

Call for Contributions

Safeguarding in Higher Education: Universities as Safe and Inclusive Spaces

Editor: Gabriele Rosato, PhD
Institute of Anthropology (IADC)
Pontifical Gregorian University, Rome

Deadline for expressions of interest:
22 November 2025

Publication expected in late 2027



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About the Book

Safeguarding in Higher Education: Universities as Safe and Inclusive Spaces will be an international and interdisciplinary publication edited by Dr Gabriele Rosato and coordinated by the Institute of Anthropology (IADC) at the Pontifical Gregorian University. It is expected to be published by Springer as part of a new IADC book series.

This volume aims to redefine safeguarding as a cultural and ethical endeavour, extending beyond legal or procedural scope. The text proposes a multidisciplinary framework for reimagining universities as institutions that prioritise care, accountability, and human dignity. This approach addresses issues related to migration, religion, gender, colonial history, kinship, and memory.

Project Background

While universities are increasingly engaging in discussions about discrimination, inclusion, and mental health, there remains a glaring gap in awareness, language, and infrastructure surrounding safeguarding in higher education. This observation reflects societal demands for greater accountability and ethical governance within academic institutions, particularly in light of growing incidents of harassment, abuse, and discrimination among students, faculty, and staff.

Safeguarding policies are often inconsistent and are perceived as mere compliance requirements. This fragmentation hinders the development of a cohesive approach that can effectively address the diverse needs of the university community, thereby compromising the overall integrity of educational environments.

Rationale

Unlike primary or secondary schools, higher education institutions rarely adopt systemic safeguarding frameworks. Universities are both powerful institutions and delicate ecosystems: environments where unresolved trauma, institutional negligence, or misaligned policies can perpetuate harm rather than support healing.

This book addresses that blind spot by:

- Highlighting the ethical and political importance of safeguarding in academic life;
- Offering tools for designing inclusive institutions which respond adequately to

sexual violence, harassment, and psychological harm;

- Creating trauma-informed learning environments to identify patterns of behaviour and prevent possible triggers;
- Bridging academic theory and real-world practice through international case studies;
- Integrating insights from anthropology, education, digital ethics, theology, psychology and psychiatry.

Target audience

This book is intended for a wide but clearly defined international readership:

- University administrators and leadership teams, seeking guidance on fostering ethical and inclusive environments;
- Safeguarding officers and student support services, looking for trauma-informed tools and frameworks;
- Policy-makers and educational authorities, committed to reforming higher education through dignity- and justice-based principles;
- Faculty members, librarians, and curriculum developers, who shape student experience in daily, often invisible ways;
- Faith-based educational networks and mission-driven institutions aligned with care-centred values;
- Students, regardless of their background, who expect their universities to be safe spaces.

What the Book Will Contain

The volume will include three types of contributions:

- Theoretical chapters – Exploring safeguarding through conceptual, cultural, and ethical lenses;
- Case studies and field scenarios – Practical examples of implementation, innovation, or failure;
- Toolkits and applied frameworks – Checklists, audit tools, pedagogical strategies, etc.

We particularly welcome contributions that explore safeguarding in higher education through intersections with:

- Trauma and mental health;
- Faith-based and religious institutions;
- Disability, race, and structural inequalities;

- Digital environments and AI governance;
- Libraries, residential campuses and non-academic spaces;
- Sexual harassment, power asymmetries, and institutional response;

The IADC considers the possibility of translating the book into other languages.

Examples of Topics

(not exhaustive)

Potential contributors might propose chapters on:

- Is safeguarding a *Western* concept? Rethinking global applicability and critiques
- Safeguarding in theological faculties and religious training institutions
- Cybersecurity, AI, and algorithmic harm in academic systems
- Safeguarding failures and survivor experiences in higher education
- Training the next generation: safeguarding as a university subject
- Trauma-informed libraries and informal learning spaces
- Developing safeguarding procedures in multicultural campuses
- Faculty as bystanders, gatekeepers, or advocates
- Forced migration and displacement in higher education
- Case studies from Global South or underrepresented regions

If you are unsure whether your topic fits, we strongly encourage you to contact the editor to discuss your idea.

Format and Submission Guidelines

We invite expressions of interest in the form of:

- A proposed title (tentative)
- A short abstract (300-400 words)
- A list of cited/relevant references
- Indicate if your contribution will be:
 - ☐ Theoretical
 - ☐ Practice-based
 - ☐ Case study
 - ☐ Toolkit

Final chapters will generally be between 4,000 and 6,000 words: this will be confirmed or

amended once the selected contributions are determined. Collaborative pieces are welcome.

Timeline

Milestone	Target Date
Expression of interest deadline	November 22, 2025
Notification of acceptance	December 19, 2025
Full chapter submission	May 15, 2026
Provisional acceptance and peer review of chapters	July 24, 2026
Returning peer-reviewed chapters to the editor	September 18, 2026
Editor assessment	October 16, 2026
Final chapter submission (amended as per peer review)	November 13, 2026
Publication (estimated)	Spring-Fall 2027

How to Submit

Please send your expression of interest and queries to: g.rosato@unigre.it

Subject line: Safeguarding in Higher Education – Chapter Proposal

About the Editor

Gabriele Rosato, PhD, is a cultural anthropologist with expertise in safeguarding who specialises in the intersection of trauma, space, and identity. He is currently a Research Fellow at the Institute of Anthropology (IADC), Pontifical Gregorian University, where he investigates the long-term effects of trauma through an ethnographic lens. His work aims to contribute to trauma-informed practices and the design of safe spaces. He also facilitates mutual aid groups for survivors of childhood abuse.

About the IADC

The Institute of Anthropology (IADC) at the Pontifical Gregorian University is dedicated to promoting human dignity and safeguarding vulnerable populations through interdisciplinary research and education. The institute offers higher-education degrees in safeguarding and a doctorate in anthropology. Fr. Hans Zollner, SJ, is the institute's director, and Msgr. Peter Beer heads the research and development of its educational programs. An international, interdisciplinary team staffs the office.