

Walking the talk

2023, A Year of
Dedicated IDEA
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Since the initiation of our diversity and inclusion efforts in 2015, we take great pride in the collective achievements within our organisation. This has been a collaborative endeavour, involving a dedicated team of professionals specialising in inclusion, diversity, equity, and access. The journey has seen active participation from the Executive Board, deans, faculties, directors, departments, teachers, students, and numerous colleagues across all echelons of the organisation. Notably, the Faculty Diversity Officers have served as indispensable ambassadors for promoting an inclusive university.

In our university, the discourse has evolved beyond the mere consideration of whether to engage in inclusion, diversity, equity, and access; rather, the focus now centres on how we go about it. This transition marks a significant milestone and exemplifies our collective commitment to these essential principles.

Chief Diversity Officer

Prof. Semiha Denktas

Reflection on 2023

In 2023, there were many events that had an impact on our EUR community. The earthquakes in Turkey and Syria in February affected many of our students and staff and their loved ones. With different departments and student organisations of our university, we organised a Walk-In where we came together, to share our feelings and thoughts, to support and comfort each other, and to aid our community.

Furthermore, on our website and through internal emails we let students and staff know where they can find help. A crisis protocol was created with different departments, to ensure that we are better prepared. We did not anticipate that we would need the protocol so soon, when a massive earthquake struck Morocco in September. It does show that we are a learning organisation, and that we strive to do better.

September 28 was a pitch-black day for our university, with a shooting at Erasmus MC. The perpetrator of the shooting was a student of Erasmus University Rotterdam. Besides taking the life of a woman and her daughter, he also fatally shot a lecturer from our university. This has had an enormous impact on our community. We organised a Walk-In immediately; the day after the shooting, students and staff could come together at the Living Room on campus, with two student



hosts and a psychologist present to talk to. This gave an opportunity to share emotions with each other and find some comfort.

The continuing war in Ukraine has a big impact on the world, on the Netherlands, and on our community as well. The attention from this war was shifted to the escalating conflict in Israel and Gaza, which again impacted our university and our community.

At the IDEA Center, our unwavering commitment lies in fostering an inclusive, diverse, equitable, and accessible university environment. These pivotal themes, explicitly articulated in various sections of the EUR strategy 2020-2024, align seamlessly with the Erasmian values that guide our institution. Grounded in principles such as social engagement, global citizenship, connectivity, entrepreneurship, and open-mindedness, these values form the cornerstone of our endeavours.

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In this annual report, we aim to showcase the impactful initiatives and achievements of the IDEA Center throughout the year 2023. We delve into key focus areas, pivotal moments, and the role played by our center on the European stage. It is with great pride that we present a comprehensive overview of our accomplishments.

Inclusion ensures that everyone feels valued and respected

Additionally, this report provides insight into our plans for the year 2024 and beyond, offering a glimpse into the trajectory of the IDEA Center as we continue our commitment to building a university that is not only reflective of our values but also stands as a beacon of inclusivity and excellence.

A new name, the same mission

The 1st of January 2023, the (strategic) programme 'Diversity & Inclusion Office' changed the name from D&I Office to a new name that matches our structural character: IDEA Center, where IDEA stands for Inclusion, Diversity, Equity & Access.

Our mission is to serve as the expertise center on the critical themes intersecting with the core functions of our institution—education and research, encompassing students, staff, and impact. We not only communicate and disseminate information about our activities but also rigorously monitor and conduct research on these initiatives.

Inclusive organisation culture

Inclusive organisations have a culture where different types of people can come to work, feel comfortable and confident to be themselves, and work in a way that suits them while meeting the organisational needs. Inclusion ensures that everyone feels valued and respected. The diversity is about all possible visible and non-visible differences between people. Furthermore, equity is about providing what people need in a fair and realistic way, given an unequal (starting) position in life, and taking into

account that organisations are often designed by (and for) a certain dominant (and homogenous) group, and that a person who does not belong to the dominant group for which the institution was designed, will have to constantly relate to the prevailing structure, culture, services, guidelines. Accessibility refers to providing equitable access to education (or knowledge, labor market, position, power, care, etc.) to all, regardless of (physical) ability, skills, origin and experience.



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IDEA Center Team

IDEA Center:

- drives policy and ensures policy development, implementation, monitoring, evaluation and integration within existing organisational processes and departments;
- provides expertise, advice, insights, research and resources and acts as a sounding board for all organisational units, staff and students;
- stimulates, supports and makes students and staff more visible and accessible and challenges them to think along as critical friend, and co-creator on inclusion, diversity, equity and accessibility related issues;
- accelerates, facilitates and secures developments (from inside and outside) regarding inclusion, diversity, equity and accessibility, relevant to the organisation;
- is a visible point of contact for staff, students and externals;
- initiates and facilitates understanding and knowledge exchange within the organisation through events, open dialogue, sessions, et cetera and is the linking pin between various related parties.

For this all we employ customized and adaptive methodologies, that vary on several levels:

Institutional	–	individual
Prospective	–	ad hoc
Long-term	–	short-term
Pro-active	–	reactive
In the lead	–	supportive
Solo	–	together

Our strategy involves embracing an integral and holistic approach, meticulously pinpointing exclusionary barriers and implicit biases throughout the educational and professional journey here at EUR. Through the provision of policy advice, activities, and events, we endeavour to address and counterbalance these obstacles. Our focus extends to both the individual and the systemic aspects, fostering a culture and environment where individuals feel a sense of belonging and can authentically express all facets of their identities.

Team

We do this work with a team of experts and the Chief Diversity Officer (CDO). The CDO is an academic lead, that provides connections, lobbying and support within and outside our organisation. The CDO drives key themes that deserve attention, puts topics on the agenda at the strategic level, collaborates with teams on tools, knowledge and training, and provides advice.

Ultimately, organisation(al unit)s and leaders themselves are responsible for the success (or failure) of the transition to an inclusive, diverse, equitable and accessible organisation. Keep in mind that there is a balance needed between autonomy and cooperation, the position and mandate of a CDO in the organisation combined with experience, reputation and position. Amongst others, being present and having a 'chair at the table' at leadership meetings, not only at meetings where inclusiveness and diversity issues are on the agenda, but at all the organisation's issues. If inclusiveness is central to an organisation's mission and strategy, it is actually intertwined with all strategy topics.

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Moments that matter

As IDEA Center we create targeted and effective policies and activities that promote an inclusive learning and working environment. In this chapter we would like to present some of the activities we organised and set up in 2023.

IDEA International Knowledge Week

In May we organised an International Knowledge Week on Inclusion, Diversity, Equity & Access at our university. We welcomed 175 participants from 12 different countries for a week full of sharing insights, knowledge and experiences, workshops, training and much more. There were six plenary sessions and twenty parallel sessions. All focused on an integral approach that can help transform an organisation into a more diverse, equitable, inclusive, accessible, and ultimately a more pleasant organisation for all.

During the week, various national and international speakers - including Alfred Herrera (University of California, Los Angeles) and Prof. Eveline Crone (Erasmus University Rotterdam) - together with students and participants, shared practical insights and knowledge on topics such as (academic) outreach, student engagement, inclusive education, inclusive HR, inclusive communication and monitoring & research.



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Theater play on social safety

During IDEA International Knowledge Week we presented a theater play 'Conventions & Interventions #SocialSafety'. 'Het Acteursgenootschap' performed several scenes with themes like discrimination, unwanted behavior by a supervisor and experiences of new students at universities. Following the scenes, moderator Dr. Vidhi Chaudhri engaged with the audience in a conversation about social safety, conventions and possible interventions.

Book launch

In October, we presented our book *Van woorden naar daden - een gids voor een inclusieve organisatie* (From Words to Deeds - A Guide to an Inclusive Organization). The book launch was part of the official lustrum programme of EUR. With the book, the authors - team members of IDEA Center - aim to inspire employers, employees and

organisations to create a diverse and welcoming workplace. In a comprehensible manner, the book offers practical tools for designing, implementing and evaluating new or existing interventions and policies in inclusion, diversity, equity and access.

Featured in the book, are key terms and definitions, drivers and accelerators of increased attention to diversity and inclusion, and topics such as connection and engagement, inclusive organisational culture and communication, inclusive HR policies, monitoring and research, and inclusive leadership.

The first copy of the book was presented at Theater Zuidplein, with 150 attendees, to Rabin S. Baldewsingh, National Coordinator against Discrimination and Racism. Rabin expressed his support and enthusiasm for the book:

"The passionate experts of the IDEA Center have proven that a focused approach, combined with unbridled dedication, pays off. Let others benefit from their advice, lessons and experiences, so that this book is the beginning of an ever-expanding change in society. It won't all happen by itself, but pushing and pulling pays off. Keep up the good work!"

Amnesty Manifesto

On October 19, Amnesty, together with several Dutch higher educational institutions, came to Erasmus University Rotterdam for a working visit as part of the project 'Let's talk about Yes'. The aim was to discuss and learn about interventions focused on social safety, and in particular interventions against sexual violence, at our university and at other educational institutions. Vice President of our Executive Board Dr. Ellen van Schoten stressed the importance of working on social safety and the support of the Executive Board for initiatives that contribute to this.

With the book we want to inspire employers, employees, organisations to create diverse and welcoming workplace.

Semiha Denктаş talked about the integral approach of IDEA Center, with a special focus on Safe@EUR, our central contact point for receiving grievances on 'unwanted behaviour'. She also explained the formation and components of the Action Plan Against Sexual Violence. This plan was put together by IDEA Center together with various partners such as the Erasmus Love Lab and students to ensure that the signing of the Amnesty Manifesto leads to actions.

The second annual 'Let's talk about Yes' conference took place on 30 November 2023 at Amsterdam University of Applied Sciences, organized by Amnesty. We joined the conference to speak more about our integral and research-based approach to create a more inclusive climate at EUR, and also discussed how to create support along all the layers of the university.

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Organising get-togethers in difficult times

Collaborating with various departments and student organisations at EUR, we co-facilitated both formal and informal gatherings during challenging periods. In the aftermath of earthquakes in Turkey, Syria, and Morocco, as well as the incident at Erasmus MC and the situation in Israel and Gaza, we extended our support to students and staff.

Lustrum year EUR 2023-2024

As we embarked on the academic year 2023-2024, our university commemorates its 110th anniversary. Central to this lustrum year are themes of diversity, inclusion, and equal opportunities, and the IDEA Center is spearheading a series of celebratory events. Among them, a workshop on 'inclusive curriculum design' has been successfully hosted. Additionally, our book launch held a significant place in the official lustrum programme. Looking ahead 2024, a lineup of events is in store as part of the lustrum program, with a specific focus on our Academic Outreach Programme. Many departments, student organisations and faculties are organising events this lustrum year. In an effort to underscore the significance of hosting inclusive events, we crafted a comprehensive toolkit designed for the organisers involved in our lustrum year festivities. This valuable resource has been disseminated to all relevant parties responsible for coordinating events throughout the celebratory period.

Nomination for 010 Inclusief Award

We were nominated for the 010 Inclusief Award 2023. The Rotterdam based organisation behind the award nominated us for our [25/25 initiative](#), through which we have ensured a growth in the number of female professors at our university. Through mentoring, workshops, independent feedback, and financial support, we have ensured more women could advance within our organisation.



The 25/25 initiative can easily be applied to other organisations. Not just the individual components, but especially the combination of mentoring, workshops, independent advice, and financial support, can be used at any organisation and can be used for any underrepresented group in senior positions. This was an important reason for the judges to nominate us.

International Women's Day

This year's celebration of International Women's Day unfolded at De Doelen, drawing a gathering of 200 attendees comprising employees, students, and partners. Centered around the theme "Women in Art," our stage welcomed artist, writer, and activist Fleur Pierets, along with lecturer Sanne Koevoets.

During her engaging talk, Fleur Pierets delved into the portrayal and positioning of women in various media realms such as TV, literature, and art, emphasising how each individual can contribute to making a positive impact. She seamlessly intertwined these insights with her own experiences as an artist and activist.

Sanne Koevoets directed her focus towards the concept of the 'male gaze' within Hollywood cinema. Expanding on the notion of spectatorship, she contended that audiences play a pivotal role in shaping, reproducing, and challenging normative power relations within this influential realm.

Next to these keynotes, we had a full programme with a spoken word by Ishfarah Esseboom, speeches by Janneke Staarink, director De Doelen, and Semiha Denктаş, and a student panel with Sameeksha Aggarwal, Tabassum Islam, Yasmin Sebahi and Elisa Weehuizen as a moderator.

Sharing our knowledge with the Brand Alliance 'Rotterdam Make It Happen'

Our communications advisor spoke about inclusive communication, inclusive events and the work we do at IDEA Center at the yearly meeting of the Brand Alliance 'Rotterdam. Make It Happen.', where marketing and communication professionals of Rotterdam based organisations like Ahoy, Feyenoord, Blijdorp, Rotterdam Festivals, Kunsthal and RET got together.

Student Wellbeing Week

Twice a year, EUR organises Student Wellbeing Week, a dedicated period featuring various activities aimed at promoting student welfare. In June, a collaborative effort with Sip and Paint Rotterdam resulted in a Sip, Paint, and Poetry Workshop on Social Safety. This innovative session encouraged students to express themselves through art while engaging in dialogues on diverse social safety topics.

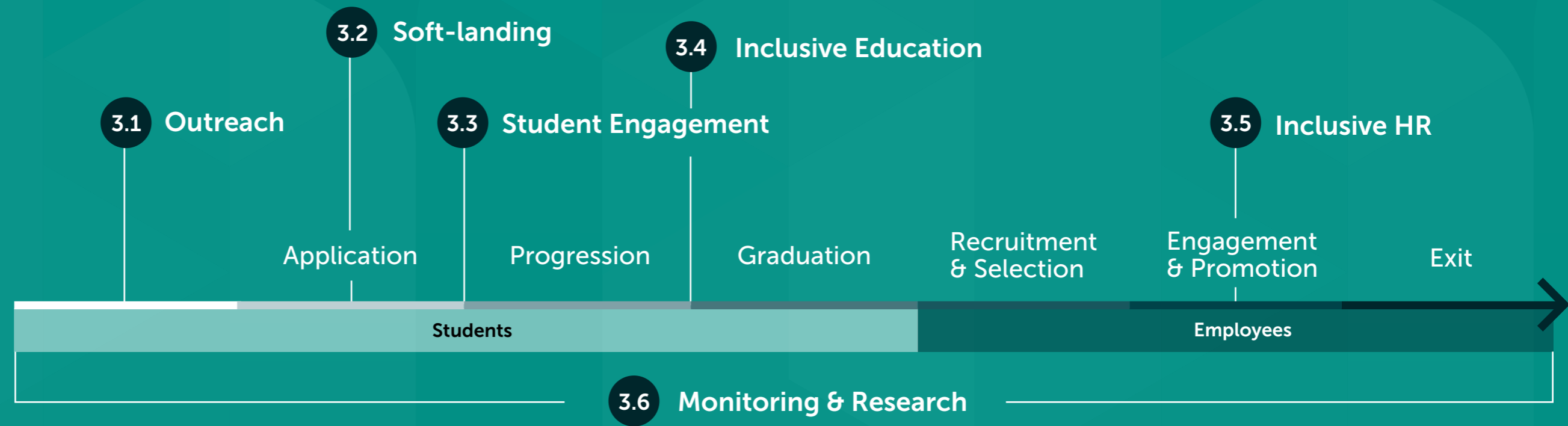
During the November edition of Student Wellbeing Week, two impactful workshops took center stage. "Cross the Line" prompted students to physically traverse to the other side when a question resonated with their experiences, creating a space for participants to share their stories in a secure environment. In the second workshop, "Talking Taboo," open dialogues navigated through challenging and taboo subjects, including mental health, online shaming, and domestic and sexual violence.

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Results of our integral approach



In this part of our report, we're presenting the highlights and milestones of the main focus areas.

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It may not be our fault, but it is our problem. Unequal opportunity is a **shared societal problem**, to which all of us – from our own role and expertise – can (and should) make a **contribution**.

Outreach



In 2023 we could implement our Academic Outreach Programme with all sorts of interventions and activities. We are proud to see how we have turned the experiences and lessons learned over the past years into an innovative coherent outreach programme that makes a real impact on equity in education.

We have created more room for enthusing and inspiring, tuning in to the perception of the children and young people we work with. This includes inviting inspiring speakers or focusing on the qualities and talents of children and young people. We organised several 'Kindercolleges' (Children's Lectures) for children from grades 6, 7 and 8. We developed a continuous thread in the Children's Lectures where the children learn various research skills from grade 6 to 8. Furthermore, we developed an inclusive education workshop for secondary school teachers. This workshop focuses on identifying and developing the qualities and behaviours belonging to an inclusive teacher. Workshop participants are given concrete tools to directly apply the gained insights in their daily teaching practice.

The pivotal role played by our student ambassadors, who are university students actively engaged in our outreach initiatives within schools, significantly influences the

success of the program. This community of student ambassadors, characterized by its extensive diversity, mirrors the multicultural essence of Rotterdam. Recognising the impact of representation in academic education, the inclusion of various cultures within the student ambassador community works towards diminishing stereotypes, fostering self-confidence, and offering support to children and young individuals in Rotterdam who may not have the same educational opportunities as their peers. Currently, our student ambassador pool boasts representatives from 14 distinct cultures, each undergoing thorough training before their engagement in school, city, or campus activities.

The student ambassadors engaged in our program articulate the positive influence it has on their personal growth. Beyond the immediate impact on outreach efforts, they highlight how the experience contributes to the development of essential life skills and prompts thoughtful reflection about their career trajectories. The collaborative nature of their work is not only a source of learning from one another but also a catalyst for forging meaningful friendships. Notably, their involvement in the programme has

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fostered a heightened sense of belonging within the EUR community, particularly among students with diverse cultural backgrounds. The programme has played a pivotal role in cultivating a stronger sense of home and connection within the broader EUR student population for these ambassadors.

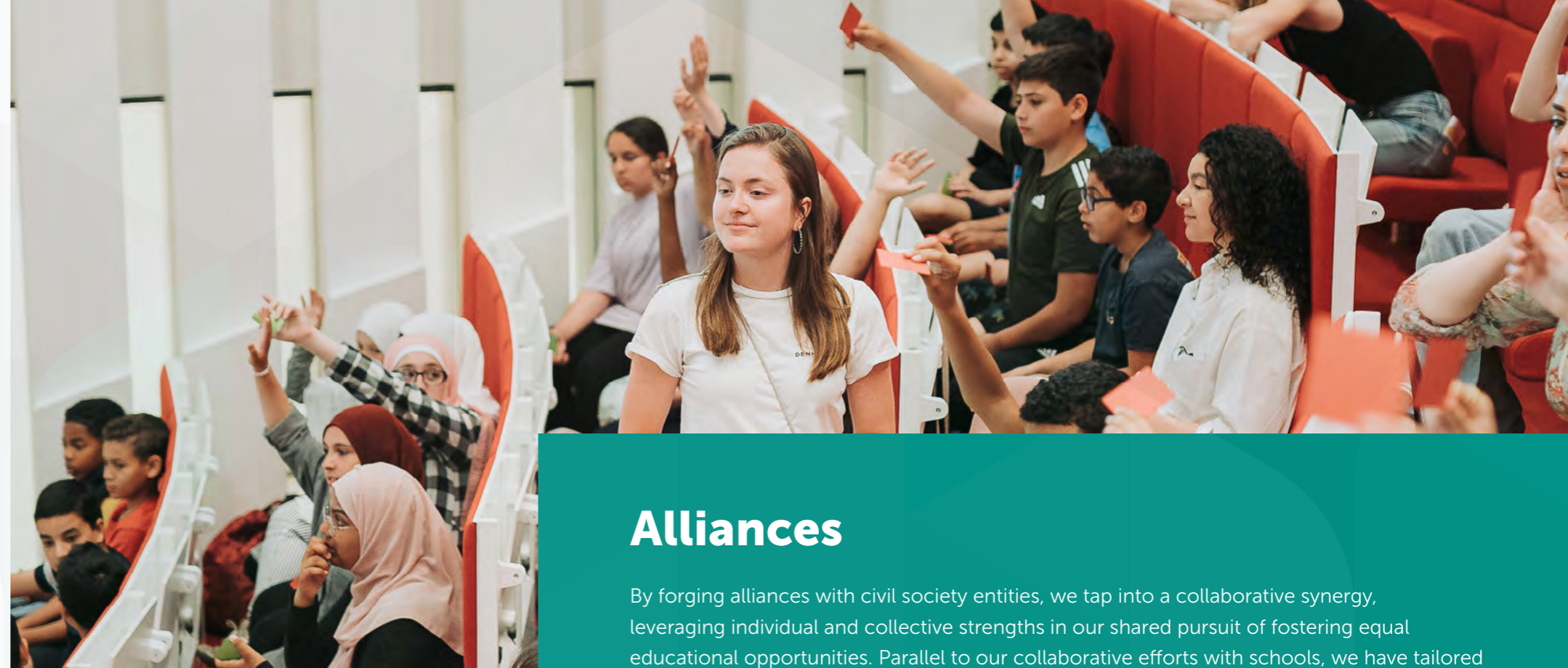
The feedback from participants in our outreach programme vividly reflects their appreciation for the attention and time dedicated by our student ambassadors and team members. Witnessing children identifying with our diverse student ambassadors, speakers, and team members is a heartening experience. The direct connections forged by the children, expressed through gestures like hugs, expressions of gratitude for impactful experiences, and aspirations to emulate our team members, underscore the profound impact we have. These emotionally resonant moments serve as a collective affirmation for our team, reinforcing our commitment to contributing positively to equity in education.

University is less scary than I thought.

Pupil at one of our Outreach activities

Furthermore, in 2023, we have been able to not only infuse diversity in our student ambassador community but in all layers of the programme: from the scientists we work with to our own programme team, to reflect Rotterdam's reality. We see the positive impact of that representation in our work every day.

We also place great value in co-creation with our stakeholders. During our meetings with, for example, school leaders, we see and hear the



added value of bringing schools together so that they can exchange knowledge and best practices with each other and with us.

Through the Academic Outreach Programme, our collaboration extends beyond schools to encompass meaningful partnerships with civil society organisations. This strategic approach not only broadens our reach to a more diverse spectrum of children but also facilitates engagement within their familiar environments, involving critical stakeholders like peers and parents.

Because we attach great value to working in a research-driven way, we will perform studies on different aspects of the outreach programme, examining the experiences of all our participants, our student ambassadors, teachers, and everyone else involved in the programme. We plan to publish our first results by the end of next year.

Alliances

By forging alliances with civil society entities, we tap into a collaborative synergy, leveraging individual and collective strengths in our shared pursuit of fostering equal educational opportunities. Parallel to our collaborative efforts with schools, we have tailored methodologies, including stakeholder analysis, recruitment cycles, and co-creation processes, to align with the unique needs and dynamics of city-based organisations. Specific highlights, such as events and educational cases, further underscore the impact of these collaborative endeavors. Some of the specific highlights (e.g., events and education cases) include:

- Running a self-confidence programme at Stichting JAN foundation for children in the ages of 11-12 years.
- Co-organising a meeting on the topic of equal opportunities for EUR students, in collaboration with the Stichting MOVE foundation (with alderman of education Said Kasmi as guest).
- Running an interactive programme for exchange students from Istanbul, Turkey (secondary school students).
- Running structural guided tours and treasure hunts (campus tours and campus challenges) for children and youth from ages 10-18 years.
- Collaboration with Weekend of Science 2023 where Erasmus University Rotterdam was one of the primary venues. In cooperation with Wetenschapsknooppunt, Sync lab, NEMO Science Museum and the Weekend of Science.
- Together with our internal EUR partner Erasmus Verbindt, we were able to develop outreach-focused case studies and place them within EUR education. We guided several student groups in delivering advisory reports and deliverables through the ESSB minor 'Positive Behavioral change in a Digital Age' and the ESHPM minor 'Analysing and Changing Unhealthy Behaviour'.

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Outreach in numbers

10



Development outreach programmes

10 outreach programmes developed for children and young people

1 workshop developed for secondary education teachers

1 workshop developed for EUR lecturers



Training student ambassadors

Online training developed and organised for student ambassadors

Start training developed and organised for student ambassadors

1819



Schools

Close collaboration with 10 schools in Rotterdam

1819 pupils have been reached by organising various events at primary schools, secondary schools, and on EUR campus (11 campus events and 158 meetings at schools)

100 parents have been reached during parental meetings

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Outreach in numbers



City

Collaboration with 30+ organisations in Rotterdam
750 children and youth between the ages 6-18 yrs



Student Dossier

Student community built of 62 student ambassadors
14 nationalities
All faculties represented
All academic years represented



Other

7 Building New Blocks projects completed (i.e., outreach projects initiated and implemented by EUR students and EUR staff): 2 projects led by EUR students and 5 projects led by EUR staff
Team visit to the NERUPI congress (London):
The power of partnership

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Both student success and sense of belonging are concepts that have different meanings to different people but achieving them is **conditional** on many internal and external factors that are at inter-play. Soft-landing is one of those factors.

Soft-landing



In April 2023, the Soft-landing project was launched with the overarching objective of pinpointing and dismantling both formal and informal obstacles encountered by diverse student groups at the outset of their first bachelor study year. Embedded within the IDEA Center's holistic approach to student-centered support, this initiative compiled a comprehensive inventory of soft-landing activities across central and faculty levels at EUR.

Analysis of the results from the Student Wellbeing Monitor and Nationale Studenten Enquête reveals a notable positivity among first-year bachelor students regarding their experiences, surpassing that of students in subsequent years. Acknowledging the need for enhanced tools and practices, the university aims to establish a robust foundation for students from day one, ensuring their sustained success throughout their academic journey.

During the Bachelor Open Day on October 7th, two fully subscribed sessions delved into first-year student experiences and preparation

for university life. Participants gained insights into various EUR soft-landing activities crucial for a successful start to the first study year, with the added opportunity to interact with a diverse student panel. Additionally, the IDEA Center stand welcomed prospective students and their guardians to discuss ideas on fostering an inclusive university environment and explore engagement opportunities at EUR.

Following individual consultations with Faculty Diversity Officers and colleagues specialising in welcoming activities for new bachelor students, an inaugural inter-faculty meeting was convened. This gathering aimed to forge a community around the soft-landing of underrepresented groups, fostering collaboration among colleagues with similar roles, sharing insights on existing initiatives, identifying best practices for underrepresented students, and paving the way for future dialogue and initiatives.

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Research Pre Academic programme



To understand how we can support students during their first months at university, it is important that we do research. This year, we evaluated the Pre Academic Programme (PAP). We examined whether the PAP participants scored higher on certain skills after their participation than before participating. Moreover, we once again looked at potential differences for students from underrepresented groups. Even though anyone can participate in the PAP, we expect it to be especially helpful for students from historically underrepresented groups.

We designed our research in close collaboration with the PAP team, so that we could get a good understanding of how the PAP is meant to work. We decided to focus on the following research questions:

1. Are there differences in personal, social, and study skills before and after participation in the PAP?
2. Do students who identify as belonging to historically underrepresented groups benefit more from the PAP than other students?
3. How are these improvements related to study success?

To answer these questions, we asked participants to fill in two surveys: one before, and one after participation in the PAP. The surveys focused on different areas of students' lives, including personal skills, social skills, and study skills. We also asked students to indicate whether they belong to historically underrepresented groups. Finally, we will link our data to study performance throughout the academic year. Curious to know our results? By the end of the academic year, we will report on them.

The PAP is a personal leadership programme in which prospective first-year bachelor students are prepared for their studies at EUR through inspiring lectures, and individual and group assignments.

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Soft-landing in numbers



191

Visitors for two Bachelor
Open Days Sessions



37

Online visitors on two
Bachelor Open Day sessions



After individual meetings with Faculty Diversity Officers and their colleagues working on welcoming activities for new bachelor students, the first inter-faculty meeting was organised to start building the community around soft-landing of underrepresented groups.

With the participants we started working together to achieve the following goals:

- To build a community among colleagues with similar roles,
- To share an overview of existing soft-landing initiatives,
- To help identify best practices for underrepresented students among those initiatives,
- To open dialogue for next steps.

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Positive impact is achieved when you prioritize **collaboration** with departments rather than taking full ownership of an issue. By implementing this holistic approach, you are able to tackle exclusion mechanisms more efficiently.

Student Engagement



Over the past three years, considerable efforts have been invested in enhancing the inclusivity of the EurekaWeek, a collaboration closely managed with the EurekaWeek Management (formerly known as the EurekaWeek board). The objective was to broaden the EurekaWeek's appeal to the entire student body at EUR and cultivate an inclusive character within the event. This year, efforts focused on identifying and addressing possible barriers to fully participate in the EurekaWeek.

This initiative led to the formulation of an action plan in early 2023, concentrating on key themes such as the recruitment and selection of EurekaWeek Management, implementation of a more inclusive programme, and the development of transferable formats for various aspects of the programme structure, communication, preparation, and execution of EurekaWeek.

The IDEA Center played a crucial role in advising on the recruitment and selection process. This included broadening the vacancy text to include details on working hours, salary indications, and the possibility of a hybrid working arrangement. The text was clarified regarding the opportunity for applicants to engage in studying or other activities alongside the role while remaining a

registered EUR student. In terms of distribution, the IDEA Center recommended utilizing both traditional and new formal and informal communication channels to reach a diverse student audience. Innovative recruitment strategies were implemented, such as faculty-level promotions and replacing EurekaWeek Management interest drinks with more accessible board recruitment activities, like the EurekaWeek Management interest lunch.

These concerted efforts resulted in significant achievements in diversifying the EurekaWeek Management team. On September 14th, an information session for various EUR student organisations aimed to address information asymmetry between smaller, newer associations and larger, traditional ones. The session provided insights into available IDEA Center Grants, EUR Grants, and resources, with special emphasis on the EurekaWeek's importance and their role in the EurekaWeek Management and committees.



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The session was attended by representatives from diverse student organisations, including the Chinese Student Association (CSA-EUR), Hindu Student Association (HSFN), Islamic Student Association (SV IQRA), Medical Cultural Association SV Avicenna, Turkish Student Association (Mozaik), Erasmus Hispanic Cultural Association (EHCO), Surinamese Student Association (SSA), Eastern European Students Association (EESA), Erasmus Pride, Nordic Students (NSA), Erasmus Student Network Rotterdam (ESN), Ukrainian Students: SPILKA, Dutch Caribbean Association Rotterdam, and the Erasmus Hellenic Society.

EUR's Student Council for Equity, Diversity, and Inclusion (SCEDI), established by the IDEA Center, plays a crucial role in incorporating diverse student needs and perspectives into IDEA policies and projects. Beyond organising events, SCEDI collaborates with other student and study associations and networks to advance inclusion, diversity, equity, and access across the campus community. Additionally, SCEDI supports the university's initiatives for a more inclusive environment by providing valuable input and feedback on policies and programmes related to inclusion, equity, diversity, and access.

If you want to go
fast, go alone. If
you want to go
far, go together.

African proverb



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Student Engagement in numbers

17.200



Total reach student organisations from student collectives, student organisations and associations, and new unacknowledged associations



Seven questions per week on average

Student Engagement in numbers

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5.000 Total reach of first-year students during EurekaWeek



660 Total reach EurekaWeek guides



11 EurekaWeek Management

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Research Student Wellbeing Monitor

It is important for us to understand how students are doing at EUR. We therefore worked together with the Student Wellbeing team on their Student Wellbeing Monitor. The annual Student Wellbeing Monitor, initiated in 2020, serves as a comprehensive examination of students' overall health, wellbeing, and academic achievements. A key aspect of the assessment involves scrutinising potential distinctions among various student groups, ensuring a nuanced understanding to better address needs of all students.

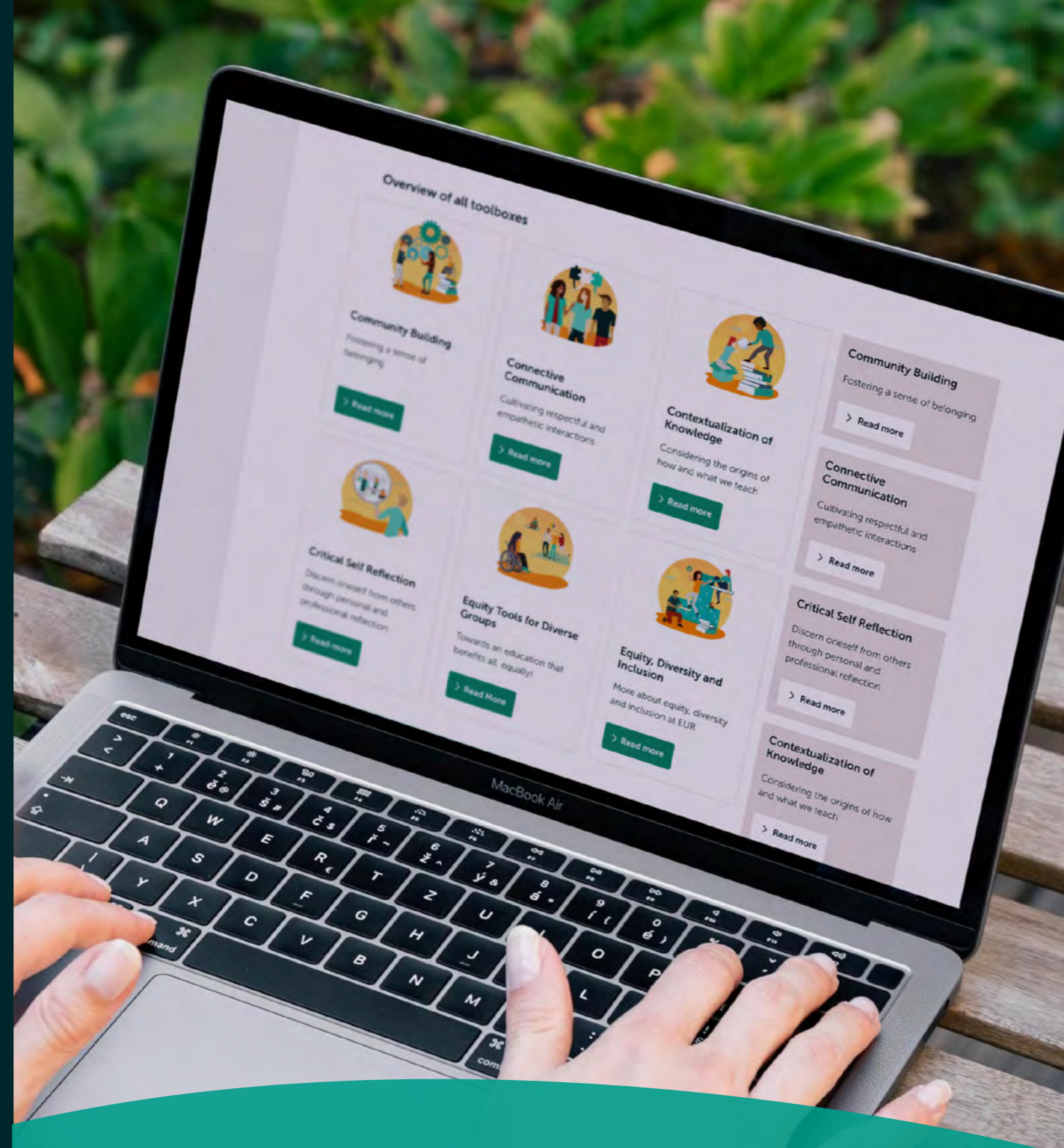
This year's monitor incorporated an array of diversity dimensions, encompassing gender (including non-binary students), sexual orientation, migration background, parental education level, functional impairments, and income. The analyses concentrated on five critical wellbeing indicators: mental wellbeing, stress, life satisfaction, sense of belonging, and experiences of discrimination. Notably, disparities across these measures were evident for at least one diversity dimension, with historically underrepresented groups consistently scoring lower than their dominant counterparts. These findings, available in the [report](#) published this year, provide valuable insights for both EUR staff and students. EUR staff and students can find the results of the Student Wellbeing Monitor in the report published this year.



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IDEA-related efforts require **continuous advocacy**, particularly for initiatives that necessitate policy reform or broader cultural shifts within the organization.

Inclusive Education

Most of the work done in inclusive education is at university-wide level. These are efforts that reach students indirectly through teacher professionalization, curricular reform or change in educational policies, etc. Below you will find several examples of this.

Knowledge Platform on Inclusive Education
IDEA Center launched the [Knowledge Platform on Inclusive Education](#). This online repository contains a wealth of resources aimed at addressing common diversity-related challenges and serving as an inspirational resource for educators. It provides clear and comprehensive information about a variety of tools and training materials that educators can integrate into their learning environments, both for themselves and their students, to create a more inclusive educational setting.

The knowledge platform is organised around four key pillars, each of which represents a primary area of focus in the practice of inclusive education: Community Building, Connective Communication, Critical Self-Reflection, and Contextualization of Knowledge. Within each of these pillars, you will find numerous resources, referred to as toolboxes, which offer practical and specific interventions. Each toolbox provides concise information about the purpose and



use of the tools, as well as the benefits that can be gained from their implementation in the classroom. Furthermore, links to online resources, contact information for resource persons, and essential downloadable materials are also available.

Micro-Lab Intercultural Communication
Since September 2022, IDEA Center has been collaborating with CLI/Risbo to develop a micro-lab for teachers focused on intercultural communication. This initiative aims to sensitise and raise awareness about various communication aspects that influence the sense of belonging and engagement of students from diverse backgrounds in the classroom. This micro-lab also has practical tools for teachers to engage in discussion with students on difficult topics using the principles and insights of intercultural communication. After multiple design sessions throughout the year, the micro-lab is currently in the final stage of design and is scheduled for its first pilot session in January 2024.

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Inclusive Education Good Practice Workshop – Designing an Inclusive Curriculum

On October 4, 2023, IDEA Center organized the Inclusive Education Good Practice Workshop on 'Designing an Inclusive Curriculum.' The workshop had the objective of discussing the fundamental principles and concepts related to designing an inclusive curriculum with a focus on all components of the curriculum, namely learning objectives, literature, assessment and teaching & learning. It also provided a platform for participants, including teachers, study advisors, policymakers, students, and innovation consultants, to share their challenges regarding curriculum inclusivity and brainstorm potential solutions. This workshop was part of the official lustrum programme of EUR.

The initiatives mentioned above have resulted in enhanced collaboration with faculties and strategic partners on a range of topics related to inclusive education. Currently, the IDEA Center is actively collaborating with the Community of Practice within the Department of Psychology at ESSB. This partnership aims to support and guide a comprehensive curriculum revision, placing a greater emphasis on Diversity and Inclusion.

IDEA Center is also collaborating with ESHCC in creating an online onboarding module for new teachers of the faculty. This module encompasses a variety of essential topics in inclusive education, such as fundamental concepts, creating a safe and inclusive learning environment, and designing courses inclusively. The module aims to familiarise

new teachers with the topic of inclusive education in an approachable and engaging way, while highlighting its importance within the context of EUR.

Efforts are currently in progress to develop a comparable module at the central level, intended for all faculties across EUR. In this endeavor, the IDEA Center is working with members of the Center for Learning and Innovation. Eventually, the module will be integrated into the central-level teacher onboarding programme known as 'DEVELOP'.

IDEA Center also conducted a workshop on 'Inclusive Education' at the SHE Leads event hosted by the Erasmus Center for

Entrepreneurship and facilitated a session on the same topic for PhD candidates at the Erasmus Graduate School of Humanities. Through these initiatives we've engaged our internal and external stakeholders in conversations that lead to a multifaceted understanding of inclusive education representing diverse perspectives and contexts.

We plan to continue working towards making education in EUR more inclusive through curricular change, better accessibility, and by providing educators with multiple forums to discuss common challenges, share good practices, and provide them with research-informed tools to make their teaching and learning practices more inclusive.

The Knowledge Platform
contains a wealth of resources
for educators, to work
towards inclusive education.



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Work on changing the system and processes and during this process, support the employees to navigate the current system

Inclusive HR

An inclusive culture has benefits for all employees. It benefits not only members of minoritised groups, but also members of majority groups. To support inclusion, diversity, equity and access, and to avoid biases we all have, one of the most powerful tools is reflection. And if we know we need to explain our choices and decisions to others, we are more likely to be objective in the process. Below you can find several of our activities geared towards inclusive HR.

Supporting internal employee networks (FAME and QuEUR) and involvement in setting up LDE Pride

EUR has several employee networks, that IDEA Center is actively supporting. These are amongst others the [FAME](#) employee network (Females in Academia Moving towards Equity) and the [QuEUR](#) network for LGBTQIA+ employees and allies. Last year, FAME organised a get-together to discuss the needs of the community. They also coordinated the FAME Athena Award, which was awarded to [Maria Carmen Punzi](#), a PhD candidate in RSM, for her contribution to fostering conversation about menstrual health. The QuEUR network has grown into a large community and has hosted events both social and content-related, for example, tackling the



topic of microaggressions. The network has also contributed towards setting up the LDE (Leiden-Delft-Erasmus) Pride network of employees. LDE Pride hosted its first event in Erasmus MC on 14 November on the topic of LGBTQIA+ activities and whether they contribute to inclusivity or whether they threaten neutrality. Part of the discussion was whether there is such a thing as 'neutrality' at all? Because how things are organised is never completely neutral. Everything is set up from a (fixed) point of view, often by a certain (dominant) group. And you might get used to that, and we may then be inclined to see that as 'neutral'.

Sharing HR IDEA knowledge internally and externally

Next to the input for the chapter of the book 'From words to deeds', HR IDEA has actively been sharing knowledge both internally and externally. Internally, HR IDEA was involved in many large HR projects and provided input and advice

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concerning inclusivity in relation to Recognition and Rewards, EUR's Leadership programme, social safety, PhD policy, and recruitment and selection process. The HR IDEA pillar was also actively involved in providing feedback to individual employees on questions related to, for example, inclusive vacancy texts and ways of organising recruitment and selection steps inclusively.

Knowledge sharing also occurred with groups, ranging from giving training and workshops to lectures and presentations for various audiences, from students to academics and professional services employees. Concrete examples are the sharing of knowledge about the HR IDEA pillar with students who followed a minor in positive psychology; two morning sessions were given on the role of leaders in fostering inclusive and diverse teams as part of the Leadership in Academia training; a workshop was conducted on the topic of 'how to create inclusive teams' during the ESSB top management meeting, and knowledge on HR IDEA work was shared with HR teams.

Externally, we contributed our knowledge via panels and external presentations within and outside of the Netherlands. With external audiences, knowledge was shared during the LANDO meeting on the gender equality plan; a session on HR IDEA work and inclusive recruitment and selection was given for Rotterdam Werkt (a group of HR managers from the Rotterdam region); contribution as a speaker and panellist during the LNVH Spring symposium on ideal academy; a session on talent progression during the IDEA Knowledge Week and a presentation to HR colleagues in Oulu University on EUR's IDEA approach, specifically covering HR IDEA work.

Beyond 25/25

EUR is aiming to create equitable opportunities for all its employees. From our own internal figures and the [Cultural Barometer](#) results we know that there is more diversity in terms of gender and migration background in lower academic positions. Yet, with every next step in the hierarchy, diversity diminishes. This year, we started the second round of the policy measure named (Beyond) 25/25, which 63 assistant and associate professors from The Hague and Woudestein campus are joining. Next to the kick-off meeting where we spoke about creating safe and brave spaces, we organised workshops on mentoring and discovering the red thread in the academic narrative. Participants of the programme have chosen a mentor and will work with them for the duration of the measure, ending in the summer of 2024. We shared the mentoring guidelines and gathered faculty criteria for promotion. The latter is necessary for the independent committee so they can give confidential feedback on the portfolios of the participants.

HR Numbers/data

- Direct reach via trainings, workshops, lectures and panel discussions: roughly 215 persons internally and 250 externally. Target audience consisted of a mix of students, managers, academics and HR professionals, diversity officers.
- Large indirect reach via broader HR policies.

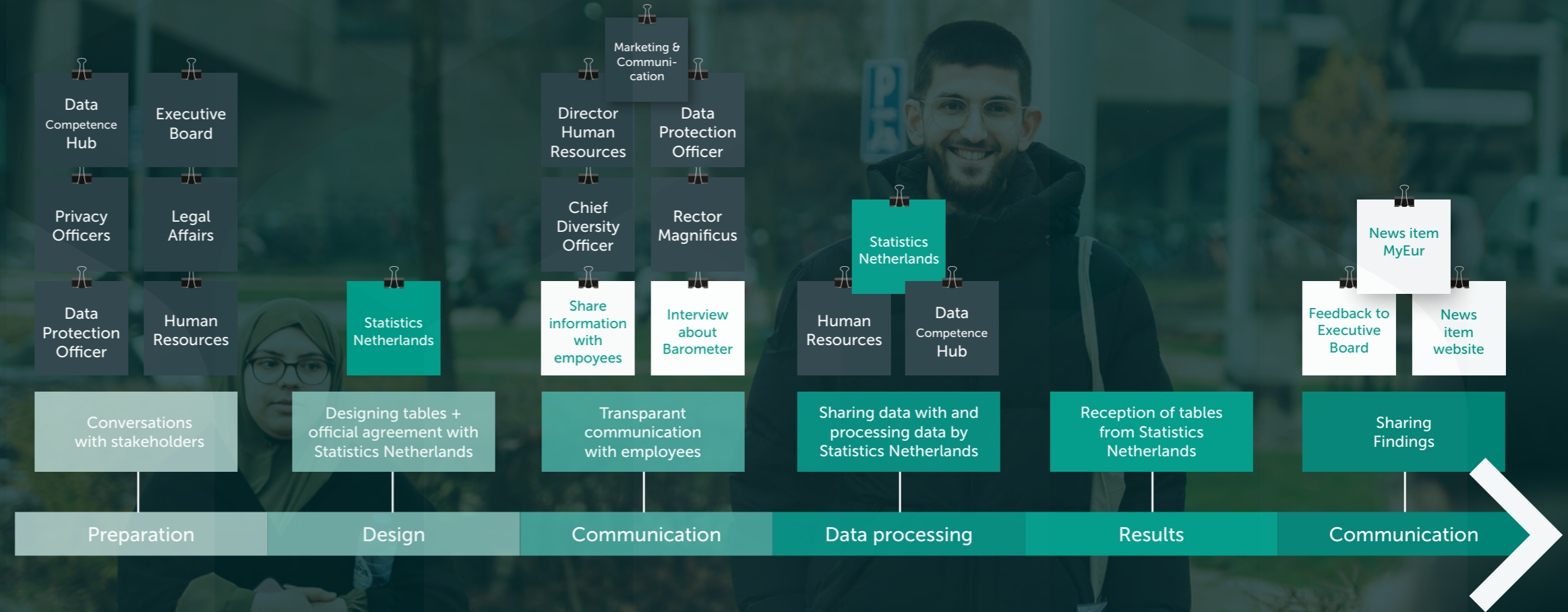


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Research Barometer Cultural Diversity



We value basing our policies on research. In order to gain insights for the Beyond 25/25 policy, we participated in the **Barometer Cultural Diversity**. This is an important step as it provides EUR with insights into the diversity of the organisation and whether everyone gets the opportunity to develop and advance. Identifying the cultural background of our employees allows us to fulfil our anti-discrimination responsibilities in a data-driven way. The Cultural Barometer revealed some interesting patterns. For instance, it showed that scientific staff with an origin outside of Europe was underrepresented in the highest academic functions. Furthermore, they were overrepresented in the lower pay grades, and within the group of employees with temporary contracts. Enough reason to incorporate this dimension into the Beyond 25/25 policy.

The process behind the Barometer Cultural Diversity
Collecting, processing, and analysing data concerning cultural background is a very sensitive topic, and it can raise a lot of concerns within the community. Therefore, it is important to communicate clearly about this type of research, and explain carefully which research questions you want to answer; how you will do the research; and what you will do with the outcomes of the research. Furthermore, it is important to involve experts and all relevant stakeholders throughout the research process, to make sure that everything happens in a lawful, ethical, and responsible manner. When we worked on the Barometer, we did just that, as you can see in the figure.

First, when we prepared to participate in the Barometer, we worked with privacy and legal experts, HR professionals, and the Executive Board, to ensure that participation is lawful and ethical and also in line with our vision as an inclusive university. Second, we worked together with Statistics Netherlands to design the tables we wished to receive, and then signed an agreement. After this, we made sure to communicate our intentions to the EUR community. We shared an information letter about the project and gave employees the opportunity to opt-out if they did not want their data to be used in the study. We also organised an interview with our Rector Magnificus, our HR director, our Data Protection Officer and our Chief Diversity

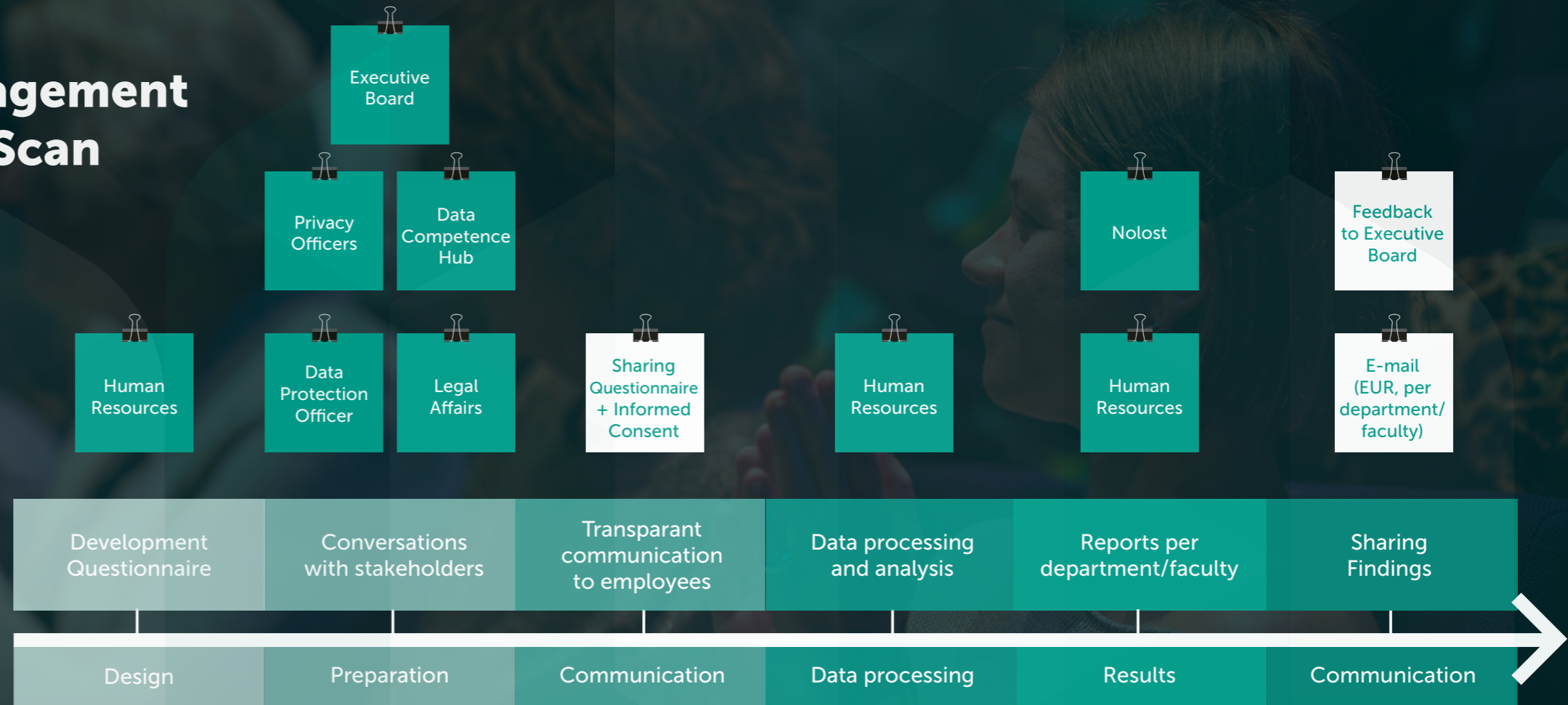
Officer, to explain why our participation in the Barometer is important, how the process worked, which measures were in place to secure the data, and to discuss the implications of this research. We then proceeded to share our data with Statistics Netherlands, and after a few months we received the results. Again, we made sure to communicate the results clearly and to explain how these data informed our decision to develop the Beyond 25/25 policy.

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Research Employee Engagement & Enablement Scan



IDEA Center collaborated with HR on the Employee Engagement and Enablement Scan. This was an important milestone for us because it was the first time that we were able to include questions regarding different diversity dimensions in an EUR-wide employee survey. The diversity dimensions we were able to include were origin, sexual orientation, having functional impairments, and gender (including non-binary employees). The results of the scan can be found in this year's [report](#).

The process behind the Employee Engagement & Enablement Scan
Just like with the Barometer and any other research that focuses on diversity dimensions, it is important to stress that diversity characteristics are personal and sensitive data, and it is very important to treat these data with the utmost care. It is also essential to involve relevant experts and stakeholders throughout the process. This way, we could ensure that everything happened in a lawful

and just manner. We therefore took the following steps: Our colleagues at HR had already designed the basic questionnaire, and together we discussed which diversity dimensions we wanted to add. During the preparation phase, we asked for advice from colleagues at the Data Competence Hub, the Data Protection Officer, Privacy Officers, and Legal experts, and we discussed our plans with the Executive Board. We then communicated to our employees

why we wanted to gather these data, and how we would process the data in a safe way. We performed that data analysis and interpretation together with HR. Regarding the results, we worked together with an external party, Nolost. We made EUR-wide reports, but also made reports at the level of faculties and services, and where possible even at team level. We then focused on communicating these results, first to the executive board, and then to all employees.

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Diverse research teams can be more creative and more innovative, if they are led by an **inclusive leader**.

Monitoring & Research



Within the Monitoring & Research pillar, we strive to monitor diversity at EUR, and do in-depth research to get a better understanding of the situation (see the different research examples throughout this report, including our research on the [Pre-Academic Programme](#), our collaboration on the [Student Wellbeing Monitor](#), the [Barometer Cultural Diversity](#), and the [Engagement and Enablement Scan](#)). We also strive to make research at the university more diverse and inclusive. This involves focusing on how to have diverse and inclusive research teams, and how to lead these teams in an inclusive manner. Furthermore, we focus on making the research process more inclusive (See [Figure](#)).

It is important to note that diverse research teams can be more creative and more innovative, thanks to the different viewpoints of its members. However, this can only happen when the team is led by an inclusive leader. This means that they treat everyone as equally valuable and appreciate everybody's input. An inclusive leader can also use differences to help the team to think out of the box. Furthermore, they motivate their team members to bring their authentic selves to work every day: no one needs to integrate or assimilate. We already have a toolkit to help you to make the recruitment of research team members more

inclusive, on our [website](#). We also encourage leaders and team members to reflect on their positionality: where one is located in their relation to their various social identities. This affects the way we perceive and understand the world, our knowledge, perspective, behaviors... And this also affects the way we do research.

Regarding the research process, there are many different points we need to reflect on. Here you find some examples:

For instance, when it comes to our research questions, we need to think about how accounting for diversity can lead to innovation. A prominent example is AI's racial bias in facial recognition: it is far better equipped to identify white male faces, whereas it performs poorly in identifying the faces of women of color. It is therefore important to account for diversity in this research, which leads to valuable insights. Examples like these were discussed during the Inclusive Technology Week, in collaboration with Convergence AI and Data Science.

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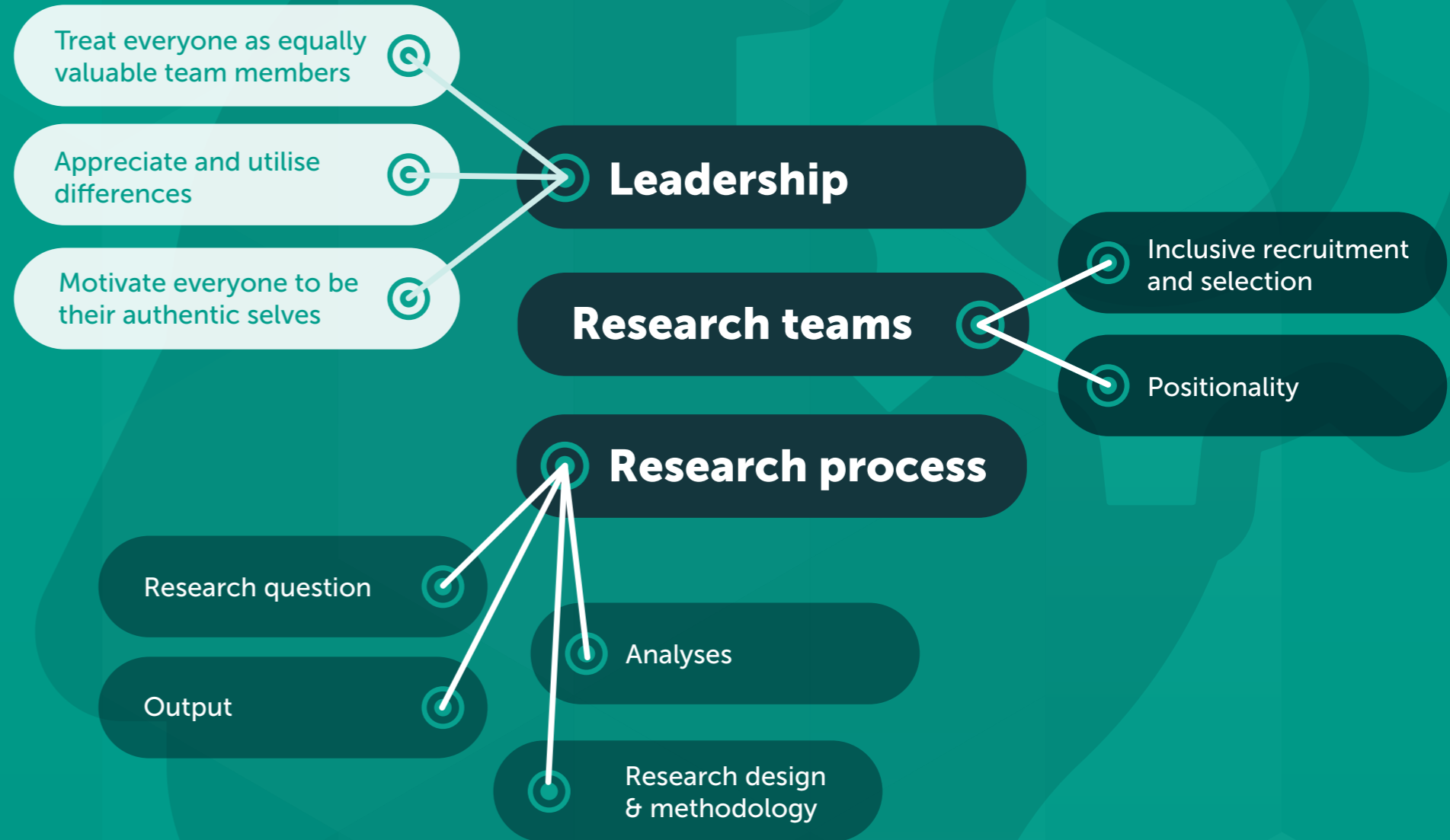
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When we consider our research design and methodology, we should reflect on our sample: do the participants represent society? Or only part of it? We should also consider whether our study is accessible (e.g., do we use inclusive and understandable language?). And did we involve (societal) stakeholders when we designed our study? When we analyze and interpret our results, do we take diversity dimensions into account? Do we provide a context, and avoid stigmatization? And how accessible is our research output?

This year, we were given the opportunity to share our insights on several occasions, for instance during conversations with [Erasmus Research Services](#). We also explored how we can work together on these topics, so stay tuned for more information and a more comprehensive guide to making your research more diverse and inclusive.

We also presented this view during the [EAIE meeting](#) that was held in Rotterdam.

We were also represented at the presentation of the annual Women Professor Monitor by the [Dutch Network of Women Professors](#) where we joined a panel to discuss last year's results, which can be found [here](#). During the discussion, we emphasised the need for broader monitoring of diversity characteristics and to do more research on the different causes for unequal representation of women within the higher academic positions.

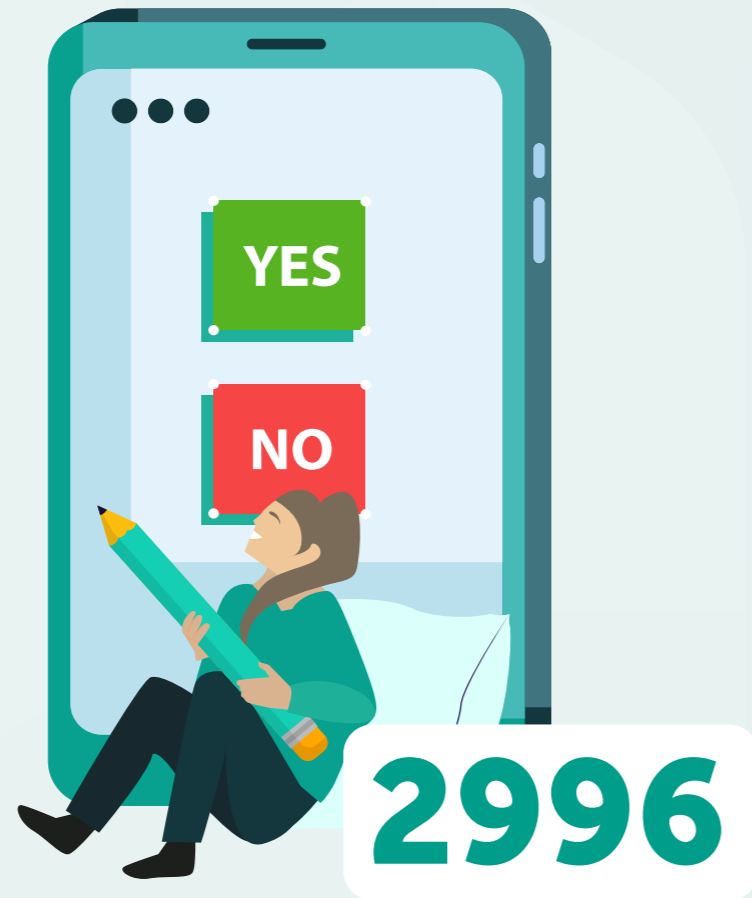


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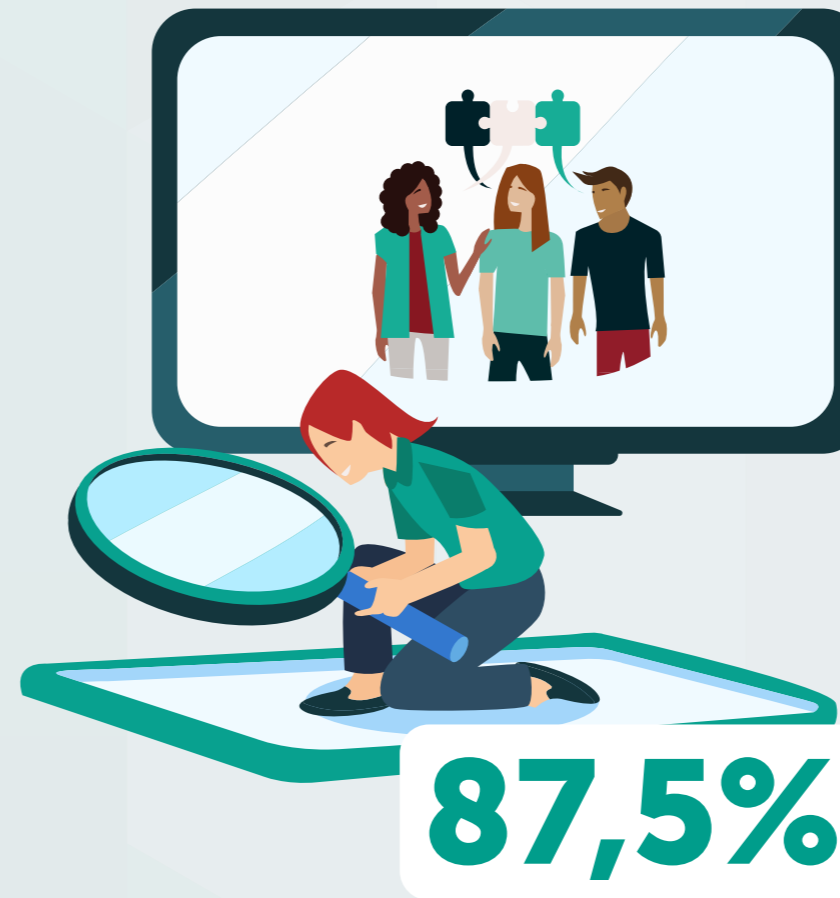
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Monitoring & research in numbers



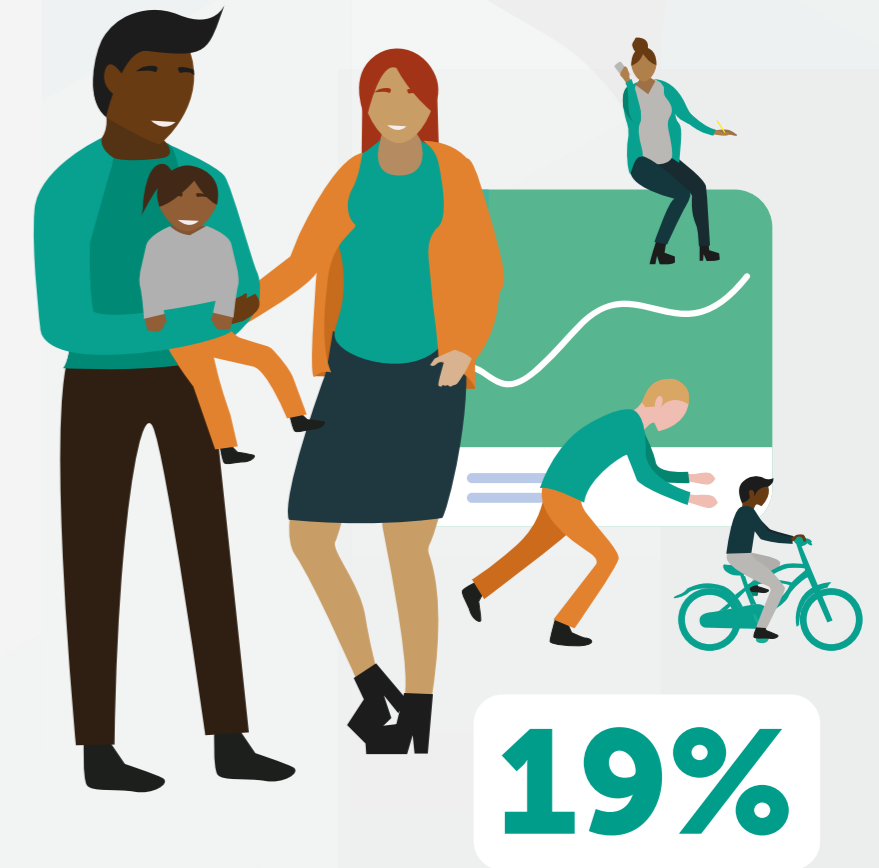
Student surveys

The surveys we performed at IDEA Center reached 2996 students, of which 95,5% has filled in some information about diversity characteristics.



Employee Engagement Scan

Almost half of our employees have filled in the employee engagement scan this year. On average, 87,5% of our employees filled in questions regarding diversity characteristics (i.e., information about gender, functional impairments, origin, and identifying as a member of the LGBTQIA+ community).



Pay Gap

In the Netherlands, there is a considerable gender pay gap: in a business context, men earn 19% more than women, whereas in a governmental context, men earn 6% more than women. Are you curious to learn whether there is a pay gap at EUR? We are currently doing extensive research to answer whether there is a pay gap on the basis of gender and nationality at EUR, among both scientific staff and support services staff. We will keep you posted.

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Research Improvements



Make your survey more inclusive with only a few alterations

With tools, such as www.ishetb1.nl, you can adapt the language in your survey so that most of the population understands the text. Moreover, most people prefer B1-level texts. You also avoid misinterpretations. Another example is avoiding the answer category 'Other' when it comes to background characteristics. 'Other' assumes normativity. Try to include as many aspects as possible in your answer categories. If this is not possible for practical or privacy reasons, explain in the question that you are aware that there are many more possibilities than the answer options illustrate, but that these cannot all be asked for privacy and practical reasons.

Diversity & inclusion research still often only looks at representation figures

The underlying processes, such as causes, consequences, behaviours, environment, etc., are often overlooked. Yet, by

also looking at these underlying factors, you actually obtain the information you need to increase diversity. Thus, make sure you always do follow-up research, and, if possible, use a combination of quantitative and qualitative methods.

There are many different ways to categorize ethnicity

In the Netherlands, ethnicity or cultural background is defined by Statistics Netherlands on the basis of where you and your parents were born. However, over the years, this definition has changed. For instance, the terms have changed from 'immigrant' ('allochtoon' in Dutch) to 'person with a migration background' in 2016. In 2022, this terminology has changed, with a focus on 'origin'. The categorisation has changed as well: where previously, cultural background was based on the birth country of your parents (i.e., you would be categorised as a person with a migration background if at least one of your parents was born abroad), it is now based on your own birth country as

well: you are considered as someone with a non-Dutch origin if you yourself, and/or one of your parents were born abroad. Furthermore, there is a distinction between people with a non-Dutch European origin, and people with an origin outside Europe. This has important implications for the comparability of ethnicity or cultural background between contexts and over time. It also calls for critical reflection, can we assume that people who fall within the same category have the same experiences?

Differences between the preparations for academic and policy research

The figure shows the different routes. Note that it is highly important in both cases to always adhere to General Data Protection Regulation (GDPR) principles, and to make sure that you communicate in a transparent and accessible manner.

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IDEA Center in Europe and the US

Dismantling structural inequalities in academia is a critical, yet challenging, task. There are no simple solutions to these complex issues. To achieve our aspirations for the necessary change, IDEA Center works closely with multiple national and international partners. In this chapter we share more about our international partners.

Establishing a robust collaboration with UCLA, we've forged a substantial bond marked by knowledge exchange, reciprocal visits, and valuable insights into the realm of Outreach. Drawing on UCLA's commendable track record in supporting students to attain their educational aspirations, particularly through the development of academic outreach and enrichment programmes for underrepresented students, we've gleaned vital lessons. UCLA's success factors, rooted in student-centered approaches, early educational outreach, the provision of role models, and the consistent incorporation of the student voices, have proven instrumental in shaping our strategies at EUR.

In recent years, our European connections have expanded significantly. A noteworthy milestone is our participation in the UNIC network, where collaboration with universities from post-industrial cities enhances our awareness of shared



challenges. This collaborative effort allows us to glean insights, share knowledge, and navigate the collective successes and struggles within a broader context.

The UNIC, the European University of Post-Industrial Cities, initiated in 2020, has evolved into a formidable alliance comprising ten universities, spanning diverse geographical regions in Europe. This network, now expanded to include Lodz in Poland and Malmo in Sweden, serves 20 million citizens and stands at the forefront of regional development, acting as a research hub to address societal challenges. The alliance is committed to providing physical and virtual opportunities for staff, researchers, and students, while concurrently focusing on solving societal problems.

Within the UNIC framework, the IDEA Center has made notable strides, particularly through the UNIC Peer Review initiative. This inter-university

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assessment, an integral part of the UNIC Superdiversity Academy, aims to enhance inclusivity within partner universities. The peer-review process involves paired universities scrutinising various diversity aspects within each other's institutions, spanning academic programmes, student life, staff composition, and research. The iterative nature of this process, as evidenced by the second round in March 2023, facilitates ongoing discussions on developments and challenges identified by the universities. IDEA Center actively participated in interviews conducted by KU and collaborated with UNIC in reviewing UNiZG. The peer-review reports serve as a foundation for further analysis, aiding in the formulation of future policies and collaborations centered around diversity and inclusion.

Other contributions

The overview report on the inclusion of superdiversity as a subject in existing programs. To achieve this, we conducted short, semi-structured interviews with relevant administrative and academic offices, such as Faculty Diversity Officers, International Education & Acquisition, etc.

UNIC Superdiverse Classroom Guidelines, that serve as a model of best practices for transforming inclusion practices at UNIC universities and encompass a range of concrete practices on preparing universities for the superdiverse present and future of Europe. IDEA Center contributed to the guidelines by sharing good practices from faculties across EUR on the topic of 'decolonising the curriculum'.

The Evaluation Report of the UNIC Superdiversity Academy, was compiled to assess the various tasks completed under the Superdiversity Academy, including peer reviews, superdiversity schools, publications, and UNIC@school, with the aim of recognising achievements and highlighting challenges. IDEA Center prepared a report covering all the tasks in which EUR participated within the Superdiversity Academy.



A Working Paper on Superdiversity and Higher Education:

The IDEA Center submitted an abstract for a co-authored working paper on the topic of superdiversity in higher education. The paper, titled 'Inclusive Education as a Shared Responsibility', is being authored by Dr. Yumna Asaf and Dr. Helen Tibboel of IDEA Center, EUR, in collaboration with Dr. Anna Santucci of University College Cork, Ireland. The paper is intended for submission to an international peer-reviewed journal focusing on higher education, didactics, or migration and diversity.

Within the UNIC network, our IDEA Center's unique configuration, governance structure, integrated approach, and foundational pillars have garnered international acclaim. This distinctive setup serves as a key selling point, prompting us to actively disseminate our operational methodologies and capacity-building initiatives to various international partners.

Another noteworthy example of our collaborative efforts is the IDEA-net project:

IDEA-net, standing for "Expanding the network of Inclusion, Diversity, Equity, and Access (IDEA) practitioners in higher education through institutional capacity building," is a project supported by EU funding. It leverages the expertise of partner institutions, extensive research in the realm of the social dimension of Higher Education Institutions (HEIs), and a robust stakeholder network. The consortium leading this initiative comprises Erasmus University Rotterdam as the project coordinator, along with University College Dublin (Ireland), University of Belgrade (Serbia), University of Ljubljana (Slovenia), University of Zadar (Croatia), ECHO – Expertise Center for Diversity Policy (The Netherlands), and KIC - Knowledge Innovation Centre (Malta).

The overarching goal of IDEA-net is to consolidate this wealth of knowledge to bridge gaps in the institutional culture of European universities, where full integration and embrace of diversity and inclusion remain uneven. Primarily targeting university leadership, support staff, and stakeholders such as other HEIs, national and regional authorities, and research centers, the project acknowledges the challenging task of dismantling structural inequalities in academia. To address this, IDEA-net is set to produce a database of good practices of IDEA offices and approaches, guidelines on setting up IDEA offices and infrastructure, capacity-building peer-learning activities, and a community of practitioners focused on knowledge-sharing, future trends, and cooperation.

The project's outcomes will be piloted in partner universities but are designed to serve as a strategic model for other institutions globally, extending its impact to diverse countries and regions. Leveraging our position in Europe, members of the IDEA Center are frequently invited to speak at various conferences across the continent, further solidifying our role as a thought leader in the field of inclusion, diversity, equity, and access.



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EAIE Conference

In September Rotterdam hosted the EAIE: European Association for International Education (EAIE) conference, the largest and most comprehensive international higher education event of its kind in Europe. During the conference several Erasmus Universiteit Rotterdam colleagues shared their knowledge on societal impact, online learning, evidence-based internationalisation, and inclusion. Our IDEA Center was present to share insights as well.

Yumna Asaf

Project Lead Inclusive Education:

"In the session 'Well-being in an Inclusive Environment', I moderated the Inclusive Education Dilemma Game. This engaging session was attended by a diverse group of international participants from various backgrounds in higher education, including policy makers, international exchange officers, researchers, and teachers. The game was met with enthusiasm and sparked thought-provoking conversations on significant topics of diversity and inclusion in higher education."

Veronika Norvaisaite

Project Lead Soft Landing:

"The interactive Dilemma Game served as an introduction to the complex topics that we work on at IDEA Center. Following it, session attendees received a quick introduction into how our team is organised, the integral nature of our work as well as the success factors that have helped us grow our portfolio and achieve results."

Jacqueline Onyenze

Project Lead Student Engagement:

"During the EAIE conference I gave an ignite session. During this presentation, I shared my knowledge on the importance of working with bottom-up initiatives and

how these grassroots initiatives promote connection and open-mindedness, and how they create more sense of belonging for all students at our university."

Helen Tibboel & Katarina Putnik

Project Lead Monitoring & Research and Senior HR Policy Advisor Inclusion, Diversity, Equity & Access:

"In our session we presented a toolkit on how to work on inclusive research. Internationalization increases the diversity among our staff and students. To make sure that everyone feels at home at our university, we need to create an inclusive climate. Whereas inclusive education gains increasing attention, inclusive research is still often overlooked, even though this is an important element of higher education and helps us to solve societal problems.

We focused on 1) how to make our research teams more diverse and inclusive. Some examples are: using inclusive recruitment and selection procedures, and reflecting on inclusive leadership and 2) how to make our research content and methodology more diverse and inclusive. Some elements include: basing your research on diverse literature sources, including diversity dimensions in your research, reflecting on whether your sample is a reflection of society, and presenting your research in an accessible and inclusive way."

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Université catholique de Louvain

In October, Prof. Semiha Denктаş and Dr. Gwen De Bruin, the Manager of our IDEA Center, were honored with an invitation from Université catholique de Louvain to address the profound societal changes necessitating institutional responses. They shared insights into how IDEA Center and Erasmus Universiteit Rotterdam navigate these challenges during the week-long 'General Assembly' on Equity, Diversity, and Inclusion in Louvain. The event provided a valuable platform to exchange ideas with international colleagues, all striving to enhance inclusivity within university environments.

In recent years, our European connections have expanded significantly

ERC Annual Conference

At the ERC Annual Conference 2023 in Brussels, held by the European Research Council (ERC), Semiha Denктаş took center stage in November. During a session dedicated to "The Importance of Diversity in Research," she delved into two pivotal aspects: examining diversity within society and underscoring the significance of integrating diversity considerations into research design. Semiha elaborated on our Academic Outreach Programme and emphasized the shift from a focus solely on women to embracing intersectionality. This expansion broadens the programme's scope to encompass more groups that are traditionally underrepresented in academia and society.

Our commitment to forging connections beyond the Netherlands remains unwavering. Recognising abundant opportunities in Europe, we actively seek avenues to both learn from and share our invaluable lessons with international counterparts.



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Change is a **gradual** process requiring patience and persistence.

Key takeaways

Our university envisions a community where everyone feels not only free to express their identity but also truly at home. Achieving this requires an open and inclusive environment, founded on the principles of diversity, equity, access, and a sense of belonging, recognized as vital components of our collective ethos.

Creating a genuinely inclusive academic space necessitates ongoing commitment, respect, and collaboration. Whether through targeted outreach initiatives or policy development, the dynamic nature of diversity and inclusion calls for continuous adaptation. Recognising the unique contexts and perspectives of diverse communities, coupled with sustained advocacy, is imperative for effective and impactful strategies, policies, and cultural shifts within the organisation.

When formulating policies, a critical question remains: will everyone equally benefit, or does unintentional exclusion persist? Understanding the knowledge landscape within our community and fostering connections with role models can significantly impact large groups, especially the youth.

Simultaneously pursuing systemic change and empathetically supporting individuals within the existing system is paramount. This often



requires tailored training and programmes to ensure equitable opportunities. Communication plays a pivotal role, not just at the outset or conclusion, but throughout the process, involving all stakeholders, even those not immediately considered. Clear communication fosters community understanding, engagement, and constructive feedback, bridging the gap between theoretical concepts and practical applications.

Effective collaboration with departments and external partners is prioritised over sole ownership, recognizing the vastness of our university. Although collaboration may initially demand more time, the ultimate benefits far outweigh the costs. Engaging with allies both within and outside the university ensures a holistic approach and sustainable solutions. Continuous learning remains central to aligning efforts with the evolving circumstances of the university and society.

Change is a gradual process requiring patience and persistence. Together, step by step, we can make a meaningful difference in fostering an inclusive and welcoming university environment.

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It is a collective effort that needs **ongoing** engagement from all of us.

2024, and beyond



In 2024, IDEA Center remains steadfast in its commitment to championing an inclusive, diverse, equitable, and accessible university. The team diligently identifies exclusionary barriers and implicit biases across all facets of the academic journey at our institution. The proactive approach involves offering policy advice and implementing activities aimed at rectifying and mitigating exclusion. The focus extends to both the individual and the systemic aspects, with the ultimate goal of fostering a culture and environment where everyone feels a sense of belonging.

However, the responsibility for cultivating an inclusive university should not rest solely on the shoulders of IDEA Center. It is a collective effort that requires ongoing engagement from all of us. Sustaining open and, at times, challenging conversations is crucial. The university should be a space where respectful and humane dialogues thrive, allowing us to better understand each other and contribute to the realization of an inclusive community.

A few exciting examples of what to come

- The English version of our book
- Digital campus tour for Outreach youngsters and local stakeholders
- JINC 'Taaltrip'
- Professionalisation workshops for student teachers (in cooperation with external partners)
- Building New Blocks Outreach symposium
- Focus group research in Q1 2024 – getting first-hand input from (first-year) bachelor students about their experiences
- 'Gelijkspel' training on sexual safety for study organisations
- Outcome of Pay gap project
- Keti Koti table 15th of February
- Work more closely with Erasmus Research Services to help researchers to find ways to make their research more diverse and inclusive. We will reflect on 1) inclusive leadership; 2) diversity and inclusion in research teams; 3) diversity and inclusion in the research process; 4) valuing diversity and inclusion in research.
- In January 2024, we received data from Statistics Netherlands on the origin of students at EUR and several other Dutch universities. For background information, please read the following [interview](#).
- Lifelong Learning Festival - For one week in the spring of 2024, all of Rotterdam will turn Erasmus green for the Lifelong Learning Festival. Rotterdammers young and old, from above and below the river get acquainted with Erasmus University Rotterdam in a low-threshold way and discover that learning is fun. As IDEA Center we will be hosting some sessions during this festival.

We are dedicated to creating a safe and pleasant environment for everyone, regardless of their background or identity. We hope we can keep working on this together with the whole EUR community and we hope to see you at our office (Erasmus Building, AB-47), at our events or during meetings and festivities!

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Facts & Figures

In this part of our report, we're presenting student and HR data.

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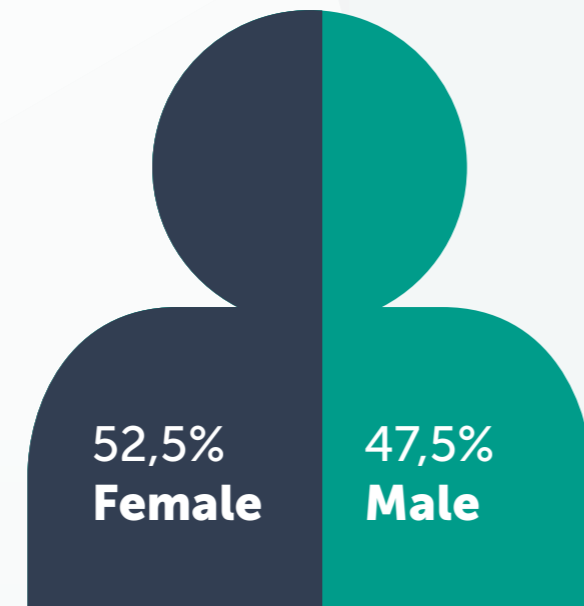
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Student Data

33.328 students

Ratio sex bachelor students

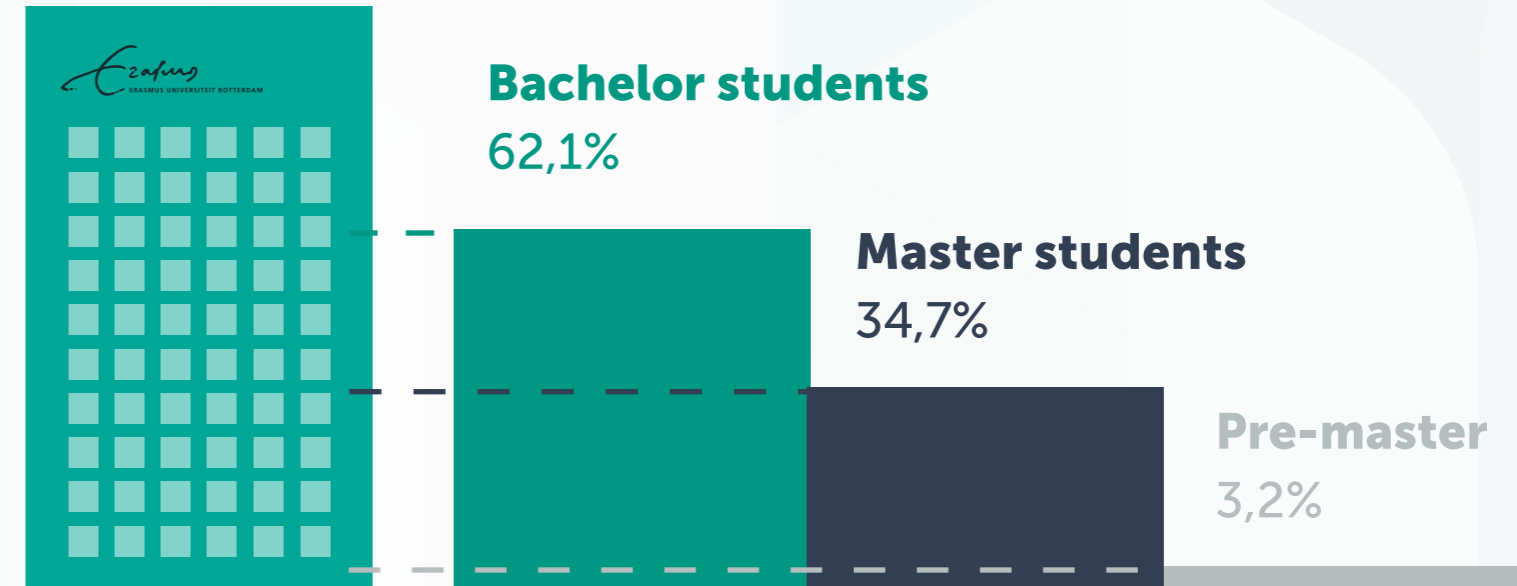


Ratio sex master students

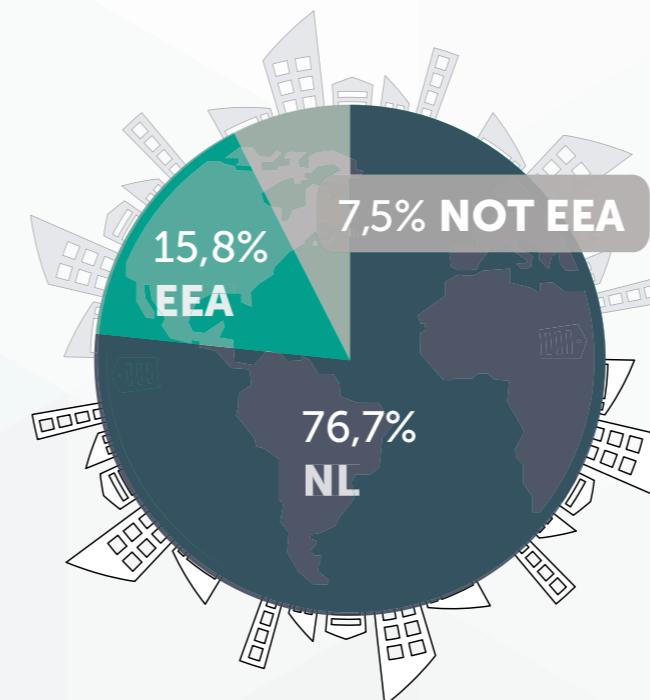


These data have been retrieved from the Education Monitor on January 17th, 2024 (using the reference date of October 1st, 2023, as is usual practice within EUR). The number of students reflect the actual number of students enrolled at EUR. The figures are based on the number of enrolments. A student can be enrolled in more than one programme.
EEA = European Economic Area

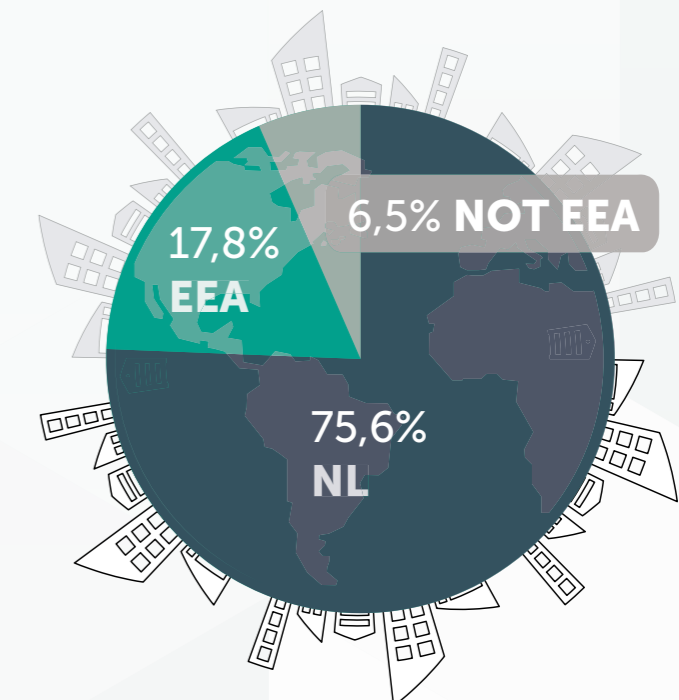
Ratio bachelor/master/pre-master



Ratio nationality bachelor students



Ratio nationality master students



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HR Data 4.108 employees

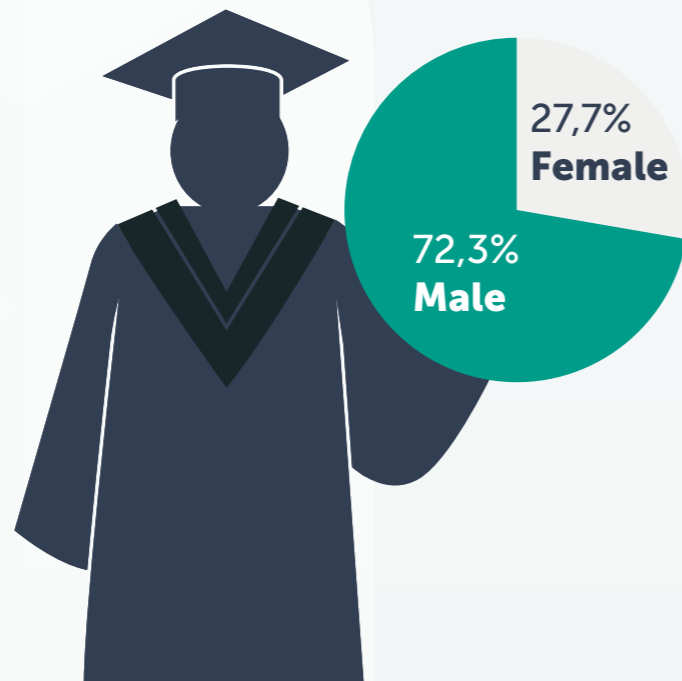
FTE for academic staff (excl PhD students) by sex, age, nationality

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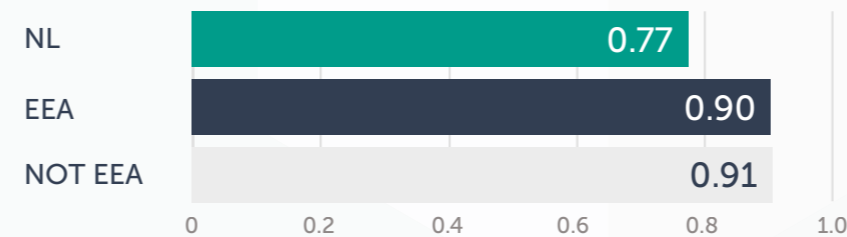
Ratio sex full professors



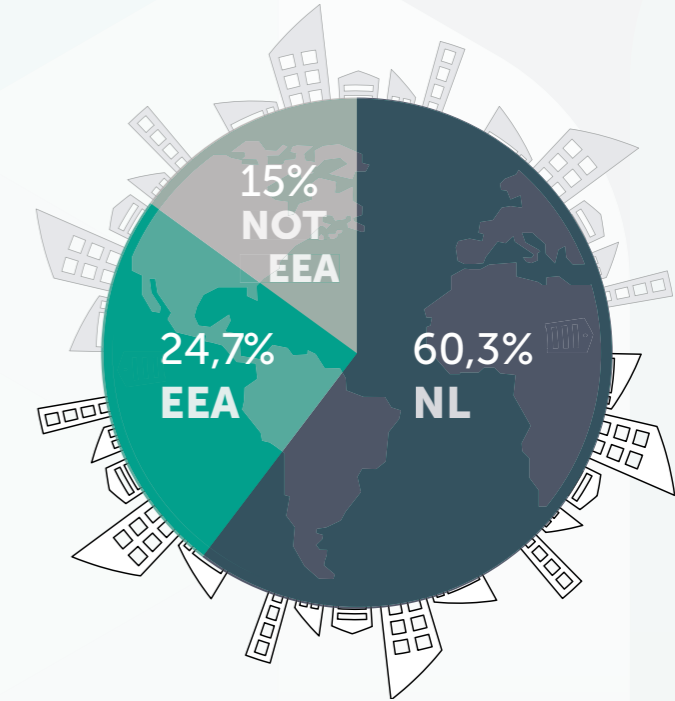
Ratio sex



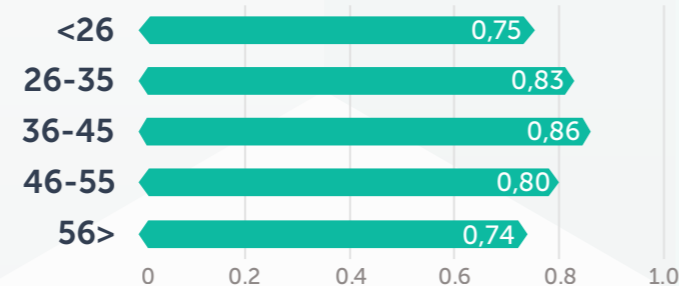
Average by nationality



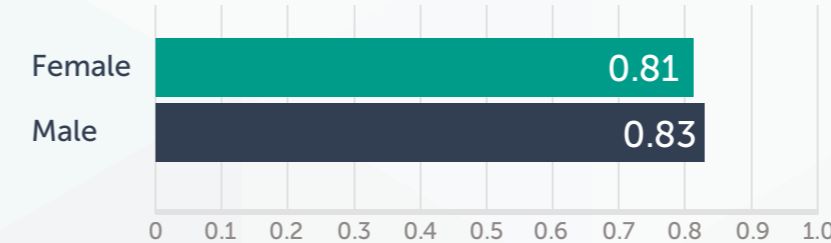
Nationality



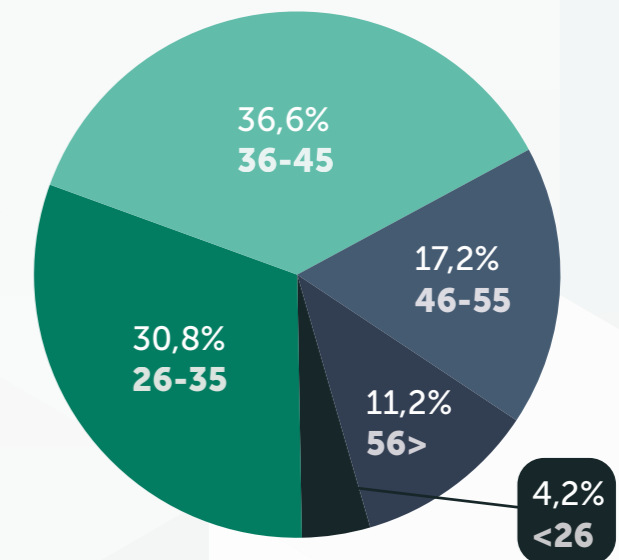
Average by age category



Average by sex



Age categories

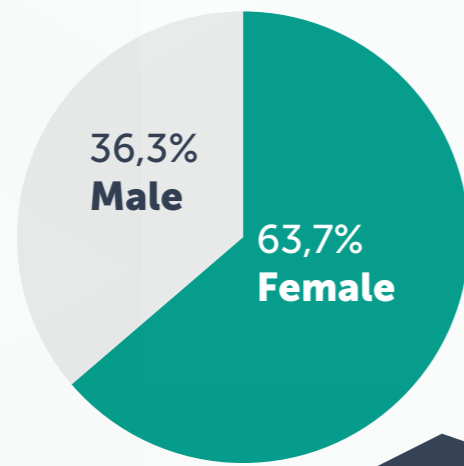


These data have been retrieved from Human Resources on January 3rd, 2024 (using the reference date of December 31st, 2023). Sex is only recorded as binary, which means we cannot portray gender in its broader capacity.

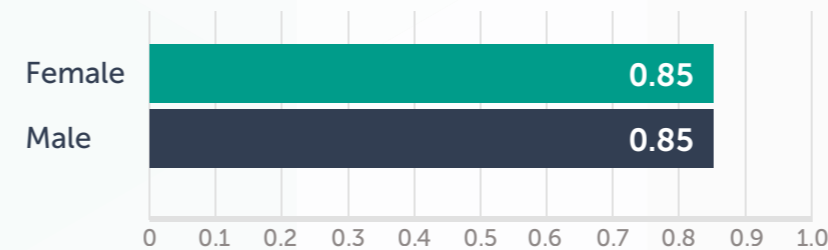
HR Data

FTE of PhD students by sex, age, nationality

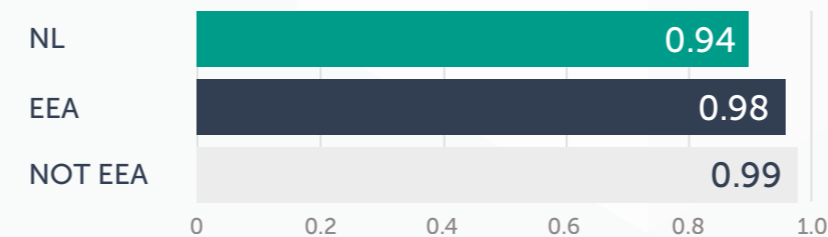
Ratio sex



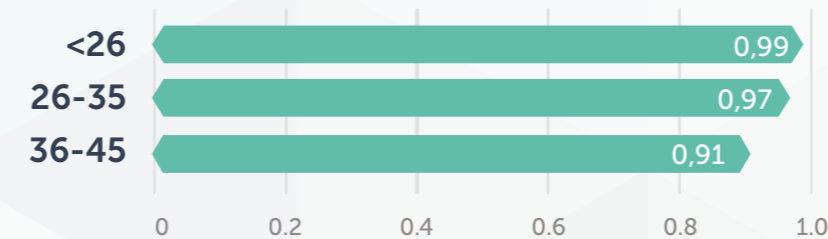
Average by sex



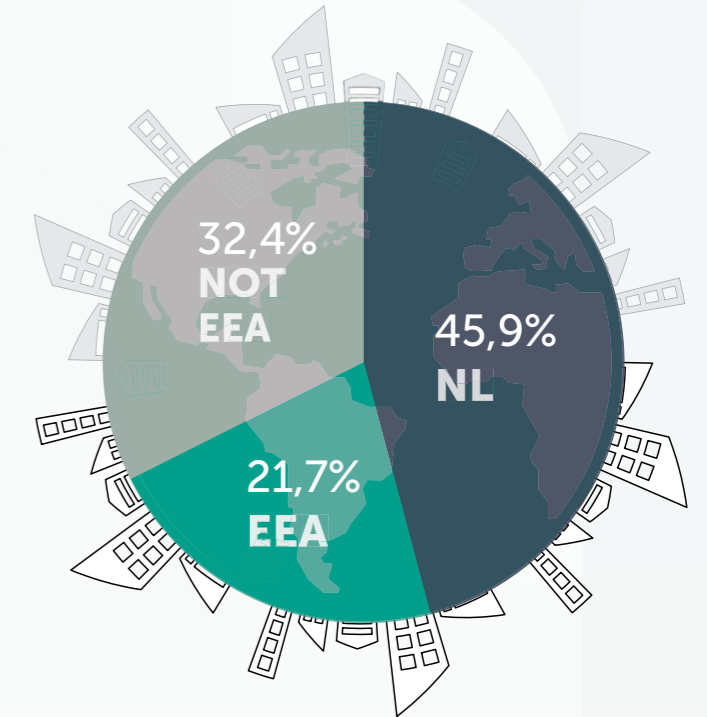
Average by nationality



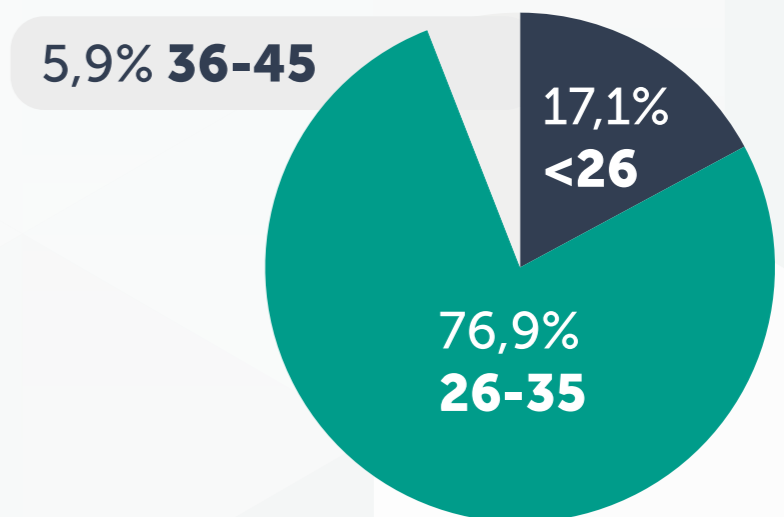
Average by age category



Nationality



Age categories



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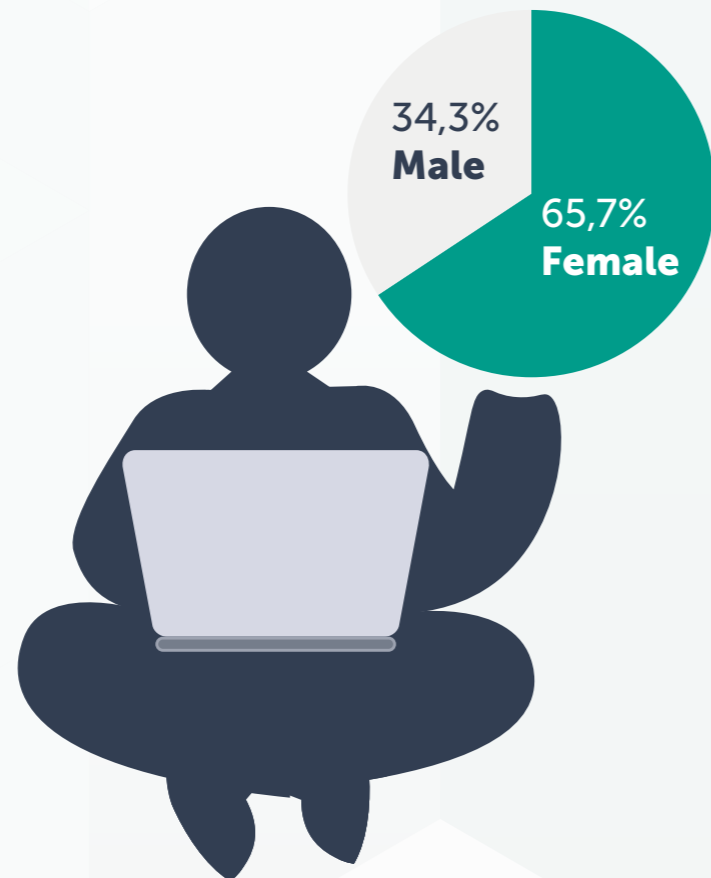
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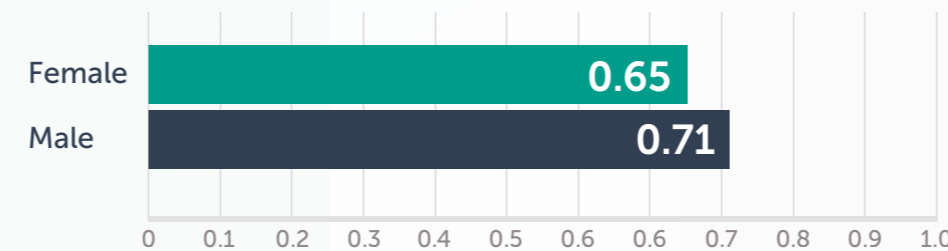
HR Data

FTE of support staff by sex, age, nationality

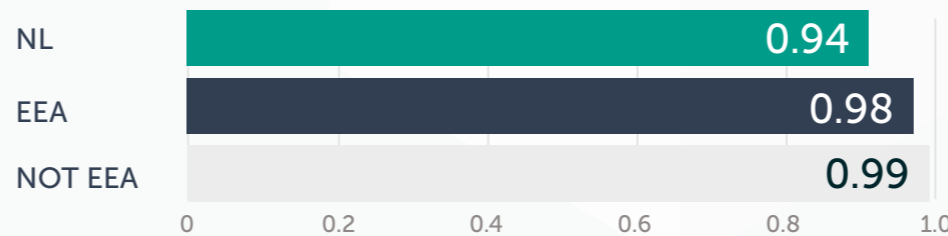
Ratio sex



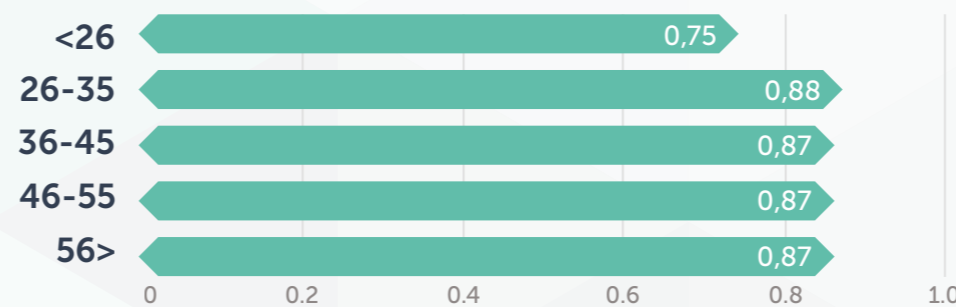
Average by sex



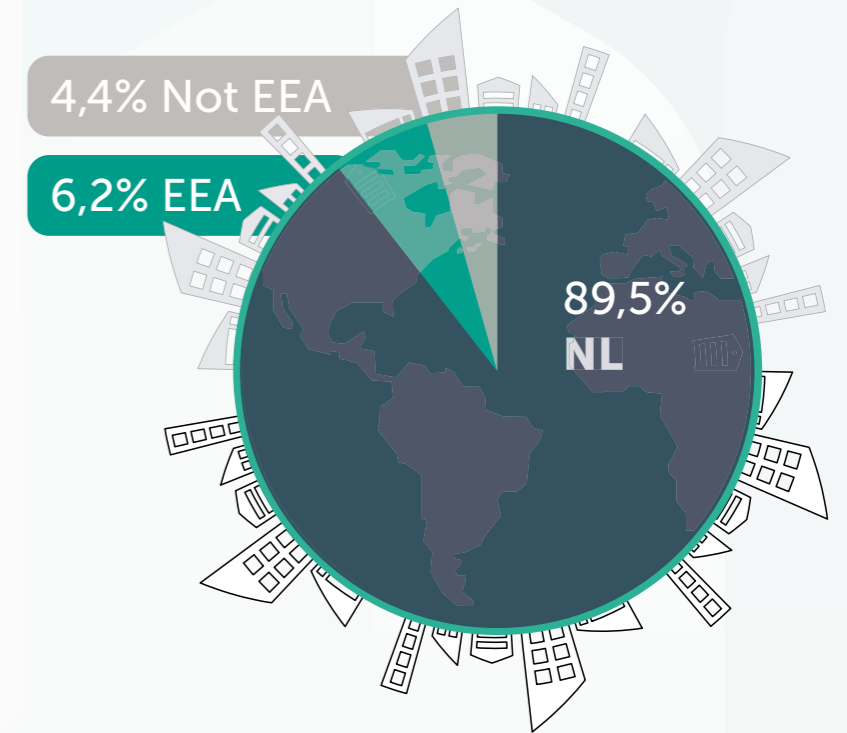
Average by nationality



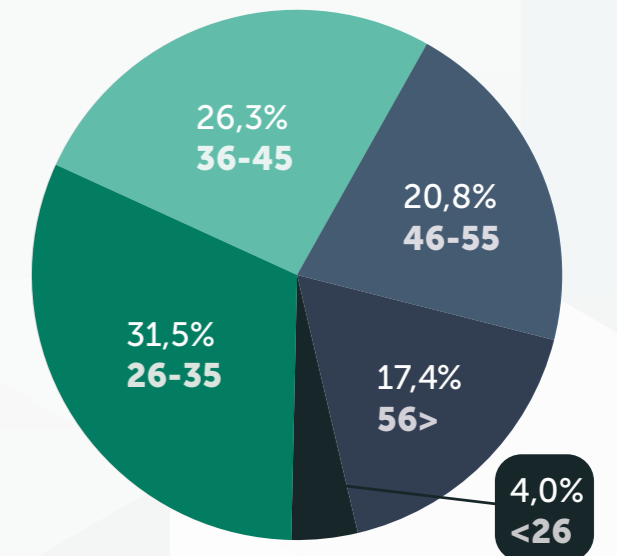
Average by age category



Nationality



Age categories



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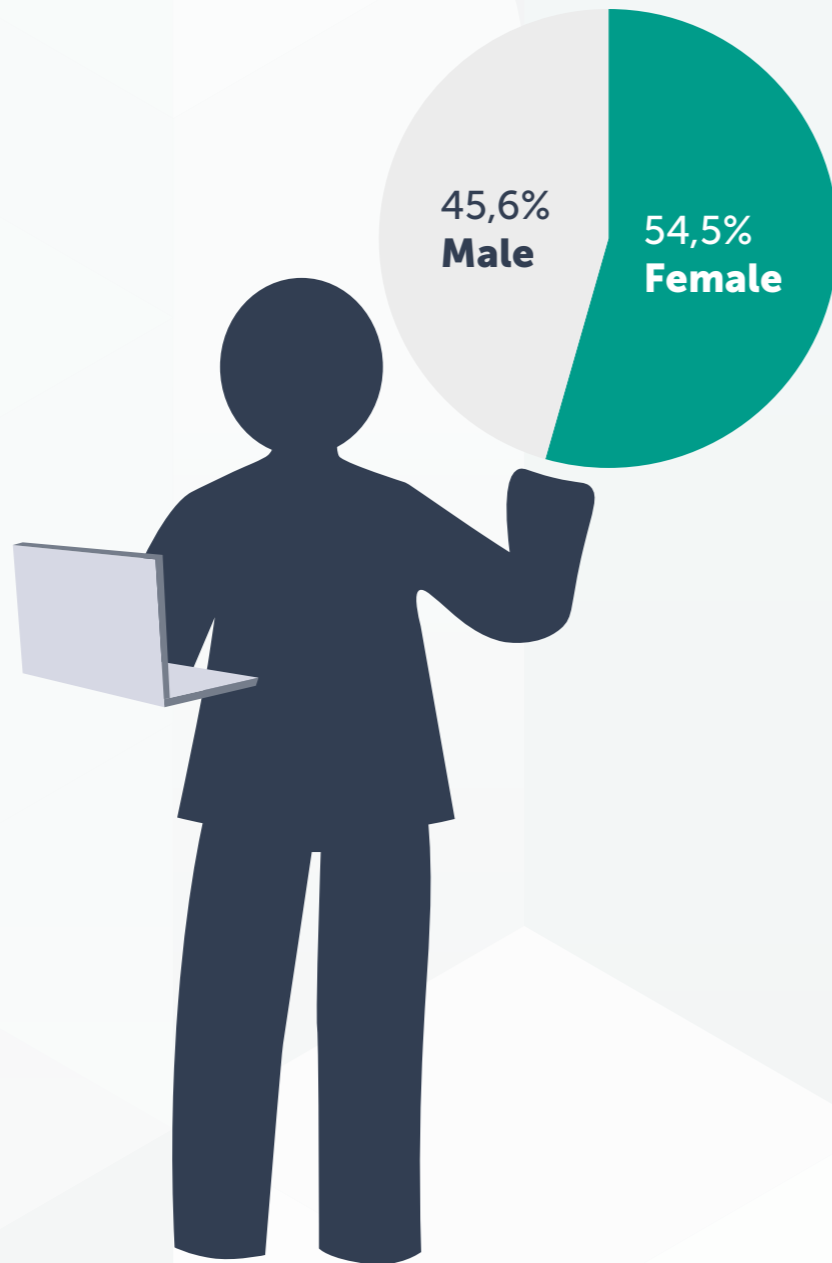
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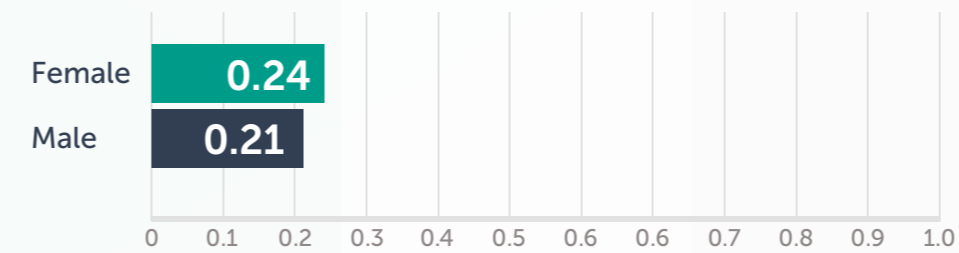
HR Data

FTE of student assistants by sex, age, nationality

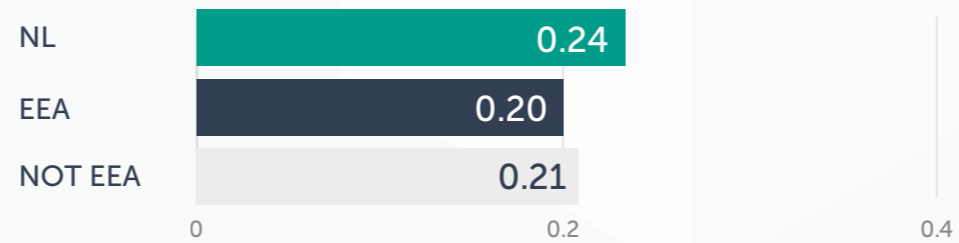
Ratio sex



Average by sex



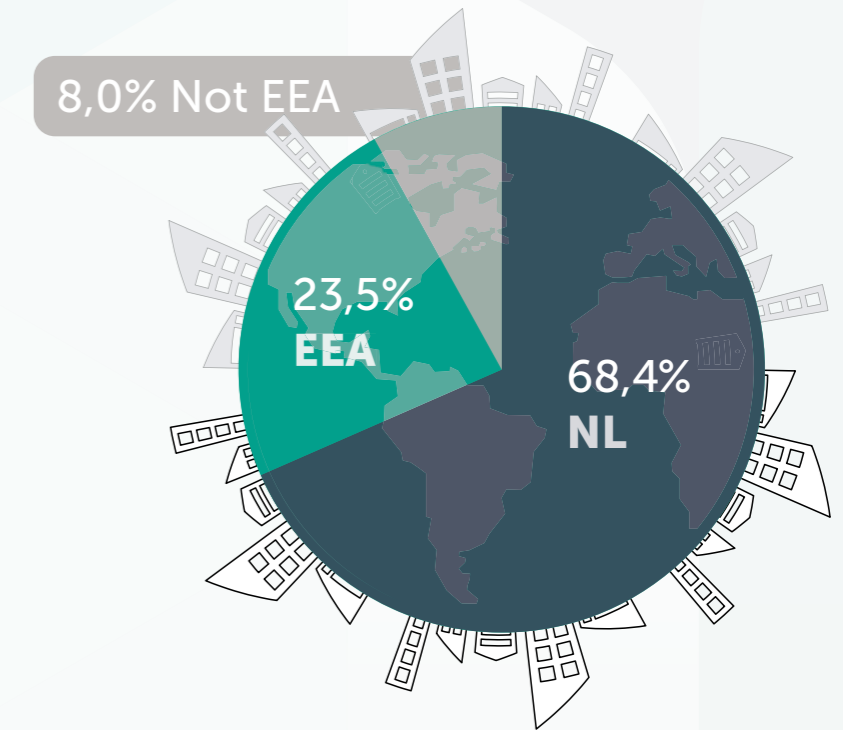
Average by nationality



Average by age category



Nationality



Age categories

