

# Ambition Baseline Canvas

## Erasmus University Rotterdam





## Ambition Baseline Canvas

How does EUR implement the educational vision on an institutional level towards 2026 and beyond? The function of an educational vision is to further enhance our shared identity, to better communicate where EUR stands for and to support our narrative on educational quality and how we concretize and measure our ambitions (see appendix).

Since a vision is always subject to various interpretations and circumstances and since it is crucial to embed an institutional vision in faculty contexts, EUR needs a continuous discussion on 'how to'. Both the Supervisory Board, as well as the University Council, have given the advice on the concept vision to be more specific as to what will happen on a concrete level.

With our new educational vision as a starting point, EUR will build a shared understanding of what our educational vision means in in our diverse contexts.

### Instrument

We will make use of an instrument that will be embedded in our regular proceedings: the bilateral conferences (vertical) and the shared policy meetings (vice deans, deans and executive board). This instrument is the Ambition Baseline Canvas (ABC). This ABC supports the concretization of the educational vision. Aided by the ABC, EUR operationalizes the way it teaches and educates in alignment with the shared ambitions at a university level. How does EUR implement ambitions into actual education (= educational programs pedagogical and didactical guidance)?

The ABC will serve to support the dialogue with all vice deans in their regular meetings and the dialogue between deans with Executive Board. This dialogue focuses on key processes of implementation of the educational vision and gives insight into:

- (1) 'what's happening' and variations between faculties and possible boundaries.
- (2) resources needed: budget, HR and professionalization by specific or most/all faculties.

The ABC – and matching dialogues – serves as a means to be 'in control' as an academic community on the quality of education in line with our educational vision.

Two other reasons to work with an ABC are:

- (1) Vice deans discuss various policies: internationalization; diversity and inclusion; sustainability; impact learning. Sometimes these topics seem scattered and disconnected. Discussing these topics with a perspective on 'shared ambitions' as part of the implementation of our educational vision, supports the educational leadership and ownership of vice deans. It is a follow up of a process that was key to the process of our educational vision.
- (2) In our upcoming institutional review, for sure, the focus will not be so much on our vision as a concept, as it will be on the way we implement, review, research, evaluate and re-align all that we do.

## How does an ABC work?

The educational vision identifies topics that are related to key themes of outcomes. An ABC identifies the key themes in the vision. To create matching outcomes, actions and resources are needed. These are being identified on two levels: (a) the institutional level and (b) the faculty level. Please note: Actions and resources listed do not serve as a checklist, but support dialogues between vice deans/deans and the EB on: 'where are we now'; 'what are the various perspectives' and 'what do we need'. Outcomes of these dialogues are multiple: it might be that we continue with our proceedings, that we change our goals and/or the way we think about resources and/or the timeline of implementation. We might even recalibrate our ambitions during mid- or end term evaluations, based on thorough analyses of the dialogues and data from the ABC.

The ABC thus serves both vertical as well as horizontal processes. Vertical: giving insight in the key outputs on a faculty level and resources needed to create outcomes. Horizontal: since it enables a structured and informed dialogue; enhances educational leadership and builds an institutional narrative on where we stand with our vision on education. The ABC feeds the discussion on centralized services.

### Visualisation

First of all: this visual on the next page is not an end product. The final version will be designed properly. As with the vision, this a process of co creation. Vice deans will take leadership in the final design.

The ABC needs a structure, nevertheless. The proposed structure is that we start off with the key shared ambitions from our vision (visualized in column 1). Next, we explicate our shared intentions (step 2: we intend to) and how that would translate in direct measures. Finally, in the third step (step 3) we identify what is needed on a central level of EUR and what is needed **extra** within faculties.

EUR will start this process with the beginning of the academic year 2023-2024. By no means will this ABC be finalized in one step. The first cycle of iterations will be in bilateral conferences of 2023 and/or 2024 and bilateral conferences beyond. These operationalizations will be a step to design measurable results that will feed and enhance our dialogue on the quality of our education and give more insight into the resources needed to realize our ambitions and thus: the quality of education.

### Example: Impact driven Education

#### Step 1:

To create impact with our education, we address global and local societal needs and urgencies in all our programmes. Students are educated to become experts in their chosen discipline or in a multidisciplinary field of work, to develop a broad perspective on these societal urgencies. Impact-driven education enables students and teachers to apply- and give meaning to- the values essential to being a 'world citizen', in line with our name giver Desiderius Erasmus.

#### Step 2:

We have identified five design variables and three enablers as principles that guide how we conceptualize and operationalize this new way of designing, implementing and evaluating education. We have to arrange a learning environment in which students are challenged to engage with authentic urgencies to develop the necessary skills and mindset to deal with them.

#### Step 3a:

Impact Space for B3 education; one impact driven project.

#### Step 3b:

Master programme directed at impact; internship; thesis lab and so on.

| Our Key Shared Ambitions are <sup>1</sup> :  | We intend to <sup>2</sup> :  | And that requires:  |               |
|--|--|---|---------------|
|  |  | Central Level   | Faculty Level |
| <b>Education is rooted in Erasmian Values</b>  | <p>Erasmus University translates Erasmian Values into learning goals, didactical frameworks and learning activities in bachelor and master programs.</p> <p>Erasmus University introduces new students and staff members to the meaning of our Values.</p> <p>Erasmus University organizes an annual dialogue on the meaning of our Erasmian Values.</p>   |  <p>Course for every new teacher/student</p>  <p>Annual Conference</p>  |               |
| <p>Impact Driven Education builds student capacity.</p> <p>Students take active responsibility in their lifelong personal and professional development.</p>  | <p>Erasmus University supports and enables students to develop their personal and professional skills as part of their core bachelor and/or master programs.</p> <p>Erasmus University creates opportunities for students to transfer their skills, competencies, and knowledge into projects with outside partners where students (of different disciplines) work together.</p> <p>Each bachelor- and master program includes (interdisciplinary) projects with outside partners.</p> |  <p>City Lab Learning Environments (Interdisciplinary) projects with outside partners in each study program (City Labs)</p>  <p>Skills education supports Personal Professional Development</p> |               |
| <p>Our Erasmian teachers challenge themselves to use and develop new, effective, and evidence-informed approaches to teaching, learning and assessment of learning, both on campus and, where appropriate, online.</p>   | <p>Each faculty has policies in place for teacher professionalization, in line with recognition and rewards policy frameworks.</p>   |   |               |
| <b>Inclusive learning environment</b><br><p>At Erasmus University, we reach out to, support, and retain students, faculty and staff that are broadly representative of the diverse perspectives in our international and local academic environment. We eliminate implicit and explicit barriers that prevent equal access to- and meaningful participation in our academic community.</p> | <p>The learning environment is designed in such a way that we offer inclusive curricula, pedagogical approaches, and assessment.</p> <p>Training and tools that are needed to develop the competences and skills that teachers need to provide the Erasmian inclusive education, and competences and skills students need to optimally benefit from the Erasmian classroom, are embedded in structures and educational programs as much as possible.</p>                               |   |               |

1. Here you will find the key statements of the first draft version of the Educational Vision.

2. Listed are some ideas that were brought up during the conferences. Please know that these are only presented as ideas. You might define different and better actions.

## Appendix

In our Plan of Approach for the process of recalibration of our educational vision, we summarized the various functions of an educational vision. From the latest memo to the vice deans (20230116):

"An educational vision serves three important goals. First, it strengthens our identity as a university. Our vision translates our strategic ambitions into our education 'story' to be shared with our students, staff, and societal partners. Our educational vision inspires us and will feed our innovative practices. It is our multi vocal 'club chant', so that each can contribute to it in its own tone of voice.

Second, our educational vision is a means of communication with our internal and external partners, embedded in a culture of a thorough reflection and debate about our ambitions and ideas with all those concerned: administrators, representation, staff, students, and outside partners.

Third, our educational vision supports our 'proof of the pudding': how will we implement our ideas? What makes our education different from that of others? Erasmus University is unique, and our educational vision gives meaning to this uniqueness.

Our educational vision gives us room to grow. It represents what our education will look like 6 to 10 years from now. Our forward projections challenge us to design all the necessary steps, with matching resources, to realize our ambitions. What is pivotal in the support for teachers and students? How will we organize our interactions with the outside world to match our ambitions?<sup>3</sup>

Our educational vision solves some challenges from our near past as well. Based upon prior evaluations of outside peers (mainly: our institutional and midterm review of 2017/18 and 2021/2022), our educational vision challenges us to (re)formulate and answer the following questions:

1. Does our vision serve as a binding framework that aligns cross faculty educational quality?
  - a. What is the importance of the Erasmian Values?
  - b. What is impact learning?
  - c. How does research translate into an inter/transdisciplinary focus in our education?
  - d. How do we design online, hybrid and on campus education to reach out to all groups in society (accessibility and inclusion)?
2. How evidence based are all our innovative ideas/concepts/programs and courses?
  - a. What qualitative and quantitative data will support the enhancement of educational quality, with respect to student, teachers, and the learning environment?
3. How is the way we teach and support our teachers aligned with our ambitions?
  - a. How do we implement ambitions into programs, pedagogical and didactical guidance, and the way we support students in their personal and professional success.

In our upcoming institutional review, for sure, the focus will not be so much on our vision as a concept, as it will be on the way we implement, review, research, evaluate and re-align all that we do.