Erasmus MC
University Medical Center Rotterdam

Memo

To	ReMa Program Directors and Coordinators
From	Education Committee Research Masters (ECRM)
Cc.	
Concerning	ECRM Advice – A Safe Learning Environment

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Subject type:
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Decision type:
X For information

Dear ReMa Program Directors and Coordinators,

At the ECRM meeting on 28ᵗʰ June 2023, the ECRM discussed several issues related to ensuring 'A Safe Learning Environment' for ReMa students, faculty, and staff. Based on this discussion, the ECRM would like to offer the following advice to program directors regarding the key components we identified to promote a safe learning environment within the Graduate School. We realize that program directors may already be aware of the issues that students could face during their ReMa studies relating to this topic. In sending this advice, the ECRM is not suggesting that students are currently facing an unsafe learning environment in their studies. Instead, the ECRM is sending this advice as a reminder of some of the key points for your attention during the next academic year.

1. <u>The absence of supposition and prejudice</u>: A safe learning environment relates to the subjective feeling of students and the quality of the students' experiences. Students should not be judged on supposition and prejudice. Of course, students can be judged on things they do wrong, but students should not be defined by their mistakes.

2. <u>The absence of abuse of power</u>: A safe learning environment ensures that student and faculty have clearly defined roles and responsibilities and that assessment moments are safeguarded from abuse of power. Students should not need to perform non-related ReMa activities in order to achieve a pass grade. If apparently non-related ReMa tasks actually do have relevance to ReMa education, then the teacher should provide an explanation of the relevance of the activity to the student.

3. <u>The absence of bullying/harassment</u>: A safe learning environment requires that everyone in the graduate school feels psychologically and physically safe. Bullying and harassment may include physical and mental issues, regular uninvited visits, texting, or intense and inappropriate communication. We recommend clear policies against bullying and harassment, including student / student and student / teacher interactions, and should instances occur, there should be clear methods of reporting and response. Awareness and clear communication of the issues are key to preventing misunderstandings and to resolving problems when they do arise. Both teachers and students should be open to positive feedback and suggestions.

4. <u>Transparent information (e.g. FAQ)</u>: To help with a safe learning environment, it would be useful to have online ReMa-specific 'Frequently Asked Questions' (FAQ) documents available, as students may find it difficult to obtain answers relating to the most frequently questions asked, such as information about support services or ReMa policies. Of course, to be relevant, online content should be regularly updated.

5. <u>Accessible support services, including religious support</u>: Although not restricted to ReMa students, the availability of religious support at Erasmus MC may be useful in generating a safe learning environment for students with different religious backgrounds. Therefore, access to religious support should be available and visible to students, including on EMC's own website. The ECRM notes that these recommendations should also relate to support services for secular students. Information

including links to both internal and external religious/mental health support services would be appreciated.

Thank you for your attention!

With kind regards,

John Hays
Chair Education Committee Research Masters