration of issues and faculty-level initiatives on student wellbeing with educational directors at nine faculties (December 2020). A summary of key issues and main initiatives per faculty has been drafted, highlighting commonalities and specificities across faculties to inform next steps.

Next steps

− Follow-up consultation sessions *per faculty* (note that the focus groups described here are integrated with the focus groups described in section 2.2.2):
  o Focus group with students (members of the faculty council and program committees added to other students of the faculty).
  o Focus group with teachers and study advisors (members of the faculty council and program committees added to other staff members of the faculty).
− Topic list for these two rounds of focus groups includes the following (note that the focus groups with study advisors and teachers also include topics described in section 2.2.2):
  o How do you define study- and student success?
  o How do you define student wellbeing?
  o Which issues have the largest impact on student wellbeing and student success? (on individual and university policy level)

KPI's

− As of the end of 2021, a shared vision among lecturers (and central student support services; explored in 2.1.1) will be developed and included into a EUR manifesto (i.e., charter) document

on student wellbeing and student success, which will be published on the EUR websites. In 2.1.1 a reference is made to the same manifesto.

- As of 2022 this vision is known by 50% of students, teachers, faculty council, program committees, by 80% as of 2024. It should be noted that dissemination of the mission is part of the project 'Dissemination of the mission and data collection' (figure 2, page 1).

2.2.2 Re-alignment and professionalization of the existing support structure

Sub-goal a: Exploring and clarifying the roles and tasks of lecturers and study advisors within the chain of support.

Steps taken

- Focus groups with representatives of study advisors as well as students across faculties before the Covid-19 crisis (Focus Group Report, 2020). Results included in section 1, topic A to G.
- Introduction of program Student Wellbeing and exploration of issues and faculty-level initiatives on student wellbeing with educational directors at nine faculties (December 2020). A summary of key issues and main initiatives per faculty has been drafted, highlighting commonalities and specificities across faculties to inform next steps.

Next steps

- Follow-up consultation sessions *per faculty* (note that the focus groups described here are integrated with the ones described in section 2.2.1):
  o Focus group with students (members of the faculty council and program committees added to other students of the faculty).
  o Focus group with teachers and study advisors (members of the faculty council and program committees added to other staff members of the faculty).
- In addition to the topics described in section 2.2.1, the following topics are included in the two rounds of focus groups:

  Session Students:
  o What type of services do students need to maintain and develop their wellbeing and achieve student success?
  o How would students design a support structure?

  Session lectures and study advisors:
  o How do you envision your role and tasks within the chain of care?
  o What is your current contribution to study and student success, and student well-being?
  o What do lecturers need on a day to day basis to promote wellbeing and student success?
  o What goes well, what could be improved in your support services?

KPI's

– In 2021 a report of the workshop session(s) with student support services, students, and educational staff will be delivered to the University Council, the Executive Board and Education and Student Affairs, including a description of the current student support structure and related organigram, and recommendations for improvements in the support structure with a proposed timeline for adjustments to be applied in the short term and long term, depending on the timing required to implement each adjustment . In 2021, clarity will be made about which issues and measures in the report meet HEQA requirements and which ones need to be addressed by the university structural budget.

– In 2022 the first, and in 2023 the second package of adjustments will be implemented. If possible, very short-term solutions may be already implemented during the course of 2021.

– In 2024 a further refinement of the support structure will be done based on evaluation of the applied changes.

Sub-goal b: Developing and implementing a professionalization offer for lecturers and study advisors.

Steps taken

– We have decided to collaborate closely with CLI and Risbo on this sub goal. Furthermore, we will involve the social safety officers in the project.

– No further steps have been taken yet awaiting results of the focus groups within the faculties.

Next steps

– Setting up a concrete plan based on the results of the focus groups with lecturers and study advisors, and students per faculty (see 2.2.1 and 2.2.2). What do lecturers and study advisors need to be able to promote student wellbeing and student success and to fulfill their role properly in the chain of care? What are the main cross-faculty and faculty-specific topics?

– Redaction and distributing of guideline on the student support offer within the EUR for students and staff and protocol describing what to do across a range of problems/circumstances, tailored to some extent to faculty procedures when needed/possible (e.g., to whom to refer a student experiencing specific difficulties). Protocol should be evaluated by faculty councils before adoption.

– The guideline will pay attention to the code of conduct related to social safety, alcohol and substance use.

– Furthermore, we will explore with Risbo and CLI a possible revision of the BKO/SKO programs to evaluate if there is the need and space to make them more student-focused, by including an optional module on wellbeing that lecturers can choose to follow, or by creating separate courses

in cooperation with CLI (e.g., Risbo microlabs). The offer is not mandatory and available for interested lecturers to help them in their job, as to avoid increasing the already high workload. The offer for study advisors may have a different content.

- Course contents for educational staff would cover e.g., risk factors regarding wellbeing, intercultural communication, risky behaviors (alcohol, drugs, gaming, sex), recognizing, dealing with and reporting worrying or inappropriate behavior.
- Definition of the implementation strategy: which professionals are going to receive the offer by also paying attentional at faculty-level needs and initiatives, which and how many courses will be executed, timeline, integration within faculty-specific professionalization programs, etc.

KPI's
- By the end of 2021, the guideline on chain of care structure and referral protocol will be developed and distributed among students, lecturers and study advisors across all faculties.
- By the end of 2021, a professionalization plan for the educational staff will be created, including draft of contents and number of courses performed, implementation schedule, etc.
- In 2022 the first professionalization offer (e.g. first batch of online trainings) will be developed and piloted among teachers and/or study advisors across a few faculties.
- As of 2023, a more refined professionalization offer will be carried out among educational staff across faculties according to the implementation plan.
- In 2023 the complete plan has been carried out and continues in 2024.

2.2.3 Building a professional community with representatives of the faculties (lecturers, study advisors, students) to improve and evaluate the chain of support

This goal is integrated into the corresponding one described in section 2.1.4.

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Appendix 1: Overview Goals and KPI's

Project and Main Objectives	Output		Outcome	
	What	**How**	**What**	**How**
Student Support and Lecturers				
Shared vision will be developed on student support, student wellbeing and student success among students, central support services, study advisors and lecturers. Re-alignment and professionalization of the support structure, including connections in- and outside the EUR to improve the chain of support (eg. online coaching and online GP) and training/guideline for student supporters and lecturers. Learning community will be built with students and representatives of the chain of support to continuously evaluate and improve the chain of support.	**Products** **Manifesto shared vision** End of 2021: Manifesto with a shared vision (co-production of all parties involved) delivered and published on the EUR websites. **Re-alignment and professionalization of chain of care** End of 2021: Report of the workshop sessions (with student support services, students, and educational staff) including proposed adjustments and training/guideline for involved professionals and a timeline. Easy to fix solutions implemented. 2022: First package of adjustments implemented and training/guideline offer for student supporters and teachers developed and executed. 2023: Second package of adjustments implemented and further refinement and execution of training/guideline. 2024: Further refinement of adjustments and complete training/guideline offer executed. **Connections in and outside the EUR** *University psychologists* 2021 (asap): clearness on the UP fte's.	**Method** Registration: − Number of meetings − Number of training courses − Number of participants **Assessment Method in the Quality Cycle** − Covered by the periodic report/Compliancy Check − Bilateral meeting with the Rector	**Awareness** − Lecturers and student support staff members recognise/are familiar with the vision regarding wellbeing and academic and student success − July 2024: No. referrals to external help services **Satisfaction** − Students are satisfied about online coaching − Students are satisfied about the accessibility and nature of support − Participants are satisfied about the range of training programmes and guidelines	**Method** − Questionnaire − Qualitative Methods **Assessment Method in the Quality Cycle** − Covered by the periodic report − Bilateral meeting with the Rector (2020-2024)

	Start process- evaluation (like online coaching) in collaboration with E&S. 2022: Evaluation report. Recommendations included in the first package of adjustments (see above). *Caring Universities* As of August 2021: Caring Universities intervention offered to students. July 2022 evaluation report and go/no go decision. ***Online coaching*** End of 2021: Report on results online coaching, including manpower related to students and added value of online coaching to student psychologists. Publishing tender for online coaching service. End of 2022: business model for online coaching. ***General practitioner*** End of 2021: Collaboration guideline for Mentaal Beter and Docline. 2022: protocols for referral. 2022: overview of number of registered students for Docline **Learning communities** As of July 2021: Joining two existing communities End of 2021: Eur-wide Learning community set up that meets twice a year.			

Appendix 2: Budget plan

Budget project 'Student support services and lecturers'

Function	EUR Department	FTE	2020	2021	2022	2023	2024
Program lead	AZ	0,32	32.064	35.678	36.392	37.119	37.862
Coördinator	AZ	0,45	13.311	32.585	33.237	33.902	34.580
Student assistent	AZ	0,9	12.534	38.354	39.121	39.904	40.702
			57.909	106.617	108.750	110.925	113.143
Production costs			10.000	45.000	40.000	15.000	15.000
Costs Online coaching (Mentaal Beter)			10.000	40.000	40.000	40.000	40.000
Total per year			77.909	191.617	188.750	165.925	168.143

TOTAL €792.344

Appendix 3: Work packages and specified budget plan

1. Work package Coordination

This work package involves aligning the current project with the other projects in the program Student Wellbeing and with the Core program team and Advisory board. Furthermore, aligning with the Executive Board, U-council, Faculties, Education and Student Affairs, Diversity and Inclusion, and Learning Communities (e.g. CLI and Personal professional development) is part of this work package. Furthermore, co-creation with the U-council, organization of the project, managing project members, planning and finance are included.

2. Work package Shared vision on student support, wellbeing and student success

Concepts related to wellbeing and student success will be defined. These will be discussed with student support service, students, lecturers, deans, study advisors and in general, EUR-wide on different levels. To this work package belongs the organization of a series of meetings with the involved stakeholders, in which a student-centered design method will be applied. This method will result in clear documents and a Manifesto on the shared mission and vision and insight into the consequences. These are the start of a further implementation trajectory.

3. Work package Re-alignment and professionalization of student support structure

The support structure for students is not clear for students and employees. To this work package belongs creating an overview of the current structure, the strengths and weaknesses and the ideal situation. This package is focused on the student support service as well as the faculties (lecturers and study advisors). The student journey within the support structure will be analyzed and a process evaluation on the student support service will be executed. Moreover, actions will be set up and carried out to realize the ideal situation.

4. Work package Collaboration with external health care services

This work package involves the optimalization of the chain of care for students. Therefore, internal as well as external partners are needed. To this work package belong the design of the chain of health care and setting up a collaboration between the EUR student support service and external health care partners in Rotterdam (Mentaal Beter, Docline and if needed an additional organization). To this work package belong also a process evaluation of the online coaching via Mentaal Beter, a tender procedure in case of continuation of the collaboration with them and the connection of the chain of care (e.g. study advisors, student counselors, university psychologists, career coaches, pastor, confidential counselor, external care etc.) to the wellbeing E-platform. Finally, exploring,

implementing, joining and evaluation of a collaboration with the Caring Universities consortium belong to this package.

5. Work package Professionalization offer for lecturers and student supporters

To this work package belong the developing and carrying out of a professionalization offer for lecturers, study advisors and student support service. A need assessment among the stakeholders is included in this package. We will develop a training offer (online and offline) based on the results of the work packages 2, 3 and 4 and aimed at promoting wellbeing and student success. Collaboration with 'Personal and professional development', CLI and Risbo will be established.

6. Work package Building a professional community and joining existing communities

A professional community focused on wellbeing and personal development will be set up, with representatives of the chain of prevention and care for students, consisting of representatives of student support services, lecturers, health care. The goal of the community is to evaluate (changes in) the support structure and the chain of care. This work package contains also the participation in the existing communities 'Personal professional development' and 'Learning innovation capacity'.

7. Work package Online coaching (production costs)

To this work package belong the costs of the online coaching by Mentaal Beter. This external mental health care service has a specialized team for young adults that offers online coaching of 5 contact moments (without GP-referral) and face-to-face contact if needed. Moreover, they provide (referral to) specialized mental health care for students with more severe problems. This collaboration smoothens the chain of care for EUR-students.

8. Hiring Professional trainers

To this work package belong the costs of the hiring of professionals for the professionalization offer for student support service, lecturers and study advisors.

Table 1: Specified budget plan subproject 'Student support service and lecturers'

In K	2020	2021	2022	2023	2024
1.Coordination	24	34	26	26	27
2.Shared vision	8	19	15	15	15
3.Re alignment and professionalization support structure	9	10	10	10	11

4.Collaboration with external health care services, process evaluation, Caring Uni's, connection E-platform	8	10	29	31	31
5.Professionalization offer	5	24	19	19	19
6.Building professional community and joining existing communities	4	10	10	10	10
7.Production costs: (hiring professionals ;material)	10	45	40	15	15
8.Production costs Online coaching Mentaal Beter (75 euro per contact; max 5 contacts)	10	40	40	40	40
TOTAL	78	192	189	166	168