

Questions by Council member Nawin Ramcharan (Liberi Erasmi) to the Executive Board (EB) on 'Ideological neutrality at EUR'.

General

1. Does the EB agree with Liberi Erasmi that the Erasmus University should be a place that should be accessible and inclusive for every student and employee, and that they should not feel that there is an dominant ideological norm that forces students and/or employees to go along with a certain ideology or worldview?
2. Is the EB aware that there are increasing amount of noises from students and staff that the EUR is no longer accessible and inclusive to those who do not adhere to a cultural Marxist ideology because, in their opinion, the ideological neutrality of this institution is being violated?

Questions regarding rainbow crosswalk on campus

3. What has been the necessity that has been pledged for the arrival of the rainbow crosswalk on the campus? On what is this necessity based?
4. Was the university council asked for advice for the arrival of the rainbow crosswalk? If not, why was this not done and to what extent is this decision inclusive for all students and staff who must walk across the crosswalk daily?
5. Can the EB understand that not every student or employee is comfortable with ideological symbols being institutionalized on campus such as this rainbow crosswalk on behalf of the university?
6. According to critics of the rainbow crosswalk, including students/employees belonging to the group with an immigrant background, the LGBT community or to the group with disabilities, the rainbow crosswalk is seen as an empty symbolic expression because it does not add value to their daily functioning. Can the EB understand this view, and what steps is the EB willing to take to change this?

Questions regarding the 'Toolkit for student associations' and 'Recruitment & Selection toolkit'

7. Is the EB familiar with the compiled 'Toolkit for Studentassociations' and 'Inclusive Recruitment & Selection Toolkit' on behalf of the D&I office?
8. What does the EB think about the fact that these toolkits refer to:
 - (1) A 'gender decoder' to formulate gender-neutral sentences.
 - (2) To a blog that contains an exposition of a cultural Marxist ideology such as an oppression scheme based on stratification, and tips to avoid usage of words such as "guys" or "meritocracy".
 - (3) A reference to a test to find out your implicit bias (which assumes a society in which certain groups are oppressive to others).
9. Does the EB think that too much space is given to the D&I office to convey polarizing cultural Marxist ideas to students and staff since a literal exposition of this is referenced via the blog post?

Questions use pronouns in canvas

10. What is according to the EB the reason for the commitment on the decision that students and staff can use pronouns via canvas from now on?
11. Was advice from faculty councils, deans and/or the University Council sought and being taken into account before the advent of the use of pronouns? If not, why was this not done

and to what extent is this decision inclusive for all students and teachers who have to deal with this on a daily basis?

12. Can the CvB understand that not every student or professor likes the fact that biologically controversial forms of self-identification are institutionalized at EUR, and that this may actually have a polarizing effect?

Questions regarding the ideological neutrality of lectures, course materials, teachers and communications at ESSB

13. How does the EB view mandatory literature and lecture slides for the subject 'Cohesion & Identity' in SOC2 in which selectively criticize certain political figures (such as Pim Fortuyn and others); as well as Trump, nationalism, conservative populism (progressive populism does not), anti-feminism, and in which testosterone would have no effect on 'masculinity'?
14. How does the EB view mandatory literature that selectively labels new right-wing parties as "anti-facts," "anti-politics," "populist," "armed forces"?
15. How does the EB view attacks on the persona in colleges on specific political figures such as Baudet, Trump or Bolsonaro in which a sea of criticism is fired at them, but only selectively at them, and not at other political figures on the other side of the political spectrum?
16. Is the EB aware of the lecturer theoretical sociology walking around with a 'F*ck FVD' sticker on his (work) laptop? How does the EB look at this phenomenon?
17. Does the EB think that an unpleasant and unsafe learning environment has been developed at EUR with these examples? If not, is the EB willing to conduct an independent investigation about this?

Questions about the epistemological separation in education and science

18. Is the EB familiar with the report '*The State of Education*' 2022 which indicates that 31% of students cannot say a comfortable yes to the question of whether they feel free to express their opinions freely; and likewise only 49% of students believe that lecturers feel comfortable to discuss current social issues that cause tension? What does the EB think about this, and to what extent does the EB have this in picture at the EUR?
19. Does the EUR have in picture how this will develop in our educational institute regarding:
 - (1) The researches that are not being executed because of fear or taboo etiquette
 - (2) Students who are disadvantaged in this on e.g. grading by their professor who holds a different world view
 - (3) The trust in EUR as an educational institution, (and linked to science in general)?
20. If we as a university want to profile ourselves as "diverse and inclusive," is it not highly relevant that we do not deter current and future academics with ideological symbols such as a rainbow crosswalk or certain ideologically coloured social media posts, but rather position ourselves as neutrally as possible in order to optimize the diversification of our university, and so fulfill a truly "diverse and inclusive" university?
21. What impact does the EB believe the ideologization of this educational institution will have in the long term in terms of student and staff attraction? For example, how will this affect academia if (traditional/liberal) conservatives are being discouraged to join, and mainly people with progressive views are being attracted by these ideological symbolizations?
22. Doesn't the EB think that if we, as Erasmus University, want to make 'Positive societal impact', it should be highly relevant that we should influence our students who later come to prominent board positions to make positive social impact, or scientists who publish research on which national or regional policy can be based, as little as possible with ideological symbols that work in favour of certain (political) movements in society?

Defacement of Erasmus statue by Erasmus School of Colour

23. Is the EB aware of the daubing of the Erasmus statue next to the tennis court on campus that took place on May 19, 2021 by the Erasmus School of Colour where a political statement was made with a Palestinian flag to demand the EUR administration to cut ties with Israel for an apartheid against Palestinians.
24. How does the EB view the fact that the persona Erasmus, on which the identity of this university is based, is being misused to make politically sensitive statements with it which also affects the identity of the university?
25. What sanctions were taken against the Erasmus School of Colour following the defacement? Is the Erasmus School of Colour (still) affiliated with the EUR, and do they receive forms of resources from the EUR in this regard?

Questions regarding positive discrimination at the EUR

26. Is the EB aware that Erasmus University actively facilitates discrimination based on ethnicity through special award programs (such as the ECHO award and the Loyens & Loeff Law & Tax award). How does the EB view this?

Questions regarding the female quota of professors at the EUR

27. How does the EB view the female quota introduced at EUR as the "25/25 policy"? Why is this quota in place?
28. Is there any mapping of the impact of this policy regarding teaching quality if gender is a more important criteria than performance quality for EUR academics?

Questions regarding the Implicit bias training at the EUR

29. Is the EB aware of the implicit bias trainings that are given to employees at the EUR and what is the reason that these trainings are given in which there is a basic assumption of an oppressive system consisting of an oppressive group (mainly white males), and an oppressed group (mainly people with a non-Western migration background). To what extent is this ratio of oppression present among students and staff at EUR?
30. Has there been a mapping through a baseline measurement of what needs to be changed among staff/teachers with these implicit bias trainings, what level should be aimed for, and what are the effects of the current developments of this?

Questions regarding blocking of Liberi Erasmi website on the EUR server

31. Is the EB aware that the website of Liberi Erasmi has been blocked on the EUR server for a month with manual influence? What does the EB think about the website being blocked on the EUR server in this way?
32. Does the EB know who the perpetrator(s) is/are and with what intention this was done? If not, is the EB willing to support investigations into this matter in any way possible?
33. What steps is the EB willing to take to prevent such situations from occurring in the future?

Final

34. Is the EB willing to help about thinking of steps to make EUR once again a place that is accessible and safe as possible for all students and employees? If so, what steps is the EB willing to take to make that possible?