

Strengthening and engaging 2024

- 01 Reflection on 2024
- 02 IDEA Center's contributions
 - 2.1 Facilitating an inclusive educational environment
 - 2.2 Building an inclusive and engaged research institution
 - 2.3 Becoming an inclusive employer
 - 2.4 Creating impact & engagement
- 03 2025 and onwards
- 04 Facts & figures

Strengthening and engaging

2024, a year of advancing
IDEA topics at EUR



Strengthening and engaging 2024

01 Reflection on 2024

02 IDEA Center's contributions

2.1 Facilitating an
inclusive educational
environment

2.2 Building an inclusive
and engaged
research institution

2.3 Becoming an
inclusive employer

2.4 Creating impact &
engagement

03 2025 and onwards

04 Facts & figures



Prof. dr. Jane Murray Cramm
Chief Diversity Officer

Reflection on 2024



What a year it has been. For me personally, 2024 has been a year with quite some changes. In April, I became the Chief Diversity Officer at Erasmus University Rotterdam, taking over from Prof. Semiha Denктаş who held this position for almost six years with enormous commitment and passion. And it was no quiet time to start in this position, to say the least. With all the turmoil in the world, I was in contact with a lot of concerned students, student associations, and staff members from the start. In a way, I was glad to get to know so many people in such a short period of time. I listened, and I tried to help where I could. I think it is important for all of us to stay open to each other's points of view, to stay connected, to ask questions, and to listen.

The geopolitical unrest affects the whole world, the Netherlands, and our EUR community. The forthcoming cutbacks on research and education have, of course, a big impact on our community as well. Lots of students and staff members are worried about what is going on in the world, in our country, and in academia. At IDEA Center, our unwavering commitment lies in fostering an inclusive, diverse, equitable, and accessible university environment. We want to emphasize that we see, feel, and acknowledge the pain and grief of people in our community. We strive to make our campus and our university a place where you can share your emotions, your hopes, and your grief. A place to share feelings and thoughts, and to support and comfort each other.

Strengthening and engaging 2024

01 Reflection on 2024

02 IDEA Center's contributions

2.1 Facilitating an inclusive educational environment

2.2 Building an inclusive and engaged research institution

2.3 Becoming an inclusive employer

2.4 Creating impact & engagement

03 2025 and onwards

04 Facts & figures

We have a responsibility to ensure our work makes a difference - not just within academia, but for society at large

This year, I had the opportunity to speak at several events about inclusive and engaged research, a topic that is deeply meaningful to me. As researchers, we have a responsibility to ensure our work makes a difference—not just within academia, but for society at large. Unfortunately, some people and organisations feel disconnected from research because they don't see how it benefits them. It's our task to bridge this gap. Researchers must listen to society, translate its needs into meaningful research, and co-create research questions, methods, and inclusive designs. This isn't just a responsibility for individual researchers, but a task for our university as a whole to ensure our work truly serves and engages with communities.

In my first months as Chief Diversity Officer, I learned that we have so many ambassadors in our organisation who are working on inclusion, diversity, equity, and access. That's important because I believe it is a responsibility for everyone to create a welcoming and accessible university for all. It is a collective and collaborative endeavour, involving our IDEA Center, the Executive Board, deans, faculties, directors, departments, professional services, Faculty Diversity Officers, teachers, students, and numerous colleagues across our whole organisation.

We as IDEA Center create targeted policies and activities that promote an inclusive learning and working environment. For example, in 2024 we organised Keti Koti Dialogue Tables and an event with Sarina Wiegman in the context of International Women's Day. We continued the programme 25/25, and broadened it to Beyond 25/25, offering support to assistant and associate professors at our institution who need to bridge structural biases related to gender, nationality (non-Dutch or non-European), migration/ethnic minority background in their career.

We were involved in many research initiatives and were in the lead for several studies. We, for example, collected data for the research into the effectivity of our Academic Outreach Programme (AOP). The end of 2024 marked the end of the four-year period of our strategic programme

AOP, with which we aimed to promote accessibility of academic education by working on equal educational opportunities for children, youth, and students. We are looking to embed this programme within EUR in the next several months.

Furthermore, in 2024 we were invited to speak at numerous internal and external, and national and international events. And there is much more. You can read more about our 2024 in this annual report, which we are very proud to present.

Prof. dr. Jane Murray Cramm
Chief Diversity Officer



IDEA Center's contributions

02

Strengthening and engaging 2024

01 Reflection on 2024

**02 IDEA Center's
contributions**

2.1 Facilitating an
inclusive educational
environment

2.2 Building an inclusive
and engaged
research institution

2.3 Becoming an
inclusive employer

2.4 Creating impact &
engagement

03 2025 and onwards

04 Facts & figures



Strengthening and engaging 2024

01 Reflection on 2024

02 IDEA Center's
contributions

**2.1 Facilitating an
inclusive educational
environment**

2.2 Building an inclusive
and engaged
research institution

2.3 Becoming an
inclusive employer

2.4 Creating impact &
engagement

03 2025 and onwards

04 Facts & figures



We're working on an inclusive educational
environment in which everyone can develop to
their full potential

Facilitating an inclusive educational environment

IDEA Center aims to facilitate and create an inclusive educational environment in which everyone can feel at home and where everyone can develop to their full potential. We have several projects, policies, tools and training in place, for students and staff, to be able to create an inclusive learning environment. We have worked on the soft landing of new students, contributed to inclusive curricula in classrooms, and disseminated our learnings in several ways. All with the aim of facilitating and increasing a sense of belonging for our students and developing skills and knowledge relevant to create an excellent inclusive educational environment. This starts outside our campus walls, taking our responsibility to contribute to diminishing social inequity and education for all.

Outreach

With our Academic Outreach Programme, we aim to reduce (systemic) barriers and exclusion mechanisms and support individuals in their road to educational success. We have worked closely with various primary and secondary schools in Rotterdam. Together with these partner schools,

we developed, tested, and implemented outreach programmes and activities. Through co-creation with children, youth, parents, teachers, and school leaders from our partner schools, our educational specialists - in collaboration with EUR researchers, EUR students, and external experts - designed the content of our programmes and activities.

In 2024, we have organised 36 outreach events in schools, in neighbourhoods, and at the EUR campus. Examples of these events include interactive guided tours (campus Woudestein), children's lectures and research workshops, and a study choice programme for youth. Through these events we have reached over 1400 Rotterdam children and youth, and 200 parents.

In addition, we trained 20 EUR students - creating an amazing pool of dedicated student ambassadors and role models - by organising training modules, workshops, and community events. Additionally, we have supported new grassroots outreach projects within the EUR community: four projects led by students and three projects led by employees.

Strengthening and engaging 2024

01 Reflection on 2024

02 IDEA Center's
contributions

2.1 **Facilitating an
inclusive educational
environment**

2.2 Building an inclusive
and engaged
research institution

2.3 Becoming an
inclusive employer

2.4 Creating impact &
engagement

03 2025 and onwards

04 Facts & figures

Welcoming new students and creating a soft landing in their first bachelor year

The transfer from high school to university can be overwhelming, for all students. We strive to make sure first year bachelor students have a soft landing in their first year at EUR. We have been working hard on pinpointing and dismantling both formal and informal obstacles encountered by diverse student groups at the outset of their first bachelor study year. This focus on creating a soft landing is embedded within IDEA Center's holistic approach to student-centred support.

Three meetings on the topic of soft landing were organised in 2024 for faculty colleagues working on welcoming activities: to present good internal and external practices (such as a presentation from University College Dublin), to foster collaborations between faculties, and to share updates. This form of knowledge sharing creates opportunities to learn from each other, gives us insights in the experiences of our students, and helps us better design and offer our support.

We created a welcome message for newly accepted bachelor students, that could be used at central EUR level, as well as at faculty level. The message includes a warm, inclusive welcome text and messages about central EUR support services (like Student Wellbeing) as well as introductory activities that are available for new students. The message was approved by involved stakeholders, and was shared with all faculties, for their use in communications to newly accepted bachelor students. This content can be used when contacting new students, in oral or written communication, in classrooms, etc. In this way, we made sure that communication to new students is welcoming and inclusive, and that the same message is used for all new students.



Furthermore, we created the "EUR Student Support Services: Lightning Quiz" as a collaboration between EUR's Student Wellbeing Programme and IDEA Center. It is an interactive tool to inform (new bachelor) students about the available student support services. The interactive element of the quiz is meant to help students retain the information better while the competitive element is there to boost peer interaction. By repeating the same message in different forms, on several occasions in the first month, the aim is to spotlight all the student support that is already available.

Another identified opportunity was training for student team captains and student guides, offered by IDEA Center. New students can join several introductory activities, like Pre-Academic Programme and EurekaWeek. During these programmes, they encounter other students who are in 'leadership roles'; they are for example team captain, guide or mentor. These are key persons in the first weeks of

new students, and they play an important role in welcoming them, making them feel at home, and making them feel they belong.

IDEA Center organises trainings for these key persons - Pre-Academic Programme student team captains and EurekaWeek student guides - in how to create an inclusive start and in how to create brave and safe spaces. The trainings further offer additional skills, to foster an inclusive environment for the diverse students who join our university. Trainings, for example, focus on crucial topics as active bystandership interventions, diversity & inclusion, and consent. Recognising other people's boundaries and understanding what makes them feel safe is the first step towards building a welcoming and safe EUR community. Student guides and captains are asked how they would respond to difficult situations that might occur: What do you do if you spot undesirable behaviour? How do you make all students feel included?

Creating an inclusive classroom and curriculum

Education is a core business for EUR and our faculties. At IDEA Center, we have expertise on inclusive education specifically, with a.o. easy-to-use tools for teachers to work in an inclusive way. What skills are essential when teaching in a diverse and international classroom? Below we give some examples of how we contribute to EUR's education.

We have seen the struggle of the educational sector with the current political instability and geopolitical unrest. Recognizing this, and the need for teacher support, we developed teacher guidelines on "[How to Talk with Students About Political Conflicts](#)". These guidelines offer practical advice on discussing sensitive and polarising topics, such as political conflicts, with students. They stress the importance of

Strengthening and engaging 2024

01 Reflection on 2024

02 IDEA Center's
contributions

2.1 **Facilitating an
inclusive educational
environment**

2.2 Building an inclusive
and engaged
research institution

2.3 Becoming an
inclusive employer

2.4 Creating impact &
engagement

03 2025 and onwards

04 Facts & figures



fostering a safe and respectful learning environment where students and staff feel comfortable expressing their views and perspectives.

The **Knowledge Platform for Inclusive Education** was introduced to the Learning Innovation Teams of all faculties. These teams, who are also working on teacher onboarding modules, have incorporated information on diversity and inclusion, along with the Knowledge Platform, to help new teachers become familiar with concepts and practical tools for more inclusive teaching.

In collaboration with the Department of Psychology at the Erasmus School of Social and Behavioural Sciences (ESSB), we initiated a policy recommendation document for an inclusive curriculum. This working document identifies current gaps in inclusivity and accessibility and provides strategies for stakeholder engagement, resource allocation, and teacher training. It calls for regular monitoring and evaluation to ensure continuous improvement, while also supporting curriculum revision that fosters a more inclusive and equitable educational environment for all students.

**It helps new teachers
become familiar with
concepts and practical
tools for more inclusive
teaching**

Strengthening and engaging 2024

01 Reflection on 2024

02 IDEA Center's
contributions

2.1 **Facilitating an
inclusive educational
environment**

2.2 Building an inclusive
and engaged
research institution

2.3 Becoming an
inclusive employer

2.4 Creating impact &
engagement

03 2025 and onwards

04 Facts & figures

Additionally, a new IDEA-focused module has been specifically developed for the Erasmus School of History, Culture, and Communication (ESHCC) as part of the teacher onboarding program, DEVELOP. The module introduces key concepts of diversity and inclusion in simple, accessible terms, while providing resources for further learning. It also includes information about the practical tools available on IDEA Center's Knowledge Platform, designed to help teachers create more inclusive classroom environments. Currently under review by the faculty management, the module will soon be made available to all new teachers at ESHCC.

We collaborated with members of the Center for Learning and Innovation (CLI) and Risbo to develop a micro-lab for teachers titled "How to Improve Intercultural Communication in Your Teaching." The micro-lab was successfully piloted and has been organised and facilitated multiple times over the past year. It aims to enhance student-teacher interactions inside and outside the classroom, helping teachers communicate with understanding and sensitivity across diverse cultures and backgrounds. Participants are provided with strategies for creating a safe and inclusive learning environment. They learn more about a.o. inclusive language and activities to encourage positive conversations about inclusion and diversity. This resulted in communication and information that is now more inclusive.

Engagement with students: open and safe conversations

Focusing on making the education environment at our university more inclusive and accessible for all students, we organised information sessions and meetings with various student groups to bridge information gaps and ensure they were better informed about university processes and opportunities. Additionally, we facilitated dialogues on culturally sensitive and political topics to create



open, safe (classroom) conversations and discussions. By collaborating with student organisations and policymakers, we contributed to identifying exclusion mechanisms within the curriculum and proposed strategies to mitigate them. We also developed and led training sessions on social and sexual safety, aimed at fostering a more inclusive learning environment.

During Eureka week, the introduction period for new students at EUR, we initiated focus groups to explore why certain student groups - such as students with migration backgrounds, non-drinkers, and underage students - were less likely to participate in introduction and orientation events. The insights gained were shared with relevant stakeholders to develop more inclusive approaches to introduction initiatives.

All these encounters, conversations and sessions give insights into systemic barriers students face and help us develop strategies and policies to counter these barriers. We advised multiple stakeholders within EUR and initiated changes in several programmes and activities.

Creating a sense of belonging through Outreach

This year, we have been focusing on making future students feel truly at home, as well as strengthening the sense of belonging among our own student ambassadors by building a powerful community of role models. Through our programmes within our Academic Outreach Programme, the role models offered support to pupils and students from similar backgrounds. This not only inspired the pupils, but also connected the student ambassadors themselves to the pupils more strongly. During interactive campus days and meetings at elementary schools and high schools, we created moments of recognition, trust, and inspiration. In this way, we grew together as one community where everyone felt seen, valued, and at home - and where everyone felt the power to make a difference.

The strength of all our programmes lies in the student ambassadors who know how to inspire pupils. In discussing the conclusion of the Academic Outreach Programme in this form with our student ambassadors, we got this beautiful response: "Our fight for equity in access to university education does not stop here. The Outreach team has planted a seed and we will continue to work for this cause in our way, during our studies, and in our subsequent careers."

Strengthening and engaging 2024

- 01 Reflection on 2024
- 02 IDEA Center's contributions
- 2.1 Facilitating an inclusive educational environment
- 2.2 Building an inclusive and engaged research institution**
- 2.3 Becoming an inclusive employer
- 2.4 Creating impact & engagement
- 03 2025 and onwards
- 04 Facts & figures



Truly inclusive and engaged research needs to include more 'experts by experience' as well as more diverse and inclusive research teams

Building an inclusive and engaged research institution

We strive to make research at EUR more diverse and inclusive. This fits in with EUR's goal of making positive societal impact and being an engaged university. There are several elements that contribute to this goal. One is making the research process more inclusive, for instance by having diverse and inclusive research teams and leadership, and focusing on and using accessible and inclusive methodologies. Another element is working on the question how we can do research on diversity and inclusion in a way that is in line with the GDPR and ethical principles. Furthermore, IDEA Center also performs research to learn more about the composition of our community (staff and students) and does in-depth research to get a better understanding of culture, context, and experiences at our university. Below you can read some examples of these topics.

Promoting the importance of inclusive and engaged research

If we want to execute truly inclusive and engaged research, we should, amongst others, include 'experts by experience' in our research, as well as make our research teams and leadership more diverse and inclusive.

This helps us be more creative, innovative, and open-minded. We emphasise and promote the importance of inclusive and engaged research in numerous ways: in meetings, in presentations, in (keynote) speeches, and in engaging with researchers and research teams at EUR. Prof. Jane Murray Cramm, our Chief Diversity Officer, presented our vision and the importance of inclusive and engaged research at several events, such as at the seminar *What is Engaged Research?* in November 2024.

Topics we strive to discuss are the responsibility of academics to be inclusive and engaged, the quality of engaged research, and the need for institutional support. In doing research, it is crucial to listen to the needs of communities, and to give back. Rather than just going to communities to 'take' data and publish papers that will benefit the researchers and the university, it is important to make sure that we benefit the communities too. Researchers should be accountable not only to academic institutions but also to the communities they study. This means considering the long-term impact of research and whether it benefits not only the researchers and the university, but also

Strengthening and engaging 2024

- 01 Reflection on 2024
- 02 IDEA Center's contributions
 - 2.1 Facilitating an inclusive educational environment
 - 2.2 **Building an inclusive and engaged research institution**
 - 2.3 Becoming an inclusive employer
 - 2.4 Creating impact & engagement
- 03 2025 and onwards
- 04 Facts & figures

the community. The only way to achieve this is to build trust through long-term relationships. In 2025, we will provide a manual with guidelines on inclusive and engaged research.

Collaborating on inclusive research with Engagement & Research Services (ERS)

IDEA Center has started a collaboration with ERS to make research more inclusive. One of the first practical outcomes was to create a workshop on diversity and inclusion for people who want to apply for Erasmus+ funding for mobility outside Europe (KA171). The workshop consisted of awareness exercises, a conceptual discussion regarding inclusion, diversity, equity, and access, and an overview of how inclusion and diversity are incorporated within KA171. We look forward to collaborate further.

Promoting wellbeing by sharing HR knowledge for both PhD candidates and supervisors

We also had a session with more than 80 people, consisting of PhD candidates and their supervisors of Erasmus School of Social and Behavioural Sciences (ESSB) about wellbeing, inclusion, and HR. Topics were, amongst others, the importance of inclusion, and how diversity, equity, and access relate to it; psychological safety, and ways to counterbalance it; and working conditions of PhD candidates and how to promote their wellbeing.

At this event, there was an important conversation about the high workload of PhD candidates. One of the sources of high workload is due to the way grant proposals are written, and it is systemic: to have a chance at obtaining a grant, one often needs to overpromise and oversell a project. This means that PhD projects end up being overly ambitious, and creating

work pressure from the start. What can we do about that? Supervisors can acknowledge that some parts of the project may be overly ambitious and communicate this with PhD candidates. When workload gets too high, and deadlines cannot be met, PhD candidates should be able to communicate that. A precondition for this is sufficient psychological safety for PhD candidates to dare to bring up the issue. As you can see, all these topics are intertwined and need to be discussed in an integral matter.

An in-depth study into Student Origin

As mentioned, IDEA Center also conducts in-depth research, taking into account the specific context of our university. We strive to answer the questions that we have in a way where we can make the most of the results and facilitate real change.

Rotterdam is a culturally diverse city: approximately 40% of our population has a so-called 'non-western migration background'. However, this diversity is not reflected [everywhere](#). This year, together with several other Dutch universities, we collaborated with Statistics Netherlands to do research on the origin of our [students](#). How culturally diverse is our student population? More about the





Strengthening and engaging 2024

- 01 Reflection on 2024
- 02 IDEA Center's contributions
 - 2.1 Facilitating an inclusive educational environment
 - 2.2 **Building an inclusive and engaged research institution**
 - 2.3 Becoming an inclusive employer
 - 2.4 Creating impact & engagement
- 03 2025 and onwards
- 04 Facts & figures

reasons for doing this research can be found in this [interview](#) with Annelien Bredenoord (then Rector Magnificus), Semiha Denктаş (then Chief Diversity Officer), Lilian Jillissen (Director of Education & Student Affairs) and Inge Hutter (Academic Lead Erasmian Values).

In short, results showed that for students with an origin in 'classic' migration countries, inflow within both bachelor and master programmes is decreasing overall. A more detailed description can be found [here](#). First, these results gave important insights for the 'Accessibility Policy Process', which aims to make our university a powerful teaching-learning environment for everyone, regardless of cultural background. Second, the findings also gave an impetus to doing more research on our Academic Outreach Programme, to answer the question of which (aspects of) our interventions stimulated higher education aspirations in students from diverse backgrounds.

Integral Research of our Outreach Programme

In order to know whether our interventions are successful, we need to do research. During the Academic Outreach Programme (AOP), we consistently performed a combination of qualitative and quantitative research to get insight into a range of research questions: How is the AOP evaluated overall? What are the effects of our interventions? Do the interventions increase the prospective sense of belonging at university for primary and secondary school students? What is the impact of role models on primary and secondary school students' higher education aspirations? What makes a good role model? In order to examine the last two questions, we gathered survey data, did observations in classrooms, and interviewed our student ambassadors.

Giving voice to students' soft-landing experiences through focus groups

Another example of the in-depth research we do is focus group research. The goal of this focus group research was to collect first-hand qualitative information from first- and second-year students who experience barriers at the university, for instance because they have financial struggles, they lack academic role models or feel like they do not fit in. We specifically examined their experiences at the start of their studies, and how these experiences relate to their perceived student success and a sense of belonging at EUR. We created a sign-up form that was open to all students. Rather than asking them whether they belonged to a certain demographic, they were asked whether they identified with specific personas, like this persona 'Tom':

"Tom is the first in his family to go to a university. His parents are very proud of him, but also a bit anxious. Tom lives at home, and his parents expect him to look after his younger brother the same way he did before his studies. He enjoys his programme, but the study pace is high, and it is unclear to Tom what is expected of him. This makes him doubt if he made the right choice. Tom is unsure if anyone at the university could advise him, and his family does not know how to help him either."

Strengthening and engaging 2024

01 Reflection on 2024

02 IDEA Center's
contributions

2.1 Facilitating an
inclusive educational
environment

2.2 **Building an inclusive
and engaged
research institution**

2.3 Becoming an
inclusive employer

2.4 Creating impact &
engagement

03 2025 and onwards

04 Facts & figures

We chose this method because it allows for a more complex and intersectional approach to IDEA research in the following ways:

- Whether students experience barriers at the university depends on many different factors, including: the social context and interactions between social identities (such as gender, socio-economic status, or migration background, and personality characteristics). In other words: belonging to a certain underrepresented demographic group does not automatically mean that you experience barriers (and vice versa).
- Operationalisations of demographic variables are limited. For instance, the concept of 'migration background' or 'origin' that is usually used in IDEA research does not account for third generation migrants and does not hold information about skin colour or ethnicity.
- Not using these labels protects student privacy since their responses cannot be traced back to them. As we are interested in everyone's experiences regarding their transition to university while potentially struggling with barriers, this results in more reliable outcomes.

Four focus groups and six individual interviews (32 students in total, Dutch and international) were carried out in Q1 and Q2 of 2024. The findings of this research contribute to the gap on this topic in existing academic literature as well as create future initiatives of IDEA Center.



We talked with students about how they perceived the transition to university. For example, what did they think of the introductory activities? What did they miss at the beginning of their studies? Each session was unique. One group talked about financial barriers to studying; another group focused more on who is responsible for developing skills. In almost all discussions, the importance of social contacts was mentioned, and that making friends was not easy for everyone, especially in the beginning.

Conducting research through these focus groups made an impression on us. We were struck by the gratitude expressed by some of the students for facilitating these conversations. It once again confirmed that students need to be able to share their stories and to be listened to, and that it is good to share to know that you are not the only one struggling with something. There was a group who exchanged phone numbers afterwards to stay in touch. We hope that the findings of the study will help improve the transition to university for every student.



Strengthening and engaging 2024

- 01 Reflection on 2024
- 02 IDEA Center's contributions
 - 2.1 Facilitating an inclusive educational environment
 - 2.2 Building an inclusive and engaged research institution**
 - 2.3 Becoming an inclusive employer
 - 2.4 Creating impact & engagement
- 03 2025 and onwards
- 04 Facts & figures

We are evaluating interventions and we keep developing new initiatives

Evaluating our action plan against sexual violence

Another example of how we work is the evaluation of our action plan on sexual safety. An Amnesty International [report](#), published in 2021, revealed that among students, 11% of women and 1% of men experience rape. They wrote a manifesto against sexual violence, which was signed by 23 Higher Education Institutions, including EUR.

In 2022, we wrote an [action plan](#) against sexual violence, consisting of a range of interventions, including round table discussions, trainings, workshops, and activities to raise awareness within and outside the campus sphere.

In 2024, IDEA Center performed an evaluation of the action plan. In the evaluation, we conclude that it is important to keep listening to the needs of our students by organising town hall meetings and round table discussions, and that the Student Wellbeing Week and Eureka Week are vital moments to raise awareness. To do so, it is key to provide workshops, trainings, and information [campaigns](#). Furthermore, we conclude that we need to work together with stakeholders within and outside our university to develop new ways to combat sexual violence.

Strengthening and engaging 2024

- 01 Reflection on 2024
- 02 IDEA Center's contributions
- 2.1 Facilitating an inclusive educational environment
- 2.2 Building an inclusive and engaged research institution
- 2.3 Becoming an inclusive employer**
- 2.4 Creating impact & engagement
- 03 2025 and onwards
- 04 Facts & figures



Working toward an inclusive culture has benefits for all



Becoming an inclusive employer

Becoming an inclusive employer and creating an inclusive culture requires thorough understanding of HR measures, procedures, and processes. Additionally, expert knowledge is needed to identify potential risks for bias and exclusion mechanisms, while also finding and creating opportunities for more equity in existing and new HR policies. Working toward an inclusive working culture has benefits for all that make up our EUR community. It benefits not only our staff members of underrepresented groups, but also members of majority groups. Next, you can read some of the matters we have been working on. By creating inclusive HR policies and research, and supporting staff with trainings and networks, we move closer to inclusive HR together with our central HR department.

Giving way to inclusive recruitment and selection

Well-considered, strategic and inclusive personnel policy is a mechanism to shape our staff composition, making our institution strong and innovative by combining complementary talents. One of the first steps is recruitment and selection. We create awareness, give advice,

and help out with making EUR's recruitment and selection processes more inclusive. We give feedback on vacancy texts, and give advice on potential trainings (on, for example, unconscious bias). Furthermore, we present trainings about inclusive recruitment and selection, and we are active in some recruitment and selection processes. For example, we were involved in the process of recruiting and selecting the new EurekaWeek Management; we were part of the selection committee, and we provided feedback on how to make this selection process more inclusive. In this way, we further the aim of becoming an inclusive employer for everyone in our EUR community.

Researching pay gaps

Being an inclusive employer among others means that we want to make sure that there are no inequalities in pay. [Studies](#) have shown that in many organisations, there are pay gaps. For instance, studies show that there are differences in pay between men and women and between Dutch and international employees. Furthermore, new laws require large organisations to do research on the gender pay gap. These reasons have led to the

Strengthening and engaging 2024

- 01 Reflection on 2024
- 02 IDEA Center's contributions
 - 2.1 Facilitating an inclusive educational environment
 - 2.2 Building an inclusive and engaged research institution
 - 2.3 **Becoming an inclusive employer**
 - 2.4 Creating impact & engagement
- 03 2025 and onwards
- 04 Facts & figures

decision to perform large scale gender and nationality pay gap analyses at EUR, for both academic and support staff. You can read more about the reasons why, and the results, in [this interview](#) with Annelien Bredenoord (President of the Executive Board), Johan Willem van Dijk (HR director) and Jane Murray Cramm (Chief Diversity Officer). Having this research carried out gives us an advantage to prepare for when the new laws come into effect.

Supporting assistant and associate professors to overcome structural biases

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. The programme Beyond 25/25: Towards Inclusive Academia aims to support assistant and associate professors to overcome structural biases related to gender, nationality and/or migration/ethnic minority background in their career. In this years' programme, 66 participants joined.

We organised workshops on a.o. mentoring, narrative writing, and intersectionality.

Participants of the programme chose a mentor and worked with them for the duration of the programme. We shared mentoring guidelines and gathered faculty criteria for promotion for the independent committee so they could give confidential feedback on the portfolios of the participants.



We got amazing feedback by participants about Beyond 25/25

"To me, the Beyond 25/25 programme was incredibly valuable. Thank you for your genuine interest, without any 'hidden agenda,' and for working so hard towards making our university more inclusive. Furthermore, thanks for the inspiring and warm presentations you provided. They truly touched me and made me think about society, the university, and myself".

"The whole journey, including the reviewers' comments, has been a healing process for me. It has also been an encouraging and enlightening experience. The reflections the process led us to have are extremely valuable."

Besides supporting individual employees on their journey to promotion, the intention of this programme is also to create a cultural change, supporting all members of our community to achieve their goals. With this, we hope to contribute towards a more equitable, inclusive, and ultimately more diverse community.

Supporting EUR employee networks

EUR has several networks that strive to improve the diversity amongst and the inclusion of students and staff members of our university. The staff networks help foster inclusion of both academic and professional services staff. All employees are welcome to join the networks of their preference. IDEA Center is supporting the three EUR staff networks.

Young@EUR ('Young at EUR') is a network for young employees (<36 years old) of our university. We are actively involved in their events. Females in Academia Moving towards Equity (FAME) is an initiative designed to further the participation, empowerment, and achievement of women at EUR. We are active in the board, and help organise events about a.o. negotiating and menopause, and we coordinate the FAME Athena Award. QuEUR is the network for LGBTQIA+ employees of EUR and their allies. We are active in the board, help organise events about topics such as negotiating and menopause, and coordinate the FAME Athena Award.

In 2024, Erasmus University Rotterdam participated in the Workplace Pride Global Benchmark, to understand what can be improved at EUR on queer inclusivity. We scored above the median score, out of the 68 participating organisations. The report highlights several key areas: Policy & Communication, Employee Network, Workplace Awareness, Support & Benefits, Inclusion & Engagement, Expertise & Monitoring, Business & Supplier Engagement, and Societal Impact. Each of these categories was assessed to provide a comprehensive overview of the university's queer inclusion efforts. We will use these outcomes to explore next steps for advancing inclusion at EUR.

Strengthening and engaging 2024

- 01 Reflection on 2024
- 02 IDEA Center's contributions
 - 2.1 Facilitating an inclusive educational environment
 - 2.2 Building an inclusive and engaged research institution
 - 2.3 **Becoming an inclusive employer**
 - 2.4 Creating impact & engagement
- 03 2025 and onwards
- 04 Facts & figures

Including IDEA characteristics and expertise in HR questionnaires and policies

We find it important to work together with our HR department on the themes inclusion, diversity, equity, and access. One of the ways we do this is by being involved in analysing (diversity characteristics in) EUR's Engagement & Enablement Scan (E&E Scan) and thinking along in redesigning new surveys. We are involved, in an advisory role, in social safety, psychological safety, and PhD supervision as well. In this way, we want to contribute to a working culture that is pleasant for all within the EUR community.

HR questionnaires, like the E&E Scan and the exit survey, offer insight into how employees are experiencing university at different points in the employee lifecycle. By including IDEA dimensions (whether personal characteristics or job characteristics), IDEA Center and more general, EUR, can better understand experiences of diverse groups. The qualitative and quantitative data we collect are a means through which we can take meaningful action-based on a more complete picture.



Coordinating the FAME Athena Award

We coordinated the Females in Academia Moving towards Equity (FAME) Athena Award. It's great to learn about what many colleagues are doing to strengthen women during their early careers within EUR. The best part was seeing how surprised and appreciative Dr. Pilar García-Gómez was to receive this year's award, as well as hearing how much it energized her to continue advancing early career females in academia.

Supporting employees with a disability

Recently, IDEA Center and HR organised a round table conversation with employees with a disability. A mix of employees with a disability and employees working on making our university more accessible addressed the question of what EUR is offering, and what is still missing to support all employees optimally in their work. We've gathered a lot of information and learned from each other. In 2025, we are writing a report and working on follow up actions.



Creating an inclusive language guide

As a university, we want to facilitate a learning and working environment where everyone feels welcome. One way to do this is by using inclusive language, which allows us to counteract (unintentional) patterns of exclusion. Using inclusive language is linked to respecting everyone.

In 2024, we worked on creating an [inclusive language guide](#) for EUR. In it, we developed the mnemonic R.E.S.P.E.C.T., which stands for: Relevance, Empathy, Specification, Person first, Exclusion aversion, Consistency, and Tip: highlight different sides. The guide helps us to reflect on our language use, and stimulates us to communicate in a more inclusive way.

Strengthening and engaging 2024

01 Reflection on 2024

02 IDEA Center's
contributions

2.1 Facilitating an
inclusive educational
environment

2.2 Building an inclusive
and engaged research
institution

2.3 Becoming an
inclusive employer

**2.4 Creating impact &
engagement**

03 2025 and onwards

04 Facts & figures



2.4

Creating impact and engagement

We strive to create positive societal impact. We want to contribute to society, not as a knowledge institute at a distance, but in the midst of society. Of course, we share our knowledge actively, with internal and external parties. We also organise and undertake activities to engage with diverse audiences and we pursue making impact in various ways. Below you will read several instances and illustrations of our endeavours.

Sharing knowledge

Disseminating our work on inclusive education

We continually work to raise awareness about inclusive education within the organisation and we actively offer practical tools and resources to help achieve this goal. In 2024 we, amongst others, participated in and hosted sessions on: inclusive education in general, the role of education in times of conflict (organised by European League of Institutes of Arts), and an interactive session on 'Navigating Conversations on Political Conflicts' conducted as part of EUR's Societal Impact Days.

We also aim to increase our contacts with faculties. One way to do that is by sharing our knowledge through workshops and knowledge sessions. For example, we did a workshop for ESHCC (Erasmus School of History, Culture, and Communication) teachers on 'How to Discuss Polarising Topics in the Classroom?' held during ESHCC's Education Day.

Discussing the importance of collecting diversity data

At the symposium "Measuring Racial Representation in Dutch Universities" at Utrecht University, we gave a talk on "Monitoring cultural background at Erasmus University Rotterdam". We discussed EUR's participation in the Barometer Cultural Diversity, and shared our know how on the commonly raised objections against this type of research, and the merits and practical implications. For instance, we talked about the risks of stigmatisation and stereotyping, and how important it is to take an intersectional approach. We also emphasised that it is crucial to consider privacy regulations when collecting diversity data. Furthermore, we explained how these data helped us to develop and implement our Beyond 25/25 policy. Finally, we discussed our research on the origin of our students.



Sharing and gaining knowledge on inclusive HR

An extensive leadership programme is offered at EUR. It aims to support our leaders to be better equipped in navigating the challenges of their work and to build communities of practice. We are very proud to be involved in this programme. IDEA Center presented several sessions on inclusive leadership during this Senior Leadership in Academia programme. Participants delved into 'changing the system instead of changing individuals', and examined the ways in which leaders can use their position to amplify positive aspects and mitigate negative ones. Furthermore, they discussed different cases related to inclusive leadership.

Externally, presentations on inclusive HR and inclusive leadership were given at a.o. the network meeting Diversity and Inclusion of Dutch HBO-institutions, and at the yearly Port of Rotterdam HR network, organised by Deltalinqs and Havenbedrijf Rotterdam. We see it as our responsibility to share our lessons learned, and actively ask for feedback, look for inspiration, and apply newly gathered knowledge.

Sharing knowledge with internal and external stakeholders on inclusive communication

An inclusive organisational culture requires inclusive communication. For IDEA Center it is important to communicate in a clear and respectful way to ensure that the message reaches a broad, diverse group of people; that it is understood and heard; and that people feel included. This is why we host sessions on inclusive communication, speaking internally and externally about a.o. inclusive language, inclusive visuals, accessibility of communication, inclusive events, and more.

In 2024, sessions about inclusive communication were presented to student counsellors, student deans and student psychologists, SYNC lab, a research group at the department of Developmental Neuroscience in Society at EUR, to scientists and organisers joining the Lifelong Learning Festival, a festival organised in EUR's lustrum year, international communication specialists of UNIC, and an alliance of ten universities rooted in ten specific post-industrial urban ecosystem. We posted 103 times about our work on LinkedIn with our own IDEA Center page, with an average of 1000 impressions per post.

Strengthening and engaging 2024

- 01 Reflection on 2024
- 02 IDEA Center's contributions
 - 2.1 Facilitating an inclusive educational environment
 - 2.2 Building an inclusive and engaged research institution
 - 2.3 Becoming an inclusive employer
 - 2.4 **Creating impact & engagement**
- 03 2025 and onwards
- 04 Facts & figures

Strengthening and engaging 2024

- 01 Reflection on 2024
- 02 IDEA Center's contributions
 - 2.1 Facilitating an inclusive educational environment
 - 2.2 Building an inclusive and engaged research institution
 - 2.3 Becoming an inclusive employer
 - 2.4 **Creating impact & engagement**
- 03 2025 and onwards
- 04 Facts & figures



Engagement

Creating opportunities to connect

One way to engage people is to bring them together on a connective topic. "If your work can bring people together who would normally never encounter each other, that is a gift" - Double Dutch. We proudly collaborated with UNIC (European University of Cities in Post-Industrial Transition) in their first UNIC Dialogue at EUR: Comic Books, Comic Timing, and Connection. There were art and personal stories. There were lively conversations and insightful questions. There was plenty of laughter. It was an afternoon full of building bridges, fostering connections, and creating meaningful work driven by empathy and solidarity.

The event was headlined by comic book artist B. Carrot and stand-up comedian Double Dutch. It was moderated by UNIC Alliance Coordinator - and former Chief Diversity Officer at EUR - Prof. Semiha Denктаş. After the plenary part, participants headed to breakout rooms to talk about ways forward for building a more engaging and inclusive campus life. The breakout rooms delivered engaged and passionate ideas, which UNIC will now take forward to strengthen meaningful connection.

If your work can bring
people together who would
normally never encounter
each other, that is a gift

Double Dutch

Strengthening and engaging 2024

- 01 Reflection on 2024
- 02 IDEA Center's contributions
 - 2.1 Facilitating an inclusive educational environment
 - 2.2 Building an inclusive and engaged research institution
 - 2.3 Becoming an inclusive employer
 - 2.4 **Creating impact & engagement**
- 03 2025 and onwards
- 04 Facts & figures

Organising events around sexual health and safety

We organised a campus event against sexual street harassment in collaboration with Gemeente Rotterdam, Wmo radar, Stichting Stop Straatintimidatie, and Safe@EUR. This initiative was part of the Rotterdam Week Against Sexual Street Harassment. Students came to Erasmus Plaza to speak with the involved parties about the topic of sexual safety, enjoy the weather, have fun at the high striker machine, and get nice goodie bags with lots of information about sexual safety. Many open and lively conversations took place, and many students recognised the importance of talking about topics like street harassment, sexual transgressive behaviour, and sexual violence.

We also shared best practices with other higher education institutions during events such as Amnesty's "Let's Talk About Yes" conference and the EAIE (European Association for International Education) conference.

Sharing students' personal experiences starting at EUR

During the Bachelor Open Days, visitors could join IDEA Center's sessions with diverse student panels to learn more about their experiences at the start of their first study year, their challenges as well as what has helped them most along the way. Next to that, visitors of the Bachelor Open Days were invited to our stand where they could continue talking to our students, learn about IDEA Center's initiatives, or pick up a postcard with information about the diverse student associations who are active at EUR. In this way, we hope to create a low threshold way to meet and welcome new students, to create a sense of belonging, and provide relevant information to make an informed decision about studying at our university.

Keti Koti Dialogue Table

We organised a Keti Koti Dialogue Table to talk about our shared colonial past and its consequences. The event featured a communal dinner with a variety of dishes inspired by Surinamese cuisine, as well as inspiring speeches about civil courage vs. silence.

Between conversations, the Fri Yeye Choir sang songs of mourning and liberation which were sung on the plantations in the former Dutch colonies. It was a truly special and moving evening, with students and staff from various backgrounds coming together. The dialogues allow our Erasmian community to minimise prejudice and discrimination, and to strengthen mutual empathy and compassion.

International Women's Day

In the context of International Women's Day, we organised an event about inclusive leadership. Attendees enjoyed vivid conversations between football coach Sarina Wiegman, Lieutenant General Elanor Boekholt-O'Sullivan (deputy DG Policy Ministry of Defense), Corinne Vigreux, co-founder of TomTom and founder of Codam, Annelien Bredenoord, (then) rector magnificus at EUR, and four students: La Vie Bouguenon, Esmée Lieuw On, Moos Schoemaker and Aleksa Zivlak. The seminar was moderated by Jeroen Visscher, co-author of the book 'Sarina Wiegman - What it takes'. Next steps to take together included more focus on intersectionality, and therefore not only gender.

The dialogues allow us to
strengthen mutual empathy
and compassion



Strengthening and engaging 2024

- 01 Reflection on 2024
- 02 IDEA Center's contributions
 - 2.1 Facilitating an inclusive educational environment
 - 2.2 Building an inclusive and engaged research institution
 - 2.3 Becoming an inclusive employer
 - 2.4 **Creating impact & engagement**
- 03 2025 and onwards
- 04 Facts & figures

An Introduction to Menopause and Work

IDEA Center and staff network Females in Academia Moving towards Equity (FAME) co-hosted a session with menopause expert Sophia Franklin, MD. The talk focused on what menopause is and how it impacts work. The interest and need for more information on this topic became apparent from results of our Engagement & Enablement scan. It showed that women experiencing menopause feel like they do not have sufficient time to carry out their work successfully. They experience higher work pressure compared to women who are not experiencing menopause. Research also shows that many women experiencing menopause do not talk about this with their colleagues, nor with their manager. There is still quite the taboo. We want to change that.

Sophia Franklin brought in her background as an occupational health physician and medical advisor for the Netherlands Labour Authority. She shared that around 1.8 million working women in the Netherlands are between 45 and 60 years old and 85% of women experience menopausal symptoms. After discussing the variety of symptoms that may occur, potential medical treatments and workplace interventions were discussed. A take home message was that menopause is an undeniable "stress test" on the human body, and more open discussions are critical to breaking the taboo of talking about it. Nearly 70 employees attended the event.

The talk was such a conversation starter that employees continued enthusiastically discussing over drinks. More people in managerial roles should know what menopause is, what women can experience, how to open up conversations about this, and how everyone can support their colleagues. Heading into 2025, IDEA Center will begin working on a guide for managers to support employees going through life transitions such as menopause



Impact

Strengthening and engaging 2024

- 01 Reflection on 2024
- 02 IDEA Center's contributions
 - 2.1 Facilitating an inclusive educational environment
 - 2.2 Building an inclusive and engaged research institution
 - 2.3 Becoming an inclusive employer
 - 2.4 **Creating impact & engagement**
- 03 2025 and onwards
- 04 Facts & figures

Visiting programme UCLA and EUR

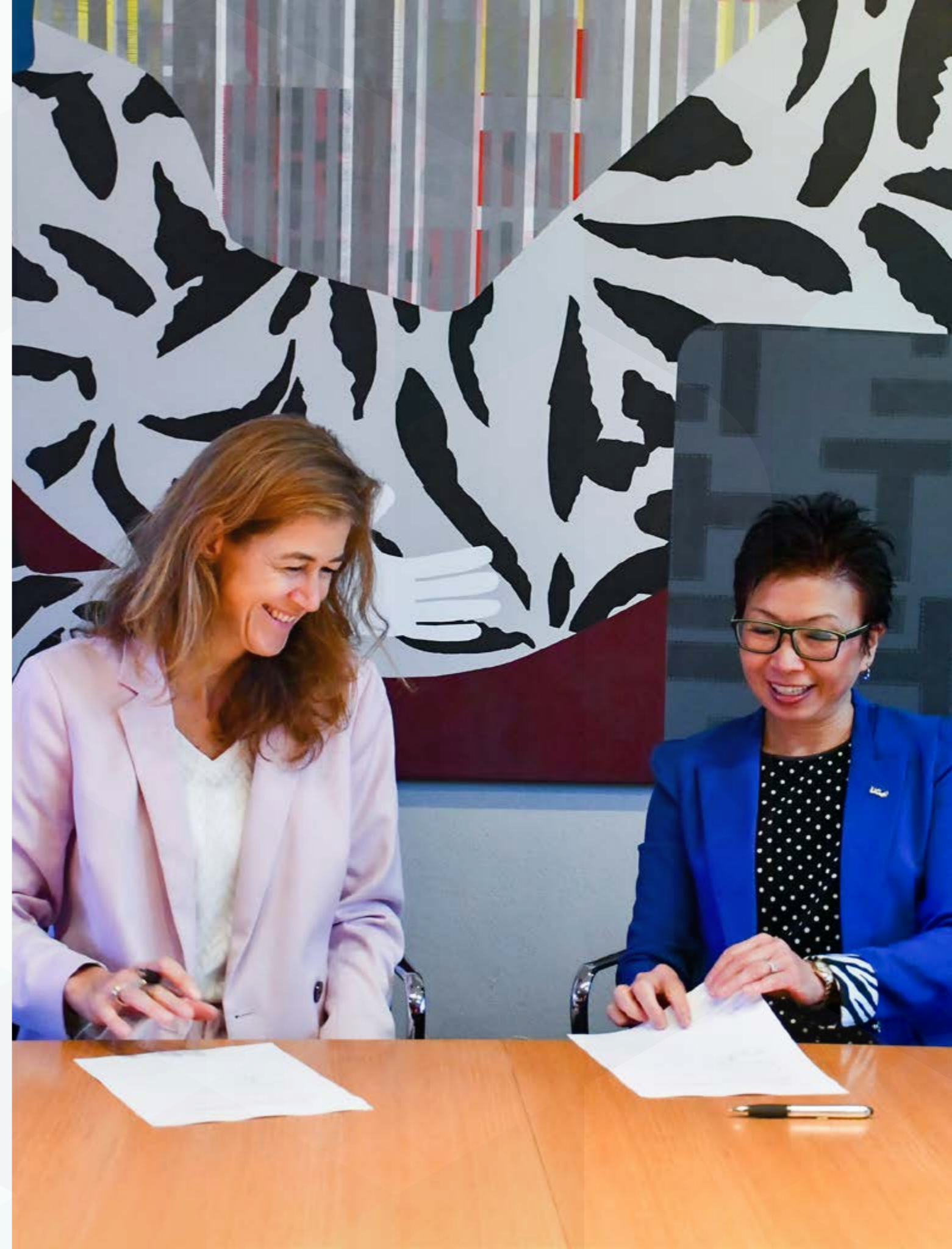
The University of California, Los Angeles (UCLA) and EUR are working towards a new visiting programme about inclusion, diversity, equity, and access. This programme offers students from diverse backgrounds - for example first-generation and/or traditionally underrepresented students - the opportunity to participate in lectures and workshops on inclusion, diversity, equity, and access abroad. The visiting programme is for students from UCLA as well as students from EUR, and will start in June 2025. The partnership follows a long running collaboration and knowledge exchange between UCLA and IDEA Center, which started with a focus on outreach programmes. Later on, the aim is to expand the programme further, to staff exchange, and cooperation in research on inclusion, diversity, equity, and access.

Strengthening the work on IDEA topics by joining forces with international partners

We are working together with European partners to share knowledge, strengthen connections, and learn from each other. UNIC - The European University of Post-Industrial Cities, initiated in 2020 - has evolved into an alliance comprising ten universities, spanning diverse geographical regions in Europe. The alliance is committed to providing physical and virtual opportunities

for staff, researchers, and students, while concurrently focusing on solving societal problems. We work together with UNIC on several (super)diversity topics. For example, in 2024, we as IDEA Center presented a training. This included a presentation on 'diversity sensitivity in the workplace and unconscious bias'. It was delivered to more than 130 attendees from the UNIC consortium.

IDEA-net is another EU-funded project running at IDEA Center, focusing on expanding the network of Inclusion, Diversity, Equity, and Access practitioners in higher education through institutional capacity building. We are the project coordinator for this consortium, which consists of the following partners: 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). With IDEA-net, we organised several webinars. This included a webinar on 'Higher Education's Road to Inclusion, Diversity, Equity, and Access in a Changing and Polarised World' presenting IDEA-net's compendium of good practices on IDEA topics for universities around the world.



Strengthening and engaging 2024

- 01 Reflection on 2024
- 02 IDEA Center's contributions
 - 2.1 Facilitating an inclusive educational environment
 - 2.2 Building an inclusive and engaged research institution
 - 2.3 Becoming an inclusive employer
 - 2.4 **Creating impact & engagement**
- 03 2025 and onwards
- 04 Facts & figures

Creating the board game Kansenbord (Board of Opportunities)

By working on Outreach, we learned a lot about the Dutch education system and important transition moments for children in their educational journey. This process can be a challenge for children, teachers, and parents. We decided to create a game to let people learn more about this, in a playful and low-threshold way. We developed the game Kansenbord (Board of Opportunities). The goal of this game is to give pupils insight into the Dutch education system and the choices they can make in their school career. Through this game, they get these insights in a playful and accessible way.

As a player, your journey begins in grade 8 of elementary school and continues until you arrive at a profession. Players make choices along the way, play mini games, collect diplomas, and pick up opportunity cards at important key moments, such as during profile- and study choices. Because Kansenbord can easily be played multiple times, it always offers new perspectives and insights.

One specific moment that really stuck with us was when the first pilots of playing the game started. It was very cool to see the ideas we worked on for months suddenly come to life. During several moments in the development process, pilots took place: with children, with teachers, and with our group of student ambassadors. The enthusiasm and curiosity we saw during these moments confirmed that we were on the right track. The development of the board game has been a dynamic and educational process that we look back on with pride. In 2025, we will work on distributing the game to relevant stakeholders.



Reaching out to schools and societal education related partners

At EUR, we take our responsibility in tackling society's challenges of today. Unequal educational opportunities, exacerbated by the Covid-19 pandemic, are one of these challenges. (Future) first generation students, students with a low socioeconomic position, and students with a non-European migration background have less opportunities regarding access to, success in, and progression from academic education. This is why we started with our outreach programmes. During the past years we have gained a lot of knowledge on how to run such a programme. We see it as our obligation to disseminate our findings and learnings on outreach and engagement as much as possible, through education, presentations, and interactive workshops.

For example, we gave a lecture on inequalities in higher education access at the minor Cross-Cultural Psychology at EUR and we presented our work at the Erasmus+ Diploma conference on Student Ambassadors (UK). In 2024 we have also been working on a manual, a step-by-step guide on university led outreach programme, to be expected in 2025. With all this, we hope to bring this topic a step further and encourage others to work on equal opportunities in higher education.

It is a really fun way to get to know more about the school system; I finally felt like the road is clear

Player of Kansenbord

Strengthening and engaging 2024

- 01 Reflection on 2024
- 02 IDEA Center's contributions
 - 2.1 Facilitating an inclusive educational environment
 - 2.2 Building an inclusive and engaged research institution
 - 2.3 Becoming an inclusive employer
 - 2.4 **Creating impact & engagement**
- 03 2025 and onwards
- 04 Facts & figures



Two Workplace Pride Awards for our university

We are part of Workplace Pride, the International Platform for LGBTQIA+ Inclusion at Work. This year, we won two awards at the Workplace Pride Impact Awards Gala. QuEUR, our network for LGBTQIA+ employees and allies working at EUR, won the Network Award. Annelien Bredenoord, President of our Executive Board, won the Role Model Award. With these awards, Workplace Pride celebrates organisations and individuals who play an important role in the LGBTQIA+ workplace movement.

Next to these two awards, we were nominated in two other categories as well. Katarina Putnik, Senior HR Policy Advisor Inclusion, Diversity, Equity, and Access, was nominated for the Ally Award. IDEA-net, an EU-funded unique partnership of several European universities and institutions, coordinated by IDEA Center, was nominated for the Game Changer Award.



Strengthening and engaging 2024

- 01 Reflection on 2024
- 02 IDEA Center's contributions
 - 2.1 Facilitating an inclusive educational environment
 - 2.2 Building an inclusive and engaged research institution
 - 2.3 Becoming an inclusive employer
 - 2.4 Creating impact & engagement
- 03 2025 and onwards**
- 04 Facts & figures

2025 and onwards

In 2025, IDEA Center will keep working on creating an inclusive, diverse, equitable, and accessible university, ultimately creating a more enjoyable organisation for all. The mission of IDEA Center is to defend, promote, and integrate principles of inclusion, diversity, equity, and accessibility in every facet of university life.

Through advocacy, outreach, inclusive education, responsible research, engaging collaboration, we strive to cultivate an academic and social environment where all individuals are valued and respected. We aim to create a vibrant community of belonging, where every member of our diverse campus enjoys equitable opportunities and a truly inclusive university experience.

We value and encourage critical opinions and constructive debates, fostering an environment where diverse perspectives contribute to our collective growth and understanding. Furthermore, we advocate for underrepresented groups and especially amplify voices that are less heard. IDEA Center is committed to actively and continuously engage with all members of EUR, ensuring that we are informed about all perspectives across our community. 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 realisation of an inclusive community.

Strengthening and engaging 2024

- 01 Reflection on 2024
- 02 IDEA Center's contributions
 - 2.1 Facilitating an inclusive educational environment
 - 2.2 Building an inclusive and engaged research institution
 - 2.3 Becoming an inclusive employer
 - 2.4 Creating impact & engagement
- 03 **2025 and onwards**
- 04 Facts & figures

Our proactive approach involves offering policy advice, as well as implementing activities and interventions aimed at creating an inclusive university for all. Working on this is a collective effort that requires ongoing engagement from all of us.

Strategy EUR 2025-2030

EUR is working on the strategy for 2025-2030. As we, as a university are moving more and more towards an engaged and inclusive university, our role as IDEA Center is of utmost importance. Prof. Jane Murray Cramm, our Chief Diversity Officer, is on the steering committee for EUR's strategy 2025-2030, and in that position, we are collaborating on a strategy that ensures we will be able to become an engaged and inclusive university.

One of the pillars in the new strategy we are contributing to, is the pillar on Culture and Leadership. We will share and use our expertise, experience, and knowledge on inclusion, diversity, equity, and access to really be able to create change. Regarding inclusive leadership, inclusive culture, and inclusive HR, we will focus on 'changing the individuals', examining and presenting ways in which leaders can use their position to amplify positive aspects and mitigate negative ones.



Together we can!

Together with all of you, we keep striving for and working towards an inclusive university where everyone feels welcome, seen, and respected. We hope to see you often in 2025, at events, meetings, or just for a chat. You can find us in Erasmus Building, room AB-47, or contact us at ideacenter@eur.nl.

Strengthening and engaging 2024

- 01 Reflection on 2024
- 02 IDEA Center's contributions
 - 2.1 Facilitating an inclusive educational environment
 - 2.2 Building an inclusive and engaged research institution
 - 2.3 Becoming an inclusive employer
 - 2.4 Creating impact & engagement
- 03 **2025 and onwards**
- 04 Facts & figures

More to come in 2025

2025 marks the first edition of the visiting programme with UCLA, inviting UCLA students to EUR, and giving EUR students the opportunity to visit UCLA, in the summer of 2025.

As part of the UNIC Centre for Teaching & Learning (CTL), we will collaborate with colleagues at UNIC to develop a workbook on inclusive education to serve as a practical guide for educators, administrators, and policymakers to implement inclusive practices in educational settings.

In 2025, we aim to continue our outreach efforts in schools, neighbourhoods, and at our campus. Together with the Marketing and Communications team of EUR and our partners in the city, we will explore new avenues for creating equal educational opportunities for all, and ways to secure the collaborations and interventions we created in previous years.

We will continue our strong collaboration with UNIC, with programming such as presenting more trainings on IDEA topics in 2025 and developing educational partnerships between EUR and other universities. For example, UNIC will host a summer school in Turkey at Koç University.

In 2025, we will proudly present the English version of our book *From DEI Goals to Reality – A Hands-On Guide to an Inclusive Workplace*, published at Routledge (Taylor & Francis Group).

2025 marks the final year of IDEA-net, the international project supported by EU funding, focusing on expanding the network of Inclusion, Diversity, Equity, and Access (IDEA) practitioners in higher education through institutional capacity building. In 2025, we will present two more capacity building sessions to the management board and staff of the University of Zadar (Croatia) and the University of Belgrade (Serbia). Furthermore, we will develop five more webinars on IDEA topics, taking into consideration the local context of our partner universities in Slovenia, Croatia and Serbia.

Strengthening and engaging 2024

- 01 Reflection on 2024
- 02 IDEA Center's contributions
 - 2.1 Facilitating an inclusive educational environment
 - 2.2 Building an inclusive and engaged research institution
 - 2.3 Becoming an inclusive employer
 - 2.4 Creating impact & engagement
- 03 **2025 and onwards**
- 04 Facts & figures

More to come in 2025

A goal for 2025 is launching and distributing the game Kansenbord (Board of Opportunities). With this game, we share the experiences we gained in the Dutch education system. We give pupils (and teachers and parents) insight into this system and the choices they can make in their school career. They get these insights in a playful and accessible way through the game.

Regarding soft-landing, we are hosting workshops on IDEA topics for faculty colleagues working on welcoming activities for new students, to inspire colleagues to design more inclusive (welcoming) activities. We are facilitating faculty colleagues to join the European First Year Experience Conference in 2025. Furthermore, we will keep working with EurekaWeek Management on welcoming new students in an inclusive way during their introduction week.

IDEA Center will continue to make sure students voices are heard at events, sessions and round tables, and in a more structural way such as at panels and through student representatives from faculties.

In collaboration with Erasmus School of Health Policy and Management (ESHPM), we will develop a new course titled Inclusive Engagement. This course is designed to equip students with essential skills for fostering meaningful connections and building inclusive communities. It focuses on developing key competencies often referred to as global competence or world citizenship skills, including empathy, deep listening, and intercultural communication. The primary aim of the course is to prepare students to engage thoughtfully and effectively with diverse perspectives, creating opportunities for connection and collaboration in both personal and professional settings.

We will present a step-by-step guide for university outreach programmes based on our knowledge and experiences gained the past few years in the strategic programme on Academic Outreach.

To gather reliable insights into diversity within an organisation, we need to do research. However, collecting diversity data can be quite complicated because of privacy regulations on processing special categories of personal data. The advice committee on Diverse and Inclusive Higher Education and Research (DIHOO) has asked EUR's Data Protection Officer Marlon Domingus to lead a working group on this topic, in which our IDEA Center researchers participate. The goal of this working group is to publish a guide on how to navigate privacy guidelines and do diversity research in a lawful and meaningful way. This guide will be published in 2025.

**Strengthening
and engaging
2024**

01 Reflection on 2024

02 IDEA Center's
contributions

2.1 Facilitating an
inclusive educational
environment

2.2 Building an inclusive
and engaged research
institution

2.3 Becoming an
inclusive employer

2.4 Creating impact &
engagement

03 2025 and onwards

04 Facts & figures

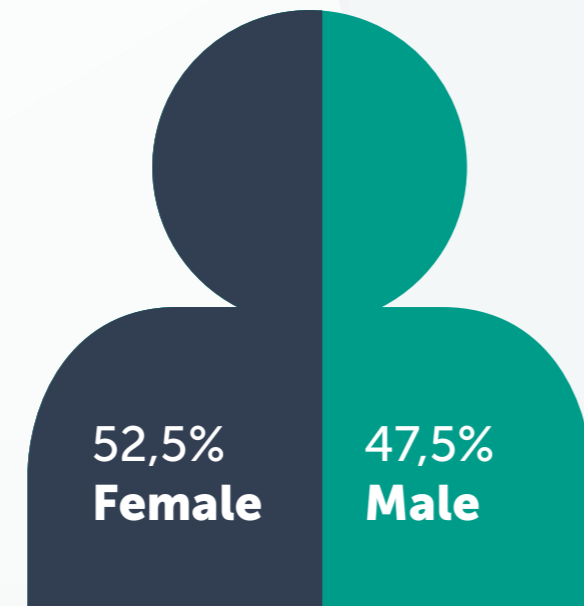
Facts & figures



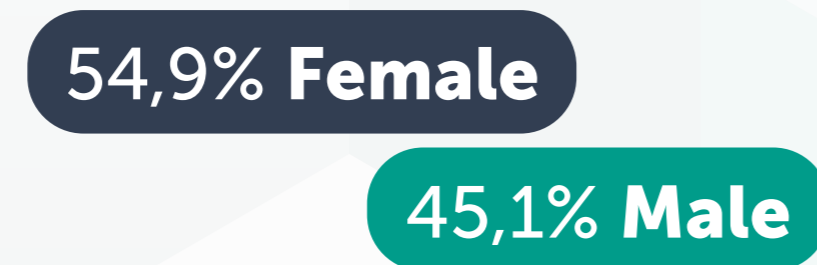
Student Data

33.328 students

Ratio sex bachelor students

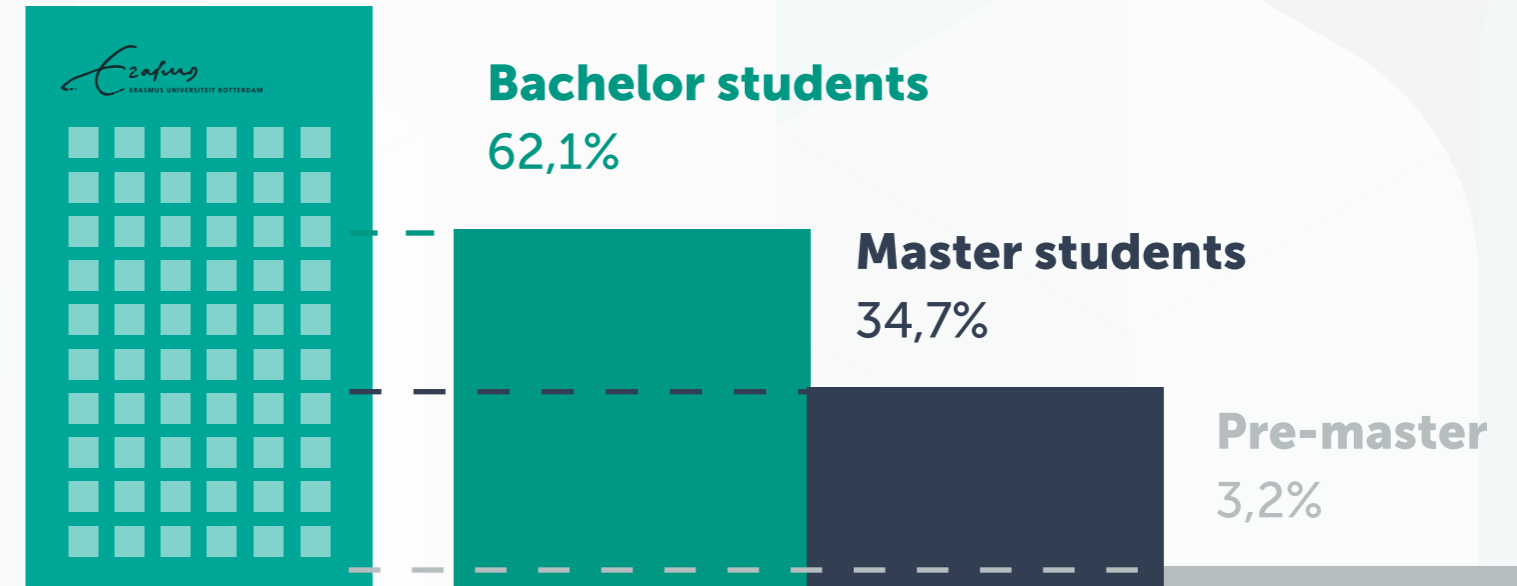


Ratio sex master students

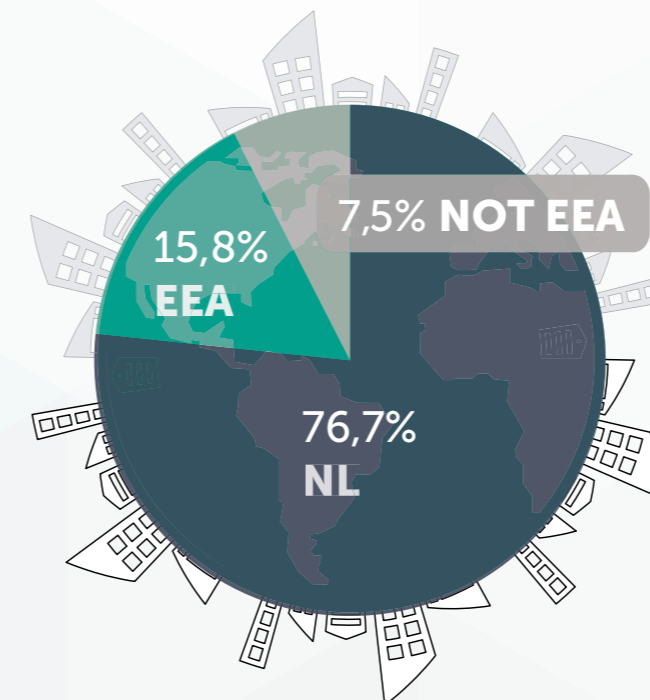


These data have been retrieved from the Education Monitor on December 10th, 2024 (using the reference date of October 10th, 2024, as is usual practice within EUR). The number of students reflect the actual number of students enrolled at EUR. The figures are based on the number of enrolments. A student can be enrolled in more than one programme.
EEA = European Economic Area

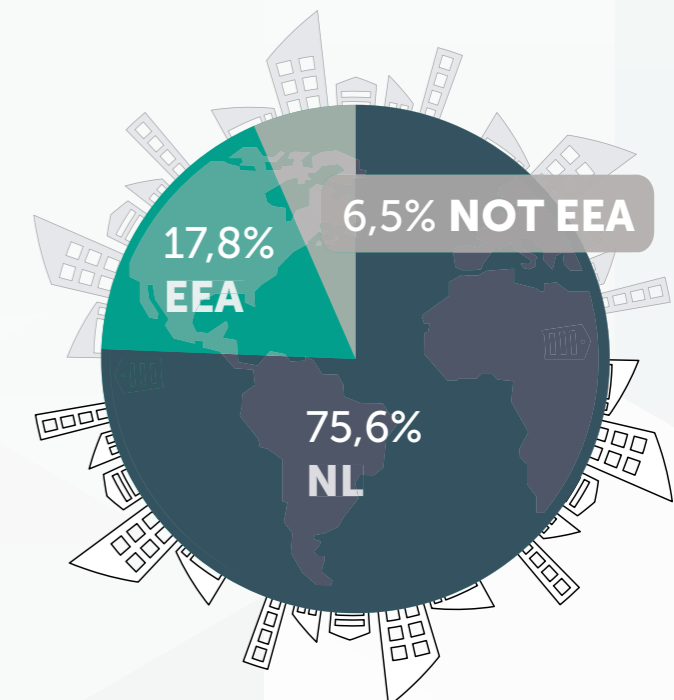
Ratio bachelor/master/pre-master



Ratio nationality bachelor students



Ratio nationality master students



Strengthening and engaging 2024

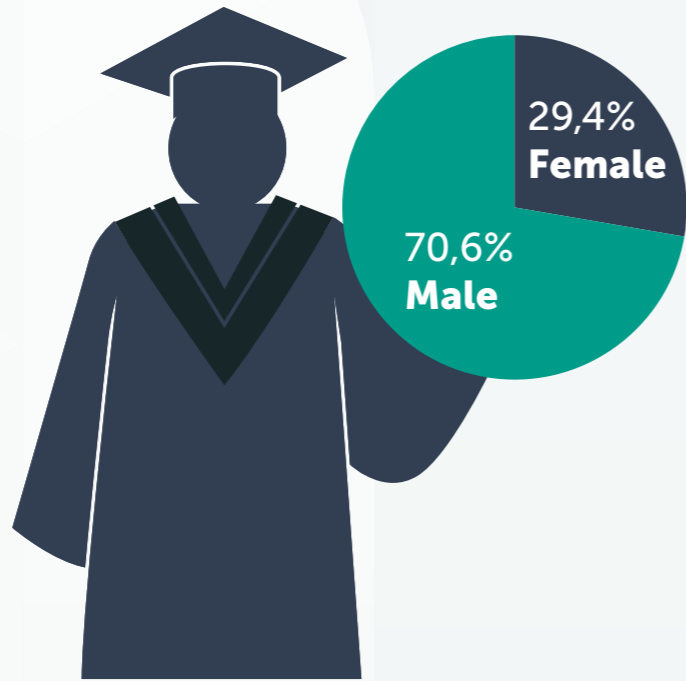
- 01 Reflection on 2024
- 02 IDEA Center's contributions
 - 2.1 Facilitating an inclusive educational environment
 - 2.2 Building an inclusive and engaged research institution
 - 2.3 Becoming an inclusive employer
 - 2.4 Creating impact & engagement
- 03 2025 and onwards
- 04 **Facts & figures**

- 01 Reflection on 2024
- 02 IDEA Center's contributions
- 2.1 Facilitating an inclusive educational environment
- 2.2 Building an inclusive and engaged research institution
- 2.3 Becoming an inclusive employer
- 2.4 Creating impact & engagement
- 03 2025 and onwards
- 04 **Facts & figures**

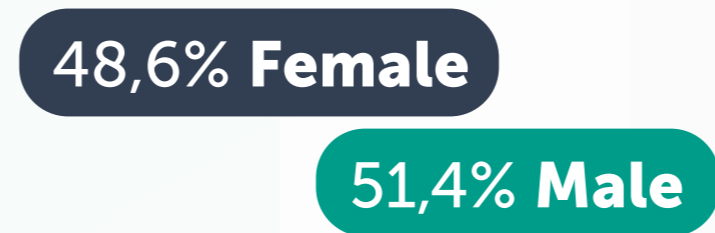
HR Data

FTE for academic staff (excl. PhD students) by sex, age, nationality
Total: 4.108 employees; academic + professional services staff

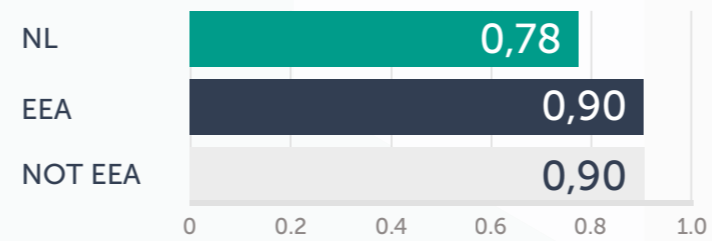
Ratio sex full professors



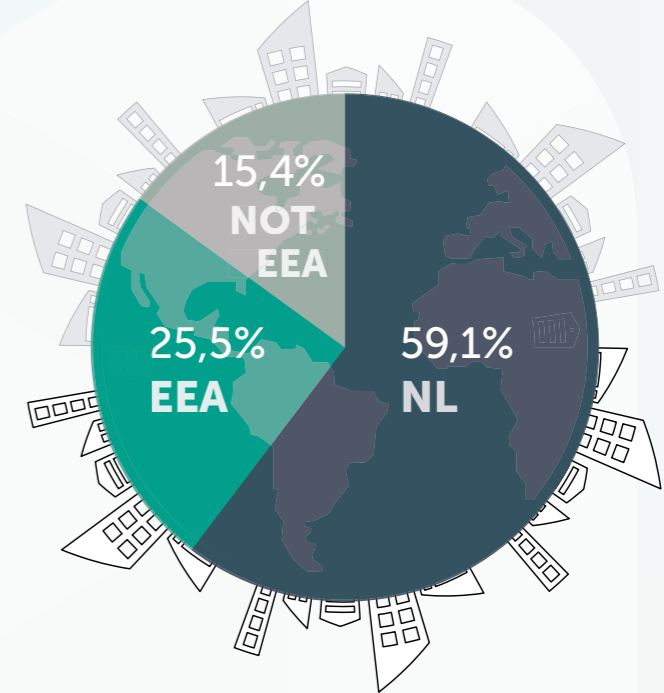
Ratio sex academic staff



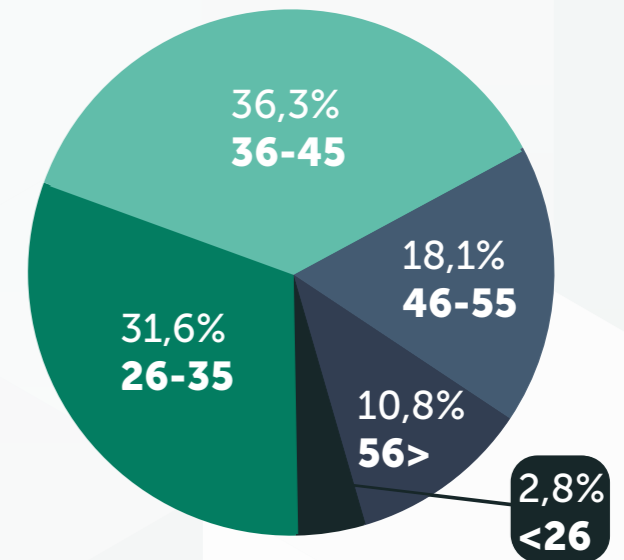
Average FTE by nationality



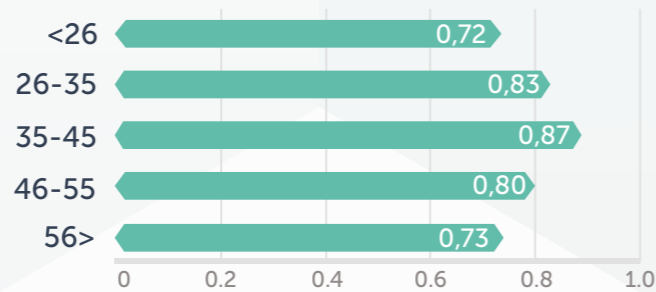
Ratio nationality



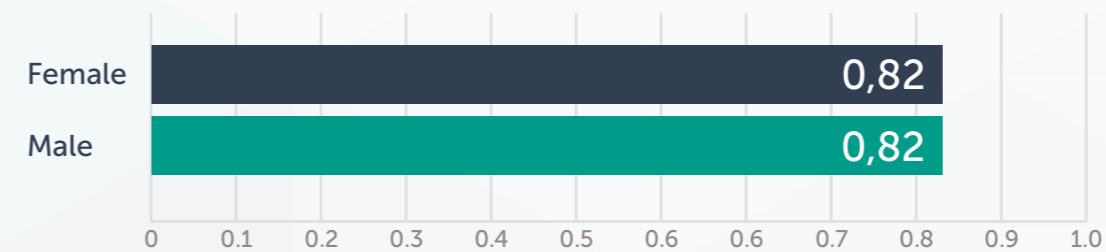
Ratio age categories



Average FTE by age category



Average FTE by sex

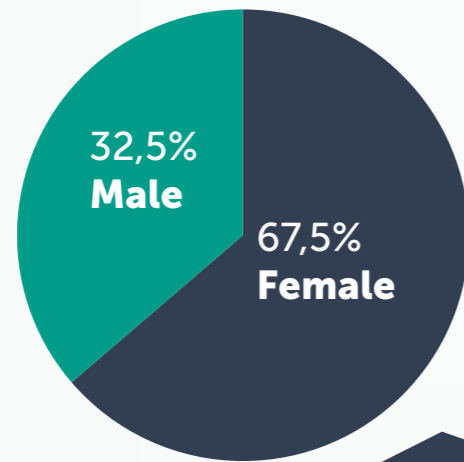


These data have been retrieved from Human Resources on January 3rd, 2024 (using the reference date of December 31st, 2024). Sex is only recorded as binary, which means we cannot portray gender in its broader capacity. Groups smaller than 10 are excluded to ensure privacy.

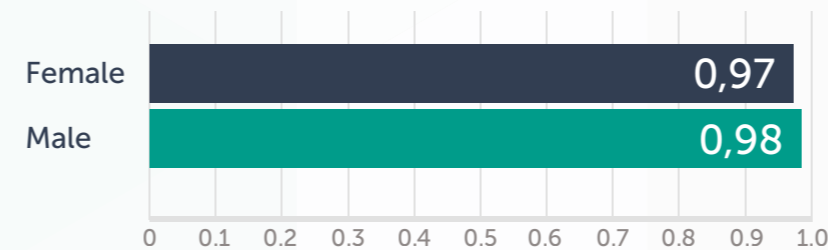
HR Data

FTE of PhD students by sex, age, nationality

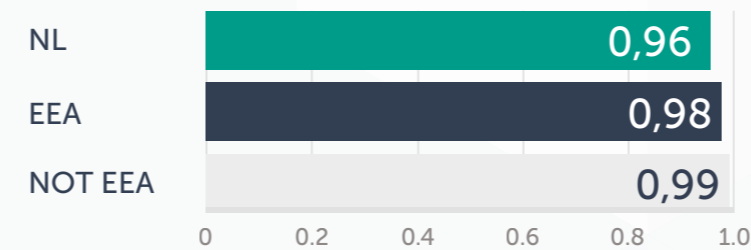
Ratio sex



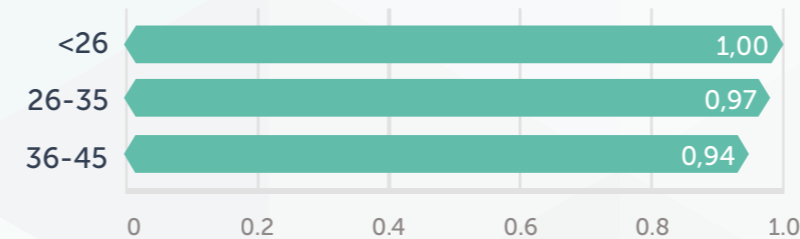
Average FTE by sex



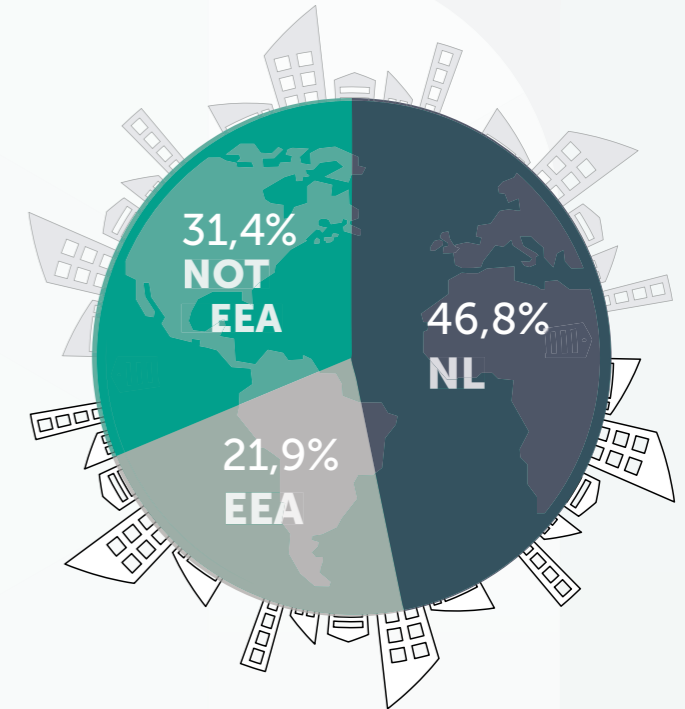
Average FTE by nationality



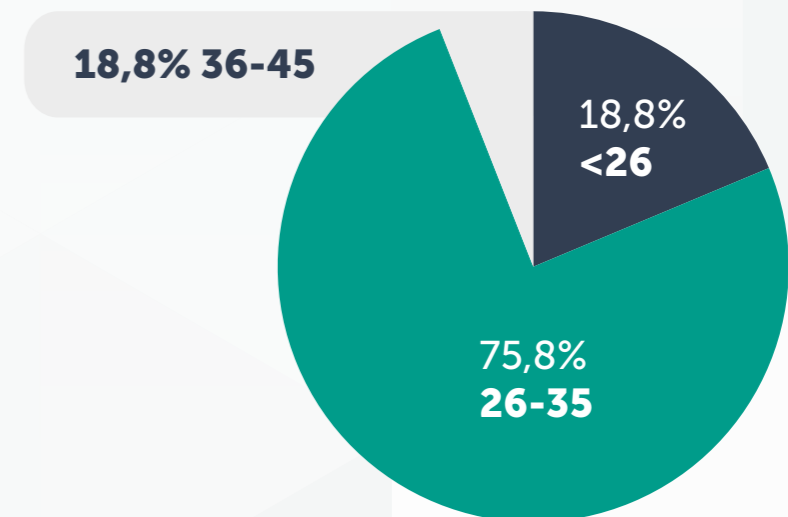
Average FTE by age category



Ratio nationality



Ratio age categories



Strengthening and engaging 2024

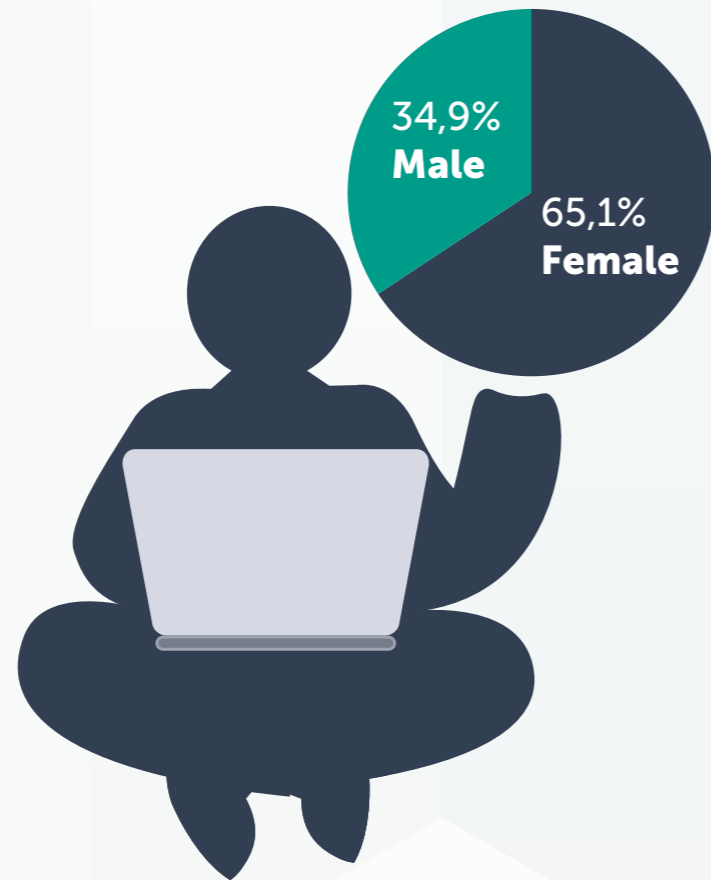
- 01 Reflection on 2024
- 02 IDEA Center's contributions
 - 2.1 Facilitating an inclusive educational environment
 - 2.2 Building an inclusive and engaged research institution
 - 2.3 Becoming an inclusive employer
 - 2.4 Creating impact & engagement
- 03 2025 and onwards
- 04 **Facts & figures**

- 01 Reflection on 2024
- 02 IDEA Center's contributions
 - 2.1 Facilitating an inclusive educational environment
 - 2.2 Building an inclusive and engaged research institution
 - 2.3 Becoming an inclusive employer
 - 2.4 Creating impact & engagement
- 03 2025 and onwards
- 04 **Facts & figures**

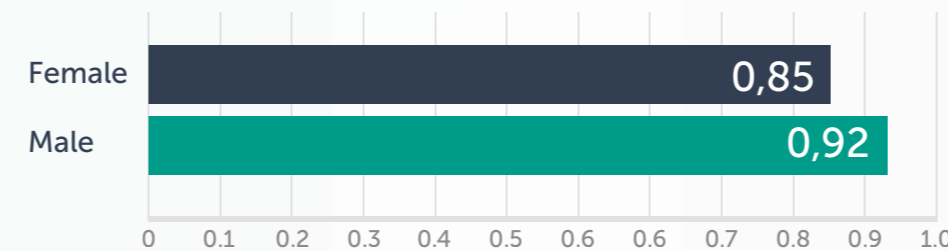
HR Data

FTE of professional services staff by sex, age, nationality

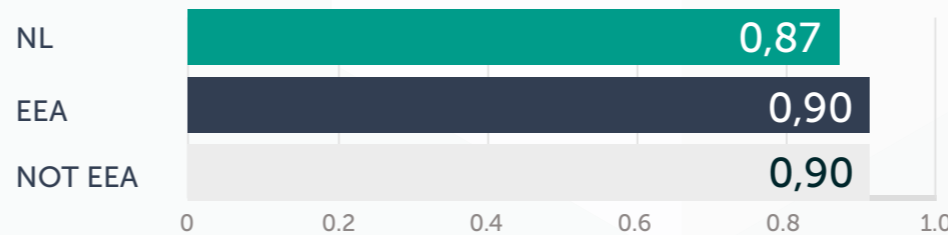
Ratio sex



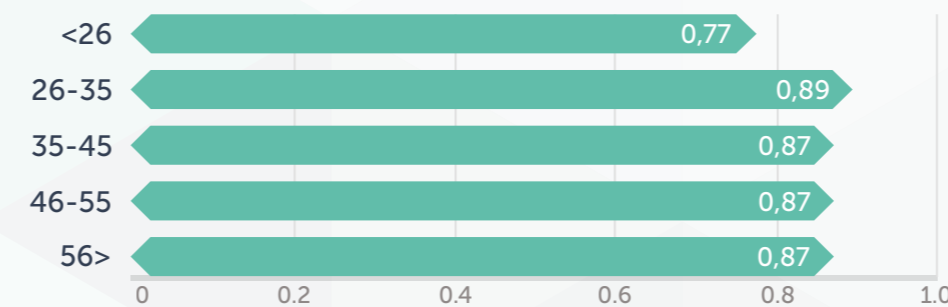
Average FTE by sex



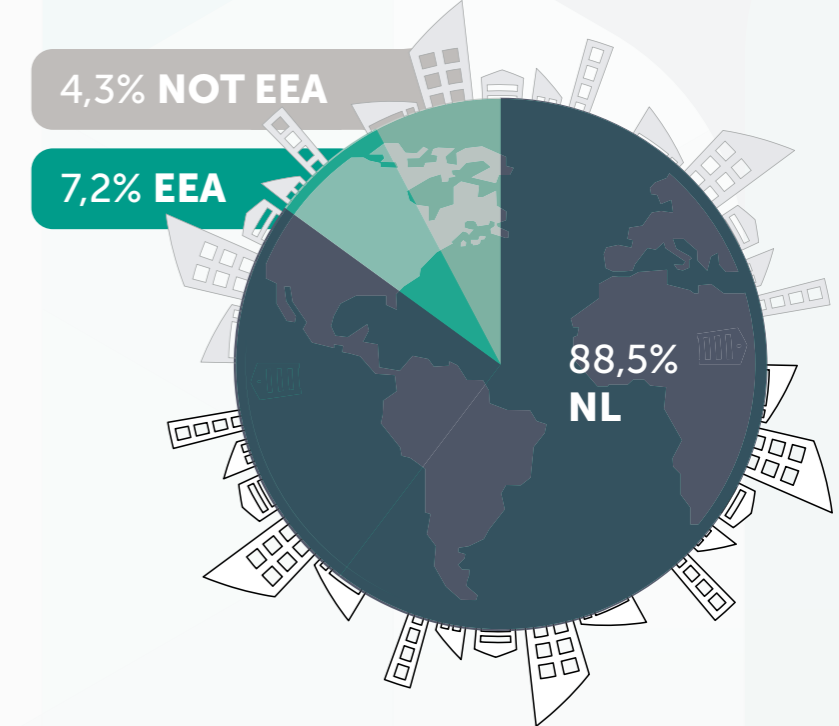
Average FTE by nationality



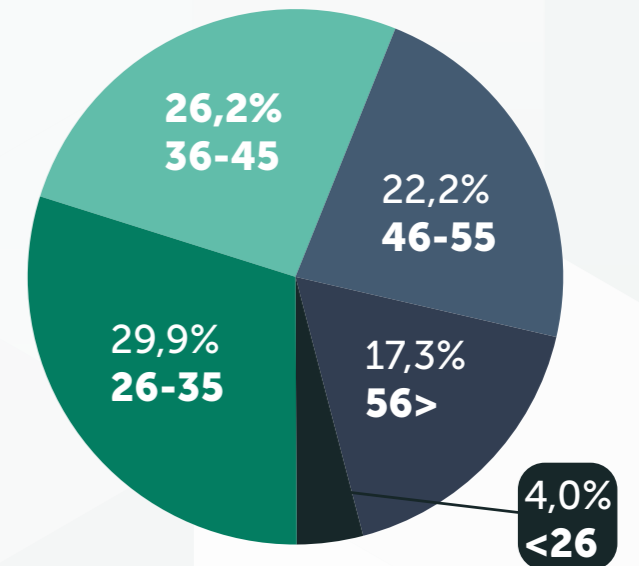
Average FTE by age category



Ratio nationality



Ratio age categories



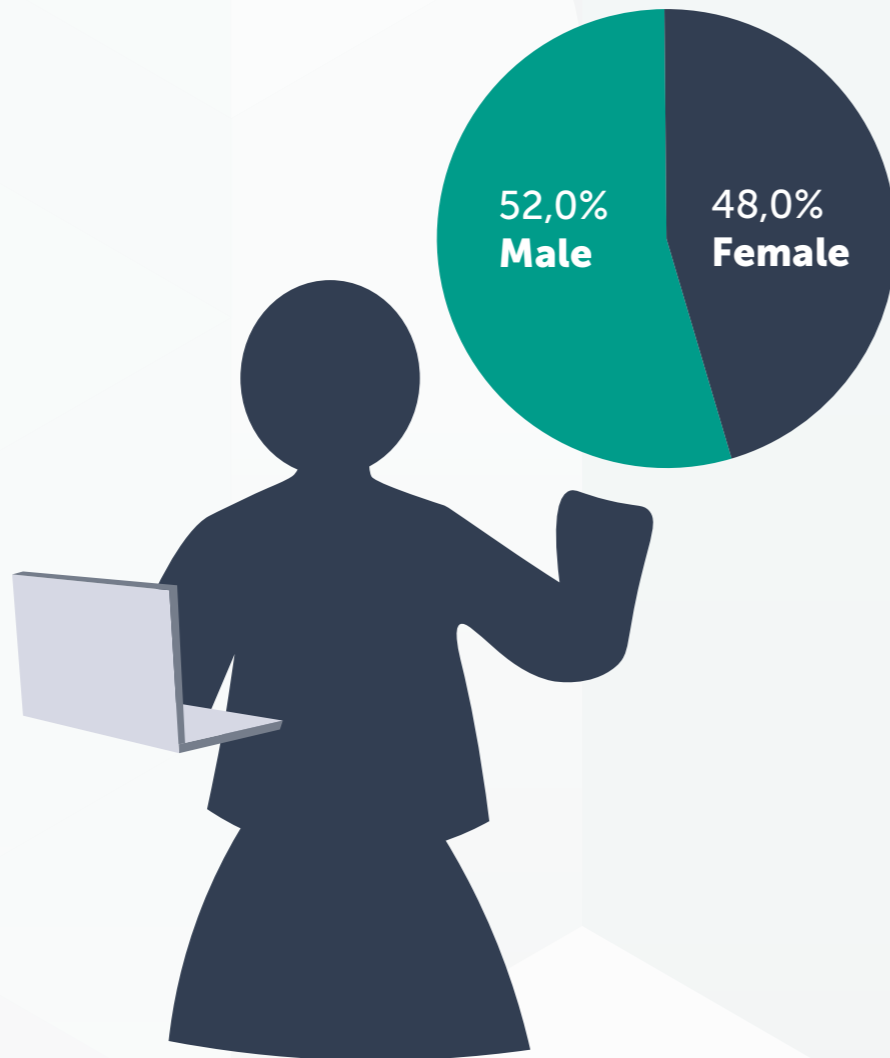
**Strengthening
and engaging
2024**

- 01 Reflection on 2024
- 02 IDEA Center's contributions
 - 2.1 Facilitating an inclusive educational environment
 - 2.2 Building an inclusive and engaged research institution
 - 2.3 Becoming an inclusive employer
 - 2.4 Creating impact & engagement
- 03 2025 and onwards
- 04 **Facts & figures**

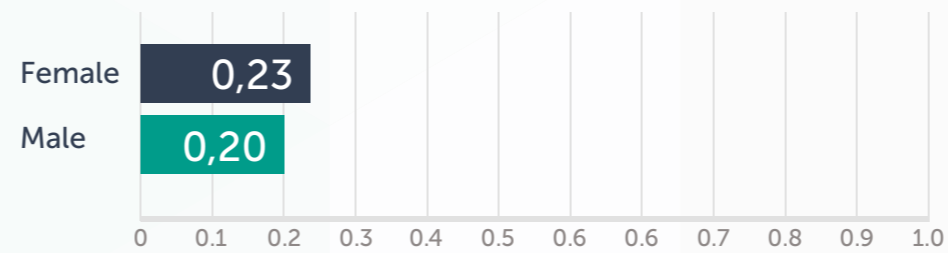
HR Data

FTE of student assistants by sex, age, nationality

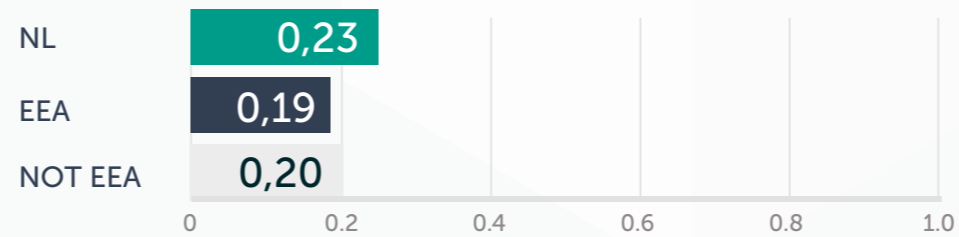
Ratio sex



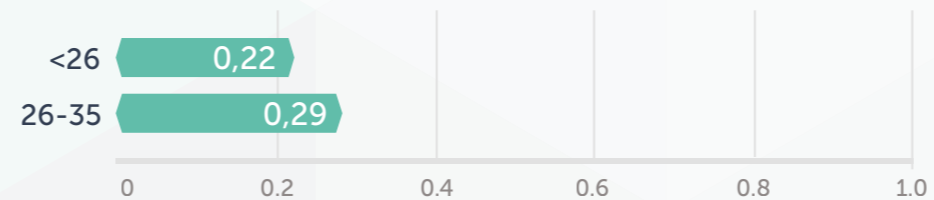
Average FTE by sex



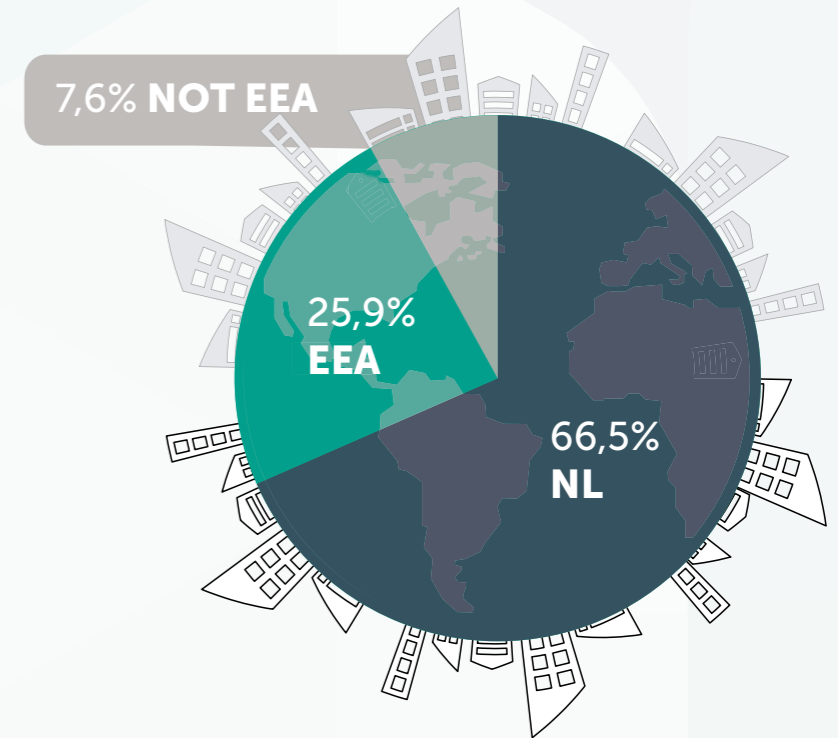
Average FTE by nationality



Average FTE by age category



Ratio nationality



Ratio age categories

