

*Erasmus*

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AN ERASMIAN  
APPROACH TO  
INCLUSIVE  
EDUCATION

December 2020

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## Table of Contents

<b>Table of Contents</b> .....	<b>2</b>
<b>1. Context and Rationale</b> .....	<b>3</b>
<b>1.1 Proposal Objectives in relation to Erasmian values and establish EUR practices</b> .....	<b>4</b>
1.1.1 Increase individual inclusive awareness, attitudes and behaviours.....	4
1.1.2 Build Inclusive learning communities.....	5
1.1.3 Create and maintain an inclusive curriculum and pedagogic practices.....	6
<b>1.2 Key Areas of Intervention</b> .....	<b>7</b>
1.2.1 Teacher Professionalisation .....	7
1.2.2 Impact Driven Education .....	7
<b>1.3 Key Stakeholders</b> .....	<b>7</b>
<b>1.4 Monitoring</b> .....	<b>8</b>
<b>2. Teacher Professionalisation</b> .....	<b>9</b>
<b>2.1 More Consideration for Inclusive teaching practices In the University Teaching Qualification UTQ</b> .....	<b>9</b>
<b>2.2 SUTQ: Senior University Teaching Qualification</b> .....	<b>10</b>
<b>2.3 Inclusion and Diversity Micro-Labs and a Macro-lab</b> .....	<b>10</b>
<b>2.4 Other teacher trainings</b> .....	<b>12</b>
<b>2.5 Biannual Best Practice Sharing Workshops at CLI in collaboration with the D&amp;I office</b> ...	<b>12</b>
<b>2.6 Diversifying course literature toolbox from the library</b> .....	<b>12</b>
<b>3. Inclusive Education Pathway: The first step in Impact Driven Education</b> .....	<b>13</b>
<b>3.1 Step one: Building inclusive learn community/ First day of Class or Student Introduction program</b> .....	<b>14</b>
<b>3.2 Step two: Increase individual inclusive awareness, attitudes and behaviours</b> .....	<b>14</b>
3.2.1 Connective Communication .....	14
3.2.2 Self-knowledge building .....	15
3.2.3 Social Identity in a disciplinary context .....	15
<b>4. Monitoring and Evaluation</b> .....	<b>16</b>
<b>4.1 D&amp;I Monitor</b> .....	<b>16</b>
<b>4.2 Midterm Education program Accreditation (Tussentijdse opleidingsevaluatie ToE)</b> .....	<b>16</b>
<b>5. Appendix</b> .....	<b>17</b>
<b>5.1 Appendix 1.: Teacher Training and Quality Controls</b> .....	<b>17</b>
<b>5.2 Appendix 2: Inclusive Education: The first step in Impact Driven Education</b> .....	<b>18</b>
<b>5.3 Appendix 3: External (to the D&amp;I office) Feedback</b> .....	<b>19</b>

## 1. Context and Rationale

This proposal for inclusive education is embedded in the EUR strategy 2024, "Creating positive social impact, The Erasmian way" wherein diversity and inclusion, social safety, student wellbeing, and future-oriented education are key issues.<sup>1</sup> It is also born out of a clear need to reform our educational practices so as to provide psychological safety and intellectual growth for all students. Inequalities within our student population have been laid bare by the corona crisis<sup>2</sup>. We have heard student outcries about structural racism at the EUR in the wake of the black lives matter protests<sup>3</sup>. There is a growing concern for student's psychological wellbeing<sup>4</sup>. Furthermore, we have increasing diversity within our student population<sup>5</sup>. These issues make Inclusive education a policy priority.

Inclusive education will contribute to our organizations global positioning. We have the ambition to be more engaged with the city of Rotterdam, a super diverse city<sup>6</sup>, through our academic outreach program, "connecting our future"<sup>7</sup> and the culture campus south<sup>8</sup>. At the same time, we are committed to international education<sup>9</sup> and are part of "the European University of post-industrial cities" (UNIC).<sup>10</sup> None of these plans can be truly successful without investment in inclusive education.

**Inclusive education** is an approach to education in which diverse students and teachers feel a high level of psychological safety because they feel they belong, that their voice is respected and that they can be successful regardless of visible or invisible aspects of diversity such as class, 'race', cultural background, gender, sexuality or functional limitations. We strive for an inclusive culture in all eight EUR faculties and in the 28 bachelor programmes and 106 master programmes.<sup>11</sup>

Strategy 2024 highlights the values that bind the EUR community together. These are exemplified in the concept of 'Being an Erasmian', this has five dimensions, namely: engaged with society, world citizen, connecting, entrepreneurial and open-minded.<sup>12</sup> These values are also central to our approach to diversity and Inclusion in EUR education. The strategic goal of creating safety within and between differences in a community united by these values is the very core of our understanding of inclusive education. A safe

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<sup>1</sup> Erasmus University Strategy 2024, Creating positive societal impact, the Erasmian way.

<sup>2</sup> Tibboel et al. (2020) Covid-19: Uitdagingen en handelingsperspectieven voor inclusieve universiteiten. <https://www.eur.nl/en/media/2020-05-20200515corona-discussie-punten-di-finale-versie>

<sup>3</sup> Erasmus School of Colour (2020) "Dear EUR, act(ion demanded)!. EM. <https://www.erasmusmagazine.nl/en/2020/06/12/dear-eur-action-demanded/>

<sup>4</sup> Hofland, T (2019). "Nieuwe 'huiskamer' en meldpunt voor studentenwelzijn" EM <https://www.erasmusmagazine.nl/2019/08/30/nieuwe-huiskamer-en-meldpunt-voor-studentenwelzijn/>

<sup>5</sup> Wekker, G et al. (2016). Let's do diversity, Report of the Diversity Commission University of Amsterdam. Diversity Commission, University of Amsterdam. (pg 5).

<sup>6</sup> Crul, M. R. J., Scholten, P., & van Laar, P. (Eds.) (2019). *Coming to Terms with Superdiversity: The case of Rotterdam*. (IMISCOE Research Series). Springer Open. <https://doi.org/10.1007/978-3-319-96041-8>

<sup>7</sup> "Tackling exclusion by connecting our future" 6/7/2020 <https://www.eur.nl/en/news/tackling-exclusion-connecting-our-future>

<sup>8</sup> "Launch of Rotterdam Culture Campus in 2020" 7/7/2020. <https://www.eur.nl/en/news/launch-rotterdam-culture-campus-2022>

<sup>9</sup> "Erasmus University Rotterdam, Advancing Internationalisation Policy Framework, 2021-2024". Draft : 28-9-20202

<sup>10</sup> "Eight European universities in post-industrial cities sign mission statement UNIC" 4/02/2020. <https://www.eur.nl/en/news/eight-european-universities-post-industrial-cities-sign-mission-statement-unic>

<sup>11</sup> Erasmus University Rotterdam Annual Report 2018

<sup>12</sup> Erasmus University Strategy 2024 (2019), pg 26-27.

space is one that discourages judgements based on identity or experience and where expressions of these are accepted and expressed without fear of punishment or pressure.

Creating a safe learning environment does not mean that we encourage students and teacher to skirt around politically and emotionally charged topics but instead that we provide the inclusive education tools necessary to have such discussion in a respectful and compassionate setting that maintains connection across difference. The safe learning environment we want to create at EUR is a “brave space” which encourage dialogue that might be uncomfortable because everyone will be asked to do the work of participating respectfully and coming to new understandings.

## 1.1 Proposal Objectives in relation to Erasmian values and establish EUR practices

This proposal has three main objectives. These objectives were formulated through reflection on Erasmian values; discussion with staff and students at the EUR about inclusive learning needs and establish best practices; literature review; and observations made of inclusive education practices at other Universities in the Netherlands and abroad. These objectives, and the tools we will propose to meet them, are all grounded in existing practices at EUR that we will expand upon and consolidate.

### 1.1.1 Increase individual inclusive awareness, attitudes and behaviours.

Our first objective will be met through the promotion and support of connecting communication training and critical self-reflection activities. Here we focus on the Erasmian values of “connecting” and “open-minded”: building bridges through communication in the spirit of freedom and tolerance.<sup>13</sup> This is also the first step necessary to being “engaged with society” because it provides the tools required to interact with diverse individuals and groups.

**Critical self-reflection** The word critical can often be associated with judgement, but here the term critical refers to the power to discern oneself from others through personal and professional reflection on strengths, weaknesses, talents and goals and through knowledge about social identity factors that influence the lives of individuals and groups through the lens of intersectionality. Intersectionality is a term used to express the ways different aspects of identity such as ‘race’, class, gender, sexuality, physical ability and legal status interact to define a person’s place in social space.<sup>14</sup>

Critical self-reflection is vital to inclusive learning because it lays the groundwork for self-esteem and self-knowledge needed to create meaningful and safe relationships with those very different from ourselves.<sup>15</sup>

Many programs within EUR are currently developing training modules aimed at increasing student’s personal and professional development, also referred to as *soft skills, lifelong*

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<sup>13</sup> EUR Strategy, 2024, pg 26-27.

<sup>14</sup> Crenshaw, K. (2018). Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics (1989). In *Feminist legal theory* (pp. 57-80). Routledge.

<sup>15</sup> Bregman, R. (2019) *De Meeste Mensen Deugen, Een Nieuwe geschiedenis van de mens*. Pg 433

*learning skills or personal leadership skills*. CLI is involved in several of these projects, for example through CLI Fellowships (e.g. Marisela Martina Claros [EUC], Aleid Fokkema [ESHCC]). Other faculties (e.g. ESE, ErasmusMC) are working on similar projects independently. The CLI has established Learning community for personal and professional development lead by Dr. Marieke Meeuwisse in which the D&I project lead for students and education will participate.

**Connecting Communication** is a communication strategy that gives space for critical self-reflection on one's own emotional, intellectual and social position and needs within a given relationship or set of relationships while cultivating respectful and empathetic interactions. The EURs connecting communication strategy will be designed through collaboration with i. The Community for Learning and Innovation (CLI) fellowship in Intercultural Communication developed by Dr. Jeroen Hofhuis, assistant professor at ESHCC and ii. EUR Nonviolent communication (NVC) trainer Jolanda Bloom, communication advisor at ESL.

- i) Many faculties at the EUR have expressed interest in *Intercultural Communication* because they see it as one of the essential skills that students should acquire, in order to live and work successfully in a culturally diverse society. As such, there is a high demand for a short training module on this topic, that is specifically designed to provide basic skills to EUR students. In cooperation with CLI and RISBO, Dr. Jeroen Hofhuis aims to develop such a module for students which can easily be implemented in different programs.
- ii) NVC is a communication strategy attributed to the work of psychologist, Marshall B. Rosenberg (2015).<sup>16</sup> It is a process that enables people to develop their ability to become aware of what lies behind and beneath words and behaviour. This method has the potential to increase inclusion in diverse settings like the EUR because it promotes emotional intelligence, self-knowledge and empathetic connection to others. This form of communication thus lays the groundwork for productive conversations about uncomfortable topics such as racial and gender discrimination. This method has been employed successfully at EUR over the last several years, with practitioners being invited to support teams at Erasmus MC and in-house practitioners also training their colleagues in events such as Share Your Knowledge.

### 1.1.2 Build Inclusive learning communities.

The EUR's commitment to being open-minded means that "we encourage our community to take part in the academic debate on the basis of their own strengths, talents and background".<sup>17</sup> This goal will be met by establishing practices within classrooms, study programs and the EUR more broadly, which helps diverse students and faculty to feel they

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<sup>16</sup> Rosenberg, M. (2003). *Life-Enriching Education Nonviolent Communication Helps Schools Improve Performance, Reduce Conflict, and Enhance Relationships*. Encinitas, CA. PuddleDancer Press.

<sup>17</sup> EUR Strategy 2024, pg 26-27

belong to the group and will be supported to meet their individual needs.<sup>18</sup> Sense of belonging is key to inclusive learning.<sup>19</sup> It also promotes the success and retention of students, even in online programs.<sup>20</sup>

Student introduction programs and attention to community building on the first day of classes which include: i. clear information about the program and organization; ii, experience sharing by senior students; iii. ice breakers are important aspects of community building. Several programs including EUC, EMC, ISS and IBCom have developed such programs.

### 1.1.3 Create and maintain an inclusive curriculum and pedagogic practices.

Contextualising knowledge speaks to the values of “connecting” and entrepreneurial; we connect across disciplinary, cultural and societal context in ways that are ‘unafraid to stray from the beaten path..’.<sup>21</sup> Moreover, it speaks to our commitment to being open-minded: “as a community, we embrace a wide-ranging perspective on societal, political and ethical dilemmas”.<sup>22</sup>

Concretely this refers to the effort to teach critical thinking skills in which students learn to reflect on the social, cultural and disciplinary context in which knowledge is created. It also involves the expansion of the curriculum to include the voices of scholars from non-western backgrounds, and variety of perspectives from different racial/ethnic/gender/sexual orientations and diverse case studies/’ wicked-problems’. Inclusive education is only possible when we include diversity of thought into our curriculum and have the courage to question established forms of knowledge. Contextualising knowledge also involves re-examining testing and evaluation with the consideration of equity. Teaching staff at ISS and ESHCC among others are actively exploring ways they can contextualise and diversify their curriculum and pedagogic practices. Efforts to make EUR education more international have also established reflection on language usage, diversifying literature and case studies.

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<sup>18</sup> McMillan, D.W., and Chavis, D.M. (1986). Sense of Community: A Definition and Theory. *Journal of Community Psychology*, 14, pp. 6-23.

<sup>19</sup> See I Belong project from Marieke Meeuwisse, Rick Wolff, Guus Smeets, and Lidia Arends: <https://ibelong.eu/partners/erasmus-university/>

<sup>20</sup> Thomas, L et al. (2014).” A sense of belonging to enhance participation, success and retention in online programs”. *The International Journal of the First Year in Higher Education*. 5(2), pp 69-80.

<sup>21</sup> EUR Strategy, 2024, pg 26-27.

<sup>22</sup> EUR Strategy 2024, pg 27

## Erasmian Inclusive Education Goals

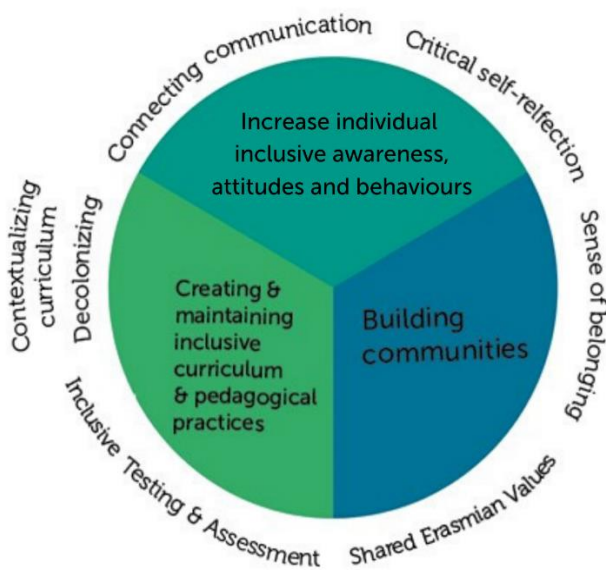


Figure 1. Erasmian Inclusive Education Goals

### 1.2 Key Areas of Intervention

We will pursue these goals within two key areas of intervention:

#### 1.2.1 Teacher Professionalisation

Our Interventions in teacher professionalisation will happen through established programs including the University Teaching Qualification (UTQ); tutor training; and micro-labs provided by RISBO at the centre for learning Innovation (CLI).

#### 1.2.2 Impact Driven Education

Interventions in Educational programs will be grounded within the strategic projects "Impact at the Core" through Learning Innovator teams, which will help to establish Impact driven education at the EUR. Interventions will also be informed by the work of the CLI Learning community for personal and professional development.

Erasmian inclusive education will thus be put forward through informing, supporting, upscaling and evaluating existing programs and initiatives.

### 1.3 Key Stakeholders

The **key stakeholders** needed to implement and monitoring this policy will be: The Diversity and Inclusion office/ project lead for students and education and project lead for

Monitoring and Research; D&I post doc; The Centre for Learning Innovation (CLI); Learning Innovation teams; in the respective faculties; RISBO; The EUR strategy office; and in particular the Impact@the Core program; the EUR International office, UNIC<sup>23</sup>, The European University of post-industrial cities, faculty deans; directors of education, teachers and students.

This project will commence with a pilot in the ESHCC faculty as faculty are an important stakeholder in our efforts to establish best practices.

#### 1.4 Monitoring

This policy will be evaluated as part of the D&I monitor through both quantitative and qualitative research conducted by a post-doctoral researcher, using data and information already available supplemented by data specifically gathered for this research. Survey research will be used to monitor key KPIs such as student and teacher satisfaction and sense of belonging. Focus group research with teacher and student participants involved in the respective interventions will seek to determine the extent to which students and teachers exhibit inclusive behaviour and if/how their attitudes towards diverse others have developed. Furthermore, in these focus groups we will investigate the ways our interventions have impacted the key Erasmian values. We plan to also monitor the progress of Educational programs in implementing inclusive education via inclusive curriculum scans during internal midterm accreditation process conducted by the office of Academic Affairs. The Diversity and Inclusion office will lead evaluations/research into the respective Interventions and give an annual progress report the D&I steering committee.

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<sup>23</sup> The interventions will be informed by and shared with UNIC partners through the "Superdiversity Academy".- (Scholten et al. 2020 "The European University of Post-Industrial Cities (UNIC)". Erasmus+ Proposal, European Universities).



## 2. Teacher Professionalisation

Inclusive education begins with intellectual and moral leadership. Teachers play an important role in creating an inclusive space in the classroom and within respective educational programs. Our priority is thus to improve and strengthen teacher training and the evaluation of programmes in inclusive education together with our partners such as CLI; the library; Impact at the core; the Graduate school and the respective faculties. This will be accomplished through efforts to influence the content of the University teaching qualification (UTQ, see below); Senior teaching qualification (SUTQ, see below); supporting the design of a CLI micro-lab "connecting communication"; the bundling of inclusive teaching micro-labs into a macro-lab; support for the inclusion of inclusive teaching methods in other teacher training at the EUR and in teacher trainings gears to prepare teachers for impact-driven-education; a biannual best practice sharing workshop at CLI; and support for the development of a diversifying course literature training and toolbox provided by the library to teachers.

### 2.1 More Consideration for Inclusive teaching practices In the University Teaching Qualification UTQ

The BKO (basis kwalificatie onderwijs) or in English the UTQ (University teaching qualification) is a requirement for the professional advancement of teachers in Dutch Universities. At the Erasmus University, the BKO is organised by RISBO for all faculties except for EUC, EMC. Some programs use problem-based learning thus have additional mini tracks for its teachers in problem-based learning. The diversity and inclusion project lead for students and education has examined the online content of the UTQ in order to think together with RISBO about how to encourage teachers to provide inclusive education. Inclusive education considers the needs, talents and ambitions of diverse students.

In 2018/19 the UTQ was provided using blended learning and is now fully online. Digital resources -including short films- are available to teachers taking the course on canvas. There were also four live group sessions: kick-off; design of education, activities and assessment plan; assessment construction. The teachers were also observed by an educational consultant from RISBO during their teaching and received feedback. The UTQ assessment included a digital portfolio, which should demonstrate proof of competency in 1. Vision on teaching and learning; 2. Design of education 3. Delivery; 4. Assessment; 5. Evaluation and reflection and a final interview with an educational consultant and a colleague in the teacher's field.

While there is attention to inclusive education in the online course material and an assignment on the "prior knowledge" of students we at the D&I office think that attention to inclusive teaching could be included in all aspects of the BKO material online and assignments, we suggest this be done in the following ways:

1. The videos featuring students and teachers need to be more diverse and include perspectives from first-generation students and students with functional limitations.
2. The UTQ should include teaching inclusive models of assessment and evaluation. This aspect of inclusive teaching is now included in a micro-lab: 'How to make my course/module design more inclusive for a diverse group of

(international) students?'. The D&I office would like to see parts of this optional micro-lab in the mandatory UTQ training. Consideration of inclusion needs to be included not just in class interactions but also in the fundamental design of the course, including course materials and assessments.

3. The information provided on RISBO's website about the BKO/UTQ needs to be the same in both English and Dutch. As it now stands the Dutch page provides much more information than the English page and as such disadvantages our international colleagues.
4. Interviews used to replace videos with the former director of RISBO, and the former Rector Magnificus should include explicit reference to D&I and the EUR's strategic commitment to these principles in our education.

Our goal is to see these changes in the UTQ by that start of the 2021/2022 academic year.

## 2.2 SUTQ: Senior University Teaching Qualification

The senior university teaching qualification is a program provided by RISBO for teachers with at least five years of teaching experience and a UTQ. It is a requirement for promotion to a UDH position. In this trajectory, the focus is on innovation in one's own course. Candidates put together a digital portfolio in which they work out the innovated changes they wish to develop, and peer coach one another. There are several areas in which we would like to see attention for inclusive education within the SUTQ.

1. The information provided about the SUTQ needs to be the same in both English and Dutch. As it now stands the Dutch page provides much more information than the English page and as such disadvantages our international colleagues.
2. The SUTQ includes three teaching labs. Two of which are related to research and innovation in higher education. We would like to encourage RISBO to make the focus of one of these two labs on inclusive education and Erasmian values.
3. The SUTQ also includes a study trip to another university. We would like to encourage RISBO to include attention to diversity and inclusion policies at the selected university.
4. There are currently five objectives included in the SUTQ. We would like to see a 6<sup>th</sup> added: Contribute to a more inclusive learning environment for all students.
5. Effective interactive teaching sessions should include attention to inclusive education and particularly on connective communication and community building.

Our goal is to see these changes in the SUTQ by that start of the 2021/2022 academic year.

## 2.3 Inclusion and Diversity Micro-Labs and a Macro-lab

Micro-labs are short, online how-to modules about specific educational issues lasting two to four hours. These micro-labs are provided by RISBO in collaboration with CLI. Each Micro-lab has a clear goal and a clear result. After preparation in Canvas, there are live sessions in the Micro-lab. In this Micro-lab session, teachers start working on their own

educational material. This means that after the Micro-lab, you will have a concrete result for your own education.

The micro labs are trainings for EUR lectures developed by research and training institute RISBO and made possible by the Community for Learning & Innovation. As the name suggests, micro-labs are small scale and include only four to six lecturers to promote interaction.

There is currently one micro-lab on the topic of inclusive education: "How to create a culturally inclusive classroom" another is being designed currently and it is entitled: 'How to make my course/module design more inclusive for a diverse group of (international) students?'. The D&I office would like to work closely with RISBO in the (re)design of these micro labs so that they align clearly with our policy goals. We suggest that "How to create a culturally inclusive classroom" includes concrete training in critical self-reflection and community building. While "How to make my course/module design more inclusive a diverse group of (international students)" explicitly covers issues related to the contextualisation of knowledge including issues related to diversifying the curriculum and inclusive assessment and evaluation. The later of these two micro-labs will be up and running by January 2021.

Additionally, the D&I office plans to develop a micro-lab on "Connecting Communication in the Classroom" in which teachers are provided with a train the trainer workshop. Teachers who follow this micro-lab will then be qualified to use the Connective Communication frame with their students. The informal workgroup, "Connecting Communication at the EUR" chaired by Jolanda Bloem, has been asked to codesign this micro-lab with RISBO and in consultation with Dr. Joep Hofhuis after a pilot at the Institute of Social Studies (ISS) and Dr. Maja Nevadovic from the Anne Frank Stichting. This microlab should be up and running by January 2021.

Representatives of RISBO are also considering creating a "macro-lab" certificate, including all three inclusive teaching micro-labs. At a policy level, we can consider making such a certificate necessary for certain promotions/qualifications to hold certain positions.

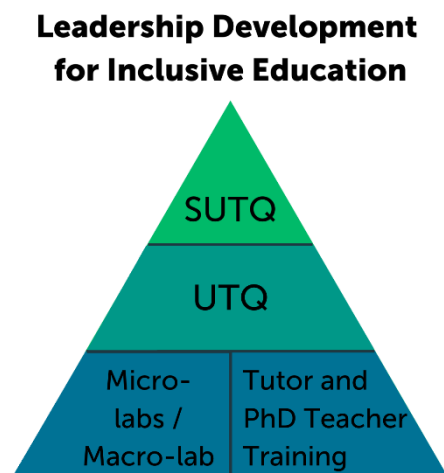


Figure 2. Leadership Development for Inclusive Education

## 2.4 Other teacher trainings

Our policy priority is now on adjusting UTQ, SUTQ and Micro-labs to include clear attention to inclusive education. However, we also plan to tweak shorter tutor and PhD teacher training so that all teachers at the EUR are aware of our policy goals and have tools to implement them in their classroom. We will also review and work with those faculties with their own UTQ programs (EMC and EUC) and tutor training at a faculty level.

The D&I project lead for education and students will participate in impact-driven education design session hosted by CLI and facilitated by Impact at the Core. During these design sessions teachers and learning innovation team members from diverse faculties will think together with us about how-to bring Impact driven education into our educational programs. Inclusive education will be a key part of these efforts.

## 2.5 Biannual Best Practice Sharing Workshops at CLI in collaboration with the D&I office

CLI and the D&I office will host biannual “Best Practice Sharing workshops” in which successful examples of Inclusive Education Practices at the EUR will be showcased in a plenary session and then discussed in smaller breakout sessions. The workshop will be followed by drinks to facilitate informal networks of lecturers and other staff concerned with inclusive education. The first best practice sharing workshop will be online on 28 September 2020.

## 2.6 Diversifying course literature toolbox from the library

The D&I office will support the library in efforts to develop a toolbox for teachers to expand their course literature using relevant search engines. Many teachers are resistant to diversifying their course literature because they simply don't know where to look for relevant sources from non-western, women, black or migrants or queer perspectives and authors.

The library will also provide a toolbox for diversifying the curriculum that will be provided on the D&I knowledge platform for Inclusive education and included in the micro-lab “How to make my course/module design more inclusive a diverse group of (international students)”. This should be realized by January 2021.

### 3. Inclusive Education Pathway: The first step in Impact Driven Education

The strategic programme Impact at the core is committed to promoting "Impact driven education" within the context of the EUR strategic goals and the Higher education Quality Agreements (HEQA) or in Dutch (HOKA) made between the Minister of Education, Culture and Science (OCW), the publicly funded universities of applied sciences represented in the Netherlands Association of Universities of Applied Sciences, the publicly funded research universities, represented in this matter by the Association of Universities in the Netherlands (VSNU), the Dutch Student Union (LSVb), and the Dutch National Students' Association (ISO).<sup>24</sup> The programme goals are to "connect our education more strongly with society, by integrating and strengthening impact-driven education in the core of our curricula".<sup>25</sup>

To meet this goal, inclusive education is required. As the Impact at the core proposal itself states: "This aim implies that we must work towards an open learning environment ..."<sup>26</sup>. This will be accomplished through three tracts: 1. Developing impact-driven education; 2. Supporting impact-driven education 3. Building a community for impact-driven education.<sup>27</sup> The diversity and inclusion office is explicitly mentioned as part of this community: "The diversity and inclusion office has knowledge on how to deal with diverse student populations and provide for an inclusive learning environment".<sup>28</sup> One expert group in this community of practices will be "Diversity and Inclusion", the D&I project lead for students and education will participate in this expert group.

As such, we will support this programme in "building faculty-specific strategies on impact-driven education" during the programme development phase 2020-2022.<sup>29</sup> Specifically, we hope to work together with facilities to answer the question of "How they can guide diverse student populations in working together and provide for an inclusive learning environment".<sup>30</sup>

This goal can be met through collaboration with the CLI learning community for personal and professional development under the academic leadership of Dr. Marieke Meeuwisse. In collaboration with experts this community will develop an overview of personal and professional skills development at the EUR and work to develop guidelines for all faculties on the skills all students should develop during their studies and how to integrate this into their curriculum.

Impact driven education require students to work together in interdisciplinary groups and with members of society at large<sup>31</sup>; this means that they will be required to both feel included in the EUR community and practice individual inclusive awareness, attitudes and behaviours. We thus propose a series of interventions geared at onboarding students and providing them with inclusive skills training in preparation for their participation in impact-driven- education.

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<sup>24</sup> <https://www.government.nl/documents/publications/2018/04/09/sector-agreements-higher-education>

<sup>25</sup> Impact at the core, Project Plan 0.0-11-05-2020. pg 3

<sup>26</sup> *ibid.*

<sup>27</sup> *ibid*

<sup>28</sup> *Ibid*; pg 21

<sup>29</sup> *Ibid*, pg 16.

<sup>30</sup> *Ibid*, pg 16

<sup>31</sup> *Ibid*, pg 2

### 3.1 Step one: Building inclusive learn community/ First day of Class or Student Introduction program

The first day of university sets the tone for a student's study career. A safe classroom is a precondition to active participation and initiative by students. The first day of university can contribute to a sense of feeling at home. Faculties/studies are encouraged to organise activities that focus on sharing experiences, creating personal relatedness, and fostering a sense of belonging. The D&I project team for Education & Students will gather information from EUR's best practices, namely from the International Office, EUC, EMC (DISCO); ISS, and IBCoM to create a checklist/toolbox for faculties on organising an inclusive first day of class or a more extensive introduction program with elements that set the tone for an inclusive study environment. The document should be finished and spread to faculties before the start of the academic year 2021/2022 and shared on the D&I Inclusive education knowledge platform. Considering the move to more and more online education and online programs, the checklist will apply to both distance and on-campus education.

### 3.2 Step two: Increase individual inclusive awareness, attitudes and behaviours

#### 3.2.1 Connective Communication

In the first semester of their bachelor program all students should be introduced to connecting communication / intercultural communication as part of their personal and professional skills program. Dr. Hofhuis's CLI fellowship will develop trainings consisting of two workshops (3 hours each). The first workshop is aimed at increasing student's self-awareness and reflexivity regarding their own cultural background and their individual intercultural competences. The second workshop will provide a hands-on training to increase these competences, using interactive games, roleplaying, and/or practical exercises. The module and training materials will be based on recent scientific insights in intercultural competence and intercultural training effectiveness. The D&I project lead for students and education will also facilitate knowledge sharing between this project and projects promoting NVC.

This training can be integrated into the respective programs where the program directors see fit but should be in the first semester as connecting communication will be a core element of onboarding students in the EUR community and key to becoming an "Erasmian". The process of connecting communication should be revisited every block/semester in tutorials, especially those with group work involved.

Teachers who follow the micro-lab "Connective Communication in the Classroom" will be able to then guide students after their initial training in the use of connective communication. Online guides and resources will also be made available to teachers and students via the D&I knowledge platform for Inclusive Education. These materials will be available by the start of the 2021/2022 academic year.

### 3.2.2 Self-knowledge building

The EUR is committed to providing “future-oriented education” including a focus on “personal learnership, personal leadership” so that students can “build professional and academic competencies, and to lead and direct themselves and cooperate with others”.<sup>32</sup> Self-knowledge developed through reflective process (also those involved in connective communication) and various forms of psychological tests, goal setting activities can help students to discover their strengths and appreciate the strengths and challenges of others. Faculties will be encouraged, within the framework of the learning community for personal and professional development, to explore the most appropriate means to help their students develop self-knowledge within their curriculum.

The D&I office will provide an overview of best practices for creating student self-knowledge via the D&I knowledge platform for Inclusive education. This will be available by the start of the 2021/2022 academic year.

### 3.2.3 Social Identity in a disciplinary context

At the beginning of the second semester/ 3<sup>rd</sup> block of the first-year bachelors' program, all first-year students should be introduced to the concept of social identity and reflect upon visible and invisible identity markers including: 'race', class, gender, sexuality, age and functional impairment. Mandatory courses on identity and diversity can lead to resistance from first-year bachelor students.<sup>33</sup> It is therefore important that this course fits into the broader curriculum and disciplinary perspectives presented in the respective bachelor programs. Disciplinary teams will thus choose the definition of social identity they wish to use and consider what their disciplinary theory and research can tell us about social constructions of 'race', class, gender, sexuality, age and physical ability. The importance of this course is that all EUR students are stimulated to think about social inequality/exclusion/inclusion and learn to acknowledge and respect the social identity markers that shape diversity at the EUR. Social identity in disciplinary context models will be designed in collaboration between the D&I project lead for diversity and education, the respective faculty diversity officers, faculty learning innovation teams, and directors of education. We will begin developing such a course through a pilot at ESPhil. This can take the form of a new course or be included into existing courses depending on the program. Our aim will be to have the pilot courses in place at ESPhil by the start of the academic year 2022/2023.

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<sup>32</sup> EUR strategy pg 62

<sup>33</sup> Bal, E, E. Grassiani, K. Kirk. (2014) Neoliberal individualism in Dutch universities Teaching and learning anthropology in an insecure environment. *Learning and Teaching*, 7(3), 46-72.

## 4. Monitoring and Evaluation

The monitoring and evaluation of this project will take place via the D&I monitor and the midterm educational program accreditation (Tussentijdse opleidingsevaluatie ToE).

### 4.1 D&I Monitor

The D&I monitor explores different diversity dimensions at EUR, among staff (both academic and professional services) and students. The D&I project lead for Monitoring and Research is responsible for the D&I monitor and will work closely with a new D&I post-doc on data collection, analysis and reporting.

The D&I post-doc together with the project lead for education and students will conduct an annual survey research among students and staff to explore issue surrounding inclusive education. Using longitudinal data, we hope to be able to draw conclusion about the ways in which our interventions have impacted inclusive education practices and experiences.

The D&I post-doc together with the Project Lead for Education and Students will also conduct focus group research with teachers and students involved in various interventions so that we can determine the meaning such interventions have had on individual professional practices and broader attitudes, behaviors and experiences at EUR.

Both qualitative and quantitative data will be analysed in the D&I team and reported to the D&I steering committee. The data will also be used for academic publications.

### 4.2 Midterm Education program Accreditation (Tussentijdse opleidingsevaluatie ToE)

The midterm education program accreditation or in Dutch the *Tussentijdse Opleidingsevaluatie (ToE)* is an instrument used by the Executive Board to ensure the quality of EUR programs and is part of a fixed cycle of quality control. All programs must be accredited every six years by the accreditation organisation of the Netherlands and Flanders (NVAO). The ToE is conducted every three years by Academic Affairs.

The strategic goals inform the content of the ToE. There is thus room within the evaluation procedure to include attention to inclusive teaching in proposed 'compliance checks' section in the ToE protocol. A quick scan will be developed together with Academic Affairs to assess the diversity of curriculum, attention to equity in testing and evaluation and attention to inclusive classroom practices (via course evaluations).<sup>34</sup>

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<sup>34</sup> Due to corona-related issues, the ToE is still being developed, and the Diversity and Inclusion office will remain in close contact with Lotte Betting, the responsible policy advisor.



## 5. Appendix

### 5.1 Appendix 1.: Teacher Training and Quality Controls

Goal	Purpose	Activity	Implementation (Academic year)	Established EUR practices	Key Stakeholders
<b>Increase individual inclusive awareness, attitudes and behaviours</b>	<ol style="list-style-type: none"> <li>Individual reflection</li> <li>Openness to others</li> <li>Shift to inclusive behaviours</li> </ol>	<ol style="list-style-type: none"> <li>(new)Inclusive teaching micro labs</li> <li>Connective Communication micro lab</li> <li>Connective communication practice groups in Pilot faculty ESHCC</li> <li>Attention to Inclusive Education and critical self-reflection within the UTQ and the SUTQ</li> </ol>	<ol style="list-style-type: none"> <li>April 2021</li> <li>April 2021</li> <li>April 2021</li> <li>September 2021</li> </ol>	CLI /RISBO micro labs  Connective Communication training (via TOP)/Connective Communication workgroup  Dr. Joep Hofhuis's CLI fellowship in intercultural communication  CLI learning community for personal and professional development	<ol style="list-style-type: none"> <li>D&amp;I</li> <li>RISBO</li> <li>CLI</li> </ol>
<b>Build Inclusive class communities</b>	<ol style="list-style-type: none"> <li>Establishing practices that can create a sense of belonging for all students and teachers</li> <li>Bring diverse people together in order to create social innovation in research and education</li> </ol>	<ol style="list-style-type: none"> <li>Inclusive teaching micro labs: community building module</li> <li>UTQ/SUTQ module community building exercises</li> <li>Best practice sharing workshops</li> </ol>	<ol style="list-style-type: none"> <li>April 2021</li> <li>September 2021</li> <li>September 2020 / April 2021</li> </ol>	UTQ inclusive classroom module  Inclusive teaching micro lab  Faculty best practices: i.e. ISS student introduction	<ol style="list-style-type: none"> <li>D&amp;I</li> <li>RISBO</li> <li>CLI</li> </ol>
<b>Create and maintain an Inclusive Curriculum and pedagogic practices</b>	<ol style="list-style-type: none"> <li>Establish Critical approaches to pedagogy, supporting social engagement and action</li> <li>Contextualise knowledge and diversify literature and case studies</li> </ol>	<ol style="list-style-type: none"> <li>Micro Lab: How to make my course/module design more inclusive for a diverse group of (international) students?</li> <li>Inclusion of attention to inclusive education within the UTQ and SUTQ</li> <li>Inclusive curriculum scans in midterm evaluations (ToE)</li> <li>Library training: diversify course literature (in Micro lab)</li> </ol>	<ol style="list-style-type: none"> <li>April 2021</li> <li>September 2021</li> <li>January 2022</li> <li>April 2021</li> </ol>	CLI micro labs	<ol style="list-style-type: none"> <li>D&amp;I</li> <li>RISBO</li> <li>CLI</li> </ol>

## 5.2 Appendix 2: Inclusive Education: The first step in Impact Driven Education

Goal	Purpose	Activity	Implementation (Academic year)	Established EUR practices	Key Stakeholders
<b>Increase individual inclusive awareness, attitudes and behaviours</b>	<ol style="list-style-type: none"> <li>1. Individual Reflection</li> <li>2. Openness to others</li> <li>3. Shift from exclusive to inclusive behaviours</li> </ol>	<ol style="list-style-type: none"> <li>1. Building D&amp;I Knowledge platform for inclusive education</li> <li>2. Connective Communication training for students in pilot faculties (ESHCC)</li> <li>3. Connective Communication materials on D&amp;I Knowledge platform for inclusive education</li> <li>4. Self-knowledge best practice sharing documents on D&amp;I knowledge platform for inclusive education</li> <li>5. Inclusion of Social Identity in Disciplinary Context modules in ESHCC Bachelor programs</li> </ol>	<ol style="list-style-type: none"> <li>1. March 2021</li> <li>2. September 2021</li> <li>3. September 2021</li> <li>4. September 2021</li> <li>5. September 2021</li> </ol>	CLI Learning Community for Personal and Professional Development  Connective communication workgroup /workshops	D&I Project lead for Education and students  D&I Senior Communications officer.  Impact at the core project group  Directors of education  Teachers
<b>Build Inclusive class communities</b>	<ol style="list-style-type: none"> <li>1. Establishing practices that can create a sense of belonging for all students and teachers</li> <li>2. Bring diverse people together in order to create social innovation in research and education</li> </ol>	<ol style="list-style-type: none"> <li>1. Inclusive first day of class/ Introduction programme toolkit</li> <li>2. Community building activities for all first year BA student in ESHCC pilot</li> </ol>	<ol style="list-style-type: none"> <li>1. September 2021</li> </ol>	ISS introduction  EMC first day of university  IBCom introduction	D&I project lead for education and students.  Faculty study coordinators  Directors of education /program directors

### 5.3 Appendix 3: External (to the D&I office) Feedback

Name/ Role	Date	Nature of the Feedback
Educational Directors	November 2020	Positive about content , gave suggestion for collaboration with their respective faculties
Steering Committee	November 2020	Positive feedback, have interventions for both students and teachers.
-Jason Pridmore, Director of Education ESHCC -Prof Koen van Eijck, Program director of Education for the Department of Arts and Culture -Dr. Tonny Krijnen, Program director of Education for the communication department -Dr. Maarten van Dijck, Program director of education for the History department	October 2020	Positive about content and will be the pilot faculty for this proposal.
David Pols, Chair of the education committee diversity and inclusion	October 2020	Positive about content and will be discussing possibilities for pilots at EMC with his team
Daniel van Vliet, Project lead 'Impact at the core'	August 2020	Extremely positive with suggestion for collaboration
Linda de Vreede, Policy and Project Officer 'Impact at the core'	August 2020	Constructive and detailed with suggestions for layout and presentation of the plan
Lea Jabbarian, D&I team EMC	July 2020	Constructive and detailed with suggestion related to practices of teaching D&I related topics
Floor Haalboom, D&I team EMC	July 2020	Constructive and detailed with suggestions related to theories in D&I
Rick Wolff, RISBO senior researcher D&I	July/September 2020	Was unable to provide feedback

Faculty Diversity officers	June 2020/September 2020	None of the FDOers were able to give feedback. Suggestions made in FDO meeting in September were in line with the document contents
Liesbeth Noordegraaf-Eelens, Director BA-program, ESPhil	June 2020	Positive about possibilities for pilots at ESphil