

**Community
for Learning
& Innovation**

CLI Budget 2023

November 2023



Erasmus University Rotterdam
Make it happen.

The Erasmus University logo, featuring the word "Erasmus" in a stylized, cursive script.

Contents

1	Introduction	3
1.1	Purpose of the CLI	3
1.2	Three themes	3
1.3	Connection with the EUR Strategy2024	4
1.4	Flexible network organisation	4
2	Forecast 2022	6
3	Budget 2023	7
3.1	Professional development of lecturers	8
3.2	Educational innovation and digitalisation	9
3.3	Evaluation and research of educational innovation	13
3.4	Core team, Knowledge sharing and Education Lab	14
4	Multi-year perspective	17
4.1	Overview HEQA budget for CLI	17
4.2	Multi-year financial perspective up to 2024	17
4.3	Digital Transformation Impuls for Education	17
5	Conclusion	19
6	Appendix	20

1 Introduction

1.1 Purpose of the CLI

Connecting and enabling educational innovation: that is what the Community for Learning & Innovation (CLI) is all about. Connecting one School with the other. Sharing insights, pitfalls and lessons learned by one lecturer with as many other lecturers as possible. Involving students and supporting them to shape their own teaching improvement. Creating a network of EUR students and EUR employees, both academic and support, who like to make an extra effort in the improvement and innovation of education.

The CLI is a flexible network organisation that focuses on innovating and improving education in light of strategic ambitions of the EUR (Strategy2024) and quality enhancement perspectives. The CLI takes the lead in forming a vision and implementation of future-oriented education. Teaching staff and the School based Learning Innovation teams can use the Education Lab and receive demand-driven and customised, professional training and support in line with their own innovation projects. They participate in Communities of Practice (CoP) to develop key themes in EUR's Strategy2024 by comparing what is realised in the Schools, developing benchmarks, and creating new ideas and approaches. The CLI fellows are a special class of innovators. Annually, the CLI appoints about 10 lecturers as fellows to enable them to play a leading role in their School in the area of educational innovation. The CLI also supports teams of students that set up projects themselves with the aim to enrich their education.

In this way the CLI is driver of the realisation of future-oriented education at Erasmus University. The CLI, in partnership with the Schools, develops educational innovations that enable students to combine critical and creative thought with solid academic knowledge and skills. Education is offered in a learning environment in which campus education and online education are combined.

CLI's website www.eur.nl/cli provides more detail with respect to what is summarised here.

1.2 Three themes

The activities of the CLI are organised within the three following themes:

Theme 1: Professional development of lecturers

CLI aims to train EUR lecturers in a stimulating and inspirational way to ensure that they are continuously involved in taking the quality of the design and implementation of their teaching to a higher level. Professional development enables them to modify their education in line with societal changes, new didactical insights gained from educational science and practice, and new technological possibilities.

Theme 2: Educational innovation and digitalisation

The facilitation of educational innovation and digitalisation projects is CLI's core business. This concerns the redesign of education, application of new didactical insights and making optimal use of the digital tools that are available and the ones that are in development. The initiative for projects can come from teachers, students and schools. The CLI assesses whether projects

can produce interesting and scalable results that contribute to the development of future-oriented education.

Theme 3: Evaluation and research of educational innovation

CLI promotes research into educational innovation, since innovations need to be evidence-informed to ensure that students get the best education. The actual scope of the research differs between projects. For example, the PhD projects that are executed in collaboration with the Schools are research focused, and many CLI fellowships have a research component, whereas small-scale innovation projects are rather informed by research than concerned with doing research as part of the innovation. The research focus contributes to Erasmus University's quality culture.

1.3 Connection with the EUR Strategy2024

The EUR strategy is the main policy framework, particularly the first three educational themes of the quality agenda (HEQA):

1. Personal and professional development of students (CPPD)
2. Investing in innovation capacity and teaching careers (CIC)
3. Investing in personal learning through online facilities (CPOL)

In 2020, CLI and Academic Affairs joined hands in establishing Communities of Practice (CoP) dedicated to these themes: the Community for Personal and Professional Development (CPPD), the Community for Innovation Capacity (CIC) and the Community for Personalised and Online Learning (CPOL) (see Figure 1). The major aim of each CoP is to facilitate exchange between the Schools that are working on various projects concerned with realising these innovation themes. Each community consists of lecturers and professional supporters from different Schools and is led by an Academic Lead, who is a senior staff member with experience in the community's topic.

CLI's academic director is involved in all three CoPs to guarantee coordination and cross-fertilisation. He does this in close cooperation with Academic Affairs. Contact is also maintained with the other strategic programmes, i.e. Impact at the Core, ErasmusX and Student Wellbeing (see Figure 1). The collaboration in the CoPs was intensified while preparing for the Midterm Review of the HEQA projects that would take place in March 2022. All CoPs organized a conference in December 2021 in each of which the practices were discussed and evaluated.

In 2021, the CLI intensified the working relation with EUR's Diversity & Inclusion Office and the local branch of UNIC, because of their respective demands regarding professionalization of lecturers. Because D&I and UNIC are outside CLI's formal context, they are not included in Figure 1. There is a strong connection with the Schools' L&I teams. Since several developments impact our primary processes and iteratively provide feedback on a strategic level, the CLI works in close cooperation with Professional Services E&S and EDIS.

1.4 Flexible network organisation

The CLI is led by a management team and facilitated by a core team supplemented by educational consultants from Risbo. Together, they provide expertise and support to the Schools. The team members come up with initiatives and ideas, but always tailor their work to

the questions from the schools. To do this well, the team has been selected for its positive, flexible and customer-oriented attitude. With a professional and entrepreneurial spirit, they look for opportunities to work in partnership with lecturers and professional supporters on projects that contribute to future-oriented education.

CLI is particularly pleased that the executive board decided in June 2022 to consolidate CLI as a flexible network organisation. Now the CLI can further build on solidifying the innovation function for Erasmus University education.

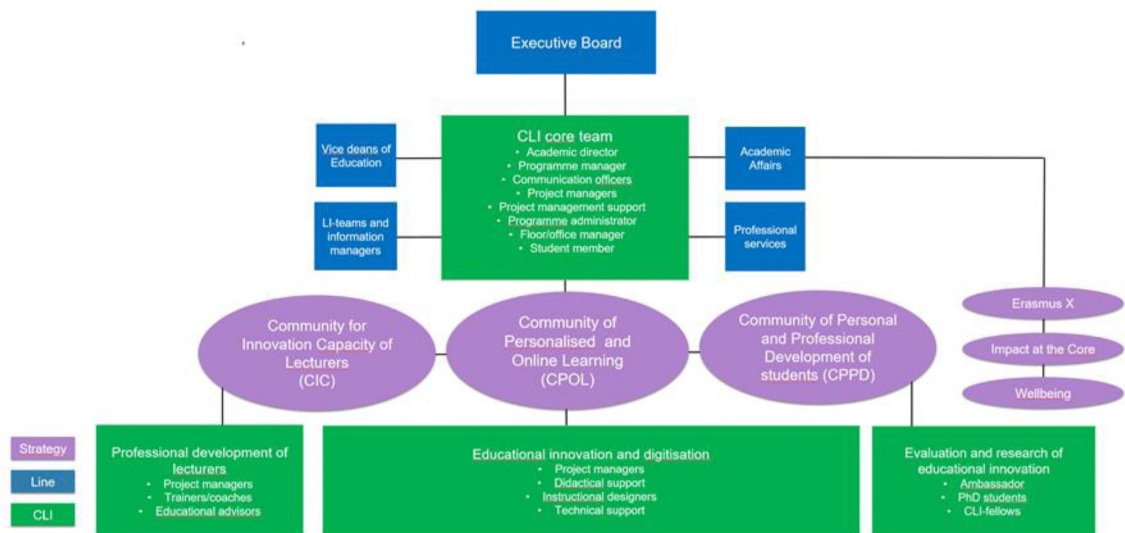


Fig 1: The CLI network organisation: connected to the standing organisation and fed by the communities

2 Forecast 2022

In April 2021, an extensive progress report was presented: the *CLI Progress report 2022*. Both the Executive Board and the University Council approved the use of resources indicated and justified in that report. In this section we present the updated forecast of expenditures in 2022 made on the basis of actuals up to and including August 2022.

In 2022 budgets come from the Direct Purpose Fund, the Strategy Fund, and the Higher Education Quality Agenda (HEQA), see columns in Table 1. The Table also shows how the projects are allocated to the different funds.

Budget and forecast 2022	Budget 2022				Forecast 2022			
	Direct purpose	Strategy fund	HEQA	Total	Direct purpose	Strategy fund	HEQA	Total
Teaching staff professionalisation			515.000	515.000			475.000	475.000
Innovation projects			825.000	825.000			547.340	547.340
Digitalisation projects			400.000	400.000			259.024	259.024
Student projects			100.000	100.000			333.622	333.622
ErasmusU_Online projects		247.099	552.901	800.000		247.099	471.015	718.114
Education research		120.205		120.205		68.860		68.860
CLI fellows			300.000	300.000			303.443	303.443
Core team, communication, Lab	759.000			759.000	759.000			759.000
Total	759.000	367.304	2.692.901	3.819.205	759.000	315.959	2.389.444	3.464.403
Available budgets					759.000	367.304	2.692.901	3.819.205
Expected residual budget 2022					-	51.345	303.457	354.802

Table 1: Budget and forecast 2022

The management of the CLI expects for 2022 a residual budget of approximately K€ 355 in total. The main reason is that innovation and digitisation projects are less likely to materialise because of high workloads. Within the schools and other strategic programmes, there are also many projects running that require attention and time of teachers and professional supporters. The CLI continues to have ongoing discussions with the schools about what would help them the most. It is important not to get in each other's way but to divide the work wisely so that we can strengthen the organisation's change capacity together. The prognosis is that the residual budget will be partly in the strategic budget (circa K€ 50) and partly in the HEQA budget (circa K€ 305) that was reserved for CLI. In January 2023, it will become clear how high the residual budget actually is.

3 Budget 2023

The budget for 2023 builds on what was approved in June 2022 and the updated forecast of expenditures in 2022. As usual, the budget for 2023 is structured around the three themes of the CLI. We will focus in particular on new developments.

Budget 2022	Forecast 2022	Budget 2023	Direct Purpose	Strategy Fund	HEQA
		Total	<i>Partial budget</i>	<i>Partial budget</i>	<i>Partial budget</i>
Professional development of lecturers theme					
Project management	40.000	45.000			45.000
Development and organisation (new) Microlabs	325.000	325.000			325.000
SQE: Implementation and contribution 24 participants	45.000	45.000			45.000
New and innovative activities for professionalising lecturers	40.000	30.000			30.000
Webinars for online education and digital assessments	15.000	20.000			20.000
Individual advice/guidance for the redesign of online education	5.000	10.000			10.000
Guidance/training/improving quality of digital assessments	5.000	5.000			5.000
Subtotal	475.000	480.000			480.000
Educational innovation and digitalisation theme					
<i>Educational innovation projects</i>					
Educational innovation projects in progress	497.340	554.127			554.127
New educational innovation projects	50.000	100.000			100.000
Subtotal	547.340	654.127			654.127
<i>Digitalisation projects</i>					
Digitalisation projects in progress	234.024	236.013			236.013
New digitalisation projects	25.000	75.000			75.000
Subtotal	259.024	311.013			311.013
<i>Student projects</i>					
Students for students,	44.600	75.000			75.000
Project LifeVersity	289.022	300.000			300.000
Subtotal	333.622	375.000			375.000
<i>ErasmusU_Online projects</i>					
EUO projects in progress	693.114	720.208			720.208
New EUO projects	25.000	125.000			125.000
Subtotal	718.114	845.208			845.208
Subtotal theme educational innovation and digitisation	1.858.100	2.185.348		-	2.185.348
Evaluation and investigation of educational innovation theme					
Erasmus Education Research					
Ambassador, PhD students, research fellows	68.860	71.737		71.737	
Research project online education on request of the UC		50.000			50.000
Budget for research projects (student assistants etc)	-	-		-	
Subtotal	68.860	121.737		71.737	50.000
CLI fellows					
Current fellow projects	238.278	273.350			273.350
New fellow projects	-	87.200			87.200
Budget for research projects (student assistants etc)	65.165	113.955			113.955
Subtotal	303.443	474.505			474.505
Core team CLI					
Personnel expenses	496.076	648.255	648.255		
Other costs (hiring, tangible costs, communication, Lab)	262.924	110.745	110.745		
Subtotal	759.000	759.000	759.000		
Total	3.464.403	4.020.590	759.000	71.737	3.189.853

Table 3: Budget 2023

3.1 Professional development of lecturers

The aim of CLI is to permanently train lecturers in a stimulating, inspirational way, in line with the developments in the field of education at EUR. Close contact is maintained with the development of the so-called Recognition and Rewards policy at EUR during the elaboration of the professionalisation offer.

To assure an agile and professional offering of lecturers' training, CLI's professional development projects are realised in collaboration with Risbo. The Risbo trainers and consultants are experts in educational innovation, didactics and assessment. They work inside and outside EUR so that their knowledge remains up to date.

In 2022, CLI is working with Academic Affairs, the HR Department and Risbo to ensure that the different kinds of training offered by CLI and HR are more clearly related to one and another and embedded in EUR's educational and HR policies. At the practical level the AA, HR, CLI/Risbo taskforce aims to develop an integrated online platform for all training and development courses. We are also working with HR and the LI teams to develop a professional onboarding programme for teachers (related to the SUPS project) so that teachers quickly know what is expected of them and where to find the right information, training and support for their teaching.

The professional training that CLI provides together with Risbo consists of the following components (check also the [website](#)):

Stimulating standard training courses

All lecturers are obliged to complete a University Teaching Qualification (UTQ). Lecturers can register for the standard courses. Some Schools offer customised training. The costs of all basic training are to be borne by the Schools.

Building upon the basic training courses, the University Teaching Qualification (UTQ) and the Leadership in Education Course (LEC) are offered. During these trainings, the participants carry out an educational innovation project within their school. By combining this with targeted lessons on didactics and a joint journey, an intimate group of educational innovators is formed. In the opinion of the CLI, this is an important way of stimulating the professional development of teachers and jointly working on the renewal and improvement of education. For this reason, the CLI finances the participants' costs. The results of the individual SUTQ projects are added to the CLI's project portfolio to ensure that they are accessible for future use and can function as a low threshold source of inspiration.

Assessment related courses

In 2020, CLI started offering assessment related courses with the aim of increasing the knowledge of teachers and members of the Examination Boards in the different Schools. By following a combination of MicroLabs on assessment, teachers can obtain a Basis Qualification Examining (BQE). As BQE and SQE have been implemented recently, CLI decided to continue financial support in 2023 and 2024, implying that participants from the Schools can follow either BQE and SQE for free. CLI also offers advice and support for new developments around alternative forms of testing such as programmatic assessment.

MicroLabs and Webinars

CLI will continue to invest in setting up and offering MicroLabs. The MicroLabs are becoming ever more well-known as short, blended and practical training sessions concerning educational improvement and innovation. Due to the increase in the number of MicroLabs, there is more of a need to cluster MicroLabs by theme and for the opportunity to acquire a MacroLab certificate after participating in and completing a cluster of MicroLabs on the same theme. With regard to assessment, it is already possible to obtain a Basis Qualification Examining (BQE) certificate after three of the four MicroLabs about assessment have been completed successfully.

The MicroLab Summer Festival will be continued, because it is a successful formula that attracts many lecturers. MicroLabs are used increasingly often as part of School's educational innovation/improvement processes, such as for tutors (at ESSB) or teaching assistants (at ESE). And finally, MicroLabs play a role in the realisation of the Impact at the Core, Diversity & Inclusion and Sustainability strategy projects, because the professionalisation of lecturers is also important in those projects. The relation between CLI and UNIC was solidified by CLI's participation in UNIC's professionalisation network.

Webinars and individual supervision of lecturers were deployed successfully during the pandemic to help lecturers in a quick and custom manner to bring their education and assessment online. It is now in focus at the CLI how these instruments can also be deployed after the pandemic for the purpose of future-oriented education.

Online tool: teachEUR

The teachEUR online design tool will be further developed. Each month new teaching activities will be added and teachers are made aware of the offer in various ways. As of September 2022, CLI launched 'Taste of teachEUR': online mini workshops to provide teachers with the opportunity to taste and experience various teachEUR teaching methods. Teachers can also request an individual consultation to gain supervised experience with a new teaching method. We will continue and intensify this approach in 2023.

Unbundling

In 2022-2024 we will devote focused attention to the topic of unbundling, which is also a focal theme in EUR's Strategy2024. To keep the workload for teachers manageable, it is important to develop proposals on how to further unbundle the tasks of lecturers. Unbundling is facilitated by the network of L&I consultants in the Schools and the support offered by the CLI, but it also includes the application of digital technical solutions. CLI's Community of Innovation Capacity (CIC) is developing a proposal about how individual lecturers and teams of lecturers can be trained in delegating parts of their work to their professional supporters and assistants.

3.2 Educational innovation and digitalisation

Playing a central role in strategic innovation

In addition to responding to questions from teachers and students, the CLI joined hands with Academic Affairs to prepare the discussion of the vice-deans of education about the continuous development of EUR's educational vision. Following the midterm review of HEQA and EUR's Strategy24, the vice-deans of education are working together on the recalibration of the educational vision from 2017 for the coming years. The experiences gathered during the pandemic created a window of opportunity to accelerate, for example, flexibilisation and

modularisation of curricula, cumulative and programme-based assessment, and high-impact learning. CLI provides the vice-deans of education with innovative cases, pilot projects and plans for innovations in the near future.

Educational innovation and digitalisation projects

From the start of the CLI in 2017 we have distinguished three types of innovations:

- A. Innovation projects that have immediate impact on current, existing education. In these projects we see the development of educational video's (ESHPM, EMC, ESHCC), webcasts (ESL, ESE), animations (EMC) and podcasts (ESL, ESHPM) to enrich the current curriculums, and to create a flipped classroom / blended learning approach
- B. Innovation projects that 'disrupt' the current educational innovation. Examples are the installment of a Mindfulness course and Team Based Learning approach at ESSB, an interdisciplinary course on Urban Ecology at EUC, or student courses on Intercultural Communication at ESHCC.
- C. Projects that are innovative technology-forward projects. We call these digitalisation projects and organise these in collaboration with Erasmus Digitalisation & Information Services (EDIS). Recent examples are the digital testing project, including online proctoring and the development of a Virtual Teaching Assistant at RSM.

We see that the Schools rely on the CLI to support all three types of projects. We are convinced that this variety in projects, on all three levels, will be upheld in 2023 and beyond. We also see that the above-mentioned projects mostly regard innovations in *learning activities* or course design, with digitalisation as key innovative aspect. The CLI wants to build on these possibilities and, together with the Schools and Professional Services, see what new steps can be taken and what is needed to do so. For an overview of the educational innovation and digitalisation projects, see the appendix.

The State of Digitalisation report that has been published in 2022 by EDIS, provides an overview of developments and projects, including the call to join forces and set joint priorities in order to speed up digitalisation. The CLI is happy to play a role in the coordination and support of education related projects that result from this. Developments currently within the interest and scope of the CLI (also mentioned in *The State of Digitalisation*) are:

- Blended learning
- Online-only learning
- Hybrid teaching
- Personalised learning
- Lifelong learning
- Erasmian 21st century skills
- Digital testing and alternative forms of assessment
- EduBages & Microcredentialing
- Value of study data and artificial intelligence for teachers and students

Examples of projects on request of the Schools that are carried out in 2023:

- Investigating the possibilities for programmatic assessment and the use of a portfolio system. At the request of the Schools, two pilots with portfolio systems are being carried out. An inventory of wishes and requirements will be made with all Schools

that are interested. Our efforts are aimed at jointly making a system choice so that EUR's digital learning environment remains manageable for teachers and students.

- In addition to the hybrid classrooms project, we will organise the discussion on future learning spaces. After all, the concepts around the Erasmian classroom also have implications for the design of teachers' and students' physical and digital learning environments. In a multidisciplinary setting, we will collect, discuss, elaborate and try out examples. Teachers and students will obviously be involved in this project as primary stakeholders.
- Organising the use of EduBadges. CLI carried out an investigation about the preferences for the use of EduBadges within the EUR. The schools want to start awarding EduBadges to students and teachers for recognising and valuing extra activities. CLI developed an operational framework for edubadges. Following a positive decision by the Executive Board/deans, CLI will guide the implementation of this process in the project phase.

ErasmusU_Online

ErasmusU_Online is intended to be a supplement (not a replacement) to campus education. Online programmes are aimed at increasing accessibility to the university for people who cannot come to campus, for example, because they live too far away or combine their studies with work and/or care duties. The innovations being developed for high-quality online education will also benefit the improvement and flexibilisation of regular education for current students, because they will be able to take courses (e.g., electives, minors) in an asynchronous manner. In that way, ErasmusU_Online increases opportunities for choice, with students being able to enrich their study programmes with online learning modules that are offered outside their own BA or MA programme.

ErasmusU_Online focuses initially on pre-master's and master's degree programmes based on the experience of leading universities in this market. These are usually online versions of an existing programme. The Schools decide whether they keep the on-campus variant next to the online programme or not. Some Schools go for both the campus and online variants, and some decide to develop the online variant as the only variant, e.g. because they want to reach out to new audiences who won't/can't come to campus.

Before implementation, a plan is discussed by the Schools with participatory bodies such as the programme committees. The decision-making process with respect to offering an online variant of a premaster of master programme is similar to the process with respect to offering a new campus variant of an existing programme.

Two online programmes were launched in 2022:

- ESSB online master Psychology of Digital Media
- ESPHM online pre-master Health Sciences

In preparation are:

- ESSB online master Public Administration
- ESHCC online master Digitalisation, Surveillance & Societies
- ESPhil bachelor In Philosophy of a Specific Discipline

In addition to these projects CLI provides support for development of online courses under the umbrella of UNIC, the ESL parttime Bachelor of Law ('Vrijdagmiddagonderwijs') and ISS online courses. There are also links with the English Language Pre-master Business Administration set up by RSM.

CLI offers participating Schools an ErasmusU_Online fellowship (0.2 FTE for 2 years) for a lecturer who takes the lead within the faculty and coordinates cooperation with CLI. A Community of Practice has started for knowledge sharing about online education and defining common questions that can be addressed in collaboration with CLI.

CLI already set up projects that are necessary for high-quality online education:

- Prototype for online education: CLI invested in the design and further development of a Prototype for online education, which also includes modules for blended formats.
- Social platform: CLI has created a social platform for social interactions outside of the study programme. It enables online students to experience a social environment that is potentially as rich as what students experience who are enrolled in on campus education.
- Digital backbone: For optimising the capabilities of the digital backbone, processes and services of the EUR for hybrid and online education, ErasmusU_Online and EDIS have conducted a quick scan of the current digital backbone with the aim to identify processes that must be improved.

We experience that the Schools find it valuable that expertise for setting up online education is pooled, developed and supported through fixed formats. We expect that in the future, new ideas for collaboration on online (or hybrid) programmes will be submitted.

Student projects

Students-for-Students (S4S) is a support platform for students and student associations who are or aspire to be involved in improving education. S4S does this by providing advice, practical support and financing. Organisations that received support from S4S in the past are: Erasmus Tech Community, Rethinking Economics NL, Turing Students, ECE Students, Enactus EUR, Erasmus Sustainability Hub, Culture Calling, Happy Students, Psychedelic Science Collective, Lifeversity, Women's Business Network and the Erasmus Student Journal of Philosophy.

LifeVersity is the most successful project from Students-for-Students (S4S). Through LifeVersity, EUR students can participate in 20 skills trainings. The trainings are extra-curricular and participation is free of charge. Through LifeVersity, EUR offers students a low-threshold, extra facility that can contribute to their Bildung, connecting and wellbeing.

After the facilitation of the LifeVersity project by CLI, the question was where this successful initiative could be permanently housed. Having decided to consolidate the CLI in June 2022, the proposal is to keep LifeVersity at the CLI. In coordination with AZ and the faculties, a plan will be made for further development of LifeVersity into a skills academy for (initially) additional skills. These are skills training courses that are not part of formal education programmes (which varies by faculty). Students and lecturers from all faculties can make proposals for setting up new skills training courses. Training courses can also be added for

digital skills as part of the national Digitalisation Impulse Education. In the new setting, LifeVersity's governance will be updated.

In 2023, S4S will further focus on improving the quality of education in two ways:

Firstly, by providing financial support to the *University Innovation Fellowship*. This fellowship consists of a comprehensive 6-week design-thinking training organised by Stanford's d.school (USA), specifically designed to stimulate students to participate in education innovation. During the training a team of four students analyse the innovation and entrepreneurship ecosystem of the Erasmus University in order to find current problems and come up with solutions in the form of innovation projects. The Student Fellows participating in this programme contribute to improving education in a think-tank like format for at least a year and generally also stay active after this period to enhance the continuation and to help the next cohort of Student Fellows. For the upcoming years, UIF will aim to create a centralised, open-to-all, student innovation community that spans across the Erasmus University to enhance co-creation amongst both student-innovators, teachers and support staff.

Secondly, a brand new S4S team will keep supporting students and student associations who aspire to be involved in improving education. The focus, however, will shift from smaller more general partner-events to more measurable and value-driven projects that deliver long-term value for the Erasmus University. Therefore, S4S will change its partnership structure to a project-based structure in which proposals are evaluated and measured based on certain criteria. By acting as a kick-start support-platform for innovation projects, S4S aims to increase its inclusiveness and effectiveness for the upcoming years.

3.3 Evaluation and research of educational innovation

Erasmus Education Research (EER)

Within the framework of the EER research agenda, two PhD-projects¹ that started earlier will be continued in 2023:

- The promise of internationalisation: How to develop intercultural communication competence and global citizenship in EUR's international study programmes (ESHCC & ESE)
- Lost in transition? Access and academic success of diverse students in higher education (ESSB)

Each PhD student is appointed at the School that submitted the proposal. The CLI contributes 50% of the salary costs for a period of four years. The PhD students contribute to the knowledge sharing and knowledge development in the CLI community, for example by sharing results during CLI's research lunches.

In its letter to the Executive Board dated 15 July 2022, the University Council stated that it lacks evidence-based research for CLI's large investment in online education. The University Council questions whether students will actively participate in online education and refers to the declining student engagement during the COVID period.

¹ Unfortunately, one PHD project (Student evaluations of teaching - strategies to make course evaluations an integrated part of educational design and lecturer professionalisation - RSM) was stopped due to the departure of the PhD student.

Of course, the experiences of students and teachers in the Erasmus_Online programmes are closely monitored by the ErasmusU_Online fellows and the members of CLI team supervising the projects. In addition, in responding, we refer to a research question on online education by University Council member Sandra Juhasz. In April 2022, CLI's research ambassador helped to enrich this question into a full-fledged research question. In the fall of 2022, CLI has reached out to the researchers in ErasmusX and Impact at the Core to see how the different teams could collaborate.

CLI would like to carry out this research as part of Erasmus Education Research (EER). As the outcomes of the research are relevant to blended, hybrid and online education, we propose to fund this investment from the HOKA budget. This will also be a follow-up step for Erasmus Education Research, which has so far been funded from temporary strategic resources of EUR. Continuing education research is also an essential part of the Digitalisation Impulse for Education. Continuation of Erasmus Education Research is an important condition for obtaining follow-up investments from this large national budget (via NRO).

CLI Fellows

Since the start of fellowships in 2018, 44 fellowships have been awarded to 49 CLI fellows (sometimes colleagues work together on a CLI fellowship). 31 fellowships are (nearly) completed. So we start in 2023 with 13 ongoing fellowships. 3 or 4 more will be added in November 2022 and will start in January 2023. So during 2023, there will be about 16 fellowships in progress. All CLI fellows remain actively involved in the fellowship community by executing their own project and connecting to other fellow-projects. For an overview of the CLI fellow projects, see the appendix.

The realisation of their educational innovation projects turns the CLI Fellows into well-informed contributors to the expanding network of educational leaders in and across the Schools. Fellows who have completed their projects remain connected to the fellow community. In some Schools, CLI Fellows are already connected with SUTQ alumni and members of the Communities of Practice who also embrace a leadership role. In 2023, the CLI will again stimulate the expanding of the educational leadership network.

3.4 Core team, Knowledge sharing and Education Lab

The CLI is managed and facilitated by a management team (positions 1 and 2) and a core team (positions 1 through 9). The following positions have been filled:

1. Academic director
2. Programme director/director of operational management
3. Community manager
4. Communications consultant
5. Student representative
6. Project management officers
7. Project managers
8. Floor/office manager
9. Programme administrator

An annual budget of K€ 759 is available from the Direct Purpose Fund for the staff costs of the core team and the additional costs of knowledge sharing and the use of the Education Lab. This budget is sufficient in the current structure of the CLI.

In addition to the members of the core team, the CLI budget provides for the costs of project managers, trainers, educational experts, instructional designers, technicians, PhD students, an ambassador and CLI fellows. These persons are deployed to help realise innovation projects within the themes. They are generally financed on a project basis.

Communitymanagement

An important task of the core team (especially of the communication specialists) is to nurture and facilitate community building around educational innovation in a broad sense.

Communication instruments used for this purpose include:

- bringing together inspiring and useful information on the CLI website and MyEUR
- sending out the CLI Update newsletter, supplemented with posts on social media
- organising community events such as the annual bEURs, FellowsConnect, research lunches and network lunches.
- organising a bi-monthly education innovation meeting for LI managers, information managers and service managers
- setting up and nurturing communities around specific themes and projects

Collaboration with Risbo

The CLI has concluded a long-term agreement with Risbo for the years 2022 to 2024. The aim is to perpetuate and strengthen the fruitful collaboration. Risbo is a subcontractor to the CLI as a service for teacher professionalisation and educational innovation.

The advantages of this long-term agreement are that EUR now has the certainty of a fixed, plannable range of services in the area of teacher professionalisation and educational innovation until the end of 2024. Other advantages are:

- A stable relationship with close substantive cooperation within the broader Community for Learning and Innovation.
- The CLI has access to the broad range of qualifications and expertise offered by Risbo: in addition to teacher trainers, coaches and workshop supervisors, experts in the fields of didactics (including online), educational design and development, e-learning and testing can also be deployed for CLI services.
- Risbo also carries out work for external national and international clients and is active in various national and international educational networks. Through Risbo and its (inter)national network, up-to-date pedagogical knowledge and expertise flow back to the CLI and the EUR campus.
- Risbo offers the activities in the long-term agreement at a reduced hourly rate.

Education Lab and Studio

For the production of educational videos and podcasts as part of blended and online education, CLI also works together with the Studio. The Studio is part of the Media support Centre at EDIS. CLI and MSC work together to ensure that the services in the Education Lab and the Studio run as smoothly as possible.

During the phase in which the education is (re)designed, the CLI team and Risbo expert already discuss the content, planning and budget of the project with the studio team. The floor manager welcomes teachers and other guests to the studio and the Do-It-Yourself booths.

CLI, Risbo and the Studio are jointly committed to providing good service and high quality for the productions made under CLI's responsibility.

4 Multi-year perspective

4.1 Overview HEQA budget for CLI

Table 4 shows the financial status of the CLI's HEQA projects. During the first three years (2019 to 2021), less HEQA budget was needed because the CLI could still use an ample amount of SVM. More HEQA budget is needed in the period 2022 to 2024 than has been earmarked for CLI. This budget is accompanied by a request to allocate additional HEQA budget (€ 1.897) for LifeVersity, ErasmusU_Online and research on online education under the *Erasmus Education Research* umbrella.

CLI HEQA-projects	Actuals 2019	Actuals 2020	Actuals 2021	Forecast 2022	Budget 2023	Budget 2024	Total
Professional development of lecturers	310	455	421	475	480	480	2.621
Educational innovation and digitalisation projects	1.170	1.080	637	1.611	2.185	2.186	8.869
CLI-fellows and research	41	303	285	303	525	530	1.987
Total budgeted	1.521	1.838	1.343	2.389	3.190	3.196	13.477
Budget granted to the CLI	1.680	2.000	2.000	2.000	2.000	2.000	11.680
Extra budget requested							
Balance	159	162	657	-389	-1.190	-1.196	-1.797

Table 4: financial status of CLI's HEQA projects

4.2 Multi-year financial perspective up to 2024

We expect that the already earmarked and additional allocation HEQA budget will be sufficient to conduct the core business until 2024. In the years after 2024, the CLI will be funded from the new HOKA structural funds. Planning on this is yet to take place and will be linked to the plans of the Executive Board and the vice-deans of education. Until these plans are known, the multi-year perspective in Table 5 applies:

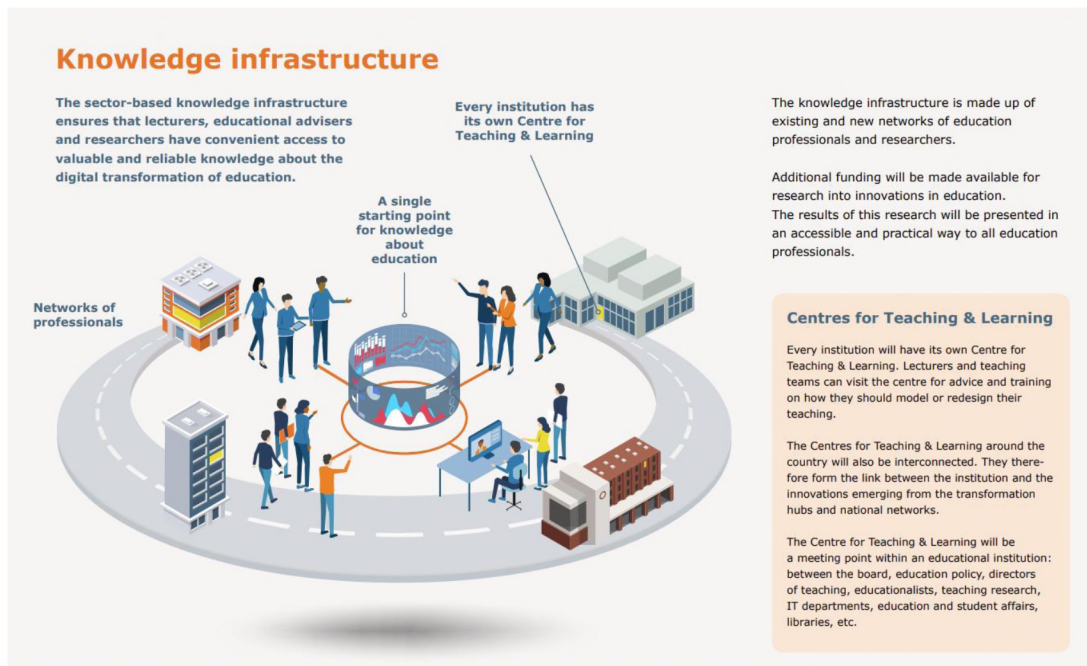
Multi-year perspective	Budget 2022			Forecast 2022			Budget 2023			Budget 2024		
	Total	EUR	HEQA	Total	EUR	HEQA	Total	EUR	HEQA	Total	EUR	HEQA
Core team CLI	€ 759.000	€ 759.000	€ -	759.000	759.000	-	759.000	759.000	-	759.000	759.000	-
Professional development of lecturers	€ 515.000	€ -	€ 515.000	475.000		475.000	480.000		480.000	480.000		480.000
Innovation projects	€ 825.000	€ -	€ 825.000	547.340		547.340	654.127		654.127	654.127		654.127
Digitalisation projects	€ 400.000	€ -	€ 400.000	259.024		259.024	311.013		311.013	311.013		311.013
Student projects	€ 100.000	€ -	€ 100.000	333.622		333.622	375.000		375.000	375.000		375.000
ErasmusU_Online	€ 800.000	€ 247.099	€ 552.901	718.114	247.099	471.015	845.208		845.208	845.208		845.208
Education research	€ 120.205	€ 120.205	€ -	68.860	68.860	-	121.737	71.737	50.000	174.781	74.781	50.000
CLI fellows	€ 300.000		€ 300.000	303.443		303.443	474.505		474.505	480.289		480.289
Total	€ 3.819.205	€ 1.126.304	€ 2.692.901	3.464.403	1.074.959	2.389.444	4.020.590	830.737	3.189.853	4.079.418	833.781	3.195.637

Table 5: CLI's multi-year financial perspective

4.3 Digital Transformation Impuls for Education

All higher education institutions in the Netherlands will work together within the eight-year programme Digital Transformation Impulse for Education that will start in January 2023. In this programme, educational institutions are working together to improve the quality of education, increase the manoeuvrability of education and improve the digital skills of teachers and learners. Investments will be made in a joint IT infrastructure and a knowledge infrastructure for the sector.

For the duration of the programme, educational institutions will each set up their own Centre for Teaching & Learning (CTL). Teachers and their teams can go there for advice and training on the (re)design of their teaching.



With CLI, EUR already has a CTL in place. The CTLs will organise teacher professionalisation, will support teachers and students who want to start innovative projects and will organise research on teaching innovations. Connecting and informing various stakeholders is also a key focus. CLI already fulfils these tasks and is happy to prepare for new ones such as organising digital skills training for teachers and students. A very important focal point is also the coordinate of EUR's involvement in the Digital Transformation Impuls. Only by actively participating can the EUR influence and benefit from the results of the national cooperation.

Budget is available for each institution to set up or further develop a TLC. The CLI will ensure that this budget is applied for and will use it in the coming years to set up and carry out the additional tasks appropriate to this national development.

5 Conclusion

In 2022, the discussions about the future of higher education intensified across Erasmus University's campus. The conferences and meetings Academic Affairs organised in collaboration with CLI and other stakeholders were well attended. In the discussions CLI continued working with colleagues who were already involved in educational innovation in the past years, but we could also welcome new people who were either involved in teaching or in supporting the teaching staff. At the same time, the smaller (e.g., network lunches) and larger CLI events (e.g., bEURs) were also well attended, and a substantial number of people from different schools requested CLI's support for innovation projects, or personal support in the form of a CLI fellowship.

The intensification of the EUR wide discussions about educational innovation and the national Growthfund investment in the Digital Transformation Impuls for Education gives us confidence that knowledge about educational innovation will become more detailed and more profound. CLI is happy that our collaboration with the schools and other stakeholders in the professional services and Strategy24 projects resulted in many powerful cases of *practical* educational innovation that we can show to our local, national and international partners. With the financial means allocated in this budget, CLI can continue and intensify its contribution to Strategy2024, in particular by realising future-oriented education at Erasmus University.

Community for Learning & Innovation

CLI Fellowship Overview dd. 14 November 2022

Name	School	Title	Theme	Status	2019	2020	2021	2022	2023	2024
1 Tim de Mey	ESPhI	Blended approach of several Philosophy courses	Online/ blended education	Completed						
2 Miry Dankbaar	EMC	Serious gaming for the development of interprofessional teamwork skills	Online/ blended education	Completed						
3 Delia Quintana (Iason Primora)	ESHCC	Improving student knowledge and skills in Qualitative data analysis via Blended Education	Online/ blended education	Completed						
4 Floor van Rosse	EMC	The impact of educational video's	Online/ blended education	Completed						
5 Gus Eshout	EMC	New weblectures and webinars in the Bachelor's programme of Medicine	Online/ blended education	Completed						
6 Isabel Awad Chant	ESHCC	Communicating and improving students' interdisciplinary engagement with social (in) justice	Online/ blended education	Completed						
7 Jurgen Damen	EMC	Het functioneren en de leeropbrengst van de 'clinical challenge tool' Geneeskunde	Online/ blended education	Active						
8 Koen Swinnen	ESL	Tech*Legal Implementation: JAV 1 (Bachelor ESL)	Online/ blended education	Completed						
9 M. Sommer A.Vasques Y. Wang	EUC	Empowering students through interdisciplinary and intercultural education on sustainable development	Online/ blended education	Completed						
10 Maciej Szermanowski	RSM	Adaptive Personalized Education Pilot	Online/ blended education	Completed						
11 Margot van Wermeskerken	EMC	Ask me and I will learn? Effects of quizzes on student learning and self-regulated learning when studying instructional videos	Online/ blended education	Completed						
12 Pieter Tuynens Peter Marks	ESSB	Amalgamating a large group of diverse students through the synergy of a flipped classroom design and differentiated instruction	Online/ blended education	Active						
13 Welmoed van Deen	ESHFM	Teachers' well-being and work-enjoyment in online education	Online/ blended education	Active						
14 Lonneke de Meijer	ESSB	Personal and Professional Development of Students: Academic and work trajectories of ACPA- and premaster students in Pedagogical Science	Motivation/ wellbeing of students & teachers	Completed						
15 Karen Stegema- Jagers	EMC	Selection for medical school more than just excellence	Motivation/ wellbeing of students & teachers	Completed						
16 Marianne Littel	ESSB	Know yourself. Mindfulness for professionals	Motivation/ wellbeing of students & teachers	Active						
17 Marijke Meuwisse	ESSB	The student-curriculum interplay/Academic trajectories of diverse students at EUR	Motivation/ wellbeing of students & teachers	Completed						
18 Marijela Martinez Claros	ESSB	Supporting students to become resilient and confident learners: A blended course as a scaffolding tool to help students reach their full potential.	Motivation/ wellbeing of students & teachers	Completed						
19 Marlies Nederhand	ESSB	Coverity: Moving towards a co-creating university	Motivation/ wellbeing of students & teachers	Completed						
20 Marline Baars	ESSB	Ace your self-study: Effectiveness of a mobile application to support students' self-regulated learning	Motivation/ wellbeing of students & teachers	Completed						
21 Andrea Wolman	EMC	Influence of admission and assessment policy on academic performance and well-being of students; Identification of impeding and stimulating student factors	Motivation/ wellbeing of students & teachers	Completed						
22 David Pols	EMC	Exposing students to general practice in their education	Motivation/ wellbeing of students & teachers	Completed						
23 Michela Schippers	RSM	The effect of goal-setting and other interventions on study success	Motivation/ wellbeing of students & teachers	Completed						
24 Selma Severina	ESSB	An induction programme for Early Career Academics	Motivation/ wellbeing of students & teachers	Completed						
25 Tim Banning	ESE	How to reduce free-riding? Creating a checklist to support the design of group projects	Motivation/ wellbeing of students & teachers	Completed						
26 Kim Ouweland	ESSB	An empirical evaluation of the CONNECT mentoring programme	Motivation/ wellbeing of students & teachers	Active						
27 Jona Vettez	ESSB	The Inner Compass: Supporting First-Year Students in Navigating their Professional and Academic Identities	Motivation/ wellbeing of students & teachers	To start						
28 Alred Fokkema	ESHCC	Developing a Portfolio tool for future oriented soft skills	Skills development	Completed						
29 Ed van Beeck	EMC	Education physicians with sociomedical competence	Skills development	Active						
30 Gera Noordzij	EUC	Learning 21st-century skills requires 21st-century teaching: Advancing a horizontal learning into the skills curriculum at EUC	Skills development	Completed						
31 Gisbert Oonk	ESHCC	Utopia for Beginners: Teaching Global challenges through Local cases	Skills development	Completed						
32 Jaja Kortage	EMC	Who is my patient? Societal involvement of medical students	Skills development	On hold						
33 Jaco Joddaak	ESHCC	Measuring and Improving students' intercultural Competence	Skills development	Completed						
34 Jara Zwaan	EMC	The Art of Seeing: Does looking at art help to avoid cognitive bias in decision making?	Skills development	Active						
35 Lenne Ridderstaap	ESHCC	The role of co-regulation in building students' self-regulated learning skills	Skills development	Completed						
36 Max Coveney	ESE	Capturing and realizing the benefits of diversity at Erasmus University	Skills development	Completed						
37 Nina Holvast Willem-Jan Kortleven	ESL	Voorbij het deficietdenken: naar inclusiever onderwijs en diversiteitsbeleid aan Erasmus School of Law	Skills development	Active						
38 Robbert Goverts	ESSB	Promoting a feedback culture among students	Skills development	Completed						
39 Sandra Sijz	ESHFM	Co-creating student-centered learning journeys for academic and professional skills	Skills development	Active						
40 Gabry Vanderveen	ESL	Improving visual literacy of law and criminology students: developing educational materials	Skills development	Active						
41 Susan van Rijen	ESSB	Reflective practice and self-assessment in clinical psychology education: Students' self-guidance of professional development	Skills development	Active						
42 Ward Viseberghs	EUC	Towards a Critical Citizenship Skills Toolbox (CRIST): stocktaking, operationalising, disseminating conceptual and practical competencies	Skills development	Active						
43 Samare Huls Frederick Thielen	ESHFM	Designing, teaching, and testing a novel interuniversity course on the 'data science life cycle' to enable interdisciplinary, collaborative research on healthcare projects	Skills development	Active						
44 Colin Lee	RSM	Harmonized Appraisal: Generating Feedback while Grading	Skills development	Active						
44 Total # fellowships										
49 Total # fellows										

1 year or < 1 year