

HoKa Brainstorming Meeting
Educational Vision
University Council

June 14th, 2022

Attendees: Friso Roos, Robbert Rog, Emese von Bone, Albert Wagelans, Pi Cheng Hu, Sandra Constantinou, John van Wel, Bianca Jadoenath, Max Wagenaar, Sebastiaan Kamp, Lobke van Steenbergen, Oriana Morales (minutes), Bienenke Verheijke (Host).

The reason for this meeting is to discuss the planning and ideas related to the changes in the educational vision at EUR that will take place in the university, taking into consideration the feedback from the HoKa midterm evaluation. Bienenke will take the input of the UC into consideration to design the process of the re-structuring of the educational vision during the summer. Ideally, the Council can define how they want to be involved in the process, and discuss their participatory-body mandate. The cycle of the revision of the educational vision will run from September to December.

In order to prompt the discussion, Bienenke asked three questions to the Council. Firstly, she asked the attendees of the meeting what is their view on the educational vision and why do we need it. Secondly, she asked what are the core values that EUR should incorporate in its vision. Lastly, she asked what is the role that the Council should have in revising this vision. All the responses are given in the form of short bullet-points containing a summarized version of them.

1. What is an educational vision and why do we have one?

- The educational vision is about creating new pathways for the university and decide what to spend money on.
- It is about creating an Erasmian identity; a sense of direction.
- It is about leading to a mission, which in itself leads to action, which in turn transforms itself into impact.
- It is about promoting social cohesion and creating shared values.
- Although the vision is abstract, it should be translatable into the different programs at EUR.
- The vision should be reflected upon in both an inward and outwards perspective.

2. What are the core values that should be represented in the educational vision?

- A focus on interdisciplinary and societal impact
- Incentivizing more critical thinking
- Using the campus as a place for exchange
- Reaching out to partners and society
- Aligning the educational vision with the strategy of the university
- Encouraging collectivism in the university, while still considering some advantages of growing as an individual.
- Competent transfer of knowledge
- A balance between the innovation-focused education, and diversity and inclusion.
- An understanding of the business-like values of the EUR.

3. As a participatory body, how would you like to be involved in this process?

In the most traditional way, the process of revising the educational vision would be straightforward. The EB and the Deans would draft a first version of the recalibrated educational vision based on several design workshops. Later on, the UC would be informed to propose amendments, and finally the paper would be up for consent to the Council.

Bieneke asked the Council members whether they would agree with this format, or if they would like to be involved in the process early. The UC members proposed the following changes/additions to the process:

- The Vice Deans should be involved in the process of recalibration.
- The Participatory bodies should also be involved.
- The UC would like to be informed of each of the milestones of the recalibration of the educational vision, instead of at the end of the process.
- Faculty governance should have a central position in the agenda.
- The UC would like to be able to suggest the incorporation of external stakeholders in the process.
- The Council would like to be presented with at least one alternative option to each of the milestones.