

## Editorial

Globalisation and internationalisation have made the world more complex, and every society is more pluralistic nowadays, with a consequent impact on universities. ETH aims to be open to students, teachers, and researchers from all over the world. Therefore, our university culture deals with a challenging situation where not only student numbers are increasing, but this growing student body is more heterogeneous than ever before – in terms of gender, national origin, cultural background, individual learning strategies and learning goals. Teaching, and the curricula of study programmes, have to react and adapt to these changes. As a result, diversity and inclusion in teaching and learning has become an international topic for higher education. Concepts for diverse learning environments such as Inclusive Pedagogy<sup>1</sup> and Universal Design for Learning<sup>2</sup> have gradually spread to universities.

The European University Association (EUA) has published a report on “Diversity, equity and inclusion in European higher education institutions”. The report is the result of an extensive survey of 159 higher education institutions, including ETH Zurich. The survey shows that awareness of diversity and inclusion still needs to be raised. In their conclusion, the authors state: “Part of this awareness raising would be to continue to move the discourse on diversity from a challenge to be solved to a precondition for quality and excellence. A number of prominent universities have already explicitly taken this position, as they realise that through ensuring equitable treatment, they improve their learning environment as well as their research.” (Claeys-Kulik et al. 2019, p. 44)<sup>3</sup>

This issue of the ETH Learning and Teaching Journal focusses on Diversity and Inclusion in Teaching and Learning. The articles published here present a snapshot of some of the projects and initiatives on this topic, which have been implemented at ETH in the last few years. There are contributions from six university departments and three associations of the ETH community. The journal also includes an interview with the head of the new ETH Diversity Office (formerly: equal!), a presentation on the project “Barrier-Free at ETH”, and a report on the project “Diversity-sensitive degree programme development - personalisation of learning”, which is a collaboration between the University of Teacher Education Lucerne and ETH Zurich within the swissuniversities P7 funding programme “Diversity, Inclusion and Equity” (2021-2024).

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Issue editors

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<sup>1</sup> L. Thomas & H. May (2010). Inclusive learning and teaching in higher education. The Higher Education Academy, Heslington.

<sup>2</sup> CAST (2018). Universal Design for Learning Guidelines, version 2.2: <http://udlguidelines.cast.org>

<sup>3</sup> Claeys-Kulik, A.-L., Jørgensen, T. E. & Stöber, H. (2019). Diversity, Equity and Inclusion in European Higher Education Institutions. Results from the INVITED project. European University Association (EUA). Online: <https://eua.eu/resources/publications/890:diversity,-equity-and-inclusion-in-european-higher-education-institutions-results-from-the-invited-project.html>