

CLI Budget 2026

Final version

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1 Introduction

1.1 Purpose of the CLI

Connecting, enabling and driving continuous improvement and educational innovation: that is what the Community for Learning & Innovation (CLI) is all about. The CLI has been consolidated in 2022 as a **flexible network organisation** that collaborates with the Learning & Innovation (LI) teams of the Schools and professional services. The elements community, learning and innovation have deliberately been chosen since our start in 2017 to emphasize our purpose:

Community

We are a community in which we connect the EUR Schools with each other and with professional services, to develop new educational (research) insights, and to share the successes and lessons learned. Our community consists of teachers, students and support staff who are all passionate and dedicated to improve and innovate EUR education.

Learning

We believe that learning also includes teaching since teachers themselves also learn every day. We support teachers in their continuous professional development. We involve students and support them to shape their own learning 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.

Innovation

We believe that both small-scale or incremental innovations in education and larger, technology enabled, societally engaged, or more radical innovations in education are both necessary for the EUR to move forward, together with the Schools. Helping teachers with smaller support questions might inspire and lead them to larger innovations. CLI supports both improvement and innovation, and quick wins as well as large sustainable changes.

CLI's mission is realised within the context of Erasmus University's Educational Vision (2023) and the EUR strategy 2030.

1.2 Connection to EUR strategy 2030

Leading academic education and research

Our three pillars of teacher development, educational research and innovation projects, allow CLI to remain dedicated to the **continuous improvement and high quality of EUR education**. Together with the Schools and supported by our project managers and learning innovators.

We contribute to (strategic) themes such as impact driven & engaged education, AI in education, sustainability in education, digitalisation and assessment. Our work could link to other strategic themes such as access & equity and lifelong development and could contribute to an **inspiring and innovative educational portfolio**. Our ambition is to work towards a future in which educational research is always linked to any curriculum redesigns or innovation projects the EUR undertakes as well as look for ways to embed project insights/results into the actual curricula in the Schools.

Collaboration in networks and with society (engagement)

Open innovation networks: CLI can contribute by helping Schools to connect their educational programmes to these networks and to enable their students to participate in these networks.

Strategic alliances: CLI has contributed to UNIC since 2022 by strengthening the Centre for Teaching & Learning with our expertise. We are also connected to the Convergence's educational efforts, mostly with a link to Healthy Start and Resilient Delta.

Diversification of resources: CLI has succeeded in obtaining several Npuls grants in the first phase and is preparing for the second phase. We are actively searching for possibilities to combine our work with Erasmus+ educational grants with the help of ERS.

One connected EUR

Connection is at the heart of what we do. Since our start in 2017, we have made sure to connect educational improvement and innovation needs of one School to the others. To connect academic staff with professional services such as EDIS, E&S and Academic Affairs. To connect peers from all Schools to topics they're passionate about, such as online learning or AI in education. We invite all at EUR to get inspired in the Education Lab.

We stimulate a **culture of learning** by the way we organise ourselves, always connecting with the learning innovators of the Schools, and by our Communities of Practice that dive into several learning & innovation topics.

We boost **educational leadership** with the possibilities we offer in the SUTQ, our Fellowships and our innovation projects. Academics involved in these, often become (in)formal leaders in their own Schools.

Connection to Erasmian values

- **Socially engaged** through our support in innovation projects, Fellowships and teacher development focusing on impact-driven education.
- **World citizen** is central to the opportunities we offer via UNIC and the way we support our teachers in adapting their curricula (internationalisation at home) and prepare for an international classroom and its perks and challenges
- **Connecting** is the CLI's essence.
- **Enterprising** through our opportunities as an innovation community to have EUR staff come up with their own ideas to improve education, whether as a teacher, supporting staff and student.
- **Open-minded** through all the stages of innovation and improvement processes that CLI supports Schools with.

1.3 CLI organisation

1.3.1 Merge of three teams into one

The CLI team has seen many changes in the beginning of 2025, most important of all a merge of three different teams into one CLI. The team welcomed members of the former strategic programmes ErasmusX and Impact at the Core, which meant a change from a Dutch team consisting of 10 colleagues to an international team that involved 18 colleagues. It also meant a difference in expertise and views on innovation, moving from a project management basis and hiring external learning innovation expertise at Risbo to having a few learning innovators in-house, strengthening our expertise in AI and impact & engagement.

At the same time, there was a shift in management, with the CLI manager now forming a management team with two academic leads who have a specific area of attention (AI in education and impact-driven & engaged education), instead of one academic director overseeing the full width of the CLI together with the CLI manager. This meant less management time for a team that nearly doubled in size.

All of these changes in the same period of time after years of relative stability (former CLI team) and a year of uncertainty and insecurity (former strategic programmes), meant that the team members and management team have spent significant energy and time to make this merger work. We organised internal team building sessions ranging from getting to know each other to a deep dive into our views and beliefs regarding innovation and a stakeholder mapping of our contacts within the Schools. And we organised ourselves in a way that would both fit the needs of the Schools and our own affinity with strategic learning & innovation themes (see 1.3.3 clusters).

In September 2025 we started an evaluation on the optimal way to organise ourselves from 2027 and further, also focusing on our collaboration with Risbo, part of the EUR holding. The conclusions and recommendations deriving from that evaluation, involving both the CLI team and its stakeholders within EUR, are expected end of January 2026 and might lead to even more improvements in our governance, quality culture and connection to the Schools.

1.3.2 Services

Faculties within EUR are able to connect with the CLI for the following three services as well as a fourth key offering:

1. Professional development of teachers

CLI aims to train EUR teachers 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 research and practice, and new technological possibilities.

Based on CLI funding, your teachers can benefit from many qualifications for free: Senior University Teaching Qualification (SUTQ), Leadership in Education (in Dutch: LOL), and Basic (BEQ) and Senior Examination Qualification (SEQ). Budget restrictions have meant that places for these programmes are limited but can be added based on the budget of the Schools themselves. Furthermore, teacher trainings such as MicroLabs and webinars are available to follow throughout the year and, on the basis of our CLI budget, are provided free for all EUR teachers. These include offerings for tutors and teaching assistants, and shortly will also future a MicroLab for learning innovation professionals.

2. Educational innovation and digitalisation projects

Teachers and support staff of EUR Schools can apply for an educational innovation project at CLI when they have an idea to improve or innovate their course, programme or educational portfolio. The CLI team can support in developing this idea into a project proposal.

Once a project application is approved, teachers are guided and supported by CLI's didactical experts and project managers and can use the [Education Lab facilities](#) and studio services for free on the basis of CLI funding. This support enables the teachers to focus on their core expertise and is an example of the 'teaching is teamwork' as described in the EUR Educational Vision. In some cases, e.g. for thematic calls for proposals or teaching fellows, the teacher's innovation time can be partly compensated as well. For every project we connect with faculty LI professionals, and make sure the results and insights are shared within the LI and wider EUR community.

3. Evaluation and research of educational innovation

We enable teachers from all schools and disciplines to focus on educational research with our CLI Fellowships. These are directly supported by our educational research ambassador in co-developing the right set-up and methodology for this kind of research. CLI Fellowships are often a step towards larger grants such as the Comenius Fellowships and are a boost to apply for other NWO, ERC, or Erasmus+ grants. With the evidence-based results, we contribute to a lasting learning culture at EUR and to a culture of educational leadership, in which CLI Fellows share and learn in their own community and the wider EUR community. For each Fellow, the School receives 0.2 FTE salary compensation for 1-2 years out of CLI budget. The research focus contributes to Erasmus University's quality culture.

Next to these three services, our fourth one is fully aimed at inspiring EUR Schools to improve and innovate their education:

4. Community building

The CLI team nurtures and facilitates community building and knowledge sharing around educational innovation in a broad sense. On a monthly basis, the Education Innovation meeting is arranged where

L&I managers and faculty information managers meet with the CLI team and managers of central services. Here, joint actions needed to facilitate educational innovation and digitalisation are discussed.

In addition, monthly networking lunches are organised for all L&I consultants and teaching staff on innovation projects that are inspiring and may also be of interest to other teachers and Schools. Once a year, a community event is organised for the entire community called EdUconnect.

There are also monthly lunches for CLI Fellows and education researchers. Around specific topics Communities of Practice are set up and orchestrated. There is also a monthly newsletter supplemented by posts on social media. Information is also disseminated through the CLI website and MyEUR. Presentations are made nationally, for example during the SURF Education Days. International knowledge exchange takes place through the UNIC and EUA networks.

With these four services, the CLI has already been acting since its start as what is nowadays expected from a Centre for Teaching & Learning (CTL) by the national Growth Fund programme Npuls (see paragraph 1.4).

1.3.3 Clusters

To enable these services for the Schools, CLI organises itself in so-called clusters. CLI team members are active in several clusters that align with the key strategic topics on learning & innovation, and with the way the vice-deans of education are organised:

- AI in education
- Digitalisation & Npuls
- Educational research
- Impact driven & engaged education
- Teacher development

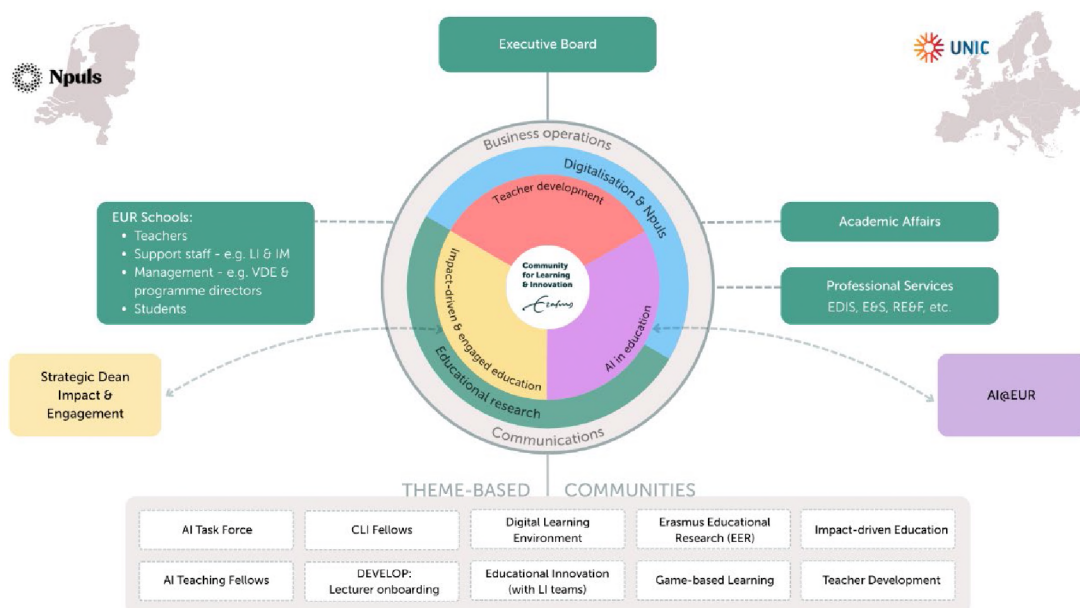


Figure 1 – CLI organisation

The business operations cluster includes PMO, finance, floor management for the Education Lab and communications expertise. The business operations colleagues both support the CLI team as the larger EUR community since they're in touch with many teachers, students and support staff who run a CLI innovation project, are CLI Fellow or follow our qualifications and trainings as part of our teacher development offer.

Each cluster consists of both project managers and learning innovators, and they are coordinated by a cluster lead. Each cluster advises on incoming project applications, notices opportunities to strengthen EUR education even further and strengthens collaborations with the other clusters and the LI professional or team of the Schools.

The CLI 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 teachers and professional supporters on projects that contribute to leading academic education and research.

1.4 Centre for Teaching & Learning in the framework of Npuls

All higher education institutions in the Netherlands work together within the eight-year programme Npuls that started officially in July 2023. Npuls is the National Growth Fund programme by and for all public vocational education training schools (MBO), universities of applied sciences (HBO), and research universities (WO) in the Netherlands.

For the structural support of lecturers in renewing their education, all higher education institutions will establish a Centre for Teaching & Learning (CTL). In a CTL, lecturers (teams) and educational staff can get advice and training on renewing their education, in a way that fits the educational institution's context and culture.

With the CLI, EUR fortunately already has a CTL in place. The CLI is a forerunner because it already has a lot of experience with the CTL tasks and the community model. It is positive that the CLI received a (modest) grant to further develop tasks important for cooperation within the Npuls network. In the period September 2024 to September 2027 this allows the CLI to give additional attention to:

- An extra boost for teacher development. We will supplement the existing offerings with opportunities to even better utilize digital developments (digital skills and competencies). We primarily focus on the training offerings related to generative AI and data-supported work. We also facilitate Communities of Practice on Generative AI and Game-based Learning. For learning innovation consultants, we are developing a course on Change Management.
- Further strengthening collaboration around digitalisation in education. This involves the further development and joint management of our digital learning environment as a whole, comprising digital tools and associated services that support teachers and students. In making these improvements, we want to make as much use as possible of the results of Npuls.
- Strengthening collaboration with Centres for Teaching & Learning (CTLs) within other educational institutions, particularly in the Rotterdam region. By collaborating more intensively on (knowledge sharing about) teacher development, educational innovation, and educational research, we aim to contribute to accessibility and equal opportunities. We are working with our CTL partners to share training materials and make information from teachers easier to find using AI.
- Enhancing research into educational innovation and digitalisation by providing more opportunities for educational researchers. We want to expand the community of educational researchers and fellows and stimulate knowledge sharing for acquiring grants and sharing resources and data. EUR already has the Erasmus Education Research database. The grant is used for better (digital) access to this data.

Coordinating EUR's *linking team* (in Dutch: *sleutelteam*) for Npuls

Based on its mission to bring parties together and promote knowledge sharing around educational innovation and digitization, the CLI also coordinates the so called *linking team*, which oversees the EUR's involvement in the broad range of Npuls activities. Phase 2 of Npuls will officially start on January 1, 2026. The focus will then be on fulfilling two promises made to students: 'learning without obstacles' and 'continued high quality education'.

The first ambition means more freedom of choice for learners. Learners have more control over their own learning and development path without administrative barriers. Both students who are studying before entering the workforce and people who want to acquire new knowledge and skills later in life have access to education. The second ambition concerns the will to offer every learner the best education at all times: accessible, up-to-date and high quality. Continuously tailored to the new knowledge and skills that learners and society need.

A third ambition is to work together on 'ethical and effective use of AI and data'. Artificial intelligence (AI) is rapidly changing how we learn, teach and organise. A sector-wide approach is needed. It is important to develop knowledge and skills about AI and data in a sustainable way for both students (learners) and education professionals. In this way, we ensure that AI and data contribute to accessible, safe and reliable education.

CLI has obtained an incentive subsidy to support the *linking team* for one year in defining its key position in this sector-wide transformation. In consultation with the relevant bodies, we will analyse and determine where Npuls can help to achieve the strategic goals of EUR. We will also improve communication about the work and results of EUR's participation in Npuls.

2 Status 2025

2.1 Forecast 2025

In this section, we present the forecast of expenditures for 2025. The budgets are coming from various sources such as the Direct Purpose Fund, the Higher Education Quality Agenda (HEQA) with regard of the former Impact at the Core projects, the Npuls grant and the BAO (Bestuurs Akkoorden Onderwijs) funds.

Activities CLI	Budget 2025 (Decision Executive Board)	Actuals Jan - Sep	Forecast period 10
Core team CLI	€ 759.000	€ 548.629	€ 740.107
Professional development of teachers	€ 500.000	€ 307.057	€ 519.801
Teacher development projects	€ 408.717	€ 389.851	€ 533.183
Digitalisation projects	€ 201.312	€ 111.135	€ 160.414
Educational innovation projects	€ 566.183	€ 187.171	€ 446.455
Erasmus Education Research	€ 106.548	€ 49.781	€ 72.565
Student projects	€ 11.216	€ 3.932	€ 5277
CLI Fellows	€ 493.775	€ 311.887	€ 490.171
ErasmusU_Online projects	€ 200.286	€ 86.474	€ 100.101
Impact driven education projects	€ 1.016.800	€ 280.336	€ 652.787
AI in education projects	€ 230.241	€ 142.779	€ 211.390
Npuls projects (matching CLI fund)	€ 192.965	€ 170.846	€ 214.340
Core team CLI 2.0	€ 800.000	€ 468.777	€ 688.317
Total including matching fund Npuls	€ 5.487.043	€ 3.058.655	€ 4.834.909

Table 1: Budget and forecast 2025

The white lines indicate what was originally submitted as the CLI budget 2025. Most of what is represented by the green lines was added to our budget later in 2024, when more was known about the transition of colleagues from former strategic programmes to the CLI.

Overall, we have an underspend of 323K on our original CLI budget 2025. The largest parts of that are visible in the ErasmusU_Online and Educational innovation projects, as will be explained below.

When zooming in on the newly added budget parts, indicated in green lines, the underspend is 495K. One of the main reasons is the HEQA funds that weren't fully used yet. We hope to be granted the chance to bring them with us into 2026 and spend them on the planned projects that will contribute to the EUR strategy2030, that has a clear focus on leading education with an eye for impact.

Below is a brief explanation of the forecast by cost category:

- **Core Team (including Communication and Education Lab):** The forecasted costs are a little under budget, primarily due to the compensation announced by an insurance company to cover costs of long-term illness of our colleague (two years in total) because of a car accident.
- **Professional Development of Teachers:** The forecasted expenditure is slightly over budget, indicating a higher-than-expected investment in this area. CLI management expects that the costs for Professional Development of Teachers will continue to rise. This is due to requests from faculties for additional training sessions (MicroLabs) as well as the senior examination qualification.

- **Teacher Development Projects:** The forecasted expenditure exceeds the budget by K €125, reflecting an expansion in project activities. This category includes the Senior University Teaching Qualification (SUTQ) and the Leadership in Education (in Dutch: LOL) trajectory. Additional investments were made in the TeachEUR and TestEUR platforms, and the mid management training.
- **Digitalisation Projects:** The forecasted expenditure is under budget, since we had expected to coordinate more edtech-related or digitalisation-related projects.
- **Educational Innovation Projects:** The forecasted expenditure is under budget by K €120. We have seen that on the basis of current financial concerns, several Schools lower their investments in educational innovation and focus on the basics. In some schools, teachers aren't receiving the time anymore to spend on the improvement and innovation of their courses and programmes. Additionally, Learning Innovation teams were decreased in size and were less able to reach out to their teachers to discuss and develop new ideas.
- **Education Research:** The forecasted expenditure is under budget as it was intended to support two PhD researchers. Due to personal circumstances of one researcher who decided not to pursue this career, the focus changed to one researcher.
- **Student Projects:** The forecasted expenditure is under budget by 6K, because the students focusing on these Students-for-Students projects needed time to get acquainted to the activities and the different student associations involved.
- **CLI Fellows:** The forecasted expenditure is on par with the budget, indicating the stability and success of this incentive instrument.
- **ErasmusU_Online Projects:** The forecasted expenditure is under budget by K €100, as fewer new online, hybrid or blended programmes or courses have started. The Schools set different priorities in 2025. CLI continues to facilitate online, hybrid, and blended education programmes in the projects that were already started.
- **Impact Driven Education Projects:** the HEQA funds associated with these projects were 'inherited' by CLI as they came from the Impact at the Core programme in 2024. Due to the fact that these funds were quite high to begin with, and the fact that the new impact colleagues faced a lot of hurdles along the way, most of the project activities focused on the second half of 2025. This left little time to fully spend the budget. This is why we request to transfer these funds into 2026 and to ensure that we are able to fully make use of what has been completed in the last months of 2025.
- **AI in Education Projects:** strengthening our AI expertise with colleagues from the former ErasmusX programme didn't come with additional budget. CLI was able to already make a reservation for this out of the ErasmusU_Online and digitalisation budgets. We expect to nearly completely use the budget for the current AI projects.
- **Npuls projects:** we need slightly more than budgeted because of a correction of our own contribution in 2024.
- **Core team CLI 2.0** – these are the expenses meant for the six new colleagues (excluding the two academic leads) that started in January 2025. They weren't included in the original 2025 budget, since at the time of the budget preparations in summer 2024 CLI wasn't aware yet how many colleagues would join. The budget covers their salary costs and their professional development such as trainings and conferences. Since three colleagues were also active for the new to be started AI@EUR programme, some expenses were covered by the AI@EUR budget and not all of this budget was needed.

3 Budget 2026

Given the significant financial challenge we face as EUR, we have been asked to reduce our budget from 4.5M to 4M, while simultaneously recognising that we have acquired additional responsibilities in the areas of AI in education and impact-driven & engaged education.

The CLI is financed from several sources: the direct purpose fund (K €759), which will continue in 2026; the Npuls grant that will also continue (K €284); and the BAO funds.

Given the strategic importance for EUR strategy 2030 and that we believe much of the work done in 2025 on different impact calls should continue, the CLI requests consent of both the Executive Board and the University Council to bring the remaining HEQA funds from 2025 into our 2026 budget. This will enable the involved teachers to continue with their projects and build upon what they started in 2025.

The University Council has the right of consent on the spending of the BAO (Bestuursakkoordmiddelen). As usual, the budget for 2026 is structured around the services of the CLI. In the following notes, we will particularly focus on new developments. In the green tables, several project highlights can be found to further illustrate the activities.

Activities CU	Budget 2026	Direct Purpose Fund	BAO	HOKA	Npuls	Erasmus+	Other
	<i>Total excl. grants /revenues</i>				<i>Revenues</i>	<i>Revenues</i>	<i>Revenues</i>
Professional development of teachers							
Professional development activities in progress	385.740						
New professional development activities	189.260						
Subtotal	575.000		575.000				
Educational innovation and digitalisation projects							
Teacher development projects							
Teacher development projects in progress	167.339						
New teacher development projects	132.661						
Subtotal	300.000		300.000				
Educational innovation projects							
Educational innovation projects in progress	402.487						
New educational innovation projects	51.986						
Subtotal	454.473		454.473				
ErasmusU Online projects							
EJO projects in progress	7.047						
New EJO projects	42.953						
Subtotal	50.000		50.000				
Student projects							
Students for students	6.000						
New student projects	4.000						
Subtotal	10.000		10.000				
Digitalisation projects							
Digitalisation projects in progress	45.527						
New digitalisation projects	100.000						
Subtotal	145.527		145.527				
Npuls projects							
Implementation CTL-plan	92.850				223.978		
Other Npuls activities	84.005						
"Seutelpositie" project (100% revenues)					60.280		
Subtotal	176.855		176.855		284.258		
AI in education projects							
AI in education projects in progress	352.876						
New projects	47.124						
Subtotal	400.000		400.000				
Impact driven education projects							
Impact driven education projects in progress	778.972						
Extra funding needed (HOKA)				328.972			
Subtotal	778.972		450.000	328.972			
Subtotal educational innovation and digitalisation projects	2.315.827		1.986.855	328.972	284.258	-	
Evaluation and research of educational innovation							
Erasmus Education Research							
Ambassador, PhD students, research fellows	38.182						
Research project online education on request of the UC	32.502						
Fostering a learning culture	41.076						
Subtotal	111.760		111.760				
CU fellows							
Fellow projects in progress	282.969						
Student assistants for current fellowships	67.275						
New fellow projects	106.963						
Student assistants for new fellowships	34.501						
Subtotal	491.708		491.708				
Core team CU							
Personnel expenses	645.782						
Other costst (hiring, tangible costs, communication, Lab)	132.757						
Subtotal	778.539	778.539					
Total	4.272.835	778.539	3.165.324	328.972	284.258	-	-
Available budgets	4.000.000	759.000	3.241.000				
Shortfall foreseen for CU	-272.835	-19.539	75.676	-328.972			

Table 2: Budget 2026

3.1 Teacher development

3.1.1 Vision and Strategic Context

The Community for Learning & Innovation (CLI) at Erasmus University Rotterdam supports the continuous professional growth of teachers in an inspiring and forward-looking way, aligned with the Educational Vision (2023) and the Policy Framework for Teacher Development (2024). As a university-wide innovation hub, the CLI strengthens educational quality by offering a mix of formal and informal learning opportunities, such as teaching qualification programmes (UTQ/SUTQ), MicroLabs, workshops, and peer learning networks.

Teacher development plays a central role in building educational excellence and fostering a culture of recognition and reward for teaching. At research universities, this is especially important as teaching and research are both integral to academic identity. Through its initiatives, the CLI enables teachers at all career stages to experiment, reflect, and collaborate, creating a vibrant learning ecosystem that supports innovation and evidence-informed teaching.

The CLI works closely with Risbo, which designs and delivers key professionalisation programmes for Erasmus University. Risbo currently represents the CLI in the WUO (Werkgroep Universitaire Opleidingen) network — a national community where universities exchange insights and coordinate policies around teacher qualifications (UTQ/SUTQ), professionalisation, and educational innovation. Given the strategic overlap in goals, the CLI aims to establish direct participation in the WUO network to contribute to and benefit from inter-university collaboration.

3.1.2 Investing in SKO and Expanding Teacher Development Capacity

The Senior Teaching Qualification (SKO) continues to be a cornerstone of professional growth and educational leadership at Erasmus University. It enables lecturers to deepen their teaching expertise, lead educational innovation, and contribute to institutional quality culture. Recent years have shown increasing demand for SKO trajectories, resulting in waiting lists that demonstrate enthusiasm but also capacity constraints.

In response, the CLI allocated additional funds from its impact and AI budget lines to expand SKO capacity. This proactive measure allowed more lecturers to start their trajectories without delay, aligning their projects with strategic themes such as digital transformation, AI in education, and evidence-informed teaching. This investment underlines CLI's commitment to equal access, innovation, and recognition for teaching excellence.

In parallel, the CLI reinforced its collaboration with Risbo to ensure that professional development programmes remain flexible, inclusive, and responsive to emerging needs. This approach strengthens central coordination while keeping ownership distributed across faculties. It also positions the CLI to represent Erasmus University effectively in strategic alliances focused on educational innovation and teacher learning.

Highlight: MicroLab Sustainability

In 2025, the CLI started developing a new MicroLab Sustainability to support lecturers in embedding sustainability within their teaching practice. The MicroLab is designed to help participants reflect on their role and responsibility in addressing societal challenges and to explore how sustainability principles can be meaningfully connected to their own disciplines.

The concept builds on the Education for Sustainable Development Toolkit and aligns with EUR's strategic ambition to create positive societal impact. Through interactive and interdisciplinary learning activities, the MicroLab will invite educators to translate global challenges into engaging and relevant learning experiences for students. The pilot is expected to launch in December 2025.

3.1.3 Strategic Networks and Knowledge Exchange

In 2025, the CLI engaged deliberately in national and regional networks such as the Professional Development Exchange Hub (PDEH), Npuls, and the EUR-wide Working Group on Teacher Development.

These engagements strengthen Erasmus University's visibility and impact within the broader higher education ecosystem.

The Working Group on Teacher Development, coordinated by the CLI, developed the Framework for Teaching & Learning. This framework integrates formal qualifications (UTQ/SUTQ) with informal learning such as MicroLabs, peer learning, and innovation projects. It articulates expectations for teaching expertise at each career stage and provides a foundation for recognition and reward within academic careers.

The WUO network, alongside PDEH and Npuls, plays a crucial role in ensuring coherence and cross-institutional learning among universities. Through these platforms, CLI both contributes to and learns from shared approaches to teacher development, advancing national coherence and collective impact.

TeachEUR and TestEUR: Knowledge Hubs for Educators

TeachEUR serves as an accessible digital platform that houses over 100 teaching activities, practical guides, and theoretical deep dives. In 2025, new themes such as AI in education, neurodivergence, and sustainability were added. The upcoming TestEUR platform (see highlight below) will complement TeachEUR by providing assessment formats, FAQs, and templates—empowering educators to design creative and authentic assessments in the age of AI.

Highlight New project: TestEUR

The rise of (Gen)AI tools has challenged higher education by blurring the lines between authentic learning and automated output, forcing us to rethink assessment itself. Some forms of assessment have become less suitable and require more explanation. In addition, teachers are looking for more creative, innovative, and authentic forms of assessment, contributing to increased reliability and validity. The goal is to support teachers in implementing effective assessments by providing inspiration and information through a new platform. That's why we are developing TestEUR as a counterpart to TeachEUR.

While TeachEUR offers a collection of teaching activities, TestEUR will provide a collection of assessment formats and will support and align with the current professional development for teachers offerings in the area of assessment, such as the UTQ/BKO, BEQ/BKE, SEQ/SKE, and all relevant Microlabs on this topic. This project focuses on the first phase, which involves developing, setting up, and launching TestEUR, including descriptions, FAQs, templates, and at least 15-20 assessment formats. Phase 2 (in a later stadium) will broaden and deepen the platform.

3.1.4 Looking Ahead to 2026: Implementation and Strategic Direction

In 2026, the CLI will translate the recommendations from the Turner evaluation into concrete actions. This includes introducing portfolio management to oversee all teacher development initiatives, ensuring coherence, transparency, and alignment with institutional priorities. Benefits management will also be embedded to track outcomes and demonstrate the value and impact of professional learning.

A continued focus on digitalisation and AI literacy will guide professionalisation activities, reinforcing digital readiness and inclusion. Collaboration with national partners through Npuls and WUO will ensure that EUR remains connected to emerging practices in higher education.

Finally, the CLI will continue strengthening inter-institutional alliances with partners in the LDE and PDEH networks. These collaborations aim to share knowledge, develop joint learning materials, and streamline teacher development efforts across institutions, thereby contributing to a sustainable national ecosystem for educational innovation.

Through these strategic efforts, the CLI reaffirms its role as a catalyst for teacher development, promoting excellence in education, innovation, and recognition for teaching across Erasmus University and beyond.

3.2 Digitalisation & Npuls

3.2.1 Digitalisation in 2025

CLI has many digitalisation projects focus on improving the quality of education through effective use of tooling and blended learning practices. In 2025 most digitalisation projects were accelerated by the CTL Npuls plan. This chapter focused on the main project that were prevalent in 2025 and the results we achieved. Most project could be clustered in three themes: Npuls, Educational Innovation and Blended & Online Education.

3.2.2 Npuls

On September 1st, 2024, we commenced the implementation of our CTL-Plan (Centre for Teaching and Learning) as part of the Npuls Programme (Dutch Digitalisation Programme). The grant allocated for this plan is intended to accelerate our university's digital endeavours. The CTL-Plan encompasses several activities, including:

- Overseeing our Digital Learning Environment
- Assisting lecturers and teaching staff in enhancing their digital (AI) literacy
- Sharing knowledge with other educational institutions

We have assembled a team comprising Faculty Members, the Community for Learning and Innovation (CLI), Education and Student Affairs (E&S), and Erasmus Digitalisation and Information Services (EDIS) to manage our digital learning environment. This team focuses on:

- Monitoring the needs and preferences of faculties regarding new Educational Technologies (EdTech)
- Advising lecturers on innovative EdTech solutions to enhance the quality of education
- Connecting stakeholders to facilitate advancements in EdTech

The team also supervises existing digital learning platforms such as Canvas and ANS to ensure that the requirements of faculties and lecturers are addressed, thereby prioritising the improvement of educational quality.

Utilising appropriate tools is one method to improve the quality of our education. Concurrently, the CTL-Plan emphasizes increasing the digital (AI) literacy of lecturers, teaching staff, educational support staff, and students. We develop two MicroLabs (small training sessions) to enhance digital skills of lecturers, created four e-Learning modules for asynchronous learning, and collaborate with Lifeversity (student training) to ensure students also become more digitally literate.

Highlight: Online Platform for Educators

Sharing knowledge is an important aspect of the Npuls programme. Together with our regional educational institutions, including TU Delft, HR, STC, IT Campus Rotterdam, Albeda, Zadkine, and GLR, we collaborated in this aspect. We are working on a platform for educators where they can find all kinds of information to improve education, such as educational activities, tooling, lesson plans, educational innovations, and training overviews. For EUR, this means we improve our current platform, TeachEUR. The way we share knowledge with each other is by leveraging AI to open up information from all educational institutions. Together with SURF, Npuls, and our regional partners, we are testing AI chatbots to see if AI can help us in sharing knowledge.

3.2.3 Educational Innovation and Tools

In 2025, the CLI digitalisation cluster continued to innovate with educators and faculties regarding Educational Technologies (EdTech). There were many projects focused on improving education and processes with tooling. For example, CLI completed the Edubadges project, but CLI maintains an active role in promoting the instrument. A year after completion, CLI conducted an evaluation of EUR's activity on the platform. From this evaluation, it was concluded that changes are needed to the operational framework for Edubadges. CLI took the initiative to process these changes into a memo for the Vice-Deans of Education and the Executive Board.

Another great project with E&S was on Vision Digital Assessment Workspace. E&S asked CLI for help to get a better understanding of what the faculties want from the facilities (hardware, software, spaces) for digital assessment on campus now and in the future. This eventually resulted in a report that was handed over to the directors of E&S and EDIS and discussed at the IM OW.

Finally, we want to give two highlights on projects, which can spark future initiatives:

Highlight: Data Dashboard Education Evaluations

Within ESSB, both quantitative and qualitative evaluations are conducted on education for the purpose of educational quality. To bring these different types of evaluations together, ESSB wanted to gain insight into whether and how a dashboard could lead to added value. For this reason, the digitization cluster facilitated discussions between data experts, faculty quality assurance, program directors, and LI staff to provide insight into three matters: 1. Insight into the wishes and requirements for a dashboard. 2. Insight into the data. 3. Insight into processes, systems, and support. By collaborating on a minimal viable product for a dashboard in PowerBI, these insights were achieved. Upon delivery of the final report, ESSB decided to use this minimal viable product in a pilot within a Bachelor program.

Highlight: Educational tools overview

There are many different tools available for EUR educators, but which ones are allowed by EUR and which ones are not? SURF started an initiative in 2023 called “Samenwerkingsplatform Educatieve Applicaties” (SPEA), a platform for educators to browse all applications within an institution. In 2025, we started to create an overview of all available educational applications for educators. This was not an easy task, as there are many lists of applications, but no one department has the complete list. Additionally, faculties also have their own applications they use or created themselves. The CLI took the initiative of SPEA as a starting point to create a full overview of all educational applications and gather the correct information for educators to inform themselves. This is a long process and will continue in 2026.

3.2.4 Blended and Online Education

A big part of digitalisation is also looking at different ways to leverage technology and find different ways of learning. We worked with faculties such as ESPhil to improve their Bachelor for Specific Discipline (BPSD) by designing blended and online options for their courses, which include videos, podcasts, and knowledge clips. This was a continuation of the successful first year of the BPSD project we worked on in 2024. Similarly, we also worked with ESSB to improve their master: Public Governance, Management, and Policy (e-PGMP). Both are great examples of ways to improve existing curricula and prepare them to be more flexible for different learning needs.

We experimented with technologies such as AI and XR. RSM, for example, leveraged AI (Panopto ELAI) to adapt their courses to different learning styles of students. They used audio generated by AI to tweak different learning materials to suit the needs of students and wrote an accompanying research paper. Initial results were positive. Another great example is the one from ESHCC, where we worked with a new tool from EON Reality. This allowed the lecturer to create an immersive environment where students could navigate course materials, ask questions to an AI avatar, and complete quizzes. This opened the way to new possibilities for learning and has great implications for lifelong learners.

Experimenting and changing our education through digitalisation is an important aspect of our work at CLI. This way, we find the optimal way of learning and cater to the needs of different learners.

3.2.5 Digitalisation in 2026

The digital landscape in education is changing rapidly, especially with the introduction of Generative AI. In 2026, we expect to continue with many of the themes we are already focusing on, but we do see the rise of new themes such as data-supported working and assessment.

Digital (AI) Literacy

In 2026, we will continue to work on digital literacy by providing our educators with different forms of training and support. We will mainly focus on AI literacy, as AI is still pervasive even in 2026. We will closely work together with AI@EUR, AI Registry, and faculties and closely monitor the needs in education and adapt our projects based on urgency and strategic fit with the Task Force GenAI in Education. Additionally, we will also closely collaborate with other institutions through Npuls Communities and share knowledge to accelerate innovation.

Blended and Online Education through tooling

We will continue to work with pioneering faculties and educators through innovative digitalisation projects. These include new forms of blended and online learning and experiments with tooling. There are already projects starting that will continue to experiment with VR and Immersive Spaces. These experiments will slowly show the capabilities of these technological advances and if they can be effectively incorporated into education.

There are more and more AI tools that could benefit education greatly. CLI and the faculties will explore more projects on video generation, audio generation, chatbots, assessment, and so on. However, we do need to responsibly use these innovations, which is why we will closely work with AI@EUR and departments such as EDIS and E&S.

Data supported working

Given the significant availability of digital information, how do we appropriately and ethically leverage the data we increasingly have access to in order to effectively improve education? In 2026, data will play a more prominent role, especially as it is one of the core pillars of Npuls. We will start new projects and see how data can be used to improve education. These include projects such as using course data or student evaluations to improve courses, or even experimenting with AI and large data sets to improve the quality of education. CLI is already talking to relevant stakeholders such as “Data Ondersteund Werken”, Data Competence Hub, and faculties to initiate such projects.

Assessment

In the field of assessment, CLI wants to organise a Community of Practice around this topic and maintain close ties with Npuls, where digital assessment is also being worked on and, for example, the effects of AI on assessment are discussed. The digitalisation cluster wants to cross-connect with the AI cluster and AI@EUR on this topic. We expect that projects can be formed around skills assessment and programmatic assessment with a digitalisation component based on the insights gained in the project for the vision on digital assessment on campus.

3.3 Evaluation and research of educational innovation

3.3.1 Educational research is core objective of a CTL

With support from Npuls, all 115 higher education institutions in the Netherlands will have a Centre for Teaching & Learning (CTL). EUR already has a CTL: the Community for Learning & Innovation (CLI). The CTL development grant will be spent, among other things, on stimulating educational research. Indeed, contributing to research on educational innovation is one of the five core objectives of a CTL. More specifically, it involves:

- Conducting research on teaching and implemented educational innovations and feedback results within the institution and more broadly.
- Participating in national and international collaborative research projects on educational innovation.

3.3.2 EER at CLI

After the launch of CLI in September 2017, Erasmus Education Research (EER) was housed at CLI, as the equivalent of IMERR at Erasmus MC. In 2020, a new Research Agenda was formulated and 3 new PhD tracks were launched (at RSM, ESHCC and ESSB). The CLI then provided 50% matching of the PhD researcher staff expenses for four years. The PhD researchers are assigned to a school so they work

within their own research group. The school takes care of the rest of the personnel expenses and receives the PhD bonus.

Currently, only one lecturer/researcher is employed through such an arrangement. This research was set up at the request of the University Council and focuses on optimising online teaching. The (interim) results of the research projects are shared within and outside EUR. The researchers can make use of the EER database, which is now hosted by the Data Competence Hub (DCH).

CLI strives to develop the EER research agenda even further, and to boost the learning culture at EUR. That's why we will increase the educational research ambassador's involvement from 0.2 to 0.3 FTE as per January 2026 and added support of a junior researcher of 0.6 FTE. They will come up with an action plan and will organise a conference on educational research in the first half of 2026.

3.3.3 CLI Fellowships

In addition to these long-term studies, the CLI offers EUR teachers the possibility to apply for a CLI Fellowship. This is designed for senior teachers who are passionate about educational innovation and educational research. They can submit a project proposal to the CLI to dedicate time to innovate their education and research its effects. Applicants are free to determine their own research questions, and at the same time CLI will look for possibilities to dedicate specific Fellowships to strategic themes such as impact & engagement or generative AI in education.

A jury assesses the proposal based on the quality of the idea and how the results can be shared within the EUR network. If the project promises impact and relevance for the EUR, the CLI grant is approved. Fellowship recipients work one day a week for up to two years on their project and participate in the community for knowledge exchange. If needed or desired, the CLI provides free didactical, substantive, and technical support during the fellowship, facilitating the innovation project.

We deliberately choose to open the Fellowship opportunity to all Schools and teachers of all disciplines, in order for them to grow into educational leaders in their own Schools and boost the quality of education in an evidence-based way. This means that for example philosophers, legal experts, and economists all can conduct research into their own education, assisted by our educational research ambassador at ESSB who can help with the right set-up and methodology for this type of research.

The successful completion of these projects turns CLI Fellows into key contributors to the growing network of educational leaders within and across Schools. Fellows who finish their projects stay connected to the community, often collaborating with SUTQ alumni and members of Communities of Practice who also take on leadership roles.

Many successful fellowships have already been concluded, including developments into NRO Comenius Fellowships, articles in research journals and insights being used in curriculum revisions such as ErasmusArts2030 at Erasmus MC.

Furthermore, we have recently developed an impact plan that we discuss with Fellows before the start of their Fellowship research, during their process and also at the end of their research. The impact plan helps the Fellows to consider how they could ensure the findings from their research can be used or even sustainably embedded in their own School and hopefully even EUR-wide.

For a comprehensive overview of the CLI fellow projects, articles, results and insights, please visit the CLI website on myeur.nl/cli or refer to the appendix. This applies to the overview of educational research projects as well.

3.4 AI in education

In 2025, CLI's work on AI revolved around attempts to balance two tendencies that move in opposing directions: on the one hand we have to respond to disruptive effects AI has in teaching and learning

(responsive initiatives), while on the other we aim to mobilize the power of AI to reform core elements of higher education (proactive initiatives). In 2025, responsive initiatives have mostly arisen from teachers' and faculties' needs, and have focused on assessment and compliance (with the AI Act).

On the other hand, with proactive initiatives, we took into account these responsive trends, but then transitioned them into more proactive approaches to educational innovation: AI in assessment grew into a more holistic approach to curricular redesign based on constructive alignment, while compliance served as a springboard for addressing other salient aspects of AI in teaching and learning in responsible and ethical ways that reexamine best practices in higher-educational pedagogy.

By moving from need-driven to proactive approaches, CLI actively contributes to EUR Strategy 2030, especially its impact domain #5: Responsible use of technologies.

3.4.1 Challenges and complexities

Multiple challenges surround effective integration of AI in education. AI as a technology is moving fast, making it incongruous with developments in higher educational structures, which tend to take place at a significantly slower pace. This makes it difficult to keep pace, let alone take control over innovations.

Furthermore, AI is not merely a technology, but a more complex phenomenon. It is akin to an entirely new type of workforce entering higher education—a new workforce that prompts existing roles, structures, and processes to be re-examined, reshaped, and repositioned. One of those complexities is reflected in the difference between AI literacy and teacher professionalization: while AI literacy works on improving knowledge of and skills for using AI, teacher professionalization has to offer ways to innovate one's teaching practices regardless of one's proficiency levels with AI. Teacher professionalization is therefore a separate process that needs to be developed in parallel with AI literacy for teachers and students.

This complexity slows down innovation and increases the amount of resources necessary to develop effective approaches to AI in education. While traditionally higher education relies on cutting-edge innovations that are tried-and-tested globally through research and practice, and those innovations are integrated in particular contexts of universities, programmes, and courses, with AI there are no tried-and-tested best practices as yet, since AI is still a new phenomenon. The result is a significantly more resource-heavy investment in innovation. Finally, AI—and especially Generative AI—is disrupting virtually every aspect of higher education: teaching, learning, research, writing, assessment... no area remains unaffected. Effectively tackling all these areas will require gargantuan efforts in the years to come, but this is also what makes AI a valuable opportunity to reexamine basic tenets not only of teaching and learning as cognitive processes, but of higher education and its social role.

3.4.2 Areas of action

The complexity of AI's challenges and effects on higher education is reflected in CLI's multi-pronged approach to integrating AI in teaching and learning. In 2025, CLI's work on AI comprised four areas of action:

Coordinating with internal and external stakeholders on AI-related challenges

While individual and small-scale initiatives continue to be crucial in the innovation process, a complex and large-scale disruption such as AI requires that innovation be conducted in a way that is informed:

- a) by research, to emphasize evidence-based approaches
- b) by national and global trends, to build on what works across boundaries
- c) by EUR's internal stakeholders, to ensure coordinated, cost-efficient, and approaches that can be upscaled and are also sustainable long-term.

Additionally, these initiatives build on CLI's core mission of serving as a platform for information-sharing and collaborative innovation.

Building and maintaining AI-related platforms

In integrating AI in teaching and learning, we must be cognizant of the infrastructure we rely on. The overwhelming majority of commercially and publicly available large language models (LLMs) in the world come from only two countries: the USA and China. In many ways they contravene EU laws governing the use of AI, namely GDPR and the AI Act. Therefore, to build approaches and innovations for AI in education that allow for use that is not only compliant with AI-related laws, but that is also proactively responsible and ethical, we must take the responsibility of ensuring that the infrastructure we use is data safe and offers privacy protection.

CLI has previously collaborated with Npuls to develop a data-safe platform that provides LLM (large language model) functionality: under the name of Erudite it has been available to EUR staff by default and to EUR students on demand. In order to mitigate Erudite's limitations, CLI is now working in collaboration with EDIS and Npuls to develop a new platform—EduGenAI—that will offer levels of functionality comparable to commercial LLMs.

In addition to GenAI infrastructure, CLI is also contributing to creating an EUR-wide platform for information-sharing on AI: a website that will serve as a central entry point for all AI-related information for all Erasmians: students, teachers, researchers, and staff alike.

Organising AI-related events

In line with its core mission of community-building, CLI has been organising various community events on educational topics since its inception. To the ongoing events, we have now added a GenAI-themed monthly event that promotes emerging and/or effective use of GenAI in teaching and learning through information-sharing and practical skill-building.

Funding and facilitating AI-focused innovation projects

Educational innovation and digitalisation projects constitute a significant portion of CLI's investments, both financial and in terms of human resources. This is the case with AI-related initiatives too. In 2025, CLI has supported eight AI-related innovation projects that facilitate experimentation on the use of (Gen)AI in teaching and learning in ways that strengthen teachers' pedagogy, promote responsible and ethical use of AI, and ensure compliance with existing laws and policies. Here we highlight two of them.

GenAI-based Curricular Redesign (ESHPM)

In early 2025, ESHPM initiated a school-wide curricular redesign. It was prompted by the disruptions GenAI were causing in different aspects of education. The goal of the redesign was to make assessments, learning goals, and teaching/learning approaches and activities up-to-date in a world where GenAI is pervasive and widely used. The project's structure reflects the complexity of the challenge, working on multiple levels: redesign of course assessments, rethinking of course/program learning objectives, upskilling of teachers through both AI literacy and teacher professionalization (introducing new pedagogical approaches to teaching), creating of a communication plan, evaluating different stages of the process, providing students with opportunities for AI-based upskilling, etc.

The project is slated to last until the end of the AY2025-26. Ultimately, through this project, we aim not only to support ESHPM in updating their curricula, but also to create a template for curricular redesign that we can share with and tailor to other faculties at EUR.

AI Teaching Fellowships (EUR-wide)

Over the past few years, CLI has supported academic staff at EUR in their educational research as well as application of research findings to educational innovation through CLI Fellowships. However, there is still space—and need across the faculties—to complement this research-focused support with support for teaching innovation and upscaling of innovative teaching practices. Starting in February 2026, the AI Teaching Fellowships will offer support for practical experimentation and upscaling of teaching innovations. The goal of the project is three-fold: (a) AI fellows build teaching innovations around AI via individual experimentation and participation in this project's community of practice (tailor-made for AI fellows); (b) AI fellows promote and upscale AI teaching innovations within their

faculty by directly supporting fellow teachers—individually and, where possible, in collaboration with their Learning Innovation teams; (c) CLI promotes teaching resources to share within EUR as well as with external educational partners by collecting the outputs of the community of practice. Each year, the project will bring together teachers at all levels—promovendus, lecturer, or professor—from across EUR faculties to not only facilitate innovation in integrating AI in teaching, but also pave the way for upscaling effective and successful approaching to AI in education.

In 2026, CLI will work closely with the AI@EUR programme and focus on capacity building, teacher development and AI literacy, educational research, and the pedagogical integration of AI in education.

CLI will continue the year 2026 with:

- AI teaching fellows: peer-to-peer support from one faculty member to other teachers within the faculty (see highlight above).
- CLI Fellows: teachers conducting research on the application of AI in education
- AI integration in education project: initiated with ESHPM, insights benefit all faculties (see highlight above)
- AI literacy courses for students in collaboration with LifeVersity
- MicroLabs ‘how to use AI as a teacher?’ and ‘AI and assessment’, multiple start dates per year.

With these activities, the entire AI budget for 2026 from the CLI has already been allocated. For additional needs of the faculties, opportunities must be sought from the AI@EUR budget, BAO, or external funding.

3.5 Impact-driven & engaged education

Impact-driven education focuses on developing the knowledge, competences, values, and mindset needed to identify and responsibly address societal urgencies through reciprocal relationships with the actors involved. In addition, engaged education emphasizes the collaborative process of mutual learning and co-creation with stakeholders. At the EUR, these perspectives are being strengthened by both the CLI and the Strategic Dean Impact & Engagement (SDIE).

3.5.1 CLI and SDIE

Within the CLI context, we (re)design education to enable EUR students to engage meaningfully with societal issues in Rotterdam through reciprocal relationships with local partners. The main focus is on addressing “matters of care”- significant societal challenges in which all actors navigate uncertainty and draw on one another’s insights and expertise to develop more effective and responsible approaches. This approach is reflected in our innovation projects, educational research, and teacher development.

Outside the CLI context and budget, within the context of the SDIE, efforts are made to build and strengthen external (open innovation) networks that are important for nurturing and facilitating impact-driven education, as well as ensuring it results in sustainable impact for our environment. These networks are both thematic and community-oriented.

At SDIE, the emphasis is primarily on building and maintaining external networks that feed and connect education and research with society. The focus there is on “building the infrastructure” for impact. CLI collaborates within these networks with teachers/researchers in the (re)design of education due to the availability of learning innovators.

3.5.2 Projects in 2025

Student journey

Through various sub-projects within the schools, our team focused on supporting students’ personal and professional growth in an engaged context. These initiatives guided students from diverse backgrounds

in building the knowledge, skills, and mindset needed to understand and address challenges in their field and in society, in line with Erasmus values.

This involves seven sub-projects, of which three will be highlighted here:

ESPhil: Echo-philosophical Exercises The design of this track consisted of an introductory meeting and four dialogue sessions (at the end of each block) with first-year philosophy students. Students reflect on their experiences, personal development, and what they find important. Teachers use these reflections to shape each subsequent session, ensuring the exercises respond to students' perspectives and needs.

ESHCC: Inner Development & Skills Route Revision of the skills line for all three programmes (ACS, HIS & IBCOM) with a focus on self-awareness, self-regulation, and the inner development competences so that students become responsible professionals and engaged members of society, able to navigate a constantly evolving professional and social environment (in line with the ESCCH Strategy 'Empowering Changemakers').

ESSB: Visualisation Thrive Track This project maps the key moments (touchpoints) within the Thrive Track by creating infographics for each academic year and developing a coherent narrative. The infographics will become an interactive animation, enabling students to actively navigate and steer their personal and professional growth. By visualizing their journey, students can better understand their development, reflect on their learning, and take ownership of their growth in self-reflection, self-direction, independent learning, and interpersonal skills.

Sustainability in education

This project supports EUR's ambition to embed sustainability / sustainable development in our entire education portfolio. Aligned with our university's mission to drive positive societal change, this project fosters education that equips students with essential competencies—knowledge, skills, and attitudes. These competencies enable them to contribute to and lead sustainability transitions in both their civic and professional lives. Seven sub projects resulted from the call, of which three are mentioned here:

RSM: Inner Development Goals in action – from awareness to impact (cross-collaboration with student journey project) This project offers master's students a structured learning journey around the Inner Development Goals, where they develop their professional identity and resilience through reflection, self-evaluation, and action planning, and learn to contribute meaningfully to sustainability changes.

ESHCC: Voicing the future: strategic communication for sustainable transitions The project introduces a BA-2 course on Sustainability Communication in which students learn how communication influences sustainable transitions, critically reflect on ethical dilemmas, and apply their knowledge to real SDG challenges through assignments and a strategic communication challenge.

ESL: Minor 'Political economy of European integration' In this project, the minor is redesigned based on interdisciplinary issues related to sustainability and the environment. This way, it becomes more central in lectures, group work, and papers, encouraging students to think critically about European integration, legislation, and the role of the EU in the global economy.

Thesis Hub

This project is also called: impact-driven graduation projects. An important goal for the project is to support thesis coordinators and graduation project coordinators to innovate towards making their graduation projects more impact driven. This goal aligns with EUR's strategic ambitions on making a positive societal impact and aligns with EUR's vision on education.

The most important requirement for the call is that innovations should align with the framework for impact driven graduation projects, which means a movement towards a graduation project with the following markers:

- Bridging Theory and Practice
- Co-creation with Societal Partners
- Participatory and Design-Oriented Methodologies
- Collaborative and Interdisciplinary Learning
- Authentic Research Questions
- Public Creative Output
- Impactful Science Communication

- Critical Reflection

These projects resulted from the call and were started at Q4 2025:

- ESSB – Sociology Master's in Migration and Diversity
- ESSB – Sociology Master's in Digitalisation in Work and Society
- ESSB – EMPO (Educational Master's in Primary Education)
- RSM – Bachelor in Management of International Social Challenges
- ESHCC – Master's in Arts & Culture Studies
- ESHCC – Master's in Media Studies
- ESPhil – Master's in Societal Transitions
- ESL - Bachelor in Law
- ESL Masters:
 - Private Law and Labour Law
 - Criminology
 - Liability and Insurance
 - Tax Law
 - Toga aan de Maas
 - Private Law

3.5.3 Key priorities for 2026

Implementing impact education in existing curricula

This involves helping to shape impact-driven education so that each programme includes at least one course where students work on an assignment on a 'matter of care' from a stakeholder outside the university, fostering reciprocal relationships and real-world societal impact.

Additionally, we want to (re)design courses/curricula that cultivate **students' personal and professional growth** within an engaged context, including impact-oriented competences and mindsets.

How do we connect our education to societal issues?

CLI assists teachers in connecting their education to issues formulated in **thematic and neighbourhood-focused networks** with stakeholders in a suitable and meaningful way. Examples include Werkplaats Crooswijk and the Hefhouse. Here, students collaborate with residents, organisations, and institutions on societal issues that directly align with the EUR impact domains (Strategy 2030 "Leading in the world, committed to the region"). CLI supports teachers in a practice-based (re)design of/to impact-driven education.

Additionally, CLI helps in shaping **impact-driven minors** (new minors policy) where students learn to collaborate across the boundaries of disciplines and domains in dialogue with societal partners. CLI also works on new forms of **impact-driven final projects** (BA/MA) and the **professionalisation of internships** as a form of impact learning. This explicitly involves collaboration with the Convergence and other strategic alliances where appropriate.

Impact & Engagement Community

Here, teachers/researchers come together to learn, exchange, and collaborate on impact-driven education and research. The community acts as a driving force for connection, co-creation, and visible results in practice.

3.6 Core team, Knowledge sharing and Education Lab

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

1. Manager CLI
2. Academic leads on AI and impact & engagement
3. Communications advisor

4. Project managers
5. Learning innovators
6. Coordinators business operations with focus on PMO
7. Floor manager Education Lab/coordinator business operations
8. Student assistants

An annual budget of K€ 759 is available from the Direct Purpose Fund for the staff costs of part of the team and the additional costs of knowledge sharing and the use of the Education Lab.

Collaboration with Risbo

The CLI has concluded a long-term agreement with Risbo for the years up to 2024. The aim is to perpetuate and strengthen the fruitful collaboration. This collaboration agreement has been extended by another year in 2025, and will be continued for another year in 2026. Risbo is part of the EUR Holding and acts as a subcontractor to the CLI, providing services for teacher professionalisation and educational innovation.

The advantages of this 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 2026.

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 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 collaborates with the Studio, which 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 experts discuss the content, planning and budget of the project with the studio team early on. The floor manager welcomes teachers and other guests to the studio.

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

CLI will prepare its multi-year perspective for the period 2027-2030 in February 2026, after the conclusion of the evaluation looking into the most optimal organisation for CLI from 2027 onwards.

The first preparations for this have been made in March 2025 and were discussed with the vice-deans of education, but at that time more insights into the governance of CLI and its collaboration with Risbo were needed. CLI will adapt its multi-year perspective based upon these insights.

5 Conclusion

Although the year 2025 was a transition year with many changes and challenges, the CLI is proud of its resilience and its strong network of teachers, students and supporting staff within and outside of EUR, who passionately improve our education every day.

We feel strengthened by the many connections we see to make a contribution to the EUR strategy 2030, in all strategic goals and the corresponding priorities. From outstanding academic education and research to the collaboration in networks and with society, and performing as one connected EUR.

Our collaborations with the vice-deans of education, LI teams, University Council, professional services such as E&S, EDIS, RE&F, Academic Affairs and the University Library enable us to act as the flexible network organisation that we are, connecting and driving educational innovations that contribute to our leading academic education and research.

On a national scale, we are well-connected within the Npuls network that aims to improve both the knowledge and digital infrastructure in vocational and higher education. Npuls attributes a central role to Centers for Teaching and Learning (CTLs), which aligns perfectly with the position and activities of the CLI at Erasmus University. CLI staff combine their participation in the national network of CTLs with participation in UNIC's CTL network ensuring that the European dimension is fed back into national and local considerations.

We are looking forward to connecting even more to the level of programme directors and academic directors in the Schools, to explore together how we can implement and upscale educational innovations even more. In order to do this successfully, we need to safeguard the learning innovation capacity at EUR and look for possibilities to bring this capacity under one umbrella.

Furthermore, we are preparing to take the leading role in teacher development, taking a portfolio approach with the EUR offer and developing our own quality assurance cycle. For the education we offer our students, quality assurance is fully in place, but that's not the case for the education we offer our teachers. We strive to change this.

As for educational research, we will further stimulate a learning culture within EUR that involves academic evaluations with every large change we make in our teaching. We will be alert for opportunities to obtain second and third income streams, for example additional Npuls or Erasmus+ grants focusing on educational innovation.

We will continue to support the Schools in their needs to further explore and discover the upsides and pitfalls of AI in education, and to boost the implementation of impact-driven and engaged education in our curriculum so that EUR students engage meaningfully with societal issues in Rotterdam.

Appendix - CLI Budget 2026

Activities CLI	Budget 2026	Direct Purpose Fund	BAO	HOKA	Npuls	Erasmus+	Other
	<i>Total excl. grants /revenues</i>				<i>Revenues</i>	<i>Revenues</i>	<i>Revenues</i>
Professional development of teachers							
Professional development activities in progress	385.740						
New professional development activities	189.260						
Subtotal	575.000		575.000				
Educational innovation and digitalisation projects							
Teacher development projects							
Teacher development projects in progress	167.339						
New teacher development projects	132.661						
Subtotal	300.000		300.000				
Educational innovation projects							
Educational innovation projects in progress	402.487						
New educational innovation projects	51.986						
Subtotal	454.473		454.473				
ErasmusU Online projects							
EUO projects in progress	7.047						
New EUO projects	42.953						
Subtotal	50.000		50.000				
Student projects							
Students for students	6.000						
New student projects	4.000						
Subtotal	10.000		10.000				
Digitalisation projects							
Digitalisation projects in progress	45.527						
New digitalisation projects	100.000						
Subtotal	145.527		145.527				
Npuls projects							
Implementation CTL-plan	92.850				223.978		
Other Npuls activities	84.005						
"Sleutelpositie" project (100% revenues)					60.280		
Subtotal	176.855		176.855		284.258		
AI in education projects							
AI in education projects in progress	352.876						
New projects	47.124						
Subtotal	400.000		400.000				
Impact driven education projects							
Impact driven education projects in progress	778.972						
Extra funding needed (HOKA)				328.972			
Subtotal	778.972		450.000	328.972			
Subtotal educational innovation and digitalisation projects	2.315.827		1.986.855	328.972	284.258		
Evaluation and research of education innovation							
Erasmus Education Research							
Ambassador, PhD students, research fellows	38.182						
Research project online education on request of the UC	32.502						
Fostering a learning culture	41.076						
Subtotal	111.760		111.760				
CLI fellows							
Fellow projects in progress	282.969						
Student assistants for current fellowships	67.275						
New fellow projects	106.963						
Student assistants for new fellowships	34.501						
Subtotal	491.708		491.708				
Core team CLI							
Personnel expenses	645.782						
Other costst (hiring, tangible costs, communication, Lab)	132.757						
Subtotal	778.539	778.539					
Total	4.272.835	778.539	3.185.324	328.972	284.258	-	-
Available budgets	4.000.000	759.000	3.241.000				
Shortfall foreseen for CLI	-272.835	-19.539	75.676	-328.972			

Appendix - CLI Innovation projects

Overview innovation projects CLI - November 2025														
#	Projects	by request of / in cooperation with	Theme									Funding		
			personal professional development of students	innovation capacity of teachers / teacher development	design and development of study programs	online/blended/ hybrid learning	assessment	future learning spaces	digitalisation & Npuls	impactdriven education	AI in education	2025	2026	
	Teacher development projects													
1	2023.22 Teaching Critical World Ottership, from Skills to Toolbox	EUC				1							BAO	
2	2021.04 Design your teaching session / teachEUR	AI		1									BAO	
3	2023.26 Mid-management training	RSM		1									BAO	
4	2024.15 TeachEUR Inclusion of Neurodivergent Students	ESHCC			1								BAO	
5	2023.13 Sustainability themepage TeachEUR	EUC		1									BAO	
6	2025.20 TeachEUR	AI		1									BAO	
7	2025.27 Further development in examination skills	ESHCC		1									BAO	
	Educational innovation projects													
8	2022.09 Strengthen online selective courses (in collaboration with UNIC)	AI				1							BAO	
9	2023.12 Infographic academic reading guide	ESSB	1										BAO	
10	2023.13 Peer assessment for a formative group presentation	ESHPM						1					BAO	
11	2023.24 HEPL master	ESHPM			1								BAO	
12	2024.03 Knowledge database qualitative research	ESHPM											BAO	
13	2024.04 Course Redesign Organisation and Strategy	ESE	1										BAO	
14	2024.07 Pilot curriculum review	ESL			1								BAO	
15	2024.08 Curriculum evaluation HCM-ZoMa masters	ESHPM			1								BAO	
16	2024.09 Implementing education on professional identity formation	EMC	1										BAO	
17	2024.11 Improvement of students' learning attitude	ESHPM	1										BAO	
18	2024.12 Redesign and innovation Skills Trajectory Bachelor	ESL	1										BAO	
19	2024.13 Education Evaluation Dashboard	ESSB			1								BAO	
20	2025.15 Developing and evaluating innovations in course design	EUC			1								BAO	
21	2025.17 Learning Trajectory Academic Writing Skills	ESSB	1										BAO	
22	2025.18 Shoots and Ladders Professional Ethics Game	ESSB	1										BAO	
23	2025.19 Future learning spaces pilot phase	AI							1				BAO	
24	2025.37 Impact evaluation ESPHl BPSD revision	ESPHL			1								BAO	
25	2025.42 Future Proof Curriculum (FPC) Project	ESE			1								BAO	
26	2025.43 Design of numerus fixus online activity	ESE				1							BAO	
27	2025.44 Online Writing Learning clips over feedback EA203	EMC				1							BAO	
28	2025.46 Strengthening Students' Collaborative Skills	ESSB	1										BAO	
29	2025.47 Internal Feedback	ESE	1										BAO	
30	2025.48 From cost cutting to innovative curricula	ESHCC			1								BAO	
31	2025.49 Interview Onboarding	ESHCC	1										BAO	
	ErasmusU Online projects													
32	2021.17 Social platform	AI				1							BAO	
33	2020.01 Realise a future-oriented Bachelor in Law (VMO)	ESL				1							BAO	
34	2022.06 Master e-PGMP	ESSB				1							BAO	
35	2023.02 Premaster Pedagogical Sciences	ESSB				1							BAO	
36	2024.02 Redesign Bachelor Philosophy courses for specific discipline	ESPHL				1							BAO	
37	2025.08 Online part-time Master Recht van de Gezondheidszorg	ESL				1							BAO	
38	2025.14 Student Success Coaches	AI	1										BAO	
	Digitalisation projects													
39	2022.12 Future learning spaces	AI							1				BAO	
40	2024.05 Vision of digital test-workplace	AI						1					BAO	
41	2024.06 AI for developing adaptive course material	RSM				1							BAO	
42	2024.10 Holobox skills training	AI		1									BAO	
43	2025.09 Creating an immersive course using AI	ESHCC								1			BAO	
44	2025.21 Enhance critical literacy and ethical reflection skills	ESL								1			BAO	
45	2025.45 Creating an Immersive Master Course	ESHCC								1			BAO	
	Npuls projects													
46	2025.B01 MicroLab AI and Assessment	AI								1			Npuls / BAO	
47	2025.B02 Game Based Learning Community	AI								1			Npuls / BAO	
48	2025.B03 MicroLab Changemanagement	AI								1			Npuls / BAO	
49	2025.B04 AI and Writing for Lecturers	AI								1			Npuls / BAO	
50	2025.C01 Online Platform Onderwijsinnovatie	AI								1			Npuls / BAO	
	AI in education projects													
51	2025.07 Community-based AI Skillbuilding	AI									1		HEQA	
52	2025.11 AI integration in education	ESHPM									1		BAO	
53	2025.16 AI Literacy Courses for EUR Students	AI									1		BAO	
54	2025.28 AI Teaching Fellows	AI									1		BAO	
55	2025.50 (Gen)AI for Adaptive Learning	RSM									1		BAO	
	Impact driven education projects													
56	2025.01 Groenwijk Hub	AI									1		HEQA	
57	2025.02 Student Journey	AI									1		HEQA	
58	2025.30 E-didactische oefeningen	ESPHL									1		HEQA	
59	2025.31 Inner Development and Skills Route	ESHCC									1		HEQA	
60	2025.32 Visualisation of the ThriveTrack	ESSB									1		HEQA	
61	2025.33 Career Preparation Modules	RSM									1		HEQA	
62	2025.34 Sense of Belonging	ESE									1		HEQA	
63	2025.35 Project Leerhouding	ESE									1		HEQA	
64	2025.36 Peer-Mentoraat	ESL									1		HEQA	
65	2025.03 Sustainability in Education	AI									1		HEQA	
66	2025.22 Inner Development Goals in Action	RSM									1		HEQA	
67	2025.23 Voicing the future	ESHCC									1		HEQA	
68	2025.24 How income taxes can promote a sustainable future	ESL									1		HEQA	
69	2025.25 Minor Political Economy of European Integration	ESL									1		HEQA	

Appendix - CLI Innovation projects

70	2025.26 Societal impact getting lawyers ready	ESL								1		HEQA	
71	2025.29 Educating for sustainability in a polarized world	RSM								1		HEQA	
72	2025.39 Developing a 3rd year BA Track	RSM								1		HEQA	
73	2025.40 Sustainable, beautiful, and inclusive city-making	ESHCC								1		HEQA	
74	2025.04 Impact graduation workgroup (Thesis Hub)	All								1		HEQA	
75	2025.28 Institutionalizing Student Stakeholder Engagement	ESSB								1		HEQA	
76	2025.06 Erasmus HUB	All								1		HEQA	
77	2025.10 Kwartiermakersfase Diamantprojecten	All								1		HEQA	
78	2025.12 Minor Impact Space	All								1		HEQA	
79	2025.41 Pilots Climate and Ecological Emergency module	All								1		HEQA	
Total			11	6	9	11	2	2	8	24	5	79 projects	0 projects

Explanation colours:
Increase student engagement
Improve feedback and assessment
Improve (digital) skills and online learning didactics
Increase accessibility via online formats
Improve digital facilities

Explanation colours:	grey means that the project is closed
	green means that the project is in progress
Explanation funding:	Strategy EUR
	HEQA
	PPB / HEQA
	BAO
	Npuls / BAO

Appendix - CLI Fellowship projects

CLI Fellow	School	Title	Theme	Status	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Output	Impact	Dissemination
Joop Hofstuis	ESHCC	Measuring and Improving students' intercultural Competences	3	Completed	1	1									Two scientific publications	The MPQ-SF, a concise 40-item version of the Multicultural Personality Questionnaire, effectively and reliably measures students' intercultural competences, especially when time, survey space, or respondent retention is a concern.	(International) publications
Marijke Meuwisse	ESSB	The student-curriculum interplay Academic trajectories of diverse students at EUR	2	Completed			1								Final presentation, preprint	Recognizing both biased and non-stigmatizing diversity in educational materials is crucial. Merely adding diverse examples or images doesn't ensure a more inclusive learning environment.	Publication with/ outside EUR, presentations at EARLI (2021) and at DPAS (Education Day)
Martina Baars	ESSB	Are your self-study: Effectiveness of a mobile application to support students' self-regulated learning	2	Completed			1								Implementation and investigation of the Ace your self-study app for freshmen students at EUR	Enhancing additional support for students' self-study activities can alleviate teachers' workload and help students become better prepared for their educational pursuits.	Free access of the app to all students, website, presentation, knowledge clip
Andrea Wolman	EMC	Influence of admission and assessment policy on academic performance and well-being of students; Identification of impeding and stimulating student factors	2	Completed					1						Final report, scientific publications	Contributing to discussions on the Binding Study Advice policy, at national and EUR level, including the Medicine program, as well as engaging in dialogues about assessment policy, is crucial for shaping effective educational strategies. These discussions can help ensure that policies are aligned with students' needs and institutional goals, fostering a supportive academic environment.	Publications, presentation at (international) congresses for medical education, and share results with education coordinators (teachers) & direction of Medicine during lab meetings of the Institute of Medical Education Research Rotterdam (IMERIR)
Karen Stagers-Jagers	EMC	Selection for medical school more than just excellence	2	Completed											Final presentation	Selection procedure leading to a diverse group of medical students who can optimally learn from each other promoting the quality of education. Fellowship also lead to Comenius Sr. Fellowship.	Provide a wide range of outreach activities to attract, inform and prepare applicants (before the start of medical school)
David Pola	EMC	Exposing students to general practice in their education	2	Completed					1						Infographic, scientific publication	Introducing courses on general practice during medical training, a/o exposing students to more primary care research in medical school can further increase interest in general practice & improve the scientific prestige of general practice among students.	Publication
Hoor van Rosse	EMC	The impact of educational video's	1	Completed	1		1								Final presentation, infographic and scientific publications (in progress)	Improved medical knowledge among medical students as a result of a series of short video lectures about individual medicines. Fellowship lead to Comenius Teaching Fellowship. New insights during fellowship lead to cooperation with CLI fellow Margot van Wermeskerken.	Presentations, article in SURF-community on Blended Education: Vraagbaak Online Onderwijs
Delia Dumitricu	ESHCC	Improving student knowledge and skills in Qualitative data analysis via Blended Education	1	Completed											Report (summary), scientific publication	Online application for education in qualitative methods, enhancing student knowledge and skill for qualitative analysis.	Online availability of the application, presentations
Atad Folkema	ESHCC	Developing a Portfolio tool for future oriented soft skills	3	Completed	1		1								(Final) presentation, report on employability skills at IBCoM & on portfolio scenarios for IBCoM courses & portfolio requirements + general set-up	Denning & matching future oriented skills was inspiring to colleagues in the department /across EUR. Currently, the idea of creating a portfolio for such skills is actually being implemented in a number of mandatory IBCoM courses.	Presentation, working group on the subject
Eri van Beek	EMC	Education physicians with sociomedical competences	3	Completed			1								Final report	Interprofessional group assignments in the neighborhood improve student collaboration on socially relevant activities. Lessons learned are applicable to courses aiming for intra-professional group work or community-based education. These insights will inform the development of EA2030.	Various presentations and discussions, also with the social partners and local residents in this education collaboration
Gis Dabhout	EMC	New weblectures and webinars in the Bachelor's programme of Medicine	1	Completed			1								Final presentation, (roadmaps for) 3 webinars - embedded in regular curriculum	Introduction to diverse approaches and considerations in these areas, enhancing preparation for crucial exams at the end of the first bachelor year; effectively and attractively designing such webinars.	Presentations; use of format for other teaching activities, expansion to bachelor 2+3. Future: deployment in new curriculum EA2030
Tim de Mey	ESPhit	Blended approach of several Philosophy courses	1	Completed											MOOC's	Incorporating a MOOC into the BPSD curriculum is an inspiring way to reach students from other faculties. This approach not only broadens the educational experience but also fosters interdisciplinary learning and collaboration.	Availability on Coursera; participation in talks and discussions
Mary Dankbaar	EMC	Serious gaming for the development of interprofessional teamwork skills	1	Completed			1		1						Team-up (player game for medical + nursing students), scientific publication	Allocating more time for practicing complex skills during face-to-face training sessions significantly enhances the learning experience.	Contact with other researchers, both direct & via scientific publication, conferences
Laura Zwaan	EMC	The Art of Seeing! Does looking at art help to avoid cognitive bias in decision making?	3	Completed			1		1						Final presentation	Learning observational skills in an art museum benefits students, especially in fields requiring diagnostic abilities. Observing and interpreting art enhances their attention to detail, context, and nuance, which are directly applicable to accurate assessment and decision-making in	Presentations of results at medical education conferences & for CLI Community and at the Leiden-Delft-EUR CEL meetings & at IMERR + for ESSB educators and researchers in the field
Melodine Sommer , Ana Vasquez , Yiling Wang	ESHCC EUC	Empowering students through interdisciplinary and intercultural education on sustainable development	1	Completed			1		1						Final presentation, 2 peer reviewed publications	The development of a 5 EC honors course on Communicating Sustainability in an Intercultural Context involves creating a curriculum that addresses the complexities of sustainability communication across different cultures.	Presentations at various events such as at the sustainability in education working group and at initial DIT meetings on course development
Sabina Severiane	ESSB	An induction programme for Early Career Academics	2	Completed			1		1						Manual for new teachers, onboarding set-up, motivation for research	An onboarding program is crucial for the professional identity of beginning teachers as it provides them with the foundational support and resources needed to transition from student to educator.	Manual and onboarding programme setup for starting teachers
Marisela Martinez Clara	ESSB	Supporting students to become resilient and confident learners: A blended course as a scaffolding tool to help students reach their full potential	2	Completed			1		1						Final report and presentation	Implementation of a peer mentor (buddy) system that provides students with personalized support, facilitating a smoother transition into university life. The integration of EUC's Personal Development Track (PDT) into the CoP for Personal and Professional Development of Students enhances this initiative by creating a structured framework	Sharing of good practices
Michaela Schippers	RSM	The effect of goal-setting and other interventions on study success	2	Completed			1		1						Three scientific publications, presentation	Adaptive Personalized Education intervention can boost academic performance of students, particularly for males and ethnic minority students, decreasing performance gap.	Podcast (followthescience.nl), Ikkai website (Home-Ikkai TV), presentation, publications
Maciej Szymanowski	RSM	Adaptive Personalized Education Pilot	1	Completed			1		1						Pilot application of adaptive education + prototype of an online platform	The personal development program has been enhanced and is now available in 14 MSc programs at RSM, reaching over 2,000 students annually, and in BSc programs at ESE, serving 500-1,000 students per year. It focuses on skills like leadership and communication to prepare students for their	Workshops, presentations

Appendix - CLI Fellowship projects

CLI Fellow	School	Title	Theme	Status	2019	2020	2021	2022	2023	2024	2025	Output	Impact	Dissemination
Lonneke de Meijer	ESSB	Personal and Professional Development of Students: Academic and work trajectories of ACPA- and premaster students in Pedagogical Science	2	Completed	1	1						(Final) presentation and report	The development of a working group with lecturers from EUR and Rotterdam University of Applied Sciences, aims to improve program alignment, provide clear contact points for ACPA students, and enhance focus on students' personal and professional identity. The skills and knowledge gained benefit the Educational Master in Primary Education, helping EUR directly impact education by addressing teacher shortages and preparing teachers for the Rotterdam metropolitan area.	Presentations, publication
Isabel Awad Charif	ESHOC	Communicating and improving students' interdisciplinary engagement with social (in) justice	1	Completed	1	1						Website about social (in)equalities in Rotterdam, overview (summary)	social justice, particularly at the local level, enhances EUR's educational offerings and strengthens its social contribution.	Organisation of and participation in annual symposium Connected Learning; showcased as an example of impactful education in ESHOC; website
Marloes Nieuwenhuis	ESSB	Coversity: Moving towards a co-creating university	2	Completed	1	1						Final report, scientific publication	Increase student response rate and feeling that filling in SET is important for EUR. Use of animation in several faculties, awareness of social justice.	Contact with other researchers, either direct or via scientific publication, conferences
Margot van Wermeester	EMC	Ask me and I will learn? Effects of quizzes on student learning and self-regulated learning when studying instructional videos	1	Completed	1	1						Final presentation, scientific article (in progress)	Increasing short quizzes to instructional videos has been shown to enhance performance on related questions and foster deeper understanding of the topics covered. The insights gained during the fellowship have paved the way for collaboration with CLI Fellow Floor van Rosse.	Presentations
Ida J. Korfage	EMC	Who is my patient? Societal involvement of medical students	3	Completed	1	1						Final report, presentation	Enhancing the engagement of medical students with individuals outside the hospital setting is crucial for broadening their perspectives and gaining valuable insights.	Inspirational sessions, presentations
Robbert Goverts	ESSB	Promoting a feedback culture among students	3	Completed	1	1						Presentations, 3 factsheets, report (summary), feedback activity guide	Development of a systematic approach to incorporating feedback in education involves creating a structured framework that ensures both students and trainers can effectively give and receive feedback.	Presentation and talks, format (easy tailored) available for other schools/courses through CLI website
Gera Noordzij	EUC	Learning 21st-century skills requires 21st-century teaching: Advancing a horizontal learning into the skills curriculum at EUC	3	Completed	1	1						Final presentation, skills line	The concept of a horizontal skills line, consisting of five aligned courses, serves as a model for developing other skills lines at EUR. The appointment of a dedicated skills coordinator will ensure the initiative is well-managed and achieves its intended outcomes.	Presentations, also at other University colleges in the Netherlands
Gisbert Donk	ESHOC	Utopia for Beginners: Teaching Global challenges through Local cases	3	Completed	1	1						Final report	The 'Harvard Case Method' of teaching leads to more a dynamic and engaging atmosphere intensifying learning and teaching experiences of both students and tutors.	Availability of a blue print of 'teach the teacher' programme, as inspiration to other teachers at ESHOC and other schools
Jurgen Dännen (* 2023)	EMC	Het functioneren en de leeropbrengst van de 'clinical challenge tool' Geneeskunde	1	Completed	1	1						Final presentation, development of Clinical Challenge (+ CC) app	The use of learning analytics through the Clinic Challenge app can be a powerful tool for adaptive education and skill development, particularly in preparing students for the clinical phase with a focus on heart and lung sounds.	Large reach of students through easy access of app, presentation at Netherlands Association of Medical Education (in Dutch: NVMO) congres
Leonie Rooderstaal	ESHOC	The role of co-regulation in building students' self-regulated learning skills	3	Completed	1	1						Infographic, final report	The successful implementation of the random groups policy within the bachelor course at ESE has proven to be a significant step towards promoting diversity and enhancing collaboration among students.	Development of a teach-the-teacher programme as a basis for new faculty development activities at EUR (for example an online MicroLab on co-regulated learning)
Tim Benning	ESE	How to reduce free-riding? Creating a checklist to support the design of group projects	2	Completed	1	1						Video abstract, checklist, academic publication, poster	Provide educators with a better understanding of how to design group projects that will be successful.	Presentations and workshops at ESE and ESHPM, several CLI meetings, LinkedIn
Mia Coveney	ESE	Capturing and realizing the benefits of diversity at Erasmus University	3	Completed	1	1						Final presentation	The integration of an online teaching module for the course 'Legal Academic Skills' into the bachelor program represents a strategic enhancement of the curriculum.	Presentations, also at the LEER 2024 Education Conference
Koen Swinnen	ESL	Tech*Legal Implementation: JAV 1 (Bachelor ESL)	1	Completed	1	1						Final presentation, development of online teaching module	Mindfulness and self-compassion are increasingly recognized as valuable practices for maintaining the health and well-being of professionals across various fields.	Availability in Gather platform
Marianne Littel	ESSB	Know thyself. Mindfulness for professionals	2	Completed	1	1						Final presentation, minor, podcast, workshops; in progress are: promotional video, scientific publication	Programme for enhancing self-regulatory skills, self-efficacy, and controlled motivation has yielded positive outcomes. Also, the identification of 4 qualitative profiles of regulators provides valuable insights into how students manage their learning processes.	Workshops, presentation, podcast, promotional video and publication (in progress)
Nina Holvast, Willem-Jan Kortbeek	ESL	Voorbij het deficitdenken: naar inclusiever onderwijs en diversiteitsbeleid aan Erasmus School of Law	3	Completed	1	1						Presentations, final report, scientific publications (2 international, 1 national), scientific conference	The curriculum review is a transformative initiative that not only enhances the educational experiences but also positions ESL and EUR as leaders in promoting equity and social justice in higher education. The fellows' involvement in this initiative underscores the importance of research and collaboration in driving meaningful change.	Presentations, publications, article in encyclopedia
Ward Vloebrechts	EUC	Towards a Critical Citizenship Skills Toolbox (CRIST): stocktaking, operationalising, disseminating conceptual and practical competencies	3	Completed	1	1						Toolbox, (final) reports and presentation & workshops, publication (in progress)	citizenship and developing resources like the interdisciplinary toolkit, educational institutions can equip individuals with the skills needed to navigate and contribute positively to the global community. Balancing innovation and transformation in education can help achieve these goals while addressing emerging controversies.	Toolbox available on TeachEUR platform, presentations and workshops. Launch of follow-up trajectory through a teaching innovation project, aim at translating the findings of the toolbox into various course formats, including a MicroLab
Susan van Rijen	ESSB	Reflective Practices and Self-Guidance in Psychology Education: Building Personal and Professional Skills Through Thrive Track	3	Completed	1	1						Thrive Track I-III (learning lines) incl. self-assessment survey & materials for the principles of self-reflection etc; scientific publications (in progress)	The experiences gained from the thrive track offer valuable insights for curriculum development and encourage broader engagement across programs and faculties. By leveraging these experiences, educational institutions can enhance their offerings and foster a collaborative and innovative academic environment.	Close collaboration with services and other strategic programs and Maastricht University; presentations at various events; informative and/or explorative discussions at other faculties inclusive Erasmus MC
Gehrv Vanderveen (* 2023) 2022 Ijona van Oodorp-van de Kooij 2023	ESL	Improving visual literacy of law and criminology students: developing educational materials	Terminated/ 3 other									Intended: scientific articles, book and educational materials	Contribution to future proof visual literacy of legal students.	Workshop at BEURS 2022, presentation, educational materials made available for use by other schools and universities (of applied sciences)
Sandra Sijlt	ESHPM	Co-creating student-centered learning journeys for academic and professional skills	3	Completed	1	1						Podcast, extracurricular course in the HCM program	extracurricular course play a pivotal role in preparing students to tackle healthcare + health policy challenges effectively. By equipping them with the necessary skills and knowledge, the course can contribute to the development of future leaders in the healthcare sector.	LinkedIn, presentations
Kim Ouweland	ESSB	An empirical evaluation of the CONNECT mentoring programme	2	Completed	1	1						Report, academic article on mentoring (in progress)	The program was able to overcome funding constraints and budget cuts. However, sharing the findings with the VDE presents an opportunity to preserve and integrate the most effective components into existing curricula.	Workshop for students and peers, publication

Appendix - CLI Fellowship projects

CLI Fellow	School	Title	Theme	Status	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Output	Impact	Dissemination
Sagnare Hylis Frederick Thelen	ESHM	Designing, teaching, and testing a novel interuniversity course on the 'data science life cycle' to enable interdisciplinary, collaborative research on healthcare projects	3	Completed				1	1						Final presentation, development of master course and educational videos on data science life cycle in healthcare as well as programming tutorials, article for	Enhancing the quality of education through data literacy, interdisciplinary collaboration, and innovative teaching methods has a profound impact on students' career advancement and personal growth.	Presentations, (continuous) strategic collaborative networks, social media and online platforms reaching a diverse and global audience including educators, researchers and professionals in related fields, institutional newsletters
Pieter Tuijthuis Peter Marks	ESSB	Amalgamating a large group of diverse students through the synergy of a flipped classroom design and differentiated instruction	1	Completed				1	1						Knowledge clips, quizzes and games, presentations, scientific papers	The use of learning analytics significantly enhances the evaluation of education, supports fundamental research, and improves teaching quality and student success rates. By leveraging tools like HAPP, educational institutions can achieve significant gains in efficiency, fairness, consistency, and feedback quality, while also supporting innovative assessment approaches that enhance student learning and development.	Workshops and presentations in and outside EUR, publications
Colin Lee	RSM	Harmonized Appraisal: Generating Feedback while Grading	3	Completed				1	1						Workshops, website, user guide, instructional video series, Canvas HAPP Practice Course (sandbox environment)	Improving teachers' work enjoyment in online education is crucial for maintaining motivation, effectiveness, and overall job satisfaction. By saving a user-practice examples, this project not only highlights the potential of podcasting in higher education but also drives structural changes that support its widespread adoption. These efforts contribute to a dynamic and modern educational environment.	Presentations, publication, website, workshops
Welmood van Deen	ESHM	Teachers' well-being and work enjoyment in online education	1	Completed				1	1						Toolset with teaching activities, social network intervention, presentations; two papers Academic manuscripts, final presentation, open access online archive with data collection materials and instructional materials to implement podcasting as educational	Improving teachers' work enjoyment in online education is crucial for maintaining motivation, effectiveness, and overall job satisfaction. By saving a user-practice examples, this project not only highlights the potential of podcasting in higher education but also drives structural changes that support its widespread adoption. These efforts contribute to a dynamic and modern educational environment.	Workshops and presentation, publications
Jana Vietze	ESSB	The Inner Compass: Supporting First-Year Students in Navigating their Professional and Academic Identities	2	Completed											Scientific publication (in progress), (final) presentation	Case-Based Learning is recognized as an effective form of activating teaching that can lead to satisfactory study outcomes, particularly in terms of long-term retention. By securing a firm place for the intervention in the Professional Development courses, RSM demonstrates its dedication to providing impactful and sustainable educational experiences and interventions. Moreover, its broader impact on EUR-wide education is limited by practical constraints and resistance to additional workload. The insights gained from our project exemplify how targeted research and innovation can lead to meaningful improvements in education, benefiting both the academic community and the students it serves. Its success during the CLI Fellowship underscores the value of investing in projects that bridge theory and practice, ultimately enhancing the educational landscape at RSM and beyond.	Workshops, publications, podcasts
Dik van Gent	EMC	How to combine the Case Based Learning journey with other teaching elements for optimal learning gains?	1	Completed											Two scientific publications, final presentation	Case-Based Learning is recognized as an effective form of activating teaching that can lead to satisfactory study outcomes, particularly in terms of long-term retention. By securing a firm place for the intervention in the Professional Development courses, RSM demonstrates its dedication to providing impactful and sustainable educational experiences and interventions. Moreover, its broader impact on EUR-wide education is limited by practical constraints and resistance to additional workload. The insights gained from our project exemplify how targeted research and innovation can lead to meaningful improvements in education, benefiting both the academic community and the students it serves. Its success during the CLI Fellowship underscores the value of investing in projects that bridge theory and practice, ultimately enhancing the educational landscape at RSM and beyond.	Actively involved in setting up the new medical curriculum at EMC; presentations, publication Collaboration with Careers Course and other faculties; in progress are: a paper targeted at a management education journal and a practitioner oriented paper
Julia Melli	RSM	Seeing it all fit together: Helping students develop a coherent vision of their Future Work Selves	3	Completed											Scientific publication, final report and other materials (manuals, instructions)	By securing a firm place for the intervention in the Professional Development courses, RSM demonstrates its dedication to providing impactful and sustainable educational experiences and interventions. Moreover, its broader impact on EUR-wide education is limited by practical constraints and resistance to additional workload. The insights gained from our project exemplify how targeted research and innovation can lead to meaningful improvements in education, benefiting both the academic community and the students it serves. Its success during the CLI Fellowship underscores the value of investing in projects that bridge theory and practice, ultimately enhancing the educational landscape at RSM and beyond.	Report directed at stake holders (examiners, examiners, test committees, examination boards), publication
Steven Verheyen	ESSB	Is elimination marking a viable alternative for standard setting in multiple choice assessment in higher education?	3	Completed											Toolkit on good practices on formative assessment and feedback (FAF), articles, dissemination events at EUR including final presentation, final report	Expected: Best practices report, scientific publication, final presentation	Expected: Best practices report, scientific publication, final presentation
Dimitrios Vlachopoulos	RSM	Alternative assessment & formative feedback toolkit	3	Completed											Expected: Presentation, 2 papers, adjustments to assessment programme + ESSB	Expected: (Continuous) improvement of own assessment practice, inspiring other faculties. Expected: The various interventions will have different impacts on increasing the self-regulated learning of students. Expected: Best practices for incorporating Deliberate reflection (DR) into existing curricula in higher education. Expected: Optimised design of the exams, well aligned with the educational course and goals of ErasmusArts 2030, leading to Expected: Enhancing interdisciplinary understanding by focusing on key ontological debates within the liberal arts and sciences not only enriches students' research skills but also integrates this perspective systematically into courses at EUC.	Availability on TeachEUR platform, presentations, Socials, publications
Han van Neck	EMC	What is the value of near-peer tutors in teaching skills that are needed to solve complex issues?	3	Ongoing											Expected: Report, toolkit and factsheet	Expected: Report, toolkit and factsheet	Publications, presentation
Rob Niekert	ESSB	Programmatic assessment at the Educatieve Master Primaire Onderwijs (EMPO) Interns feedback genereren uit externe feedbackbronnen: inventories in het verslagde onderwijs die het zelfregulerend Deliberate reflection: Applying an evidence-based innovation to the teaching of diagnostic reasoning in medicine and law	2	Ongoing											Expected: Two scientific articles, final presentation and report	Expected: Two scientific articles, final presentation and report	Publications (national and international), presentations
Stephanie van den Kieboom Hanna Weis	ESL	Feedbackbronnen: inventories in het verslagde onderwijs die het zelfregulerend Deliberate reflection: Applying an evidence-based innovation to the teaching of diagnostic reasoning in medicine and law	3	Ongoing											Expected: Report, scientific publication, presentations	Expected: Report, scientific publication, presentations	Share output within ESL, education board and U1, and with coordinators of other skills learning lines; publication
Silvia Mamede Studart Soares	EMC	Towards reliable psychometric characteristics in case-based testing	3	Ongoing											Expected: Paper, video, (final) presentation, blueprint	Expected: Improvement of the learning outcomes of the courses as students become more engaged, collaborative, and enhance their impact capacity. Expected: Contribution to responsible use of GenAI in education with a specific focus on the development and evaluation of a learning Academic Skills Kit on TeachEUR, presentations, participation and sharing in meetings of Community of Practice Online and Personalized Learning of Assessment	Presentations, publications
Maarten Knapen	EMC	Rethinking Methods in interdisciplinary teaching - an ontological approach	3	Ongoing											Expected: Poster, presentation, podcast, research report	Expected: Contribution to responsible use of GenAI in education with a specific focus on the development and evaluation of a learning Academic Skills Kit on TeachEUR, presentations, participation and sharing in meetings of Community of Practice Online and Personalized Learning of Assessment	Presentations, implementation in EA2030, publications
Brandon Sommer	EUC	The contribution of impact-driven education components in different courses to enhance student impact capacity and sustainable career development	2	Ongoing											Expected: AI-wise module + lesson letters to support implementation, presentations, 2	Expected: Improve the quality of reflection through the incorporation of more effective reflective learning activities	Presentations, podcast, poster, report Presentation at / participation in events/meetings of Community of Practice Online and Personalized Learning, ESSB L&I team, AI working group, EUR AI
Katinka Dijkstra	ESSB	AI-wise: A learning module for responsible use of AI in academic writing	3	Ongoing											Expected: Presentation, reflective writing module, scientific publication	Expected: Improve the quality of reflection through the incorporation of more effective reflective learning activities	Academic Skills Kit on TeachEUR, presentations, participation and sharing in meetings of Community of Practice Online and Personalized Learning of Assessment
Blom de Koning	ESSB	Lecturer support for integrating academic skills in disciplinary courses: TeachEUR Academic Skills Kit - development, experiences, student learning and engagement, implementation	3	Ongoing											Expected: Presentations, GPI model tailored for providing feedback, scientific publication	Expected: Investigating societal urgencies in right, evokes students' sense of urgency in methodologicals to better prepare students for a future where digital literacy and independent problem-solving are paramount	Presentations, (for ex. at AMEE, NVMC)
Manike Polak	ESSB	Thriving together: Reflective practice as a collaborative learning experience in personal and professional development	3	Ongoing											Expected: Presentations, two scientific articles, innovation	Expected: Investigating societal urgencies in right, evokes students' sense of urgency in methodologicals to better prepare students for a future where digital literacy and independent problem-solving are paramount	Presentations (including to EA2030 board), publications
Saskia Hofman	ESSB	Enhancing Learning and Reducing Workload with AI-Driven Personalized Feedback in Clinical Reasoning Education and Case-Based Bridging the gap between academic education and society: how project-based learning can	1	Ongoing											Preliminary paper on the effects of AI model choice and prompting on the consistency of essay scores	Expected: Create a Minor, accessible for mbo, hbo and wo students in 2027, crucial to make the step between an extracurricular and a fully accredited program.	Presentations, collaboration with other faculties
Charlotte van Sassen	EMC	Reasoning Education and Case-Based Bridging the gap between academic education and society: how project-based learning can	3	Ongoing											Expected: 12-week program w/ mbo, hbo & wo graduates, academic papers, presentation, final report	Expected: Create a Minor, accessible for mbo, hbo and wo students in 2027, crucial to make the step between an extracurricular and a fully accredited program.	Presentations, (for ex. at AMEE, NVMC)
Renske Schepers	ESHM	Bridging the gap between academic education and society: how project-based learning can	3	Ongoing											Expected: Final presentation, research report, scientific publication, easy-to-use software platform to develop cases with interactive AI avatars	Expected: Improve the quality of reflection through the incorporation of more effective reflective learning activities	Presentations (including to EA2030 board), publications
Elbert Dijkstra	ESE	AI support in case education	1	Terminated/ other											Expected: Final presentation/workshop, position paper, research article, practical	Expected: Create a Minor, accessible for mbo, hbo and wo students in 2027, crucial to make the step between an extracurricular and a fully accredited program.	Presentations, (for ex. at AMEE, NVMC)
Ginje Servant-Miklos	ESSB	The Bildung Climate School: The City Edition	6	Ongoing											Expected: Final presentation, research report, scientific publication, easy-to-use software platform to develop cases with interactive AI avatars	Expected: Improve the quality of reflection through the incorporation of more effective reflective learning activities	Presentations, (for ex. at AMEE, NVMC)
Otto Koppus	RSM	A platform for developing interactive, immersive teaching cases using Generative AI	5	Ongoing											Expected: Final presentation/workshop, position paper, research article, practical	Expected: Create a Minor, accessible for mbo, hbo and wo students in 2027, crucial to make the step between an extracurricular and a fully accredited program.	Presentations, (for ex. at AMEE, NVMC)
Sanne Kooijsters Marvyn Kruitthof	EUC	Impactful Capstones: Assessment and Alignment of Interdisciplinary Bachelor Graduation Projects	4	Ongoing											Expected: Final presentation, guardrails for AI plagiarism, impact report, two scientific	Expected: Create a Minor, accessible for mbo, hbo and wo students in 2027, crucial to make the step between an extracurricular and a fully accredited program.	Presentations, participation in relevant teaching & innovation related events, publication
Philipp Cornelius	RSM	AI Goes to School: Behavioural and Technical Guardrails for Student Learning with Generative AI	5	Ongoing											Expected: Final presentation, research report, scientific publication, easy-to-use software platform to develop cases with interactive AI avatars	Expected: Create a Minor, accessible for mbo, hbo and wo students in 2027, crucial to make the step between an extracurricular and a fully accredited program.	Research presentations at leading international conference, publications

19 30 29 26 # 24 # # 4 0 = Ongoing fellowships (1-3 fellows) or about to start incl. extension w/o funding

65 = Total # CLI Fellowships (1 - 3 fellows may work on one fellowship)

73 = Total # CLI Fellows



Themes:

1. Online/ blended education
2. Motivation/ wellbeing of students & teachers
3. Skills development

Appendix - CLI Research projects

CLI Researcher	School	CLI Research Project	Theme	Status	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Objective
Rob Kickert	ESSB	The effect of N=N on study performance, motivation and student characteristics	2	Completed		1									Evaluate the impact of higher academic standards on students' study progress, examination grades, self-regulation, and motivation, while assessing potential risks related to mismatched learning objectives.
Job Hudig	ESSB	The why of university for students: Motivational mindsets and guided reflection on life goals	2	Completed		1									Enhance understanding of student motivation, wellbeing, and study success, and clarify the effectiveness of goal-setting interventions in educational settings.
Pieter van Lamoen	ESSB	Lost in transition? Access and academic success of diverse students in higher education	2	Completed		1					1				Identify and address the barriers to academic success faced by first-generation students and students with a migration background during their transition into higher education, with a focus on enhancing retention and academic outcomes through targeted interventions at EUR.
Leonor Gaitán-Aguilar	ESHCC	Intercultural communication competence and global citizenship in higher education	6[1]	Wrapping-up		1									Help the university reach its goals with regard to international education, as well as contribute to scientific understanding of intercultural competence and global citizenship among university studies.
Daniel van Dijk	ESSB	The value of the university in times of online learning CLI Research Projects	1	Completed					1	1					Provide valuable insights into the optimal balance between online and campus-based academic teaching and learning.
Floris Kervers	ESSB	Improving the design of online learning activities in higher education	1	Ongoing						1					Expected: develop a better understanding of how the design of online learning materials and/or activities can be optimized to ensure active learning.
					2	4	3	2	3	4	2	1	1	1	

Remarks

- [1] Other: Internationalisation & global citizenship.
- Funding from "Strategy Fund" up to 2024; from 2025 onwards from "BAO".

Themes:

1. Online/ blended education
2. Motivation/ wellbeing of students & teachers
3. Skills development
4. Impact-driven education
5. AI in education
6. Other