



# 2013 Annual Report

## **2013 Annual Report**

## Content 2013 annual report

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Part I – General  
Annual Report

# Message from the Supervisory Board



The Supervisory Board met four times in 2013, and the Supervisory Board of Erasmus MC attended two of those meetings. The Board's Audit Committee held two meetings in which the external auditor, appointed by the Supervisory Board, reported its findings. The President and a member of the Supervisory Board also met twice with an extensive delegation of the University Council. The Supervisory Board was informed by one or more members of the Executive Board and by one or more Deans of the faculties on significant developments inside and outside Erasmus University Rotterdam (EUR). This information was provided during the aforesaid meetings and at other necessary times.

Professor Philip Hans Franses, Dean of Erasmus School of Economics (ESE), gave the faculties' annual presentation for this reporting year. During the extensive review of his own faculty's current situation, he declared that ESE is prepared for the next hundred years.

### Subjects of consultation

The following subjects were discussed during the meetings:

- *2012 Annual Report and 2012 Financial Statements*  
The Audit Committee and the Supervisory Board discussed in May 2013 the annual report, the financial statements and the audit report on the financial statements of EUR. The Supervisory Board subsequently approved the 2012 annual report and the 2012 financial statements.
- *2014 Framework Policy Document and 2014 Budget*  
In the spring, the Supervisory Board discussed the 2014 Framework Policy Document, which forms the basis of the 2014 Budget. The budget was discussed in December by the Audit Committee and the Supervisory Board and then approved by the Supervisory Board.
- *Multi-annual scenarios and funding plans*  
The Executive Board and the Supervisory Board discussed in detail the multi-annual plan and the scenarios set out in the Framework Policy Document. The scenarios formed the basis of the 2014-2017 multi-annual budget.
- *Collaboration between Leiden University, TU Delft and EUR (LDE alliance)*  
In 2013, an important, ongoing topic between the Executive Board and the Supervisory Board was the collaboration between the three universities in the province of South Holland. This alliance started in 2011 and both boards are keen to find ways to strengthen it. Therefore, regular consultative meetings were set up in 2012 between the presidents of the supervisory and executive boards. The Supervisory Board attaches great importance to the results of a more intensive collaboration with the universities of Delft and Leiden, especially where it concerns the university's primary processes: education and research. The Supervisory Board has welcomed the proposed establishment of academic centres.
- *Second phase of Woudestein campus master plan*  
The progress of the development and renovation of the Woudestein campus, which started in 2010, was discussed regularly with the Executive Board in 2013. The Supervisory Board has welcomed the completion of the parking garage, the Plaza, the Student Pavilion and the Academy Square. These were completed on time and on budget.

- *Quality assurance of education*  
The Supervisory Board noted the educational standards self-evaluation regarding the institute's accreditation from the Accreditation Organisation of the Netherlands and Flanders (NVAO). The Accreditation Panel visited the university in September and spoke with the Supervisory Board, after which the self-evaluation was approved.
- *Operational Management 2013*  
The improvement and change process of the university's operational management (BV2013), which started in 2011, is largely on schedule. Most projects were completed by the end of 2013. A few large computerisation projects are still ongoing. These have been assigned to the Erasmus Programme Office of the General Management Directorate (ABD).
- *Evaluation of the Supervisory Board and Executive Board*  
The Supervisory Board conducted the annual evaluation of the Executive Board. The results of the evaluation were then discussed with the Executive Board as a whole and with each individual member. The Supervisory Board also evaluated its own performance.
- *Erasmus University College*  
The broad bachelor's degree in liberal arts & sciences at Erasmus University College started on 1 September 2013, enriching EUR's range of undergraduate programmes. Unfortunately, construction problems mean the commissioning of the college's building has been delayed by a year until 1 September 2014.
- *Executive and management regulations*  
The Supervisory Board updated the Executive and Management Regulations in the reporting year.
- *Dutch Executives' Pay (Standards) Act*  
The Supervisory Board complied fully with the Dutch Executives' Pay (Standards) Act with regard to the remuneration of Executive Board members and Supervisory Board members.
- *Reappointment of President and member of Executive Board*  
After hearing the Deans/Management of EUR and the University Council, the Supervisory Board reappointed Pauline van der Meer Mohr on 1 January 2014 as President of the Executive Board for a period of four years. Additionally, Bart Straatman was re-appointed on 1 February 2014 as a member of the Executive Board for four years.
- *Independence*  
The Supervisory Board considers that it has applied the principle of independence in fulfilling its duties.
- *Consultation with the presidents of the supervisory boards of Dutch universities*  
The President of the Supervisory Board met the other presidents of supervisory boards in the presence of the Minister of Education, Culture and Science twice in the reporting year.

### Conclusion

The Executive Board demonstrated continuity in 2013 by carrying out with decisiveness the initiatives launched in previous years. Thanks to these initiatives, EUR can maintain its fine position in the coming years. The Supervisory Board is satisfied with its interaction with the Executive Board and the way in which the Executive Board informs the Supervisory Board of significant developments. This has allowed the Supervisory Board to exercise its supervisory duties properly and to advise the Executive Board on important decisions. The Supervisory Board has noted that the Deans appreciate greatly this collaboration with the Executive Board since it enables even difficult subjects to be discussed thoroughly. The Deans of EUR's various faculties are heavily involved in the general policy of the university and contribute significantly to relevant discussions.

### Composition of the Supervisory Board

Mr. Anton van Rossum	President
Prof. Corien Prins	Board member
Dr. Véronique Timmerhuis	Board member
Mr. Erik van den Emster	Board member, also member of the audit committee and supervisory board of Erasmus MC
Mr. Hans Smits	Vice-President, also president of EUR's audit committee and president of the audit committee and supervisory board of Erasmus MC

After eight years of presidency, Mr Van Rossum passed the baton to Mr Smits on 16 December 2013. The Supervisory Board and the Executive Board are very much indebted to Mr Van Rossum for the way in which he fulfilled his administrative duties. The President of the Executive Board awarded him, on behalf of the university community, the Erasmus Centennial Award as a token of appreciation.

Hans Smits  
President of the Supervisory Board of Erasmus University Rotterdam

Erasmus  
University  
Rotterdam  
at a glance



### Vision and mission

Erasmus University Rotterdam (EUR) is a relatively specialised research university with a distinct social orientation in its education and research. Since its inception as Nederlandsche Handels-Hoogeschool in 1913, this social orientation has been an essential feature of EUR. Erasmus University is the university of *ambitious thinkers and doers*. Academics and students at our institution work on global societal challenges in wealth, health, governance and culture. *Social commitment, responsibility and curiosity* are the core values of the university.

### Key figures of Erasmus University Rotterdam

22,367	students	reference date 1 October 2013
14,905	bachelor enrolments	** includes students doing two or more degrees
9,345	master enrolments	** includes students doing two or more degrees
6,928	diplomas	
341	doctorate conferrals	
2,817	employees (1,372 men and 1,445 women)	
472	professors (252 at Woudestein, 205 at Erasmus MC and 15 at ISS)	
€536 m	annual turnover 2013	

Erasmus University Rotterdam (EUR) has seven faculties and two institutes.

In 2013, the following names and abbreviations were used:

<b>ESE</b>	<i>Erasmus School of Economics</i>
<b>ESHCC</b>	<i>Erasmus School of History, Culture and Communication</i>
<b>ESL</b>	<i>Erasmus School of Law</i>
<b>FGG/Erasmus MC</b>	<i>Faculty of Medicine and Health Sciences, including the Institute of Health Care Policy and Management/Erasmus Medical Centre</i>
<b>FSW</b>	<i>Faculty of Social Sciences</i>
<b>FW</b>	<i>Faculty of Philosophy</i>
<b>RSM</b>	<i>Rotterdam School of Management, Erasmus University</i>
<b>iBMG</b>	<i>Institute of Health Care Policy and Management</i>
<b>ISS</b>	<i>International Institute of Social Studies (The Hague)</i>

EUR has an excellent, worldwide reputation in economics, management and health. We also score highly in law, social sciences, history, art and communication sciences and philosophy. Erasmus University has created an exceptional profile by combining a select number of disciplines with a melting pot of talented people of all ages and many cultural backgrounds. The student population has a high degree of diversity and our programmes attract a major international intake. The mission of EUR is to cultivate regional, national and international talent and to produce knowledge at an academic level for people, business and society.

### Main policies of 2013

A number of comprehensive and major policies marked 2013:

- The plans from the profile document were developed into concrete policies.
- EUR passed its NVAO institutional quality assurance assessment and, to that end, implemented a large number of quality-improvement measures.
- The new 2014–2018 university strategy, entitled Impact & Relevance, was drawn up.
- A start was made designing a programme structure to bring together the new strategy and other reported policies. This structure sets out the activities to be implemented. The associated multi-annual budget was also drawn up.
- Both campuses – Woudestein and Hoboken – were renovated. This required a lot of time and effort. The Woudestein campus has been expanded with a food court, a student pavilion, a residential building for students and a new parking garage. The redevelopment of the centre of the campus was therefore necessary.
- The reorganisation of the university-wide programme known as Operational Management (BV2013) was completed successfully, with the exception of a few components. This improvement programme has laid the foundation for high-quality support services in the future.

### Research policy

Our research policy embodies excellence and valorisation. Once again, five flagship groups received an excellence subsidy totalling €10 million. In line with the profile of an entrepreneurial university, we founded the *Erasmus Centre for Entrepreneurship* and started to refurbish the *Erasmus Centre for Valorisation*. To strengthen research across the board, a start was made constructing an EUR-wide Research Support Office. This office offers support primarily in applying for subsidies for Horizon 2020, the EU Framework Programme for Research and Innovation. The Executive Board set a clear course to stimulate mono-disciplinary excellence and multi-disciplinary collaboration. This resulted in, among other things, the development of a new subsidy instrument to support researchers when submitting international applications.

### Education policy

Our education policy has two important cornerstones in addition to the aforementioned institutional quality assurance assessment:

1. The continuing roll-out of graduation rate measures, such as those taken in 2012 under the designation Nominal=Normal (N=N).
2. The continuing differentiation of educational opportunities, including the expansion of (international) programmes and excellent education.

These two cornerstones enable EUR to meet both regional demand and growing international demand for high-quality and challenging academic education. The highlight of 2013 was undoubtedly the opening of Erasmus University College, with its intensive programme in liberal arts & sciences for a select group of outstanding students. EUR always designs its programmes to be motivational and, where possible, small-scale. Additionally, the 2013 policy ensures that more programmes are organised as international classrooms in terms of structure and orientation.

The educational concept N=N has now been rolled out across the university, with the exception of two programmes. The purpose of N=N is to improve graduation rates and the transition from first to second



year in bachelor programmes. Measures include:

- intensive, motivating programmes (including interim tests and assignments)
- binding recommendation (BSA) of 60 credits (ECTS) in the first year (resulting in a year group system)
- serial form of programming with consecutive study blocks
- fewer retakes in combination with a compensatory system of tests
- small-scale and problem-based learning where possible

The results of the first pilot at the Faculty of Social Sciences (in 2011/2012) and of other pilots in 2012/2013 show that, on average, the number of students obtaining 60 ECTS credits in one year is the same as the number that previously took two years. Graduation rates for bachelor's degrees increased again in 2013, thanks to the continuous education improvements that have taken place in the last few years.

### Operational Management 2013

The university-wide improvement programme Operational Management 2013 (abbreviated to BV2013) was completed during 2013. That programme, which was launched in 2011, focused on almost all EUR support facilities and had a threefold purpose:

- reorganise to put our house in order
- create efficiency gains
- create competitive advantage

The BV2013 improvement programme consisted of six sub-programmes: Campus Services, HR & Organisational Development ICT & Business Process Integration, Management Information & Finance, Marketing & Communication, and Education & Educational Support. These six sub-programmes included over forty projects, which differed in content and size. Over four hundred EUR employees were involved in these projects. We also brought in extra external capacity, knowledge and skills when necessary.

By the end of 2013, the BV2013 programme was successfully completed, bar a single component. The programme delivered the following planned results on time and within budget:

- a more secure and vibrant campus
- a study environment that better meets the needs of the students
- a more efficient design of the ICT organisation
- a large number of innovations to support staff and students, such as:
  - campus-wide Wi-Fi
  - virtual study environment for staff & students, no matter the location and time
  - Training and Education Platform (TOP) for EUR employees
  - electronic portal for employees and managers to perform important administrative tasks (name and address details, leave administration, expense claims, etc.)
  - more tailored management information
  - improved (international) marketing of EUR study programmes

### 2013: five years after start of strategic plan *At Home in the World*

In 2008, Erasmus University drew up its five-year strategic plan: *At Home in the World*. In 2013, the results of that strategic period were assessed. The motto 'At Home in the World' stood for an *internationally-oriented* university rooted firmly in the region. In 2008, EUR defined objectives for *quality and graduation rates, growth in the number of students, valorisation and first-class research, EUR and the environment and governance*.

### Quality and graduation rates

Improving pass rates was the main objective of this category. Thanks to introduction of a broad range of measures - including Nominal=Normal, programme reform, educational training and study information - the pass rate has increased sharply, in fact more sharply than at other universities. The four-year bachelor's graduation rate rose to 78% (2009 cohort). By intensifying programmes, more attention and guidance was given to the less able student. Better students increasingly have the opportunity to get an excellence scholarship: in the 2013 academic year, 6.7% of bachelor students went onto an honours class (an extracurricular programme offered at many Dutch institutions of higher learning. Honours Classes are usually highly selective, admitting only small groups of students with high grades and good motivation).

### Growth in the number of students

The increase in the number of students was less than in 2008. The number of students increased from 19,473 to 21,455 between 2008 and 2012, and investment was made in facilities for foreign students and staff. The result is facilities which are significantly better than those in 2008. The choice of (English-language) programmes and English-language subjects expanded considerably. Since 2009, the following new programmes have been added:

- International Bachelor of Communication and Media (2009)
- English-taught Master in Psychology (2009)
- Minor in Education (2010)
- Pedagogy (2011)
- Nanobiology (2012)
- International Bachelor of Econometrics (2012)
- Liberal Arts & Sciences (2013)
- Bachelor BSc2 ESE (2013)

In 2014, an English-taught bachelor's degree in psychology and a bachelor's degree in clinical technology will begin.

### Valorisation and first-class research

Valorisation and first-class research was tackled by the selective stimulation of top research groups at Woudestein. The *Research Excellence Initiative* has led to ten top groups receiving additional research resources to the value of €20 million. Most research groups have also demonstrated an increasing research impact, despite progressively more fierce competition from abroad. Graduate schools have been set up for all disciplines to attract more international talent and to increase the pass rate of graduates going on to pursue a doctorate. The *Erasmus Centre for Valorisation* was established at the end of 2013.

## Environment

The link with our environment was strengthened due to, among other things, the volunteer work of students and staff. In 2010, we sealed our partnership with Rotterdam municipality by signing a covenant, which has led to knowledge workshops and the like. The establishment of *Erasmus University College* (the liberal arts & sciences programme) in the inner city is important for our relationship with the city of Rotterdam.

## Organisation

EUR has experienced its most deep-seated organisational changes in recent history: the campus and its operational management underwent a radical makeover under the BV2013 improvement programme. The creation of a city campus with international allure is well underway and will continue to be developed in the coming period. Unfortunately, our diversity objectives were not met: only 9.7% of EUR professors were women at the end of 2012.

## Internationalisation

Our strategy has led to internationalisation being placed considerably higher on the agenda of EUR faculties and institutes than in previous years. This has led to more foreign students, more research collaboration with foreign institutes and more applications for research grants from foreign financiers. However, our internationalisation ambitions formulated in 2008 have fallen short and require a solid boost in the years ahead if we want to keep up with other universities.

## Performance agreements: current situation

A broad agreement between the Ministry of Education, Culture and Science and all Dutch universities (unified in the Association of Cooperating Dutch Universities or VSNU) was made in 2012. Performance agreements were made to improve and raise the profile of education, research and knowledge valorisation. EUR's profile document *At Home in the World* demonstrates the university's commitment to this agreement by listing a number of concrete aspirations on education, teacher professionalism and overheads.

The following table gives an overview of the current situation with regard to the performance agreements, set against the 2011 baseline assessment and the 2015 aims:

	Baseline % 2010-2011	Aims % 2015	Achievement % 2013
Excellence scholarships	1.0	8.0	6.7
Pass rate: drop out	20.0	19.0	19.42
Pass rate: switch	10.0	9.0	7.62
Pass rate: bachelor's graduation rate	69.0	75.0	78.0
Teaching quality (BKO qualification)	15.0	70.0	67.0
Study programme intensity (course < 12 contact hours)	50.0	0	16.7
Indirect costs/generic overheads	21.4	19.9	20.56

Overview of current situation regarding performance agreements in academic year 2012/2013

The first four agreements relate directly to EUR's vision on education in general and to the N=N programme in particular. They show clearly that EUR is on target to achieve its performance agreement in 2015. In 2013, all first bachelor 1 programmes, with the exception of medicine and philosophy, were offered according to N=N principles.

EUR's range of excellence scholarships (the opportunity to complete a second master's degree programme at statutory tuition fees) were externally validated and significantly expanded. In addition, the Erasmus Honours Academy was established, which will lead to a comprehensive approach to the excellence scholarship programme.

In order to improve teaching quality, our 2015 aim is that 70% of EUR teaching staff hold a University Teaching Qualification (BKO). That includes university lecturers, senior university lecturers and professors. By the end of 2013, 67% of selected teachers possessed a BKO or an exemption. In 2012, this proportion was only 15%. The BKO track is being followed by mainly recently-appointed teaching staff without teaching experience. A number of (shortened) didactic courses were made available to the remaining group of teachers so they can acquire their BKO qualification. An exemption can be granted to incumbent teachers if they can demonstrate a minimum score of 3.5 (on a 5-point scale) in programme assessments in at least five courses.

In order to improve study programme intensity, EUR aims to ensure that all B1 programmes offer at least twelve contact hours by 2015. In 2013, only three of the eighteen programmes had less than twelve contact hours, equal to 16.7%.

Our generic overheads in FTEs as a percentage of total FTEs was 20.56% in 2013, calculated as the three-year average. At the end of 2013, measures were set in motion for reducing the number of employees to meet our performance agreement.

## Regional partnership: Leiden-Delft-Erasmus

### Background

The regional partnership between the universities of Delft, Leiden and Rotterdam - in the form of a strategic alliance - was prompted by the positive experiences gained over the ten years or more from existing collaborative projects and by the enormous potential benefit from the institutes' geographic proximity and complementary range of programmes and facilities.

Great opportunities exist to add value to education, research and valorisation by combining a broad general university (Leiden), a broad technical university (Delft) and a more specialised university (Rotterdam) that are in close proximity in a densely populated and economically important region - a region that contains the largest port in Europe (Rotterdam) and the third city of the UN (The Hague). The aim of this strategic alliance is to bring these opportunities to fruition: together we are more than the sum of our parts.

The LDE alliance creates a unique combination of disciplines. This partnership will improve the quality of education and research by offering a highly selective national and international profile of academic opportunities and by strengthening national and international research.

The complementary range of programmes will be adapted and made more accessible across the three partner institutes. The alliance will also lead to new, multidisciplinary combinations of programmes that can compete more effectively on the international stage. Current shared programmes and joint tracks will be extended. The partnership will also offer better opportunities to improve the support of programmes and teaching staff by pooling expertise in these areas.

As a combined force, the institutes will increase their distinctive research profiles. Collaboration between disciplines will offer better prospects of contributing to the Grand Challenges, formulated by the European Union and the Dutch top sectors. Moreover, their combined academic strength will put the institutes in a stronger position so they can continue to be counted among the top academic institutes in the world. This will add value to the research position of the Netherlands. By joining forces, we aim to make these institutes more attractive to talented students and increase our chances of acquiring external research funds.

### Achievement 2013

The strategic alliance between the universities of Leiden, Delft and Rotterdam was reinforced in 2013 by forming multidisciplinary centres and designing activities associated with our range of programmes, excellence scholarships, operational management and governance.

### Multidisciplinary centres

Eight multidisciplinary centres were established in 2013. These centres use research and learning activities to focus on the international social issues of today and tomorrow: the economic and financial crisis, global heritage, seaports and airports in relation to their hinterland, innovation in Africa, governance of complex societies and organisations, sustainability, security and academic research.

Centre	Academic initiator
Education and Learning	Prof. J.H. van Driel (LEI)
Financial and Economic Governance in the EU	Prof. F. Amtenbrink (EUR)
Frugal Innovation in Africa	Prof. P. Knorringa (EUR)
Global Heritage & Development	Prof. J. Kolen (LEI)
Governance	Prof. C.W.A.M. van Paridon (EUR)
Metropolis and Main Port	Prof. R.A. Zuidwijk (EUR and TUD)
Safety and Security	Prof. J. van den Berg (TUD)
Sustainability	Prof. T.A.J. Toonen (TUD)

These multi- and interdisciplinary, thematic partnerships respond to the big social issues on which European 2020 research policy and Dutch Top Sector policy are based. A number of centres focus on research; others concentrate on education. The Centre for Education and Learning has a specific identity: it conducts research into measures that improve graduation rates, teacher professionalisation and online learning.

The centres submitted their action plans in the spring of 2013. Several plans are already being implemented. Some centres are still demarcating their theme, expanding with other disciplines or developing education plans.

The centres will receive an initial amount for three years to develop and implement their activities. The centres are organised virtually: staff are assigned to one of the universities – which results sometimes in a dual appointment – and participate in one centre. Therefore, there is no question of legal entities. Some centres may eventually get a physical location.

### Medical Delta

The three universities have been working closely together in medical technology as the Medical Delta consortium since 2006. Medical Delta's mission is to achieve breakthroughs in medical sciences and health care, develop new technologies and promote related economic opportunities. One of the aims of the LDE alliance is to reinforce the strategic position of Medical Delta and thereby capitalise on regional and international opportunities in medical technology. The European Innovation Partnership for Active and Healthy Ageing (EIP AHA) classified Medical Delta in April 2013 as a 'reference site', recognising it as an important innovation cluster in Europe.

### Education

The three universities are planning to broaden their range of programmes and make them more attractive. Students at Leiden, Delft and Rotterdam must find it easier to follow their programmes and chosen subjects at each and any of the institutes.

In 2013, preparation for the joint Bachelor of Clinical Technology was completed. This programme is classified as a 'joint degree'. It has been approved by NVAO and is ready to start in September 2014.

The three universities also developed the minor programme 'Responsible Research and Innovation', which is to be offered from September 2014. In addition, a post-initial Master of Cyber Security was developed in collaboration with the Haagse Hogeschool, the government and industry. This programme will start in September 2014, subject to approval by NVAO.

With regard to honours programmes, the responsible Deans have been having discussions on further cooperation such as reciprocal access to the range of honours programme for students.

The Centre for Education and Learning is a combined force of three universities that aims to strengthen the position of these institutes when it comes to online education. This includes requesting joint grants, exchanging expertise and doing research on the learning effects of various forms of on-line education.

### Operational management

The priority of the alliance is cooperation in primary processes. Opportunities in operational management and the sharing of knowledge and expertise have been looked at closely. A joint traineeship programme started in 2013, with 13 positions for recent university graduates. These trainees will work on three projects in at least two of the participating universities for two years. Many of the programmes will be open to the staff of the three universities. The three libraries have been exchanging knowledge on the best way to provide their services across the three universities.

### Governance and support

The LDE alliance is managed by a steering committee of the Executive Boards of the three universities. The ground rules for cooperation are laid down in a Common Framework, which has been approved by the representative bodies and the supervisory boards of the three universities. The three universities have set up a fund to finance joint activities, and each university will make available an amount for the fund on an annual basis. The fund will not be used to finance structural activities. Money will be allocated for incidental starting amounts for new activities. The alliance is supported by a programme manager and a communications consultant.

### 100 years of Impact

Erasmus University Rotterdam, founded in 1913 founded by Rotterdam merchants and port operators, has close links to its environs. Our Rotterdam DNA compels us to 'think and do' and 'provide knowledge that works', in other words, knowledge that is pragmatic, socially relevant and makes an impact.

Erasmus University Rotterdam is not only at home in the city but also in the world. Our knowledge - certainly within our original disciplines such as economics and medicine - has always crossed borders. This knowledge still attracts students and researchers from all over the world. The fact that this knowledge is also high-quality is evidenced by our position on international citation and publication rankings and by the contributions of our academics to the issues of today, from Rotterdam to all corners of the globe. Further evidence is given by the impact of the knowledge and training that our graduates deploy worldwide.

Our drive to achieve social relevance and academic excellence has been translated into the anniversary theme *100 years of Impact*. We are proud of the impact we make and we want to highlight that sense of achievement throughout the 2013-2014 academic year as we celebrate the centenary. *Impact* as an aim keeps a promise for the future.

### 100 years of commemoration at EUR: highlights in 2013

- The 100-year anniversary of Erasmus University is being celebrated during the 2013-2014 academic year with various events and activities. The Erasmus 4 Rotterdam project is a gift from Erasmus University Rotterdam to the people of Rotterdam, in which students and staff commit to a social initiative on a voluntary basis.
- The 2013-2014 academic year was officially launched in the Laurenskerk (Church of St Laurence) on 2 September, attended by the Minister of Education, Culture and Science, Jet Bussemaker. After her opening speech, the minister received from the President of the Executive Board the first copy of the book of remembrance *Ambition and Identity: From Nederlandsche Handels-Hoogeschool to Erasmus University Rotterdam 1913-2013*. Prior to the opening of the academic year, the grand opening of Erasmus University College was conducted by the Ms Bussemaker. The college is located in the centre of Rotterdam, in a listed building on the Nieuwemarkt. The building was originally built to accommodate the municipal library.
- The new heart of Woudestein campus opened on 5 September 2013. Three years of hard work has resulted in a bustling and sustainable university campus. The opening was celebrated with the Heartbeat Festival, attended by thousands of students and staff.
- At the invitation of the Executive Board, around fifty representatives of universities at home and abroad took part in the Erasmus International Day on 7 November. The day included a tour of the campus and a harbour cruise, led by professors of the interfaculty centre of excellence Erasmus Smart Port. In the evening, special guests of the university attended the official Dies dinner in the World Museum.
- More than five thousand students took possession of the University Library on 7 November. The rules for peace and quiet were temporarily cast aside to transform the library into a mega nightclub for the Student Centennial Party.
- The hundredth Dies Natalis of Erasmus University Rotterdam was celebrated on Friday, 8 November in De Doelen convention centre in the presence of HRH Princess Beatrix, the King's Commissioner of the Dutch province of South Holland Jan Franssen, Mayor of Rotterdam Ahmed Aboutaleb, City Council Member Korrie Louwes (Higher Education) and several ambassadors and dignitaries. The celebration of our centenary consisted of a morning, afternoon and evening programme. The day started with 1,200 people attending academic seminars, in which the faculties' honorary doctors played an important role. The afternoon was dedicated to the stately and festive academic symposium, which took place in the Grand Hall of De Doelen (Rotterdam's concert venue and convention centre) in front of over 1,700 attendees. They enjoyed a varied programme of speeches, music and dance. During the ceremony, eight honorary degrees were awarded and the new Rector was installed: Prof. Henk Schmidt was succeeded by Prof. Huibert Pols. The Dies Natalis was closed with a special festive evening concert of the Rotterdam Philharmonic Orchestra, under the direction of guest conductor Jaap van Zweden.

Education:  
improving our  
educational and  
international  
profile

3.

### Education profile of Erasmus University Rotterdam

The education profile of Erasmus University Rotterdam (EUR) focuses heavily on improving the quality and diversity of educational opportunities, without losing sight of EUR's specific identity. It enables EUR to meet both regional and growing international demand for academic, high-quality and challenging education. It also allows EUR to offer programmes for professionals who want to develop (transfer programmes and post-initial programmes).

The main performance agreements from 2012 relate to improving graduation rates for bachelor's degrees and continuing to differentiate our range of programmes in support of EUR's strive for excellence and internationalisation.

Erasmus University College was opened in 2013, providing an intensive programme in liberal arts & sciences for a select group of outstanding students. The Erasmus Honours Academy was also established, expanding and streamlining EUR's existing range of honours programmes. These two additional offerings retain EUR's educational philosophy. In other words, the programmes are designed to be motivational and, where possible, small-scale. In addition, more programmes are being set up as international classrooms, with the best possible mix of cultures and nationalities (of staff and students). In practice, this is attracting both national and international talented students, which serves to improve the quality of education.

### Excellence scholarship

2013 was marked by the comprehensive reinforcement of our honours programme. By comprehensive, we refer to both the quantity and quality of honours programmes at university and faculty level. In June 2013, the Executive Board authorised the establishment of an EUR-wide Honours Academy (EHA) and released budgetary funds for that purpose. Dr. Awee Prins (FW) was appointed Administrator and nominated as Dean of the EHA. In 2013, ESL and iBMG established an honours scholarship; FW and RSM will follow in 2014-2015. Together, they will offer at least thirty places for honours students, which means all faculties will be offering at least one bachelor's honours scholarship as of 2014. The EUR-wide honours programme was extended by adding a third English-language programme, which means that 75 bachelor students now follow the *Erasmus Honours Programme* every year. The numbers of honours students for 2013/2014 are as follows:

Faculty	Number of students re-enrolling 2010/2011 cohort	Honours places in bachelor programmes 2013/2014	Percentage*
ESE	637	20	3.1%
RSM	751	0	0%
ESL	384	22	5.7%
FGG/Erasmus MC	381	20	5.2%
iBMG	105	4	3.8%
FSW	422	34	8.1%
ESHCC	263	(to be confirmed) 23	8.7%
FW	20	0	0%
EUR-wide	-	75	-
<b>Total</b>	<b>2,963</b>	<b>198</b>	<b>6.7%</b>

The table shows that EUR is fast on its way to attaining its performance agreement of 8% honours students. Moreover, the heavy investment that EUR has made in the quality of its programmes led to a positive review of EUR's excellence policy by the Sirius Programme, a government initiative to promote excellence in Dutch Higher Education.

As regards content, the honours programmes match closely EUR's profile of *ambitious thinkers and doers*. This has been done by focusing on the following themes and competences: *multidisciplinary, entrepreneurship, leadership, critical social involvement and internationality*. Related activities were carried out with the municipality of Rotterdam, University College and LDE partners Leiden University and TU Delft.

EUR has also developed an *honours community*: students have more opportunities to get to know each other through the honours alumni association, and the academic directors of the honours programmes meet regularly to discuss programme quality and share good practices. Finally, we have set out in our policy that research into the performance and career perspective of honours students is to be carried out systematically from 2014.

### Quality assurance of programmes

#### NVAO institutional quality assurance assessment

The Accreditation Organisation of the Netherlands and Flanders (NVAO) has approved EUR's application for its quality assurance assessment. NVAO ascertained that "*The Board of Erasmus University Rotterdam, with its approach to the quality of its programmes, uses an effective system of quality assurance with which it can guarantee the quality of the programmes offered.*"

This positive assessment is based on the renewed application for a quality assurance assessment, submitted to NVAO in 2013. This new application was a response to the 'positive decision under conditions' of August 2012, in which EUR was asked to supply additional information concerning a number of assessment standards.

NVAO's assessment of 2012 led to the Executive Board and the Deans taking necessary measures. Some cases concerned the clarification of existing policy that had not been documented (e.g. educational philosophy, administrative strategy and diversity). Other cases concerned work in progress (internationalisation). A third category affected improvements to management information and the clarification and development of the quality assurance cycle.

One of the measures taken involved the Executive Board tightening up the mandatory interim programme evaluation in early 2013. It determined that at least one member of the Evaluation Panel must come from outside the university and that particular attention is paid to the quality of theses and dissertations.

The Executive Board also introduced the Annual Report of Educational Quality. The rationale for this is that the quality assurance for programmes is a joint responsibility of the faculties and the Executive Board. The faculties have the scope to organise at their discretion internal quality assurance that focuses on faculty, programmes and programme units. The Annual Report of Education Quality is the document which contains the faculty's understanding of the quality of its programmes and the progress of improvement actions and change projects in the field of education. The faculty drafts the

Annual Report on Education Quality, and then the faculty and the Executive Board discuss the report during their annual bilateral meeting in the spring. In 2013, the topics of education quality and the progress of improvement projects were discussed systematically and with positive outcomes.

### External assessments and accreditations

#### Erasmus School of Law (ESL)

The non-initial European Master of Law and Economics (EMLE) participated with extraordinary success in a pilot of JOQAR (*Joint-Programmes: Quality Assurance and Recognition*). The project brings together nine universities from nine countries, and its overall purpose is to help joint programmes achieve accreditation and recognition by promoting single accreditation procedures.

Accordingly, EMLE was assessed just once in 2013 using the *Assessment Framework for Joint Programmes* of the European Consortium for Accreditation. The final verdict for the Dutch component, which is assessed using the framework for the extensive programme review, was 'excellent'. NVAO has allowed the non-initial programme Business Corporate and Maritime Law a recovery period of a year. The basis for this was a recovery plan that met the critique of the Assessment Panel. In November 2013, the Assessment Panel evaluated the results of the recovery process and assessed it 'good'. The way is now free to submit the accreditation application in 2014.

#### Faculty of Medicine and Health Sciences/Erasmus MC

The non-initial Master of Health Sciences (CROHO code 75042) was assessed in February 2013. All three standards and, therefore, the programme have been rated as 'excellent'. Hence, NVAO accredited the programme in July 2013.

#### Erasmus School of History, Culture and Communication

All ESHCC programmes were subject to external assessment in 2013:

- The bachelor's and master's degrees in history (CROHO codes 56034 and 66034) had been assessed in November 2012, but the Panel's report was not made available until April 2013. NVAO accredited the programmes in January 2014.
- The bachelor's and master's degrees in arts and culture studies (CROHO codes 56823 and 60087) were assessed in April 2013. The Panel's report was issued in September 2013, and NVAO accredited the programmes in February 2014.
- The master's degree in media studies (CROHO code 60830) was assessed in May 2013. The Panel's report was issued in November 2013. Unfortunately, the decision was negative. Therefore, the university has asked NVAO to award a recovery period.
- The international bachelor's degree in communication and media (CROHO code 50374), which started in 2009, was assessed in December 2013 with a view to granting accreditation and awarding the distinctive feature of internationalisation.
- The two research master's in history (Early Modern Intellectual History; CROHO code 60139) and media studies (Sociology of Culture, Media and the Arts; CROHO code 60832) were submitted for assessment in February 2013. NVAO accredited the programmes in December 2013 and January 2014 respectively.

#### Rotterdam School of Management, Erasmus University

The RSM had all its initial and non-initial programmes assessed by the international accreditation institute AACSB in 2012. Based on an agreement with NVAO, the first two standards of the limited programme assessment (anticipated final qualifications and teaching environment) were adequately assessed. For the third standard (the review and actual final level of all programmes), the distinctive feature of internationalisation for the Bachelor of International Business Administration (IBA) and the distinctive feature of small-scale and intensive education feature for the Master of International Management (IM) were individually assessed with the support of Certiked. IBA was awarded a distinctive 'flag and pennant' feature because it has been assessed as 'excellent'. NVAO consequently accredited all assessed courses and awarded the distinctive features to IBA and IM.

The accredited courses of RSM in 2013 are:

	CROHO code	Programme
RSM	50645	B Business Administration
RSM	50952	B International Business Administration
RSM	60063	M Marketing Management
RSM	60066	M Strategic Management
RSM	60093	M Supply Chain Management
RSM	60256	M International Management
RSM	60409	M Finance & Investments
RSM	60453	M Business Information Management
RSM	60454	M Chinese Economy & Business
RSM	60455	M Entrepreneurship & New Business Venturing
RSM	60456	M Global Business & Stakeholder Management
RSM	60457	M Organisational Change & Consulting
RSM	60458	M Management of Innovation
RSM	60644	M Business Administration
RSM	60645	M Human Resource Management
RSM	75045	M Executive MBA
RSM	75046	M Global Executive One MBA
RSM	75047	M International MBA
RSM	75048	M Financial Management
RSM	75049	M Corporate Communication
RSM	75051	M Management Consultancy
ESE/RSM	75043	M Maritime Economics and Logistics

#### Internationalisation

By 2013, the profile of Erasmus University as a leading university that attracts worldwide academic talent was higher than ever. We are a university that contributes to solving global problems and that develops its students into citizens of the world. The aim to become an international educational institute of repute drives the content EUR's study programmes. Internationalisation is not an end in itself but an instrument to strengthen and guarantee the quality of research and education. In order to be able to pursue excellence, we need an international orientation and the continuation of international cooperation in the four EUR domains of *health, wealth, culture* and *governance*.

Experience has shown that internationalisation and working with *international classrooms* boosts quality, not least by working with culturally diverse composite groups. Collaborating with peers and staff that have a different perspective and worldview prepares students for a career in and beyond the world of academia. EUR wants to build on the existing, heterogeneous composition of its student population by internationalising the university.

EUR research, which focuses on the global issues of the metropolis, is also extremely multidisciplinary and internationally-oriented. Attaining a stronger research position in the world is an important goal of internationalisation and relies not least on the ability to acquire external funds from the European Commission and the private sector. EUR faculties and institutes work with leading institutes within their specialised fields to bring about *synergy* and *economies of scale*. In doing so, they are encouraged to conduct interdisciplinary and cross-sectoral research and valorisation programmes in response to our great *societal challenges*.

The aim of LDE (Leiden-Delft-Erasmus alliance) has an international aspect as well: to contribute to a more distinctive profile, to improve the research position of the three universities and to develop a new, multidisciplinary range of programmes. Following the example of the successful joint Bachelor in Nanobiology by the LDE, the Bachelor in Clinical Technology was developed in 2013. This is due to start in 2014.

The internationalisation policy drafted in 2013 includes an integrated package of activities that will result in a distinctive feature of internationalisation in 2018 when assessed for accreditation, which is also predicted for that year. A very specific goal is that, in 2018, at least 15% of EUR undergraduates in each programme spend one exchange period at an international partner university.

As in 2012, steps were taken in 2013 to continue developing the international profile of education at Erasmus University. The International Bachelor of Business Administration (IBA) had already acquired a distinctive feature of internationalisation and was then rated as 'excellent' in 2013. The International Bachelor of Communication and Media (IBCOM) was rated as 'good'. The joint European Master of Law and Economics (EMLE) was also labelled 'excellent' in a European accreditation pilot. Erasmus University College opened its doors to a select group of international students, providing an intensive, small-scale programme in liberal arts & sciences.

Education:  
quality and  
graduation rates

4.



### Students in numbers

The number of people enrolled<sup>1</sup> at Erasmus University Rotterdam on 1 October 2013, was 22,367. That is 4.3% more than on the same date in 2012 (21,454 people). The tables below depict how many (male and female) students were enrolled in each phase and how students and graduates were distributed across the different faculties and years. The numbers in the tables may differ from the actual number of enrolments. This is because some students enrol for more than one programme. Therefore, the number of enrolments for bachelor's and master's programmes is higher. Moreover, a large number of students enrolled at FGG/Erasmus MC do not come under the bachelor's-master's degree structure category but under the old style university degree system (*doctoraal*).

#### Enrolments per phase, distribution by gender

2013	Women	Men	Total
Bachelor	7,056	7,849	14,905
Master	4,572	4,773	9,345
<b>Total</b>	<b>11,628</b>	<b>12,622</b>	<b>24,250</b>

#### Enrolments per phase, last five academic years

	2013	2012	2011	2010	2009
Bachelor	14,905	13,971	14,015	14,914	14,487
Master	9,345	8,506	8,117	8,168	7,497
<b>Total</b>	<b>24,250</b>	<b>22,477</b>	<b>22,132</b>	<b>23,082</b>	<b>21,984</b>

Enrolments per faculty	2013	2012	2011	2010
Erasmus School of Economics (ESE)	5,720	5,252	5,065	5,253
Rotterdam School of Management, Erasmus University (RSM)	6,210	6,052	5,953	6,550
Erasmus School of Law (ESL)	4,169	3,975	4,244	4,784
Faculty of Social Sciences (FSW)	2,813	2,584	2,672	2,829
Erasmus School of History, Culture and Communication (ESHCC)	1,254	1,156	1,164	1,134
Faculty of Philosophy (FW)	359	319	355	460
Faculty of Medicine and Health Sciences / Erasmus Medical Centre (FGG/Erasmus MC)	3,077	2,993	2,930	2,880
Institute of Health Care Policy and Management (iBMG)	991	973	869	854
Erasmus University College (EUC)	85			
<b>Total</b>	<b>24,678</b>	<b>23,304</b>	<b>23,252</b>	<b>24,744</b>

Figures include double counting and students of old style 'doctoraal' in medicine, reference date 1 October 2013

<sup>1</sup> Figures based on counts from EUR's enrollment system on 1 October 2013 and not adjusted for funding factors; late enrolments from the previous year are not included in the count.

### Diplomas per faculty

Academic year 2012/2013	Bachelor	Master	Doctoraal	Doctor
iBMG	73	240		
RSM	769	1,228		
ESE	579	778		
FGG	403	46	177	348
ESHCC	241	170		
ESL	502	567		
FSW	331	413		
FW	39	24		

### Diplomas per year

Study year	2012/2013	2011/2012	2010/2011	2009/2010	2008/2009
Bachelor	2,937	3,077	2,	2,	1,254
Master	3,077	3,077	3,510	3,118	3,016
Doctoraal	177	395	348	307	319
Doctor	348	336	317	282	280
<b>Total</b>	<b>6,926</b>	<b>7,654</b>	<b>6,875</b>	<b>6,011</b>	<b>5,555</b>

### Graduation rate policy

EUR has always worked hard to systematically improve education at EUR and the academic success of its students. EUR has a very diverse student population, with high percentages of students transferring from vocational universities (16.7%), non-western immigrant students (25%) and international students (12-13%). In addition, EUR has a specialised range of study programmes, some of which are the largest in the Netherlands. This combination of large programmes and very diverse student population places high demands on the quality of our education and approach.

*Anticipated result of the profile document:*

*A strong and daring educational profile, based on, among other things, motivating and small-scale programmes and fewer retakes, leading to a bachelor's graduation rate of 75% in 2015 (performance agreement) and 80% in 2018.*

### Drop out and switching rates after the first year remain stable

During the last decade, EUR has made large-scale investments in its distinctive educational profile of small-scale and intensive programmes. In 2013, the year the pilot phase Nominal=Normal (N=N) was completed, an unprecedented high number of positive binding recommendations (BSAs) were given in the first year of the bachelor's programmes.

In 2013, the first year of the completely revised, small-scale and problem-based programmes at the Erasmus School of Law (ESL) were also successfully completed. Naturally, we will continue to develop such motivating programmes in the coming years. Our basis for this is new research into the effectiveness of the interventions. Further introduction of small-group programmes, however, is complicated by the uncertainty of the current 'business model': the falling price of each student, the de facto discount of shorter study periods in bachelor programmes and the disappointing budget arising from the performance agreements.

### Graduation rates enhancement programmes

EUR has several programmes that contribute to improving graduation rates on an ongoing basis. The most prominent is the educational concept Nominal=Normal, which was introduced incrementally from 2011 in the first year of the bachelor's programmes.

#### Nominal is normal (N=N)

The Nominal=Normal concept stems from EUR's long experience with education interventions that contribute to the graduation rates of specific student groups, such as 'first-generation' students. The initial goal of N=N was to increase significantly the number of positive binding recommendations in the first year and to promote the transfer of students to the second year. The N=N concept contains adaptations to the bachelor programmes which motivate first-year students to successfully complete their first year. This includes:

- intensive, motivating programmes (including interim tests and assignments)
- a year group system
- serial form of programming with consecutive study blocks
- fewer retakes in combination with a compensatory system of tests
- a binding recommendation (BSA) of 60 credits (ECTS) in the first year
- small-scale and problem-based learning where possible

The N=N concept proved successful from the outset. The results of the first pilot at the Faculty of Social Sciences (in 2011/2012) and those of the expanded pilot at five other faculties<sup>2</sup> (in 2012/2013) show that, on average, the same number of students obtain 60 ECTS credits in one year as they used to in two years. In addition, the number of dropouts has decreased significantly. The table below lists the binding recommendation (BSA) rates after one and two years, EUR-wide and per N=N programme, for the 2009-2012 cohorts (number and percentage of students with a positive BSA).

Cohort	Positive BSA after 1 year						Positive BSA after 2 years						Positive BSA after 1 year	
	2009		2010		2011		2009		2010		2011		2012 (N=N cohort)	
Programmes	N	%	N	%	N	%	N	%	N	%	N	%	N	%
EUR-wide (ex FGG and FW)	1105	29.7	1319	35.3	1670	46.3	2067	55.6	2225	59.4	2376	65.8	2242	60.8
EUR-wide (ex FGG, FW, FSW)	908	28.6	1096	35.0	1295	42.5	1762	55.5	1852	59.2	1992	65.4	1886	59.2
<b>ESE</b>														
Econometrics and Operational Research	43	38.4	47	32.6	47	30.1	68	60.7	85	59.0	93	59.6	89	51.7
Int. Ba. Econometrics and Operations Research	--	--	--	--	--	--	--	--	--	--	--	--	24	61.5
Economics and Business Economics	211	34.8	199	35.6	268	53.0	354	58.3	326	58.3	366	72.3	297	58.5

<sup>2</sup> Faculty of Social Sciences (FSW), Erasmus School of Economics (ESE), Erasmus School of History, Culture and Communication (ESHCC), Erasmus School of Law (ESL), Rotterdam School of Management, Erasmus University (RSM) and the Institute of Health Care Policy & Management (iBMG)

Cohort	Positive BSA after 1 year						Positive BSA after 2 years						Positive BSA after 1 year	
	2009		2010		2011		2009		2010		2011		2012 (N=N cohort)	
Programmes	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Int. Ba. Economics & Business Economics	53	46.9	71	48.3	70	51.1	83	73.5	105	71.4	104	75.9	140	72.2
Fiscal Economics	22	34.4	18	26.1	30	44.1	34	53.1	33	47.8	42	61.8	31	60.8
<b>ESHCC</b>														
Arts and Culture Studies	40	46.0	31	37.8	33	56.9	59	67.8	57	69.5	42	72.4	50	82.0
History	21	20.6	39	29.3	45	47.4	51	50.0	80	60.2	58	61.1	34	59.6
Int. Ba. Communication and Media	60	45.8	83	65.9	83	63.4	100	76.3	109	86.5	104	79.4	113	79.0
<b>ESL</b>														
Criminology	35	31.0	59	54.1	51	47.7	64	56.6	76	69.7	73	68.2	92	78.0
Fiscal Law	11	11.5	40	36.7	51	45.5	38	39.6	60	55.0	70	62.5	74	62.7
Jurisprudence	85	22.7	156	37.8	171	43.4	202	53.9	236	57.1	244	61.9	265	63.1
<b>FSW</b>														
Public Administration	42	23.1	58	31.4	82	62.1'	93	51.1	107	57.8	86	65.2	71	67.0
Pedagogy	--	--	--	--	60	65.2'	--	--	--	--	60	65.2	59	69.4
Psychology	140	51.9	149	51.2	196	71.5'	174	64.3	200	68.8	201	73.4	186	72.7
Sociology	15	16.0	16	11.8	37	55.2'	38	40.4	66	48.5	37	55.2	40	71.4
<b>iBMG</b>														
Health Sciences, Policy & Management (BMG)	26	16.0	44	29.3	50	35.2	81	50.0	86	57.3	76	53.5	113	79.0
<b>RSM</b>														
Business Administration	143	17.0	161	21.2	212	28.6	374	44.4	350	46.2	432	58.3	329	45.2
International Business Administration	158	42.9	148	44.7	184	46.2	254	69.0	249	75.2	288	72.4	280	63.5

The table shows clearly that, during the first year of the extended N=N pilot, 59% of B1 students on average received a positive BSA after one year of study. In comparison, 35% of students of the 2009-2011 cohorts received a positive BSA after one year of study and 60% after two years. The preliminary assessment is that, during the first year of the extended N=N-pilot, about as many students obtain a positive BSA after one year as they used to after two years. The table also shows that, after the introduction of N=N, the transfer of students to the second year of a bachelor's programme improved, while the percentage of students not obtaining a positive BSA remained the same.

The Faculties of Medicine and Philosophy are the last to introduce N=N. This will take place in the academic year of 2014/2015.

### Follow-up: research agenda

The results of the extended pilot have been extensively analysed and discussed in various forums. This has led to a research agenda with five main themes for further academic or policy-based research. That research is focused on validating the N=N results and on demonstrating causal links between the results and the interventions of the N=N concept. The main themes are:

1. The psychometric qualities of the binding recommendation (BSA)
2. The effect of N=N on study behaviour
3. The effect of N=N on academic results, the quality of students transferring into and out of the programme, and the level of the graduate
4. The effect of N=N on the well-being of the student
5. The effect of introducing the combination of small-scale, motivating programmes and N=N.

The five research themes have been operationalised into one or more research proposals. The planned research will start in 2014, and the aim is to do the research in the form of inter-faculty projects where possible. The results of the research will form the basis for new educational reforms.

### GUDS

Another programme with the aim of improving graduation rates was the 'right out of the starting blocks' programme (GUDS), which began in 2010, and focused on upcoming and novice EUR students. This programme covered issues such as the transfer-in monitor (research on predictive success factors in prospective students), tutor training (training of tutors for problem-based learning) and educational activities (workshops for prospective students with advice and reflection on programme choice). GUDS was completed in 2013. The results of the educational activities and the transfer-in monitor components were used immediately to set up the Programme Choice Check, which will be mandatory by 2014.

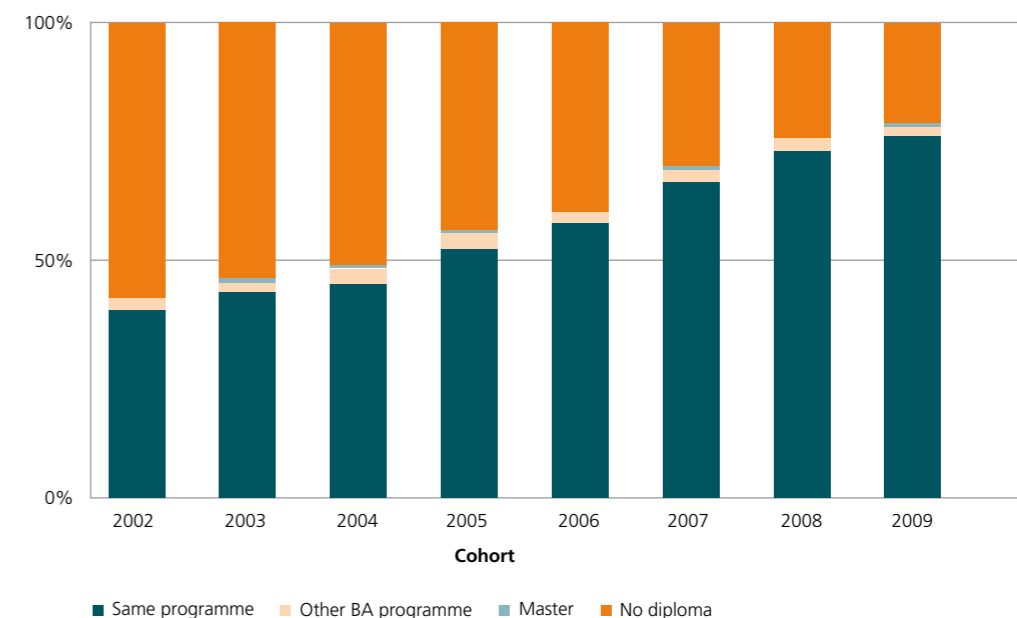
*Anticipated result of the profile document:*

*Four-year graduation rate for bachelor students: 75% for 2011 cohort as per the performance agreement, and then 80% for the 2013 cohort.*

To calculate the graduation rate, we included students who:

- started a bachelor's programme on a full-time basis between 2002 and 2009
- were first-year higher vocational university students in the cohort year
- continued studying in the second year by enrolling again for the same programme as in the cohort year

Of that group, the percentage is based on students who gained a diploma from the same programme within four years, obtained another bachelor's or master's diploma within four years, or did not (yet) obtain a diploma. This means, for example, that the graduation rate of the 2009 cohort is measured on 1 September 2013 (see table - source: VSNU, 1 cijfer HO).



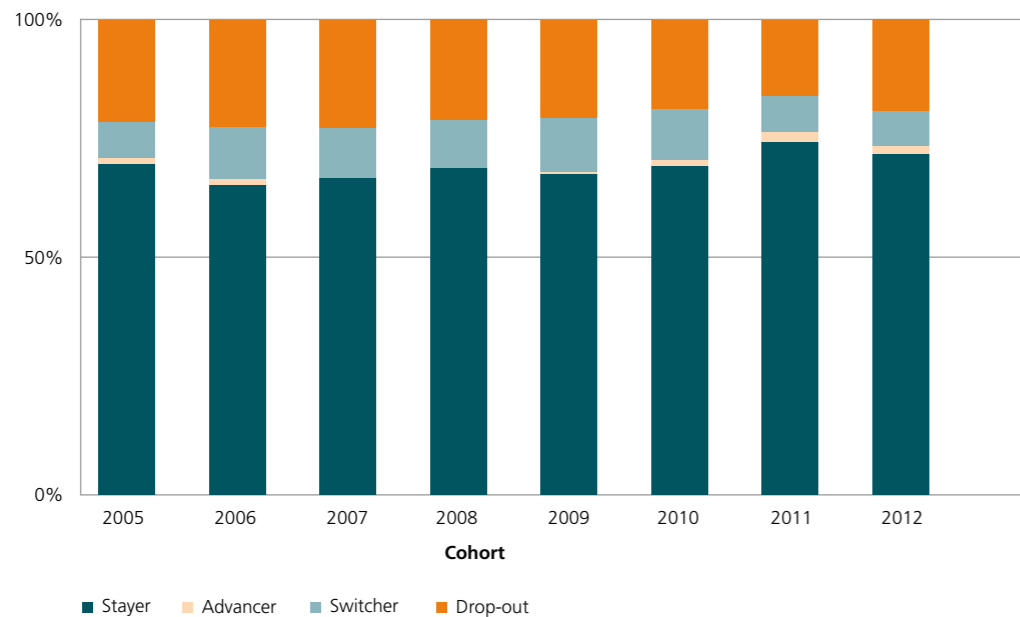
The number of students from the 2009 cohort – within the stipulated selection – who re-enrolled grew slightly compared to the 2008 cohort: from 1914 students to 2041 students. The four-year graduation rate increased from 75% to 78%. In other words, more students obtained their diploma within four years. That rate exceeds the performance agreement's target of 75%. The five-year graduation rate has also improved: in September 2013, 86.5% of bachelor students from the 2008 cohort who re-enrolled obtained a diploma, which is considerably higher than in previous years.

### Re-enrolment

*Anticipated result of the profile document:*

*72% of the 2014 cohort to re-enrol in 2015..*

The percentage of first-year vocational university students from 2012 that enrolled for the same programme in 2013 was 71.74%. The drop-out rate increased slightly compared to the previous year: 19.42% of first-year vocational university students did not re-enrol for a programme at EUR, compared to 16.26% in the previous year. The percentage of students that switched to a different programme at EUR remained about the same, at over 7%. (Source: VSNU, 1 cijfer HO).



### Quality of teaching staff

When it comes to the quality of teaching staff, EUR operates a broad policy aimed at the continuous professional development of teaching staff. One of the basic elements of this is the University Teaching Qualification (BKO).

*Anticipated profile document:*

*70% of teaching staff to hold a BKO by 2015. These are teaching staff who have either obtained their BKO or whose performance has been tested at a BKO level.*

### University Teaching Qualification (BKO)

The BKO is an integral part of career management for academic staff at EUR. This means that all teaching staff must eventually be in possession of a BKO. The exception is academic staff with marginal education duties, student assistants and tutors.

Teaching staff can obtain this qualification by taking part in the University Teaching Qualification programme, which is carried out by research institute Risbo<sup>3</sup>. The purpose of this programme is the further development of didactic competencies to provide effective education. During the course, teaching staff develop and improve their competences in various fields, such as designing and presenting programmes, providing individual support to students, and testing and evaluating programmes.

Education evaluations are important for the qualitative assessment of teaching staff performance. These assessments are integrated into the annual Staff Performance & Development cycle (R&O) interviews. These strict quality standards also apply to exempt teaching staff (two-thirds of all BKOs). If it becomes apparent that they do not meet the standard, they are required to do the BKO programme.

<sup>3</sup> RISBO Contractresearch BV is not part of EUR's public structure

### BKO percentage 2013

Due to our policy, the number of BKOs within the EUR has increased substantially in recent years. A slight rise was perceptible in 2013:

University Teaching Qualification (BKO)	December 2012	December 2013
Total number of teaching jobs: professors, university lecturers & senior university lecturers	696	689 (-7)
BKO elsewhere	24	26 (+2)
BKO EUR	56	59 (+3)
BKO still ongoing	95	86 (-9)
BKO exemption	274	295 (+21)
<b>Total BKOs</b>	<b>449 = 64.5%</b>	<b>466 (+17) = 67.6%</b>

### Senior University Teaching Qualification

In 2013, the Senior University Teaching Qualification (SKO) pilot programme started with twelve participants: ten from EUR and two from TU Delft. The SKO programme is intended for senior teaching staff wanting to improve their skills in systematically improving and revitalising study programmes and in undertaking educational research in their own fields. The SKO pilot runs until mid-2014. If successful, it will be continued by the LDE alliance.

### Leadership in Education Course

At the request of the LDE alliance, independent research institute Risbo gave a second Leadership in Education Course in 2013. Thirteen programme managers (training directors, master and bachelor programme coordinators) from EUR and TU Delft attended. The course covered several educational themes such as assessment and assessment policy, the effectiveness of education, innovation in education, online education and leadership themes from a management perspective. Part of the course, which took place in eight two-day modules, looked at developing and implementing educational innovation in the managers' programmes. An LDE-related course is to be held in 2014, and programme managers from Leiden University will be taking part too.

### Alumni

Erasmus University Rotterdam wants to establish and maintain successful networks with alumni. The aim of such networks is to contribute substantially to EUR's mission by creating maximum (financial and non-financial) value. The faculties and institutes are taking the lead in strengthening ties with students who are soon to become alumni. Creating a bond at an early rather than a late stage is more effective. The faculties and institutes are being supported by the Alumni & Corporate Relationships SMC team, who focus on knowledge sharing and information provision. This has led to the Marketing & Communications department providing an alumni information channel through the *Erasmus Alumni Magazine (EA Magazine)*, the alumni website and social media.

Alumni	Total	Logged on to EAD*
31-12-2011	83,558	13,978
31-12-2012	88,734	14,616
31-12-2013	93,603	14,961

\* EAD = Erasmus alumni database, managed by Marketing & Communication department

#### Talking Erasmus Campaign

The *Talking Erasmus* campaign was launched in 2013 to support our communication endeavours with alumni. An e-mail – with Erasmus depicted as a cartoon character – was sent to alumni asking them to update their contact information. Many responded to the call. In order to increase the conversion rate of current contact details of recent graduates in the Erasmus alumni database (EAD), the digital Young Alumni form was introduced in January 2013. This asks up-and-coming alumni to supply contact details for the EAD when they complete their application for the final exam. In the fourth quarter of 2013, 83% of students applying for their exams filled in the digital form.

As in previous years, a great deal of communication with alumni was done through social media: EUR took over the management of the Erasmus University Rotterdam Alumni Group from an alumnus in May 2013. In just eight months, membership grew from 2,800 to 6,200. Alumni now receive invitations for faculty alumni meetings, such as the *Summit* and the *Energy Forum* of RSM and the annual Alumni Day of Erasmus School of Economics (ESE), through Twitter and Facebook.

Communication through more traditional channels continues nonetheless. The EA Magazine is issued every May and September, with a circulation of 35,000. The aim of EA Magazine is to inform alumni of developments at EUR. The Alumni Advisory Council, which advises the President of the Executive Board on strategic issues, met twice in 2013: in spring and autumn. Alumni of various faculties sit on this council.

## Research & valorisation

### Main policy initiatives

2013 was a year of transition, when the plans from the profile document were developed into concrete policies. This was essential due to the launch in 2014 of EUR's new university strategy: *Impact & Relevance*. The strategy's title refers to EUR's dual mission of academic quality and impact with social relevance.

The impending implementation of the new strategy required a number of important initiatives to be taken in 2013. The first was the receipt of an excellence grant totalling €10 million by five flagship groups. The second was targeting a select number of first-class sectors, which has led to some grant successes. The founding of the *Erasmus Centre for Entrepreneurship* in line with the profile of an entrepreneurial university was our third initiative. Fourth was the official opening of the *Erasmus Centre for Valorisation* at the end of 2013. Finally, a start was made on constructing an EUR-wide Research Support Office for the entire university.

The *Research Support Office* provides operational support for subsidy applications, paying special attention to the European Programme Horizon 2020. Consequently, EUR has developed a new funding instrument to provide funds and expertise to researchers submitting subsidy applications. The fruits of these initiatives will be harvested in the next few years.

### Flagship policy

*Anticipated result of the profile document: Excellence is at the heart of our research policy for the coming period. The aim of the excellence policy is make long-term investments to position EUR research more effectively.*

The flagship policy was launched in 2012 through the Research Excellence Initiative (REI). REI has provided EUR with government funding since 2008 for alpha/gamma research. This funding has been supplemented with monies from our own strategic research budget, to a tune of more than €6.5 million. The REI selects the best and most promising research groups at Woudestein to support and encourage. In the first two rounds (2012 and 2013), ten groups were selected based on their proposal. An internal jury assessed their plans to increase (academic) impact and allure. Each of these groups received a €1 million subsidy, supplemented by the same amount according to faculty matching. In total, an extra €20 million was invested in first-class research in 2012 and 2013.

The selected groups were taken from EUR's 'flagship table' cited in the profile document *At Home in the World* (2012). All groups fall within EUR's four distinctive domains: wealth, health, governance and culture. As of 2014, these areas of expertise focus on encouraging not only promising research groups in the sub-top sector but also more cooperation between and across the disciplines. In this way, we strengthen the links between the top research groups and the European policy in the context of the Grand Challenges on the one hand and the Dutch Top Sector policy on the other.

The ten subsidised flagship groups are:

- Work and Organisational Psychology; FSW
- Behavioural Economics and Health Economics; ESE
- ESE Finance Group; ESE
- Financial Markets and Intermediaries: Towards Global Excellence; RSM
- Creating a World-class Marketing Research Group; RSM
- Behavioural Approaches to Contract and Tort; ESL
- Health Economics; iBMG
- Educational Psychology: Cognition of Learning; FSW
- Erasmus Centre for Marketing and Innovation; ESE
- Production and consumption in Media and Culture; ESHCC

### Visibility of research & valorisation

*Anticipated result of the profiling document:*

*EUR wants to strengthen its position in the world and improve its reputation. Valorisation will be firmly embedded in the organisation and additional external funding will be secured by capitalising on the university's distinctive profile.*

One of EUR's central aims is to make (the quality of) research more visible. In 2012, it was found that EUR was encountering a *perception gap*; there was a divergence between our reputation and our actual research performance. In order to draw attention to our research results, EUR pursues a *dual impact* strategy: academics are encouraged in and rewarded for attaining both academic excellence and social benefits. Therefore, EUR has started to set up valorisation chains in excellent research (long-term strategy). In doing so, excellent research is marketed or socially exploited through knowledge transfer.

Innovation and valorisation policy is linked to academic quality throughout EUR (long-term investment), but it is particularly visible in our areas of expertise - places where the science is strongest and the profile of research is maximised. Therefore, EUR has initiated a valorisation dynamic that begins with academic excellence and uses the 'excel-innovate-valorise' formula. We are also pre-selecting research projects according to the European Commission's *Grand Challenges*, in which valorisation plays an important role, and drawing up a set of valorisation indicators that will be developed and maintained over the next two years.

In order to achieve this key aim, we have established the *Erasmus Centre for Valorisation (ECV)*. The goal of the valorisation centre is to better organise and encourage the use of knowledge within EUR, so that academic knowledge has an impact not only on the state of science or knowledge but also on wealth, wellbeing and culture. This can lead to a continual practice of valorisation.

The ECV is an *add on* to the university's current valorisation system. The ECV's objective is, by using a structured and focused approach, to set up more valorisation chains within EUR that lead to social impact. The ECV covers all faculties, but focuses on connections at the intersections of wealth, health, governance and culture. Accordingly, the 'value chains' contain five steps: excellent research, education, knowledge workshops, economic valorisation and social valorisation.

The ECV is headed by Prof. Eric Claassen, Professor of Knowledge Valorisation at FGG/Erasmus MC and Professor of Life Sciences at VU University Amsterdam.

## EU strategy and the formation of consortiums

*Anticipated result of the profile document:*

*EUR sees opportunities to attract more EU funds by participating in the work programmes connected to the Grand Societal Challenges.*

EU policy explains the relationship between EUR and Brussels and connects research and education to developments in Europe. For Erasmus University, the European Union is an important benchmark for international excellence. For that reason, EUR is working hard to achieve a powerful and recognisable position in Europe, one that attracts both researchers and students. Over the last few years, but particularly in 2013, there has been a sharp increase in the number of applications for European funds. Participation in European-funded research also has greater diversity than several years ago.

Institutes such as the Faculty of Social Sciences and Erasmus MC have been very successful in terms of the new European framework programme. A start has been made in listing all projects compatible with Horizon 2020. Partly due to the extra attention the supervisory and executive boards have been paying to the European agenda, at least 25 research groups have said they are willing to submit applications in the *Horizon 2020* calls of 2014 and 2015. The boards have also decided to reserve annually an extra €400,000 as of 2014 to support and encourage the formation of international research consortiums and the submission of grant applications.

In 2013, the first call by the EUR-incentive fund was published: *National and International Research Projects Support Programme*. The purpose of this programme is to support faculty programmes in setting up and strengthening (inter) national networks and enable researchers to write successful applications. There are three distinct activities:

- the promotion of networking (activity 1)
- the support of external consultants to strengthen an application (activity 2)
- the substitution of teaching staff to give a researcher time to work on a request (activity 3)

The current, pro-active EU policy has resulted in EUR researchers acting increasingly as a partner for the European Commission in determining the content of new policies in, for example, *Horizon 2020* and *Erasmus+*. Additionally, EUR has signed up to the European Commission's policy initiatives in order to obtain EU certificates. These certificates reinforce the quality of programmes and guarantee the quality of participants in EU programmes. Examples are the HR logo, the Erasmus Charter and (recently) the recognition by EURAXXESS as a service point for international and global research mobility.

## Erasmus Foreign Services (EFS)

In 2013, Erasmus Foreign Services (EFS) was heavily involved in preparing the university for participation in Horizon 2020. With that goal in mind, investment was made into publicising the new work programme, including expert meetings, workshops and monthly EU debates. Particular attention is being paid to the new principles of *Horizon 2020*. Researchers are advised on the ways in which they can bring research in line with the programme. EFS has also actively lobbied the European Commission, leading to a stronger collaboration between researchers and civil servants in the Rotterdam *Taskforce for Innovation*.

Developments in the European Higher Education Area (EHEA) were also followed with particular interest in 2013. The purpose of EHEA is to ensure more comparable, compatible and coherent systems of higher education across Europe, which is in line with EUR's strategy. In that context, contacts beyond Europe were made by EUR with Chinese universities and African partners, founded on topics such as *frugal innovation* and *waste management (LDE centre for frugal innovation)*. Institute-wide partnerships are also being set up to promote international cooperation in China, India, Brazil and the United States, among others.

## Innovation policy and top sectors

*Anticipated result of the profile document:*

*Our interface with top sector policy comes from the perspective of academic excellence, while our input focuses on a number of areas, particularly the alpha, gamma and medical fields.*

EUR has chosen to focus on a limited number of top sectors, giving us a narrow, socially-oriented profile. Erasmus MC is mainly active in life sciences & health (LSH) and the Woudestein faculties have most contact with the logistics and creative industry sectors. In 2013, Woudestein faculties received subsidies from the following top sectors:

- Creative industry: VESP; FSW/Psychology (with TU Delft)
- Creative industry: Innovation in creative breeding places; ESHCC
- Creative industry: Significance of convincing stories for game design; ESHCC (with Utrecht University)
- Creative industry: Top subsidy; RSM
- Logistics: Managing Complex system disruptions; FSW/Public Administration
- Social infrastructure agenda: Governance arrangements within audit firms: influences on audit firms behaviour and their functioning in the financial markets; ESL
- Social infrastructure agenda: Partners in fighting subversive organised crime: Exploring and evaluating new forms of governance; ESL (with TU Delft)

Other activities took place within the top sectors. A number of renowned EUR academics worked in top teams and top knowledge innovation clusters, such as LSH, logistics and creative industries. The research school ERIM (Erasmus School of Economics + Rotterdam School of Management) has several academics active in EUR's flagship policies. Good examples are the Smart Port and On-Time partnerships (logistics), the Privacy in Social Media and COMPOSITE projects (creative industry) and the medical-economic research into genetic causes of talent for entrepreneurship (LSH).

In addition to our collaboration within the top sectors, we have other partnerships aimed at developing innovation, entrepreneurship and public-private cooperation in the region. RSM is a partner of Inscope, the research centre for social innovation. *Smart Port* is a collaboration between five EUR faculties, the municipality of Rotterdam, the port of Rotterdam and a number of companies affiliated to Deltalinqs (port/industry sector). The Executive Board has, with our Delft and Leiden partners, invested additional funds into this regional initiative.

An important development was the creation of the *Erasmus Centre for Entrepreneurship (ECE)*, which opened on 10 October 2013. The ECE aspires to create a better climate for starters through, among other things, entrepreneurial education, increased awareness, the stimulation of the growth of businesses using start-up programmes and funding opportunities. The ECE was launched with the opening of a new entrepreneurship campus, the ECE Startup Campus, in the Rotterdam Science

Tower. The Entrepreneurship Index of academic director Prof. Justin Jansen was published for the first time and the ECE received an international award for the most innovative entrepreneurship event: Get in the Ring (chosen from 40,000 events worldwide). More than 250 entrepreneurs enrolled on an ECE programme in 2013. These are the first steps towards making Erasmus University the trainer for entrepreneurs in Europe. The ECE set up a new study association, and it already has fifty committee members. RSM's minor in *Entrepreneurship & New Business Venturing* attracted ninety participants in 2013, doubling the previous year's figures.

#### Doctorate conferrals

The number of defence ceremonies and presentations of doctoral degrees increased slightly in 2013. Two more degree certificates were awarded than in 2012. EUR awarded 341 degree certificates to 156 men and 185 women. By far the largest contribution was made by FGG/Erasmus MC, with 233 doctorate conferrals, twelve more than in 2012. The number of women conferred a doctorate were in the majority (60%). This applies also to FSW in 2013 (70%)

Doctorate conferrals	2013	M	V	2012	M	V	2011	M	V	2010	M	V
FGG/Erasmus MC	233	94	139	221	76	145	206	84	122	194	99	95
iBMG	13	7	6	10	0	10	5	1	4	7	3	4
ESE	25	19	6	18	9	9	31	26	5	22	19	3
RSM	19	11	8	15	10	5	19	16	3	26	16	10
ESL	17	10	7	24	15	9	27	17	10	12	4	8
FSW	17	5	12	27	16	11	13	6	7	24	10	14
ESHCC	7	5	2	10	6	2	1	0	1	3	1	2
FW	3	2	1	3	2	1	4	3	1	4	4	0
ISS	7	3	4	11	4	7	8	5	3	6	4	2
<b>Total</b>	<b>341</b>	<b>156</b>	<b>185</b>	<b>339</b>	<b>138</b>	<b>201</b>	<b>314</b>	<b>159</b>	<b>155</b>	<b>298</b>	<b>160</b>	<b>138</b>

#### Research Schools and Graduate Schools

*Anticipated result of the profile document:*

*An EUR-wide network of Graduate Schools has been established to increase the quality and impact of research and to fully integrate talented, international postgraduate students.*

In 2013, EUR had a graduate school for each of its domains to recruit, manage and retain academic talent. Three are highlighted below:

The Erasmus Graduate School of Social Sciences and Humanities (EGS3H) streamlined and adjusted the curriculum to the needs of (PhD) students, an extensive online profile was set up and major investment was made in acquiring multidisciplinary academic doctoral candidates. An umbrella PhD community was formed, which includes a blog (PhDaily), an online interview cycle and a book club.

A grant application was submitted to the Netherlands Organisation for Scientific Research (NWO) for five PhD positions in the Culture and Society programme. Work was also carried out on developing and accrediting a second research master's programme in *Governance and Society*. Four long-term aims were formulated:

- bridging academic disciplines
- attracting international students
- interacting with the city of Rotterdam
- providing a service to the wider EUR community

The Erasmus Graduate School of Law (EGSL) introduced successfully the new training programme for doctoral candidates in 2013. This programme focuses on the methodology of legal, comparative and interdisciplinary research and training in writing and presentation skills. A unique element is guiding PhD students in developing their research proposals in the Research Lab, which also serves as a breeding ground for talented postgraduates.

International PhD students are now fully embedded in the training and supervision track of EGSL. Furthermore, a doctoral committee was established to monitor more effectively the quality of PhD research and guidance. The first seventeen PhD students of EGSL, who started in September 2012, completed their probationary year successfully. The second crop of fifteen PhD students started the EGSL programme in September. The start-up phase of EGSL received a positive evaluation from the Executive Board in June 2013.

The graduate programme of ERIM (Erasmus Research Institute in Management) is doing very well. The loss of PhD students is 16% lower than the national average of 25%. The average time it takes to graduate is only four years and two months. The student population has also become much more international. Students receive individual guidance and have easy access to research support facilities. The large number of publications by PhD students and recent graduates in top journals is particularly striking. Additionally, 70% of graduates end up in research which is an exceptionally high percentage.

The 2013 research evaluation rates the graduate programme as 'well-structured and comprehensive'. According to the assessors, it offers a 'highly organised, coherent and productive research environment'. ERIM has a rigorous evaluation and monitoring system, which guarantees the education and progress of students. The Evaluation Panel praised ERIM for improving the substantially its doctoral programme, making it 'one of the most attractive places in Western Europe for young scholars to begin their careers'.

#### Overview of research schools

##### Research schools coordinated by EUR

Name of research school	Acronym	Type of partnership
Cardiovascular Research School Erasmus University Rotterdam	COEUR	Faculty
Erasmus Postgraduate School Molecular Medicine	MOLMED	Faculty
Erasmus Research Institute of Management	ERIM	Interfaculty
Netherlands Research School for Public Administration	NIG	Interuniversity
Netherlands Institute for Health Sciences	NIHES	Interuniversity
Tinbergen Institute	TI	Interuniversity
Research School of Philosophy	OZSW	Interuniversity



### Research schools in which EUR participates

Name of research school	Acronym
Huizinga Institute - Interuniversity graduate school for cultural history	Huizinga
N.W. Posthumus Institute	Posthumus
Research school for Transport, Infrastructure and Logistics	TRAIL
Research School Neurosciences Amsterdam Rotterdam	ONWAR
Research School for Ethics	OZSE
Research School for Human Rights	Human Rights
Research School for Resource Studies for Development	CERES
Medical Genetics Centre South-west Netherlands	MGC
Netherlands School of Communications Research	NeSCoR
Research School for Media Studies	RMeS
Interuniversity Centre for Educational Sciences	ICO
Netherlands Interuniversity School for Islamic Studies	NISIS

### Integrity

#### Research Committee

In 2013, two follow-up committees for scientific integrity were established. Their activities were not completed in 2013.

#### Confidential advisors for scientific integrity

The confidential advisors for the Woudestein faculties and Erasmus MC, Prof. Groenen and Prof. P.J. Koudstaal respectively, handled fourteen cases in 2013. The Executive Board appointed a replacement confidential advisor: Prof. H.B. Entzinger.

#### Taskforce

The *Scientific Integrity Taskforce*, under the direction of Prof. J.Y.F. Wynstra, completed its activities by publishing at the end of 2013 its final report: *Fostering professionalism and integrity in research*. In 2012, the Executive Board instructed the taskforce to raise the awareness of EUR academics concerning scientific professionalism and integrity and to develop proposals that contribute to maintaining integrity in research. The Executive Board and the Deans have accepted the taskforce's recommendations on integrity. These recommendations covered various fields: data management and data storage, training, dilemma game, seminar culture, integrity statement, doctorate conferral regulations, contract research, monitoring and media relations.

To continue promoting awareness of scientific integrity, all EUR researchers are expected to have signed an integrity declaration by the end of 2014. By signing this declaration, researchers will be endorsing the principles of due care, reliability, accountability, impartiality and independence in accordance with the code of conduct of the VSNU (Association of Dutch Universities). They will also be declaring that they will apply this code of conduct to their work at all times. The Deans were the first to sign the integrity declaration, on 13 November 2013.

The taskforce's main recommendation is to set up a structure for data management and storage. This is crucial for scientific integrity, and includes formulating work processes and protocols, plus defining minimum standards for different research methods. Scientific integrity is also a recurring theme during the annual research days and has been embedded in all training programmes for researchers.

In 2014, further work was done on the way in which the recommendations are to be implemented. This involves working closely with the faculties. The goal is the same for all faculties, but the implementation and timelines can and may differ for each faculty.

#### Research rankings

International rankings are an increasingly important gauge to determine the position of the university with respect to its sister institutions. Erasmus University's position has risen steadily in recent years and is consistently placed around 70th in a number of important rankings. Significant rankings for EUR are *Times Higher Education*, *Centre for Science and Technology Studies* (CWTS, Leiden ranking) and the *QS Ranking*.

### Research ranking 2012/2013

	EUR position within NL	EUR position worldwide	Type of ranking	Comment
Leiden Ranking / CWTS Report	6 [2012: 3]	96 (of 500) [2012: 74]	Number of times EUR academic is quoted (Mean Normalized Citation Score)	
Times Higher Education (THE) World University Rankings	3 [2012: 4]	73 (of 400) [2012: 72]	Based on large amount of data, including publications and alumni income	Medicine has best ranking in NL: 37. Social Sciences is ranked 47 (2nd in NL)
QS Top Universities	4 [2012: 4]	92 (of 700) [2012: 99]	Based on publications, numbers of students, etc	In research areas Medicine, Accounting & Finance and Economics & Econometrics, EUR is the best university in NL
Scimago Institutions rankings (SIR) Report (pdf)	4 [2011: 4]	133 (of 3290) [2011: 125]	Based on publications	
Academic Ranking of World Universities (ARWU) / Shanghai Report	8 [2012: 8]	151-200 (of 500) [2012: 151-200]	Based on publications and Nobel Prize winners	Place 44 in Economics & Business, in top 75 in Medicine and Social Sciences
National Taiwan University Ranking Report	4 [2011: 5]	70 (of 500) [2011: 62]	Based on publications	

### Quality assurance of research

#### External evaluations

Research assessments according to the Standard Evaluation Protocol (SEP): In 2013, the NIHES (Netherlands Institute for Health Sciences) received a visit from an external review & advisory committee regarding an application for re-accreditation. The evaluation report was published in 2013. ESHCC and FW also received an evaluation report in 2013. Both external reviews took place in 2012.

Research evaluations according to the ECOS Protocol (Accreditation Committee for Research School): In 2013, the NIHES submitted the application for re-accreditation to the ECOS/KNAW and the research school TRAIL, in which EUR participates, obtained re-accreditation.

#### Internal evaluations

In 2013, the internal review & assessment of the Institute of Psychology took place. The faculties of ESE and RSM were also subject to such evaluations. Internal evaluation reports were published in 2013, based on review and assessment visits to Sociology, Public Administration and ESL in 2012.

#### Research master's programmes

EUR offered the following research master's programmes in 2013:

- Clinical Research (FGG/Erasmus MC)
- ERIM Master of Philosophy in Business Research (RSM)
- Philosophy (FW)
- History (ESHCC)
- Health Sciences (FGG/Erasmus MC)
- Infection and Immunity (FGG/Erasmus MC)
- Media Studies (ESHCC with FSW)
- Molecular Medicine (FGG/Erasmus MC)
- Neuroscience (FGG/Erasmus MC)
- Research in Public Administration and Organisational Science (FSW in collaboration with UU and TU)
- Tinbergen Institute Master of Philosophy in Economics (ESE in collaboration with UvA and VU)

# Staff

# 6.

## People

People are vital for EUR's core business: developing and providing excellent education and research. Academic personnel and the people who support them with primary processes are the cornerstone of our performance as a university, and a pleasant, healthy and challenging work environment and a regard for talented people are part of EUR's basic conditions.

To fulfil our strategic ambitions, we formulated the following priorities in the 2013 HR policy: internationalisation, staff training & education, a career in education, integrated talent management and diversity in our workforce. In addition, three new staffing developments took place in 2013:

1. Voluntary scheme for employees
2. Intensive collaboration with TU Delft and Leiden University (including a joint trainee programme)
3. Introduction of the Erasmus Employee Self-Service Portal (ESS)

HR policies and activities related to side jobs are explained below.

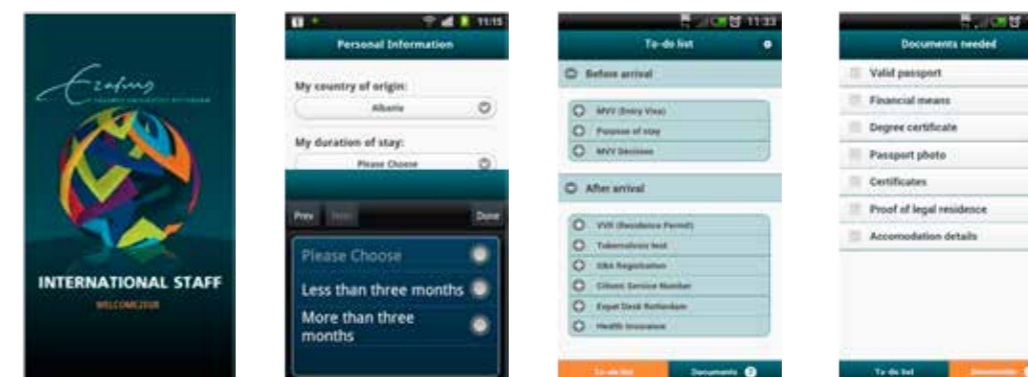
## Internationalisation

Initiatives regarding international staff are undertaken mainly within the remit of the BV2013 internationalisation project and its sub-projects:

- **Accommodation:** a website has been built which provides housing-related information for international staff. EUR has also partnered a service provider that assists staff in finding suitable housing.
- **Arrival & commencement employment:** in addition to the annual introduction day in September, an information meeting on the Dutch tax system was held in February 2013.
- **Bilingualism:** a tool has been developed to assess the required language level of all staff in English (or Dutch for foreign staff). The tool determines the language level they should attain over the next five years, unless they have already attained this language level. The current language level of our staff was determined by either language certificates or language tests in the first half of 2014. In addition, extra effort is being made to make all 'permanent' information available in Dutch and English.
- **Processes & procedures:** To meet the requirements of the Modern Migration Policy Act (MOMI), the university' administrative processes and systems and associated work instructions regarding the recruitment of migrants have been implemented.
- **Provision of information:** an app has been developed and activated so that international staff can find relevant advice on the formal procedures they need to follow when arriving in the Netherlands (see Figure 1).

In the context of international employment practices, Europe is using a logo to help attract researchers to the European labour market. We would like to acquire this logo so that EUR can strengthen its position in the European labour market. It shows that we are an appealing employer for researchers. To this end, we are conducting a practical analysis and a written analysis of (EUR) legislation that applies to researchers as part of the *Excellence in Research* project. We will apply any improvements points that arise from these.

Figure 1: Screenshots of the EUR app developed for international staff



## Diversity

A diversity of talent is invaluable in providing excellent education and research. The more diversity we have in our perspectives, cultures, insights, knowledge and experiences, the more innovation and creativity we have in our education and research. Therefore, EUR aims to have a diverse workforce in the broadest sense of the word and create a culture in which these talented people feel at home and can excel: a culture in which people can be themselves and feel inspired and motivated.

In order to (re) recognise, appreciate and employ a wide range of talented people in the right way, EUR operates an extensive diversity policy. One of the key areas of this policy is to increase the number of female academics. This specific category requires attention because of the huge lack of women in the higher echelons of academia. Despite our efforts, the percentage of female professors at EUR is low: 9.6%. In light of these disappointing figures, EUR spared no effort in tackling gender diversity in 2013.

## Mentoring programme

Sixteen female university lecturers (assistant professors) participated in a mentoring programme. The objective of the mentoring programme is to encourage the progression of female university lecturers. By helping them to formulate clear career goals, we encourage them to achieve these goals. The response of both mentees and mentors was positive. The mentees said they have become more aware of their ambitions, career opportunities and choices. The joint meetings were also considered a very valuable and insightful experience. A new round will start in 2014.

## Exemption from teaching duties after pregnancy

A second measure to retain more female academics is the exemption from teaching duties after pregnancy. The combination of teaching and childcare during maternity leave and upon return to work can result in a backlog of research (output). To enable these female academics to catch up, €15,000 per person is available. This funds replacement teaching staff, making time available for research. We are hopeful this measure will improve the university's ability to retain talented female academics and encourage their progression in the long run. Ten women made use of this scheme in 2013. They particularly appreciated our recognition of the impact of pregnancy.

In addition to the measures outlined above, EUR also runs a Career Development master class for senior female university lecturers (associate professors) and an Erasmus Network of Female Professors.

In 2013, an extensive evaluation of our 2011-2012 diversity policy took place. Accordingly, the policy will be continued and expanded in 2014 with measures and initiatives that relate to gender diversity.

### Training & education

In 2013, we created our own Training and Development Platform. Known as TOP, the platform identifies initiatives, provides support and safeguards standards for staff training and development. TOP comes under the Shared Service Centre Human Resources and Finance (SSC HR&F) and has a single client: the EUR. Expertise is provided by Erasmus Academy<sup>4</sup>.

TOP centralises EUR's training programme; it's where quality is guaranteed and interaction between suppliers is facilitated. Where possible, training courses are offered and developed jointly with TU Delft and Leiden University. TOP increases the visibility of training and development, strengthens networks and creates a place where staff and managers can go with their questions.

### Integrated Talent Management project

The Integrated Talent Management project was restarted in 2013 under the BV2013 banner. The goal is to create more opportunities for *harnessing the talents of EUR staff*. Some themes are developed and delivered centrally and top-down; others are co-created by faculties as pilots (e.g. strategic staff planning and extending the Staff Performance & Development cycle). The project will run throughout 2014 and beyond until *integrated talent management* becomes a part of our culture for all EUR employees.

### Careers in education

A university that pursues quality must ensure its education is state of the art in terms of content and methodology. Therefore, our programmes require structural, intensive focus and innovation. That is why EUR has developed a vision entitled Career Opportunities for Educational Talent, outlining the introduction of our Rotterdam Educational Model<sup>5</sup> for an academic career in education. Our vision assumes a need for academics who wish to progress as a professional in education and develop in their own fields. We also believe this vision should form the basis of career opportunities for such colleagues. After all, they play a crucial role in development, research and innovation within their own specialities. Such professionals are not only prominent people in their own fields but also specialists in education.

The Rotterdam Educational Model demonstrates our commitment to instilling educational professionalism in our academic staff through career management. Accordingly, we have added several specific education-related roles to existing policy. The goal is to create scope and flexibility for excellent teaching talent and offer career opportunities based on academic performance in the context of the education provided. In concrete terms, the Rotterdam Educational Model makes it possible for individuals to advance their careers by undergoing 'senior university lecturer training' and 'profile professor training' once they have obtained a doctorate and held a university lectureship in their own fields. This policy will be rolled out in 2014.

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<sup>4</sup> The Erasmus Academy is part of Erasmus Holding and falls outside the public structure of EUR

<sup>5</sup> The Rotterdam Educational Model provides practical and flexible programmes that allow students and staff to participate in real, innovative projects using tools that EUR gives them: an expert view, a lot of nerve and a result-focused approach.

### Voluntary work for staff

The *Erasmus 4 Rotterdam* platform was set up in 2013 to mark the university's 100-year anniversary. The platform, which helps staff and students offer their services to social initiatives on a voluntary basis, is part of our strategy *to be a socially-responsible university*. We hope that it will encourage our people to be socially committed by doing voluntary work (partly during work time) and that it will result in stronger ties with society and, in particular, the city of Rotterdam. Voluntary projects include spending occasional afternoons helping at the food bank (individually or as a team) or providing civil society organisations with knowledge and strategic advice.

### Collaboration with TU Delft and Leiden University

In 2013, Erasmus University explored the possibility of setting up joint centres in education and research with TU Delft and Leiden University (LDE centres). The three universities also developed partnership initiatives in operational management. This has led to a partnership for Human Resource (HR) centred on three specific themes:

1. Joint traineeship for young professionals
2. Knowledge sharing
3. Joint training courses

### Joint traineeship

A joint traineeship contributes greatly to updating and changing policy processes and to facilitating the primary processes of education and research. This, in turn, adds value to the combined forces of the three universities. The joint traineeship for young professionals was launched in 2013, and the programme content, the training programme and the structure of the two-year traineeship was agreed upon.

Trainees were also selected and recruited in 2013. This two-year traineeship started on 1 January 2014 for twelve trainees. They will work as support staff for at least two different universities during this period.

### Knowledge sharing

Our knowledge sharing initiative kicked off in 2013. All HR staff were involved in the exchange of information. They also selected joint themes that they felt useful and relevant. Four expert groups were then formed, comprising representatives from the three universities. The four groups are: E-HRM, Mobility, Staff Performance and Development Cycle and Talent Management. Their main purpose is to share knowledge.

### Joint training courses

Our Training and Development Platform (see 'TOP' under Training & Education) is working with Leiden University and TU Delft to open up the training courses of all three universities to all employees.

### Erasmus Employee Self-Service Portal

In 2013, EUR built an employee portal (ess.eur.nl) in which a number of staffing procedures can be processed digitally. These include the review of personal data, the application and approval of leave and the submission and approval of expense claims. This facility was made available to employees in January 2014. The concept of using modern technology to simplify staffing procedures for employees will continue to be developed over the next few years.

### Absenteeism due to illness

The sick leave percentage rose from 2.53% in 2012 to 2.77% in 2013. The biggest increase was for support and management staff (0.4%). There was also a slight increase of 0.1% for academic staff. The average duration of sick leave rose by almost two and a half days (from 11.69 days in 2012 to 14.17 days in 2013). Sick leave frequency increased slightly (from 0.96 sickness notifications in 2012 to 0.99 in 2013). As in previous years, academic staff were absent for longer, but the sickness notification frequency for support and management staff was twice as high as that for academic staff. The percentage of non-sick staff fell from 66.13% in 2012 to 64.68% in 2013.

Table 1: Sick leave in 2013

Sick leave percentage	
Personnel category	
Academic Staff	1.57%
Support & Management Staff	4.24%
Academic and Support & Management Staff	2.77%

Average sick leave duration in days	
Personnel category	
Academic Staff	17.92
Support & Management Staff	12.81
Academic and Support & Management Staff	14.17

Sickness notification frequency(average number of sickness notifications per person)	
Personnel category	
Academic Staff	0.53
Support & Management Staff	1.43
Academic and Support & Management Staff	0.99

Percentage of non-sick staff members	
Personnel category	
Academic Staff	72.18%
Support & Management Staff	58.75%
Academic and Support & Management Staff	64.68%

### Side jobs

EUR's community involvement perspective means we do not discourage employees from taking on side (second) jobs. However, we do have rules and policies on side jobs since we are required to do so by legislation. Our policy is embodied in the Side Job Regulation. It states that, if an employee intends to have a side job, he or she must seek permission from the supervisor. In addition, checks are carried out during the annual Staff Performance & Development appraisal to ensure that information on any side jobs is current. Side work is a fixed item on the university's agenda and is included in the Staff Performance & Development form. To maintain transparency, all EUR academic personnel are required to report their side jobs in the public side jobs registry on EUR's general website and on the staff page of the faculty's website. For reasons of quality assurance and relevance, the rules and policy as well as the registration system will be carefully reviewed in 2014. On this basis, an update will take place.

### Workforce 2013

In addition to the priorities and initiatives listed above, we would also like to give an overview of our workforce in 2013. This covers the overall size of the workforce as well as ages, numbers of professors and male/female ratios, and absenteeism due to sickness.

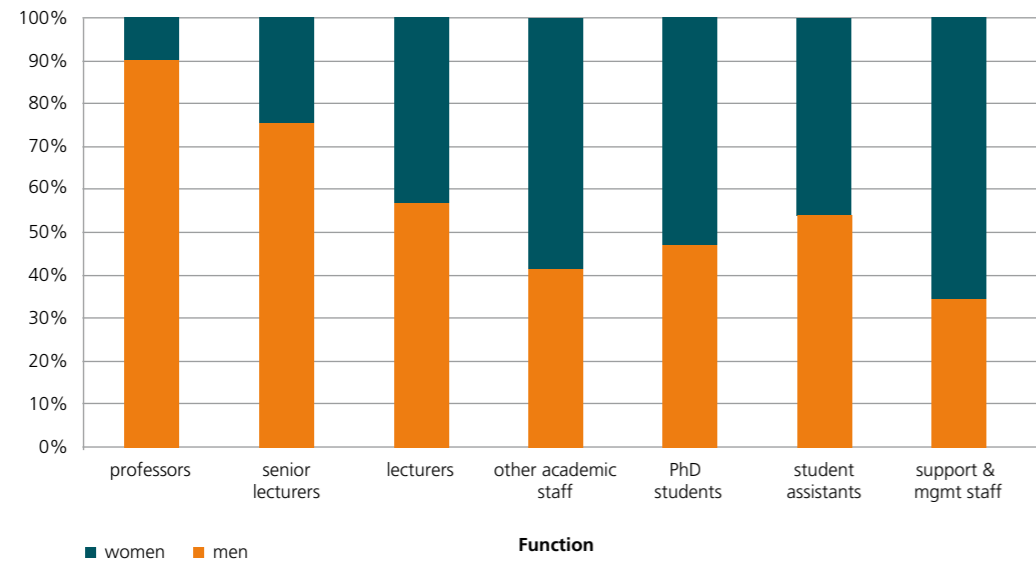
### Size of the workforce

On 31 December 2013, EUR employed 2,817 people. This is a year-on-year increase of 51 employees. The total number of jobs - expressed in full-time units - was 2,142.24.

### Male/female ratio

The distribution of men and women shifted slightly between 2012 and 2013. Men made up 48.7% of the workforce (2012: 49.8%) and women 51.3% (2012: 50.2%). The main reason for this slight shift is the increase in the percentage of female university lecturers, other academic staff, PhD students and support & management staff (increase of 3.2% 1.8%, 4.5% and 1.5% respectively compared to 2012). The largest difference in the male/female ratio concerned professors. In this staff category, 9.6% were female. Women are in the majority in the following categories: other academic staff, PhD students and support & management staff.

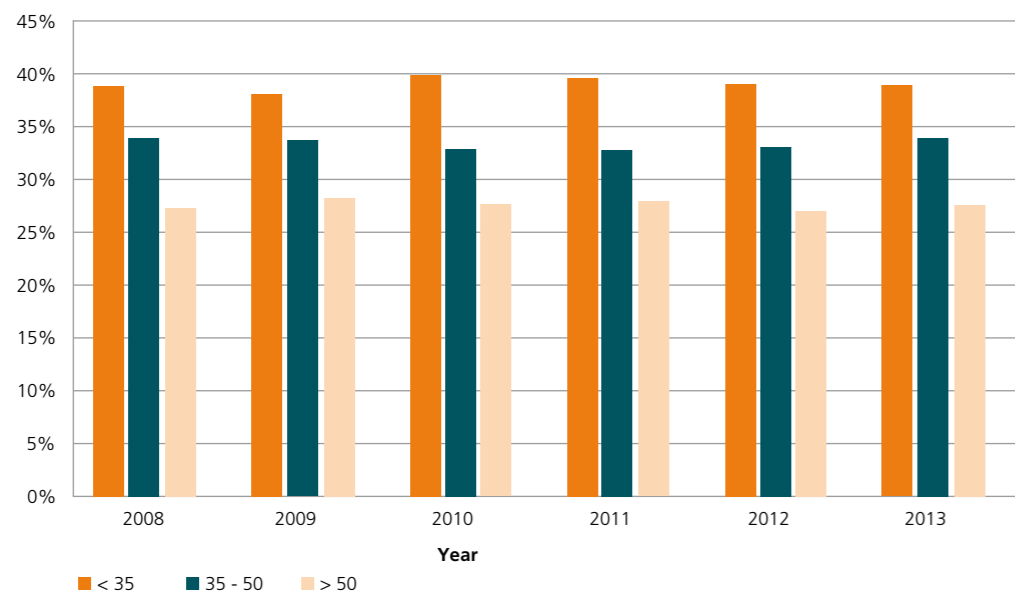
**Chart 1:** Male/female ratio per job (reference date: 31 December 2013)



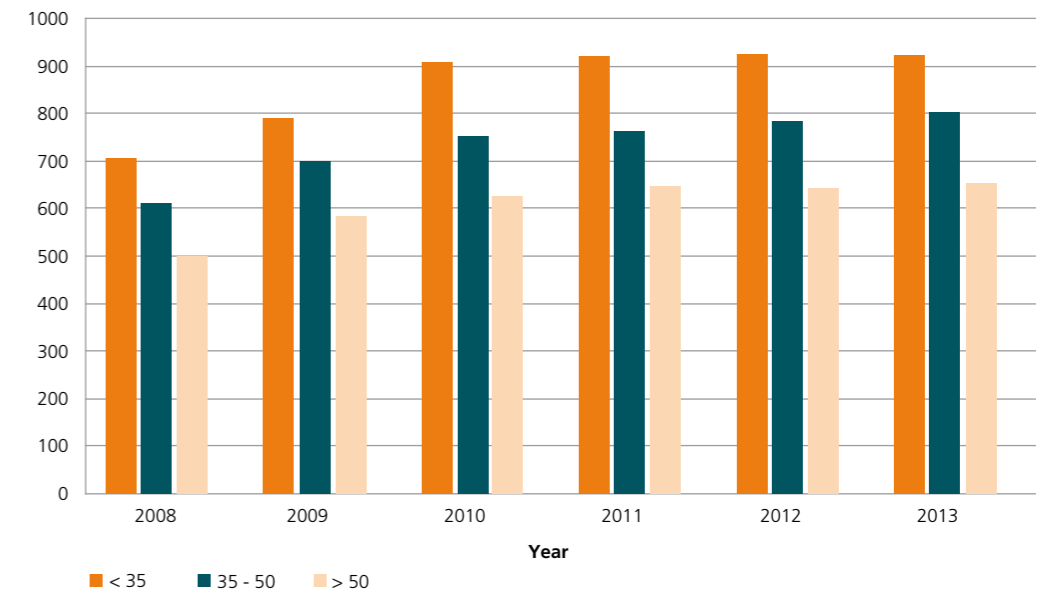
### Age

The EUR workforce has a large number of staff (924 employees) under 35 years. This is almost 40% of the total workforce (excluding student assistants). The distribution of staff across the age categories (excluding student assistants) has remained stable in recent years. The percentage of employees under 35 years is 38.8%, the percentage of employees between 35 and 50 years is 33.8% and the percentage of employees over 50 years is 27.4%.

**Chart 2:** Percentage of employees by age excluding student assistants (reference date: 31 December 2013)



**Chart 3:** Number of employees by age excluding student assistants (reference date: 31 December 2013)



### Professors

The total number of full professors and special professors (those occupying an endowed chair) decreased by five. Five male professors left the university. One female professor joined the university. These numbers refer to paid and unpaid staff members at EUR and Erasmus MC.

The number of female professors rose by 0.3% to 14.8%. This is due to an increase in the number of special female professors, from 21.8% in 2012 to 22.8% in 2013. However, the proportion of female full professors in relation to 2012 remained the same at 9.1% (see Table 3 and Chart 4).

The number of special professors dropped by five to 197 compared to 2012. This number includes 45 women, which is one woman more than in 2012 (see Table 3).

### Full professors

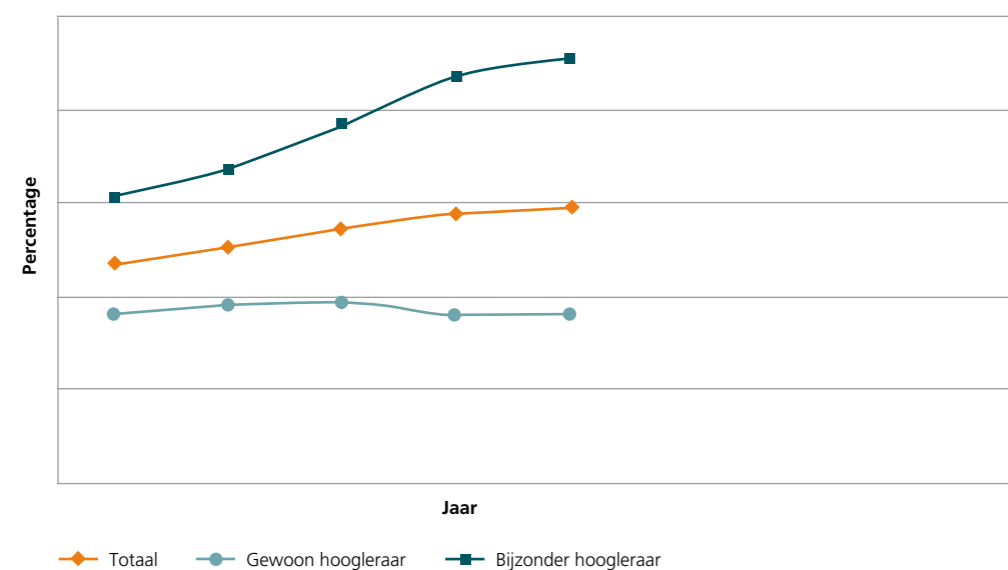
EUR has 178 full (remunerated) professors. On 31 December 2013, 17 of the 178 full professors were women. This means the number of women remained the same compared to 2012. The number of male professors increased by two to 161. The proportion of female professors fell by 0.1% to 9.6% (see Table 4).

**Table 2:** Number of professors according to gender, per faculty, remunerated and unremunerated (ref. date: 31 December 2013)

Faculty	Professors			Special professors			Totals		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
ESHCC	7	2	9	11	2	13	18	4	22
ESL	42	5	47	16	7	23	58	12	70
FSW	26	3	29	9	4	13	35	7	42
FW	4	1	5	5	3	8	9	4	13
ESE	37	0	37	12	2	14	49	2	51
RSM	30	2	32	6	1	7	36	3	39
FGG / Erasmus MC	84	8	92	89	24	113	173	32	205
iBMG	7	2	9	4	2	6	11	4	15
ISS	13	2	15	0	0	0	13	2	15
Sub-total	166	17	183	63	21	84	229	38	267
EUR									
FGG/ Erasmus MC	84	8	92	89	24	113	173	32	205
<b>Total</b>	<b>250</b>	<b>25</b>	<b>275</b>	<b>152</b>	<b>45</b>	<b>197</b>	<b>402</b>	<b>70</b>	<b>472</b>
% EUR	90.7%	9.3%		75.0%	25.0%		85.8%	14.2%	
% FGG / Erasmus MC	91.3%	8.7%		78.8%	21.2%		84.4%	15.6%	
<b>% Total</b>	<b>90.9%</b>	<b>9.1%</b>		<b>77.2%</b>	<b>22.8%</b>		<b>85.2%</b>	<b>14.8%</b>	

**Chart 4:** Percentage of female professors, remunerated and unremunerated at EUR & Erasmus MC (ref date: 31 December 2013)

Vrouwelijke hoogleraren



**Redundancy pay**

The preservation of existing jobs is the cornerstone of our social policy. Therefore, the allocation of unemployment benefit/redundancy pay and the management of costs are incorporated into the Collective Labour Agreement (CAO) for Dutch universities, and extensive efforts must be made to reinstate a staff member before he or she can be dismissed.

Making employees redundant requires a decision by the Executive Board. Whenever there is intent to reorganise, Erasmus University follows the agreed reorganisation code of the university. This includes consultations with the participation councils.

Non-compulsory dismissals with unemployment benefit/redundancy pay (i.e. legal termination with respect to temporary contracts) include the obligation to check if other work is available. This obligation is less stringent than the obligations regarding compulsory redundancy.

**Performance agreement: overheads**

An agreement was made with the Ministry of Education, Culture and Science to achieve a generic overhead rate of 19% at the end of 2015. The measurement is calculated as a percentage of total FTEs. The percentage was 21.40% compared to a national average of 19.90% on 31 December 2010 (baseline assessment).

Between 2010 and 2013, EUR measured annually the generic overhead/FTE ratio using the Berenschot Overhead Benchmark<sup>6</sup>. This does involve a certain degree of subjectivity. However, after evaluating the figures over the past few years, it was concluded that the overhead trend is consistent, with the exception of 2013. This was an unusual year with large projects (anniversary events and completion of BV2013) requiring the extra deployment of staff.

In order to maintain the trend, EUR is considering using the average classification per job category for the years 2010 to 2012 when calculating the overhead. The table below shows the generic overhead percentage for the years 2010/2013 based on annual figures and the three-year average.

Generic overheads	Annual figure	Three-year average
end of 2010	21.40%	
end of 2011	21.10%	21.34%
end of 2012	21.04%	20.78%
end of 2013	21.40%	20.56%

Until 2014, EUR classified all marketing and communication activities as a generic overhead. However, this does not conform to the policies of other universities. EUR will fall in line with common practice in the sector in 2014. This transition is not included in the above figures.

Our profile document indicates that we expect generic overheads to rise in the short term due to the additional efforts made by support staff regarding various improvement projects initiated by EUR. We expect costs to reduce after 2013. In fact, there was a slight reduction in generic deployment.

<sup>6</sup> Berenschot is an independent management consulting firm which develops high-quality, useful benchmarks. Over 1,500 organisations in 25 sectors in the Netherlands have completed the Overhead Benchmark since its inception.



**Table 3:** Total number of people at EUR (ref. date: 31 December 2013)

		professors	senior lecturers	lecturers	other academic staff	PhD students	student assistants	support & mgmt staff	Total
Staff dept.*	men	1	2	0	1	0	17	211	232
SSCs	women	0	2	1	3	0	19	252	277
BV 2013	total	1	4	1	4	0	36	463	509
UB	men	0	0	0	0	0	0	36	36
	women	0	0	0	0	0	0	38	38
	total	0	0	0	0	0	0	74	74
ESHCC	men	7	6	13	18	14	2	2	62
	women	2	0	18	13	19	6	35	93
	total	9	6	31	31	33	8	37	155
FW	men	4	6	5	6	6	6	3	36
	women	1	1	1	1	3	2	5	14
	total	5	7	6	7	9	8	8	50
RSM	men	30	41	51	24	49	47	33	275
	women	2	7	24	25	44	49	107	258
	total	32	48	75	49	93	96	140	533
ESL	men	40	19	19	34	18	25	14	169
	women	5	12	17	54	24	27	54	193
	total	45	31	36	88	42	52	68	362
FGG <sup>7</sup>	men	0	0	0	0	0	0	0	0
Erasmus MC	women	0	0	0	0	0	0	0	0
	total	0	0	0	0	0	0	0	0
iBMG	men	7	9	10	16	5	6	9	62
	women	2	5	15	29	25	16	40	132
	total	9	14	25	45	30	22	49	194
FSW	men	25	30	18	33	25	15	13	159
	women	3	14	20	65	40	18	51	211
	total	28	44	38	98	65	33	64	370
ESE	men	36	25	54	2	52	116	17	302
	women	0	3	28	0	35	59	57	182
	total	36	28	82	2	87	175	74	484
ISS	men	11	7	9	2	0	1	9	39
	women	2	3	13	2	1	4	22	47
	total	13	10	22	4	1	5	31	86
<b>Total #</b>	<b>men</b>	<b>161</b>	<b>145</b>	<b>179</b>	<b>136</b>	<b>169</b>	<b>235</b>	<b>347</b>	<b>1.372</b>
	<b>women</b>	<b>17</b>	<b>47</b>	<b>137</b>	<b>192</b>	<b>191</b>	<b>200</b>	<b>661</b>	<b>1.445</b>
	<b>total</b>	<b>178</b>	<b>192</b>	<b>316</b>	<b>328</b>	<b>360</b>	<b>435</b>	<b>1.008</b>	<b>2.817</b>
<b>Total %</b>	<b>men</b>	<b>90.4%</b>	<b>75.5%</b>	<b>56.6%</b>	<b>41.5%</b>	<b>46.9%</b>	<b>54.0%</b>	<b>34.4%</b>	<b>48.7%</b>
	<b>women</b>	<b>9.6%</b>	<b>24.5%</b>	<b>43.4%</b>	<b>58.5%</b>	<b>53.1%</b>	<b>46.0%</b>	<b>65.6%</b>	<b>51.3%</b>

\* In the categories for professors, senior lecturers, lecturers and other academic staff, 25 employees has a temporary appointment at ABD on 31 December 2013. These employees will be employed again by FSW as of March 2014.

7 Professors at FGG/Erasmus MC are appointed by the Executive Board of EUR and are employed by Erasmus MC

**Table 4:** Total number of full-time positions (FTE) at EUR (ref. date: 31 December 2013)

		professors	senior lecturers	lecturers	other academic staff	PhD students	student assistants	support & mgmt staff	Total
Staff dept.*	men	1.00	2.00	0.00	1.00	0.00	6.50	196.19	206.69
SSCs	women	0.00	2.00	1.00	1.70	0.00	6.80	206.44	217.94
BV 2013	total	1.00	4.00	1.00	2.70	0.00	13.30	402.63	424.63
UB	men	0.00	0.00	0.00	0.00	0.00	0.00	32.60	32.60
	women	0.00	0.00	0.00	0.00	0.00	0.00	30.32	30.32
	total	0.00	0.00	0.00	0.00	0.00	0.00	62.92	62.92
ESHCC	men	5.30	5.80	12.28	11.53	11.75	0.65	2.00	49.31
	women	1.59	0.00	16.85	9.47	17.03	1.80	28.35	75.09
	total	6.89	5.80	29.13	21.00	28.78	2.45	30.35	124.40
FW	men	2.80	5.10	5.00	4.80	4.80	1.46	2.40	26.36
	women	1.00	1.00	1.00	0.60	2.60	0.50	3.90	10.60
	total	3.80	6.10	6.00	5.40	7.40	1.96	6.30	36.96
RSM	men	24.70	36.81	48.50	19.80	49.00	10.86	31.10	220.77
	women	2.00	6.60	23.10	20.55	44.00	11.26	86.73	194.24
	total	26.70	43.41	71.60	40.35	93.00	22.12	117.83	415.01
ESL	men	22.80	13.49	14.20	26.46	18.43	8.40	12.56	116.34
	women	3.20	10.30	14.00	38.85	23.60	8.70	42.88	141.53
	total	26.00	23.79	28.20	65.31	42.03	17.10	55.44	257.87
FGG <sup>8</sup>	men	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Erasmus MC	women	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	total	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
iBMG	men	6.27	7.35	9.40	14.07	5.00	1.65	8.55	52.29
	women	1.20	5.00	13.33	24.15	23.80	5.40	28.68	101.56
	total	7.47	12.35	22.73	38.22	28.80	7.05	37.23	153.85
FSW	men	18.90	28.40	15.00	24.88	23.60	2.65	11.72	125.15
	women	2.00	11.80	15.60	43.38	37.70	3.80	42.22	156.50
	total	20.90	40.20	30.60	68.26	61.30	6.45	53.94	281.65
ESE	men	26.20	19.60	49.17	2.00	51.20	27.65	14.45	190.27
	women	0.00	2.40	25.60	0.00	34.35	14.35	43.14	119.84
	total	26.20	22.00	74.77	2.00	85.55	42.00	57.59	310.11
ISS	men	9.24	7.00	8.84	1.80	0.00	0.10	8.00	34.98
	women	2.00	3.00	13.00	1.25	1.00	1.70	17.91	39.86
	total	11.24	10.00	21.84	3.05	1.00	1.80	25.91	74.84
<b>Total #</b>	<b>men</b>	<b>117.21</b>	<b>125.55</b>	<b>162.39</b>	<b>106.34</b>	<b>163.78</b>	<b>59.92</b>	<b>319.57</b>	<b>1.054.76</b>
	<b>women</b>	<b>12.99</b>	<b>42.10</b>	<b>123.48</b>	<b>139.95</b>	<b>184.08</b>	<b>54.31</b>	<b>530.57</b>	<b>1.087.48</b>
	<b>total</b>	<b>130.20</b>	<b>167.65</b>	<b>285.87</b>	<b>246.29</b>	<b>347.86</b>	<b>114.23</b>	<b>850.14</b>	<b>2.142.24</b>
<b>Total %</b>	<b>men</b>	<b>90.0%</b>	<b>74.9%</b>	<b>56.8%</b>	<b>43.2%</b>	<b>47.1%</b>	<b>52.5%</b>	<b>37.6%</b>	<b>49.2%</b>
	<b>women</b>	<b>10.0%</b>	<b>25.1%</b>	<b>43.2%</b>	<b>56.8%</b>	<b>52.9%</b>	<b>47.5%</b>	<b>62.4%</b>	<b>50.8%</b>

\* In the categories for professors, senior lecturers, lecturers and other academic staff, 25 employees has a temporary appointment at ABD on 31 December 2013. These employees will be employed again by FSW as of March 2014.

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# Facilities



## The University Library

### Services

An internal customer satisfaction survey was conducted in 2013. The University Library scored on average of 7 out of 10. Staff and students are the most satisfied with the quality of our digital information and library staff. In order to provide students with the best possible service, we have long opening hours. We have also expanded the number of workplaces.

Students of the Economic Faculty Association Rotterdam organised the event of the century in the University Library to celebrate the university's centenary. On 7 November, the library was transformed temporarily into a vibrant party venue, with famous artists performing in front of thousands of students.

### Collection

The digitisation trend continued in 2013. Once again, the use of digital resources increased considerably. This was in contrast to the use of our traditional paper collection. The University Library is investing in building a comprehensive digital collection, and it obtained more database licenses compared to last year.

### Research support services

The University Library is improving its research support services under the remit of the *Operational Management 2013* programme (BV2013). To this end, a new research information system has been selected, which will be introduced in 2014. The University Library also developed an impact monitor for the *Research Excellence Initiative*.

## Culture and science

### SG Erasmus

Since 2013, Studium Generale and Erasmus Culture have been known under the collective name SG Erasmus. SG Erasmus organises scientific, social and cultural programmes throughout the year for students of the Erasmus University Rotterdam, contributing to the academic and cultural development of the EUR student. Such an independent and objective approach enables EUR to build a bridge between academic and social issues and between the contributions made by the city or Rotterdam and EUR programmes. The approach of SG Erasmus includes:

- organising public programmes in which information is offered to the EUR student and other interested members of the public
- offering activities for and by EUR students which stimulate the (active) development of talent and the (passive) development of culture.

In order to achieve a good balance between substantive quality and the widest possible coverage, SG Erasmus selects the most appropriate form of activity: lecture, debate, cultural course, event, performance, coaching & guidance, etc.

### Developments in 2013

2013 was also a special year for SG Erasmus: EUR's centenary was celebrated, the Erasmus Pavilion was opened and the Erasmus University College was launched. SG Erasmus identified with these activities by offering mostly international programmes to their target groups, yet retaining its unique profile and objective at the same time.

SG Erasmus has moved almost all of its programmes to the Erasmus Pavilion since its opening. A fixed structure of programmes has been developed for the pavilion, including the weekly *Brown Bag Lectures* and the monthly film screenings. The Erasmus Pavilion has proved an extremely successful, permanent location for SG Erasmus.

Since September 2013, SG Erasmus has been presenting the students of Erasmus University College special (customised) cultural and scientific monthly programmes. For EUR's centenary, SG Erasmus organised a number of unusual programmes, such as the activities at the opening party, the series of *Centennial Lectures* and the much talked-about *Dancing with the Professors*.

### Partnership

SG Erasmus worked with many organisations in 2013. These partnerships produced high-quality and well-visited programmes and activities. Within the EUR, these partnerships included faculty and student associations and university faculties and departments. Outside the EUR, SG Erasmus linked up with organisations such as the Arminius (Denkcafé), the Rotterdamse Schouwburg (Studio Erasmus), the SKVR (courses) and the Rotterdam podium settings. SG Erasmus also supported the cultural student associations (Majeur, Rotterdamsch Schoon, the RSO and StuKafest).

### Visitor figures

In 2013, SG Erasmus (jointly) organised 142 programmes. These programmes attracted 13,500 visitors, 80% of them students. In addition, 220 students took one of the 38 courses on offer, and 750 people visited forty performances.

### Communication

The monthly flyer (circulation 4,000), with its overview of programmes, is widely read. The custom website is well visited, and a great deal of information is communicated through the bi-weekly digital newsletter, various SIN-online channels and other EUR-media channels. Social media (1,500 *likes* on Facebook, 576 followers on Twitter) and the YouTube channel attract many visitors. The high number of online views (27,236) of the 'missed broadcast channel' by Studio Erasmus and the Denkcafé is outstanding. A network of communication contacts is also used within the faculties to show programmes to students of specific courses.

### Art

The Department of Art Affairs is responsible for art policy and management at Erasmus University, the art collection and the art on campus. In 2013, the inventory and the digitisation of the art in our buildings were completed. The art collection contains about 1,600 works of art. New purchases have been added and now adorn public areas. The most salient purchase is the work of Rinus van de Velde in the Erasmus Gallery.

To compensate for the disappearance of Petri's large outdoor work of art in 2011, it was decided to use the occasion of EUR's centenary and the renewed campus as a reason to purchase a new outdoor work of art. Therefore, Art Affairs submitted a subsidy application in 2013 under the call for proposals, a new policy of the Mondriaan Fund to encourage commissions. The Mondriaan Fund has agreed to participate in the commission.

Exhibitions of EUR's private collections can be seen in the Erasmus Gallery. The premise is to link exhibitions where possible with the programme content of other EUR organisations and, in doing so, present academia and art in unison. A list of the exhibits:

- Boulevard of Expectations: in collaboration with the Willem de Kooning Academy and the Communication Department, Campus in Development II
- Photo drawings 2005-2013: a single exhibition of works by Rotterdam artists Sarah van de Pols and Marcel Wesdorp, opened by the new President of the Arts Committee Steven Lamberts
- A mural by Luuk Bode in the Plaza's new bicycle storage facility. Given to the campus in 2013 on the occasion of an exhibition of his work in the Gallery
- Centenary presentation 'Kronen', inspired by de Lof, and expo 'Muses of Erasmus', by Regula Maria Muller, in *De Doelen*.

To celebrate its centenary, EUR participated for the first time in the Kralingen art route in mid-October 2013..

### Management and conservation

Various works of art in the public areas were cleaned and waxed, including the floor and wall ceramics of Ger van Iersel (entrance to H building/ESE), the large Erasmus Medallion by Charlotte van Pallandt, above the entrance to the Aula lecture room, and 'Rotterdam in ceramics' by P.V. van Stuyvenberg, near the entrance to the Aula. In addition, the wall ceramics of Bouke IJlstra were restored and moved to the sports building.

### Heritage and commemorative medals

The university's heritage is housed in the *stichting Universitair Historisch Kabinet*. It includes the collection of economy-related medal in the Netherlands, which has grown to more than 1,900 pieces. In 2013, the *PenningKabinet* (Medals Foundation) organised the creation of a Centenary Medal, designed by Pier van Leest. The first copies were presented to Mayor Aboutaleb of Rotterdam on 2 September 2013 and to HRH Princess Beatrix during the Dies Natalis in *De Doelen* on 8 November 2013. The large inventory project – all medals have been photographed, weighed and supplemented with descriptions – was completed in 2013.

### Woudestein Campus

In February 2013, the first part of Erasmus Plaza, with its two-tier underground parking garage, was opened. The car park has places for about six hundred cars. Four places have a charging point for electric cars. A few months after the opening, the new policy for paid parking was implemented. That policy and the completion of the car park are just two more visible steps towards a more sustainable campus.

The grand opening of the heart of the Woudestein campus for staff and students occurred on 5 September 2013. The pond and the surrounding greenery, the redesigned Institutes Avenue, the new Erasmus Pavilion and the grand café with its multipurpose hall were all realised on time and on budget. Our new apartment building, the Hatta building, was being used by 370 (international) students a few weeks before the start of the 2013/2014 academic year.

Since August 2013, staff and students have been able to park their bikes in the new underground, partly secured bicycle parking station. It has seven hundred places and offers plenty of charging stations for electric bikes. The Academy Square (listed as a municipal monument) at the A, C and H buildings has been repaved and given pleasant street furniture. This square was reopened at the same time as the new campus heart. It has been renamed the *Mr. dr. K.P. van der Mandeleplein*.

In the autumn of 2013, works were carried out on constructing an open connection between the campus heart and Tinbergen Plaza and on renovating the large canteen. To this end, the closed facade of the L building was opened up, creating a large gateway. The restorative maintenance in the L building was revised to make way for a food court and a small supermarket. Both construction projects were completed at the beginning 2014. Almost immediately after the opening of the new campus heart, the second phase of the campus renovation, Campus Development II, started with the construction of the second phase of the parking garage.

All these developments mean that the Woudestein campus is now accessible 24/7 to everyone: pedestrians, cyclists and motorists. A number of buildings open until late, such as the University Library and various research facilities. The new student accommodation means the number of students living on campus has risen to five hundred.

In 2013, the Safe Campus project carried out measures to secure the campus. Our integrated security policy and risk analysis have led to measures being taken regarding desired opening hours, security levels and other necessary arrangements, including the deployment of people and resources/systems. Technical measures were implemented for each building and linked to the planning of the Campus Development II project.

Following the results of the Integrated Security in Higher Education project group (OCW), integrated security has been embedded and all safety processes documented. The various safety and security disciplines were also combined as one platform to pursue integrated security effectively at EUR. In the context of cooperation, regular consultations take place with the universities of Leiden and Delft.

### Procurement and European tendering at EUR

EUR is working hard to professionalise its procurement and contract management. In that context, several European invitations to tender were successfully completed in 2013. Some examples are the framework agreements for waste & environment and design & translation services in the context of bilingualism. EUR and TU Delft also concluded a new framework agreement for the purchase of office supplies. EUR and the University of Leiden put copy and printer paper out to tender. A new contract was also signed for the repro service on campus. The tender for the construction of the multipurpose education building was completed successfully.

### Corporate Social Responsibility

Erasmus University is becoming more sustainable: we pay a lot of attention to corporate social responsibility (CSR). We do this by making our own operations more 'green' and by making our staff and students more aware of their role in society.

### 1. Education & research

A start has been made on setting up a *Leiden-Delft-Erasmus Centre for Sustainability* (LDE Cfs).

This involves more than one hundred academics from the three universities. Academics at Erasmus University are also working on issues around sustainability. Consequently, the following received a place in Sustainable 100 in the daily newspaper *Trouw*: Prof. Jan Rahman (Drift, FSW), Prof. Rob van Tulder (RSM) and Willem Ferwerda (executive fellow Business & Ecosystems, RSM).

### 2. Voluntary work

In honour of our 100-year anniversary, the *Erasmus 4 Rotterdam* platform was set up. EUR staff and students can use this platform to volunteer in the social initiative entitled *100,000 volunteer hours for the city*. We are also working with the Move Foundation, which brings students in contact with primary school pupils. In 2013, that included the creation of a vegetable garden, a campaign for the return of the district library and the organisation of a sports day.

### 3. Awareness and communication

In addition to laying solar panels and green roofs, EUR involved staff and students in sustainable activities such as the *Warm Sweater Day* and *Earth Hour*. In addition, a new feature of the Erasmus Honours Programme began in January 2014, entitled *Grand Challenges: Leadership, Responsibility, Sustainability*.

### 4. Mobility

EUR encourages employees to make a sustainable transport choice. Our aim is to allow only 25% of EUR employees and 5% of students to arrive at the university in a car by 2015. That would reduce CO2 emissions by 10,000 kg a week. In addition, the rush hour can be avoided 1,300 times and the number of car kilometres can be reduced by 56,000 a week.

### Sustainability and the environment

In 2013, EUR took part for the second time in *SustainaBul*, an initiative of the Students for Tomorrow Organisation, which Dutch universities and colleges classify according to sustainability. EUR finished honourably in tenth place but would nonetheless like to improve its rankings.

In 2013, many sustainable measures were taken during renovation and construction projects, such as roof insulation, insulating glazing and lighting that turns off automatically. The cooling supply was connected to the heat/cold storage plant and there will be a system for recovering heat from ventilation air. These measures were also taken for the Erasmus Pavilion, which opened in 2013, and the new multipurpose education building (MFO building).

In addition, EUR wishes to use 2% less energy annually between 2005 and 2020. That is fixed in the multi-year agreement MJA-3. The approved energy efficiency plan (EEP 2013-2016) aims to use 10% less energy during this period. On 11 December 2013, EUR signed the energy policy statement, in which it was agreed to make use of Dutch wind energy in 2014 and 2015.

### ICT-driven innovation for EUR

Until 2013, ICT-driven innovation came largely from the ICT and Business Process Integration programme (ICT & BPI), part of the improvement programme known as BV2013. The aim of the projects within this programme was to offer EUR a completely redesigned, standardised and harmonised ICT infrastructure. The change to the supporting ICT management organisation and the development of the demand organisation with regard to the provision of information went hand-in-hand with the change to the ICT infrastructure.

In 2013, preparations were made within the BV2013 programme for the transition of the ICT function. A new product and service catalogue was formulated and agreements on services provided were made with all parties concerned in the form of *Service Level Agreements*. On 1 July 2013, ICT staff transferred to the new SSC ICT and, on 1 February 2014, all ICT services to EUR's faculties and organisation units were housed in the new ICT organisation.

EUR's new ICT department is developing and renewing its services in close cooperation with the faculties. The business units, faculties and central services are responsible for initiating the business-driven renewal of the information service function. The ICT department will ensure that services are effective and efficient and, therefore, competitive. In addition, ICT staff have been given responsibility for their own development so they can act as a valuable interlocutor for EUR customers.

# Financial Report



## Explanatory notes to the Financial Statements

The financial policy of Erasmus University is focused on safeguarding the continuity of the business processes in a financial sense. A balanced distribution of resources, structurally sound budgets and healthy liquidity and solvency are significant principles. Deficits may only be according to plan and temporary in nature. This approach incorporates the caution needed to absorb any adverse future developments. This policy resulted in Erasmus University achieving a healthy financial position in 2013.

In recent years, Erasmus University has invested heavily in education and research, in business operations, technical infrastructure and housing. In the years ahead, EUR will continue to invest heavily in the profiling of education and research, as well as in the professionalization and optimisation of business operations. EUR is setting aside more than €17 M a year not only to stimulate innovation in education and research, but also to optimise business operations.

### Development of result

For the first time in years, Erasmus University posted a profitability<sup>1</sup> of less than 1%. The consolidated result over 2013 – including Erasmus MC and affiliated parties – is €3.4 M (2012: €30.8 M) from income of €536.2 M (2012: €538.9 M). Not counting Erasmus MC and the affiliated parties, there is a negative result of €-0.6 M.

Erasmus MC made a slight profit of €0.9 M. This breaks down into an operational deficit of €7.5 M and a surplus of €8.4 M intended to cover future increases in housing costs resulting from the Long-Term Housing Plan. The result excluding the Erasmus MC is €2.5 M (2012: €16.3 M).

In recent years, EUR saw various unexpected windfalls in the Central Government Grant and underspending on reserves for internal stimulation schemes and for staff costs. Windfalls such as these occurred in 2013 as well, but to a lesser degree. It should be noted that the additional resources of €4.3 M from the National Budget Agreement were paid out at the end of 2013. Without this contribution, in total, there would have been a negative operating result.

The result over 2013 saw a number of incidental special expenditure items which had not been included in the budget.

- The decision was taken in 2013 to demolish buildings E, F/G/Q, D and N. A provision of €1.2 M was set aside for this purpose. This decision furthermore led to an accelerated depreciation of a number of components of these premises, resulting in a €0.2 M increase in depreciation costs. The provision for environmental obligations has been updated, taking into account the demolition decisions and the altered approach to removing asbestos in building B. An amount of €0.9 M was therefore added to this provision.
- Two incidental effects can be discerned in the staff costs. Firstly, the amendments to the Collective Labour Agreement in 2013 made it possible to carry forward remaining leave days to a subsequent calendar year. This resulted in an on balance higher reserve for leave days of €1.3 M compared to 2012. Secondly, a staffing provision of € 0.9 M was formed in regard to the reorganisation at ESL. From the organisational perspective, it was decided to liquidate Beleggingen BV as of 1 January 2013. The assets and liabilities were transferred to EUR. The liquidation has no effect on the size of the consolidated capital and result.

<sup>1</sup> Operating result/total income including financial income

Despite a positive result, the solvency and liquidity rates worsened due to major investments in housing and business operations. The solvency ratio fell from 65.5% to 62.4%. The current ratio fell from 159.5% to 132.5%.

	Realised 2013	Budget 2013*	Realised 2012
Central Government Contribution	247,5	240,6	241,9
Tuition and course fees	81,8	77,5	77,9
Other income	206,8	222,1	219,1
<b>TOTAL INCOME</b>	<b>536,2</b>	<b>540,2</b>	<b>538,9</b>
Personnel costs	361,2	338,8	350,5
Depreciation	23,7	24,6	17,2
Housing costst	29,9	36,1	29,2
Miscallanieous expenditure	118,3	137,1	111,9
<b>TOTAL EXPENDITURE</b>	<b>533,1</b>	<b>536,6</b>	<b>508,8</b>
<b>Balance income and expenditure</b>	<b>3,1</b>	<b>3,6</b>	<b>30,1</b>
<b>Balance financial income and expenditure</b>	<b>0,3</b>	<b>1,0</b>	<b>0,7</b>
RESULT	3,4	4,6	30,8
Erasmus MC share	0,9	9,7	14,5
<b>NET RESULT</b>	<b>2,5</b>	<b>-5,1</b>	<b>16,3</b>

\* € 20.9 M in revenu transfers has been eliminated from both the budgetted other income and the budgetted tangible expenditure for 2013 for comparison reasons.

The Woudestein result breaks down into a *negative* result of €0.6 M from Erasmus University, and a *positive* result of € 3.1 M from the group companies.

All of the affiliated parties achieved a positive result: EUR Holding €1.9million, RSM BV €0.9 M, Erasmus Sport Foundation €0.2 M and Erasmus Foundation for Strategic Philanthropy €0.1 M.

### Development in result compared to budget

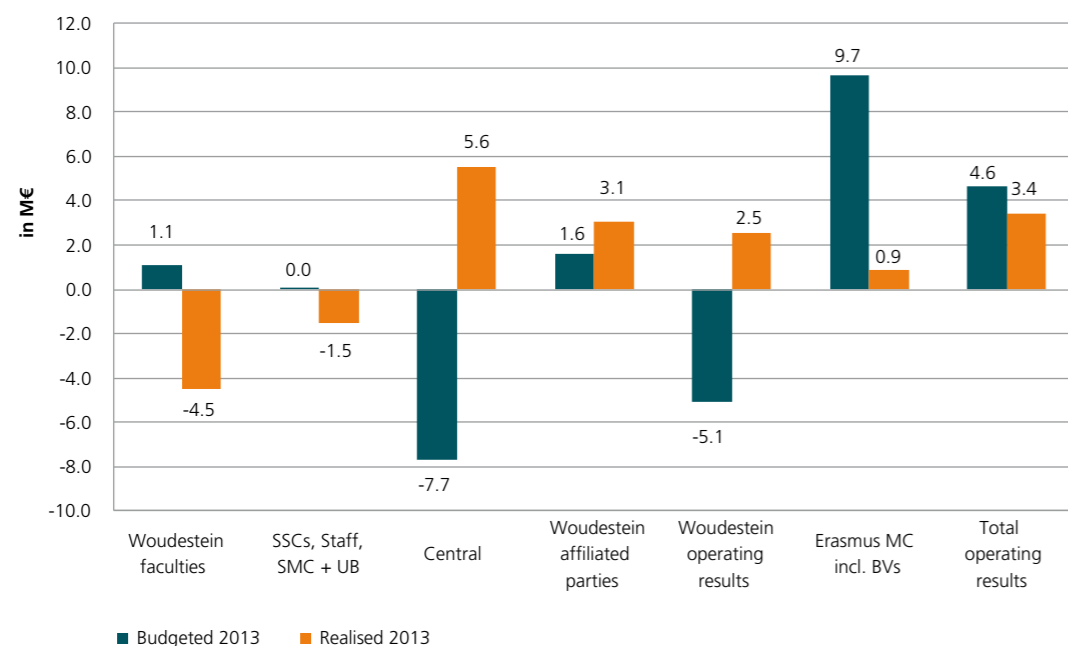
The consolidated operating result for 2013 is €1.2 M lower than the budgeted result of €4.6 M. Despite the relatively limited deviation from the total operating result compared to the budget, there are deviations in the constituent components. The distribution of the result over the units also deviates considerably from the budget.

In terms of composition, the income and expenditure are in total approximately €4 M and €3.5 M, respectively, lower than the budget. The lower income is caused by the sharp decrease in miscellaneous income by around €15 M, and in particular by the project revenues. This was especially the case at Erasmus MC. The fall in project revenues is compensated for by €11 M due to higher income from the Central Government Grant and course and tuition fees. The fall in expenditure is principally the result of lower housing costs, which is also mostly due to Erasmus MC.

The personnel costs and the miscellaneous expenditure also deviate considerably from the budget. Besides real over- and underspending, the difference is also explained to a significant extent by costs having been budgeted under miscellaneous expenditure that are incurred in the form of personnel

charges (for non-salaried staff in particular). If both categories are considered in conjunction, the realisation takes place at the level of budget.

In terms of distribution of the result over the units, there is a positive deviation of €7.6 M for Woudestein and a negative deviation of €8.8 for Erasmus MC. The positive difference compared with the budget of €7.6 at Woudestein can be divided into positive differences at the central level (€13.3 M) and at the affiliated parties (€1.5 M), and negative differences in the faculties (€5.6 M) and in the support departments (€1.5 M).



The causes of the positive difference on the central level are outlined in the table below.

Explanation of the difference on the central level	in M€
Central Government Contribution	6,9
Tuition fees	1,0
Miscellaneous income	1,0
Interest income	0,2
Staff reserves	-0,9
Housing maintenance and power	1,2
Demolition provision	-1,2
Miscellaneous, incl. Strategic Resources	5,1
<b>Total</b>	<b>13,3</b>

The higher Central Government Grant was caused in particular by adjustment of the Reference Projection (€1.0 M), the effect of the 2014 National Budget Agreement (€4.3 M), the revenues for salary and price-level compensation (€0.2 M) and an incidental institution-specific compensation for undivided degrees (€0.6 M).

The tuition fees are higher than estimated, due to in particular the sharp increase in the number of students enrolled in the 2013/2014 academic year. In total, student numbers are more than 1,000 higher than in the 2012/2013 academic year.

The miscellaneous income involves two items, namely the refund on the VAT pro-rata scheme, and an incidental tax refund on the 2013 WAO/WIA scheme (invalidity insurance/work and income according to capacity).

The extra costs for a staff reservation relates to the formation of a provision for the reorganisation at ESL.

We furthermore spent less on planned Woudestein housings costs, particularly in maintenance and energy. In contrast, there are higher charges due to the creation of a non-budgeted demolition provision.

Lastly, less was spent on reservations for strategic projects and miscellaneous activities, especially resources to stimulate research, EUC and Pedagogy.

Almost all of the faculties are performing below budgeted level. This can be explained to a significant extent by higher staffing costs under the new Collective Labour Agreement that are not set off by salary compensation. Furthermore, there are rapidly declining order portfolios without any corresponding cost decreases. Subsidy streams from ZonMW in particular are falling, which is impacting Erasmus MC and iBMG. A number of faculties is experiencing difficulties; measures have already been taken and/or are in progress.

A total of €0.9 M of the loss from the support departments is due to the allocation to the environmental provision.

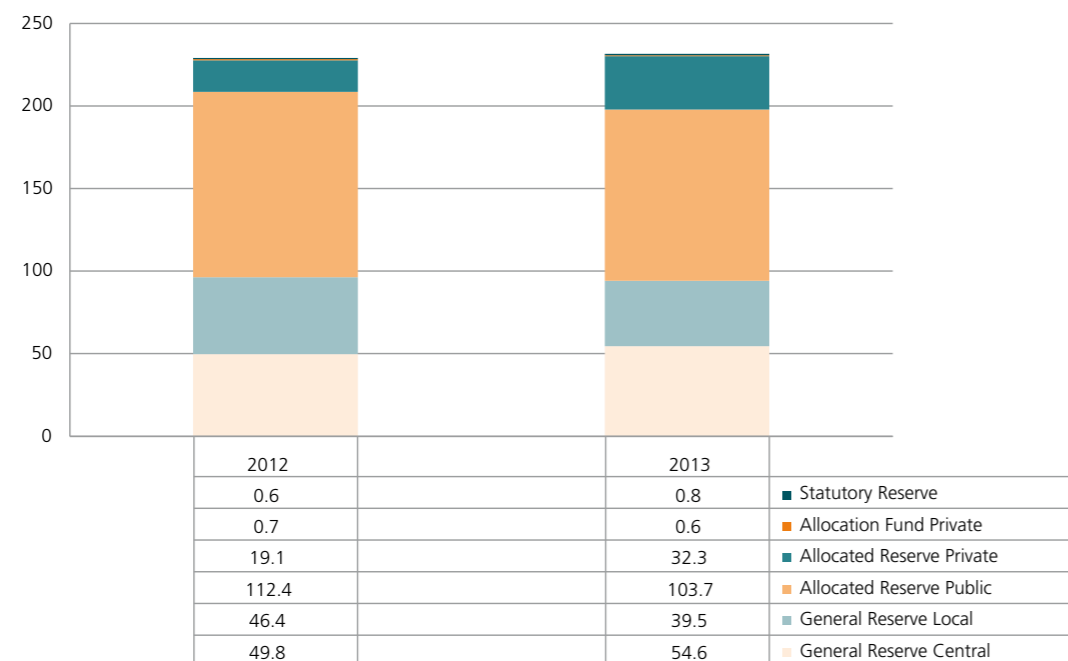
#### Development of equity capital

The equity capital of EUR has increased by €2.5 M to €231.5 M. This increase is explained by the annual result of plus €2.5 M. More than 50% of the capital is allocated.

The composition of the Equity Capital has been altered by the liquidation of Beleggingen BV, which resulted in an increase in the allocated reserve private because Beleggingen BV had negative capital.



The development and composition of the equity capital is as follows:



The statutory reserve relates to the capital of consolidated foundations and a portion of the capital of the BVs (private limited companies) related to activated self-developed intangible fixed assets.

The allocation fund concerns EUR's 50% share in the reserve of the Tinbergen Institute. The remaining resources have been categorised under long-term debts.

The allocated reserve private concerns the capital of the affiliated parties, EUR Holding and RSM BV.

The movements in the private capital pertain to:

- An increase of €12.1 M as a result of the liquidation of Beleggingen BV;
- A decrease due to dividend payments of € 1.7 M from EUR Holding BV;
- An increase due to allocation of the regular annual result of €2.8 M.

Specifically allocated central reserves are included in the allocated reserve private. The largest allocated reserves are the housing reserves and the strategic reserve. This reserve fell by €8.7 M due to the liquidation of Beleggingen BV in particular.

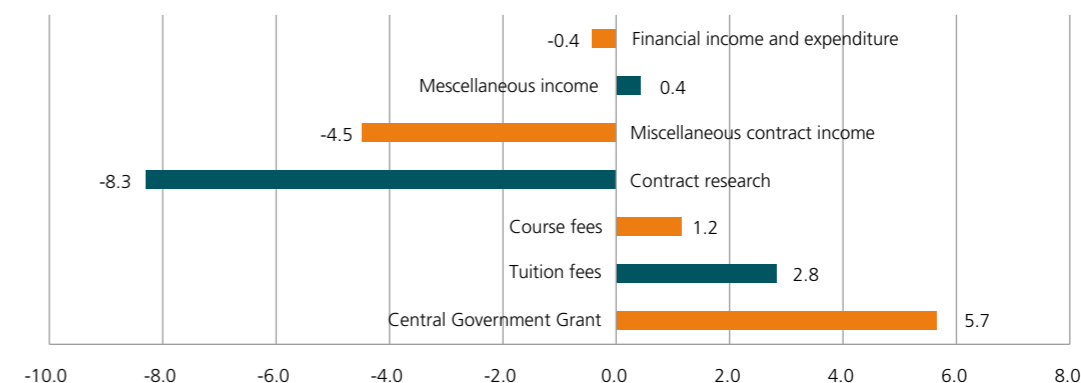
The general reserve is divided into local reserves and a central reserve. The local reserves are the reserves for the faculties, SSCs, UB and the staff. The decrease in the local reserves reflects the deficits realised in those organisational units. The increase in the central reserve is caused by the non-allocated share of the result at the central level, as explained previously. This reserve also includes a decrease due to the liquidation of Beleggingen BV.

### Development of Income and Expenditure

The Central Government Grant through the Ministry of Education, Culture and Science (OCW) and the tuition fees constitute a major source of revenue for EUR. Given the limited increase in the Central Government Grant, EUR is seeking to increase the revenues from the 2nd funding stream and from collaboration and contracts with third parties.

Total income had increased in recent years, but in 2013 consolidated income (including the balance of financial income & expenditure) fell by €3.1 M compared to 2012. The Central Government Grant and tuition fees increased by €8.4 and the income from contracted research and miscellaneous contract income fell by €12.8 M.

### 2013-2012 difference in income per component (in M€)

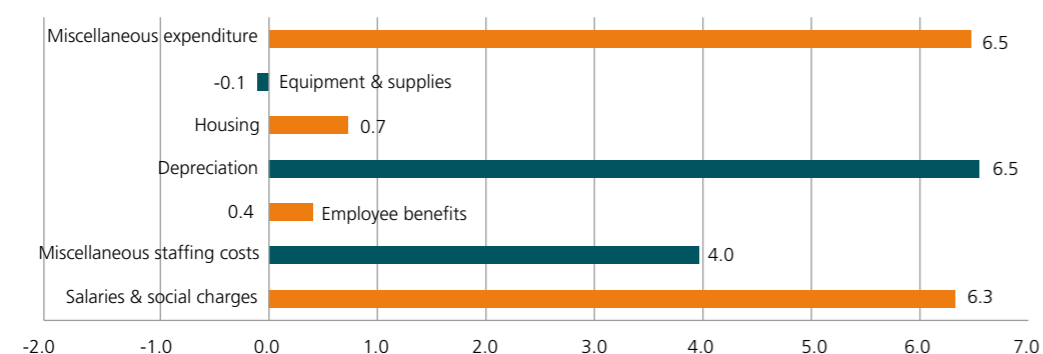


The Erasmus MC saw major falls in both contracted research (€8.3 M) and miscellaneous contract income (€5.7 M). In the case of Woudestein, contract income rose by €1.3 M compared to 2012.

The increase in the Central Government Grant of €5.6 M was primarily caused by the allocation of €4.3 M following the 2014 National Budget Agreement. The remainder is the result of several factors, including loss of performance-based funding (enrolment, degrees and doctorates at €1.3 M), efficiency cuts (€6.2 M), addition of resources according to performance agreements (€6.1 M), adjustment for increase in employer contributions (€0.3 M) and adjustment for student volume (€2.5 M).

Tuition fees rose due to higher rates and due to the increase in student numbers. The higher rates and numbers had already been taken into account in the budget (€2.0 M), but the actual intake was higher than estimated (effect €1.0).

2013-2012 difference in expenditure per component (in M€)



The consolidated expenditure rose by €24.3 M in total. The staffing costs increased by €10.7 M. Furthermore, the miscellaneous expenditure (€6.4 M) and the depreciation costs (€6.5 M) also increased. The housing costs show an increase of €0.7 M.

Staffing costs at EUR alone increased by €15.1 M compared to 2012. € 10.5 M of this amount relates to salaried staff. Two special items in this regard concern the formation of a reorganisation provision for ESL (€0.9 M) and the amendments to the Collective Labour Agreement making it possible to carry forward remaining leave days to the next calendar year (€1.3 M)<sup>2</sup>. If these special items are not taken into consideration, the staffing costs (salaried staff) at Woudestein increase by 5.5%. This increase is in line with an increase in FTE numbers of 4.3% and a Collective Labour Agreement increase of 1.3% in 2013<sup>3</sup>. The costs for non-salaried staff increased due, in parts, to the various business operation projects.

The staffing costs of the Woudestein associated parties fell by €0.7 M. €1.2 M of this amount can be explained by lower costs for non-salaried staff (particularly at RSM BV) and by an increase of 8.8 FTE. In the case of the Erasmus MC, staffing costs fall by €3.8 M (2.3%). This decrease is in line with a drop in FTE numbers of 2.0% (46.6 FTE).

Depreciation charges are increasing both for Woudestein (€2.9 M) and for Erasmus MC (€3.6 M), which is the effect of investment in accommodation and campus development.

The increase in accommodation charges is the result of a fall at the Erasmus MC (€ 1.7 M) and an increase at Woudestein. The latter had two incidental items, namely a supplementary allocation of €0.9 M to the environmental provision, and the formation of a demolition provision at € 1.2 M.

<sup>2</sup> This concerns the formation of a reserve for leave days (€2.3 M) and a fall in the leave days value-dated (€1.0 M).

<sup>3</sup> Collective Labour Agreement increase of 1% as of 01/01/2013 and 1% as of 01/09/2013.

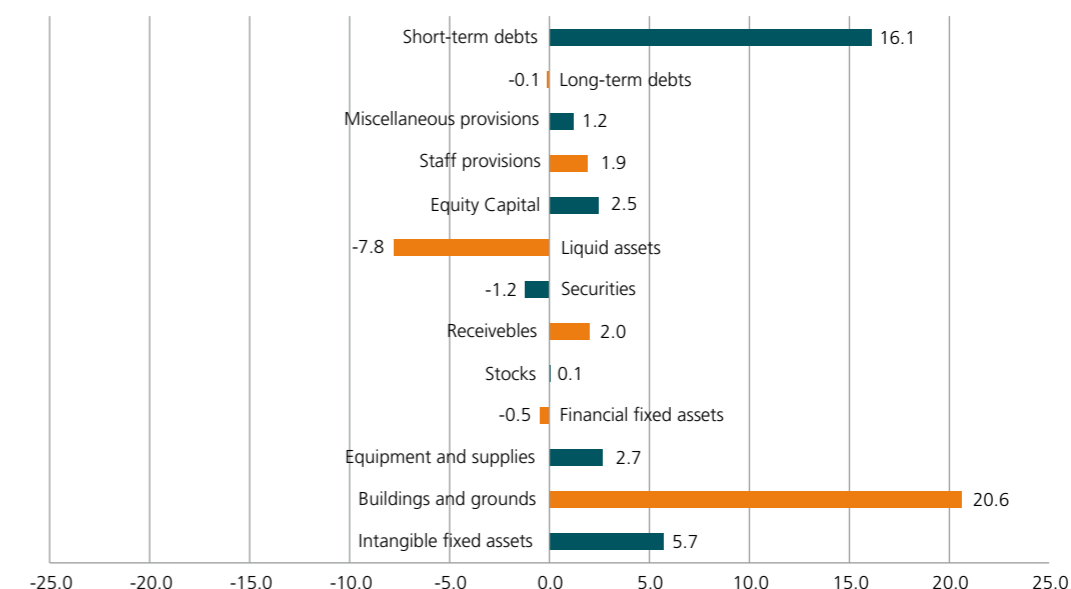
## Development of Assets and Liabilities

Erasmus University has a healthy balance-sheet position. Both liquidity and solvency are solid. Buildings and grounds make up half of the assets. The campus developments in 2013 are reflected in the balance-sheet position. The total book value of the buildings and grounds increased by €20.6 M, due to investments in the Plaza, the underground car park and the Erasmus Pavilion. We are furthermore investing in business-operation systems, resulting in an increase in intangible fixed assets. The large-scale investments are financed from our own resources, resulting in a decrease in liquid assets.

The increase in equity capital concerns the addition of the positive result in 2013. The increase in personnel provisions relates in particular to the formation of a reorganisation provision for ESL (€0.9 M) and an increase in the provision for sabbatical leave (€0.8 M).

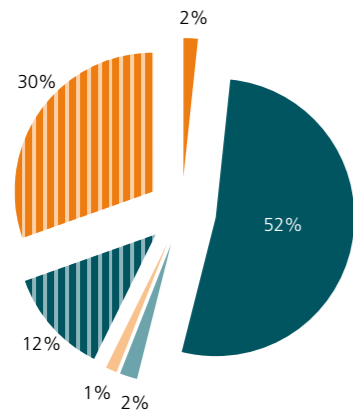
€2.3 M of the rise in short-term debts can be explained by a reserve for carrying leave days over to a subsequent calendar year following the amendments to the Collective Labour Agreement in this regard in 2013. Tuition fees paid in advance are also increasing (€2.7 M), and the short-term debts are rising due to the increases in miscellaneous costs and investments.

2013-2012 difference in assets and liabilities per component (in M€)

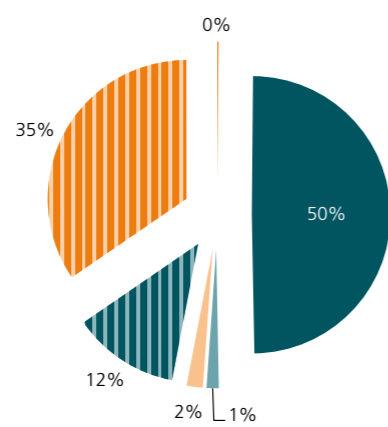


Assets break down into 52% buildings and grounds (2012: 50%), 30% liquid assets (2012: 35%), 12% receivables (2012: 12%), 2% intangible fixed assets (2012: 0%), 2% equipment and supplies (2012: 1%) and 1% securities/financial fixed assets (2012: 2%).

Assets 2013 (M€ 371.1)



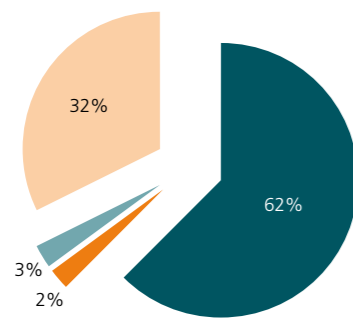
Assets 2012 (M€ 349.5)



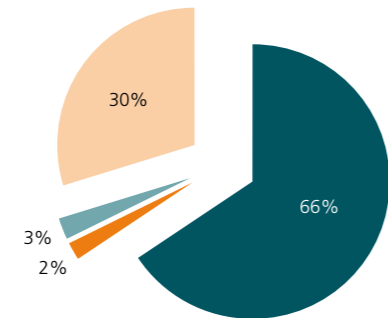
- Intangible fixed assets
- Buildings and grounds
- Equipment and supplies
- FFA and securities
- Receivables
- Liquid assets

Liabilities consist of 62% Equity Capital (2012: 65%), 32% of short-term debts (2012: 30%) and 5% provisions (2012: 5%).

Liabilities 2013 (M€ 371.1)



Liabilities 2012 (M€ 349.5)



- Equity Capital
- Staff provisions
- Miscellaneous provisions
- Short-term debts

Compared with the national average, Erasmus University consistently achieves a better liquidity position (demonstrated by the current ratio). The solvency position is also above the national average.

As regards to income compared with the national average, Erasmus University has a relatively better ratio between the miscellaneous income and tuition fees set off against the Central Government Grant.

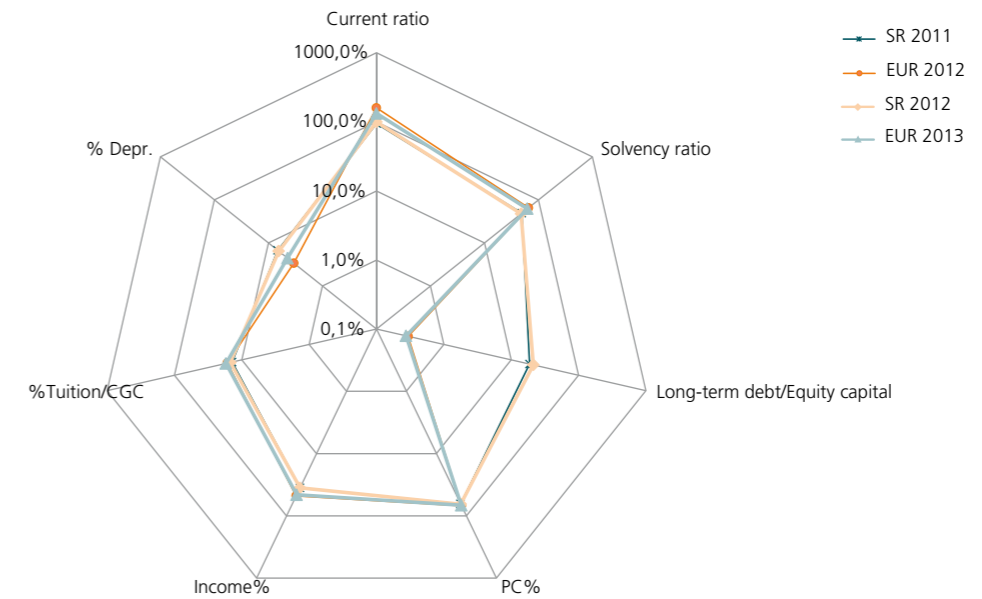
EUR compared with research university average

	SR 2011	SR 2012	EUR 2012	EUR 2013
Current ratio	94.4%	99.6%	159.5%	132.5%
Solvency ratio	49.1%	47.7%	65.5%	62.4%
Long-term debt/equity cap.	18.8%	21.4%	0.3%	0.3%
PC%	64.4%	64.9%	68.9%	67.8%
Income%	35.5%	35.5%	47.8%	46.0%
%Tuition/CGC	13.9%	14.7%	16.4%	17.1%
% Dept.	6.7%	6.4%	3.4%	4.4%

Source: DUO Information Booklet: Financial Details Report

Scientific Research Financial Statements 2008 up to and including 2012

The relative position of EUR is as follows:



**Current ratio:**

current assets offset against current liabilities

**Solvency ratio:**

equity capital offset against total capital

**Long-term debt/Equity capital:**

long-term debt as a percentage of equity capital

**PC%:**

percentage of personnel costs set off against total expenditure

**Income%:**

percentage of income except central government contribution

**%Tuit/CGC:**

percentage of tuition fees set off against central government contribution

**%Depr.:**

% depreciation set off against total expenditure

### Liquidity management, interest-rate management and financing need

The aim of liquidity management is to ensure prompt availability of liquid assets under acceptable conditions. Excess liquid assets are furthermore set aside in order to optimise return within the indicated risk parameters. Given the liquidities available, the treasury activities have been limited in the year under review to setting aside excess assets as well as possible. The assets are placed in flexible savings accounts with major Dutch banks with a minimum A rating. EUR does not use derivatives.

The large-scale investments are financed from our own resources, leading to a drop in our liquid assets. Despite the heavy investments, Erasmus University and its affiliated parties held €113 M in liquid assets at year-end 2013 (2012: €120.8 M). Of this amount, €63.7 M (2012: €79.9) is from the university and €49.3 M (2012: €40.9) from the affiliated parties.

In the next few years, the investments in the campus, business operation and strategy will place a major strain on the liquidities. With the planned investments, the liquidity position is falling fairly rapidly, meaning that financing facilities will have to be used.

### Overview of board member declarations: 2013 annual report

In response to the letter from the Secretary of State for Education, Culture and Science of 25 November 2011 concerning transparency declarations and the rules governing declarations, the declarations of the Executive Board for 2013 are included below. The declarations are in accordance with the internal declaration guidelines.

	Executive Board President	Rector Magnificus	Executive Board Member
Representation costs*	N/A	N/A	N/A
National travel and accommodation costs**	€ 51,491 ***	€ 18,459	€ 20,881
International travel and accommodation costs	€ 5,752	€ 9,207	€ 7,985
Miscellaneous costs	€ 528	€ 1,205	€ 0

\* Directors receive a fixed gross supplement from which all representation costs are paid: Executive Board President and Member €9,420 gross, the Rector Magnificus €8,639.08 gross.

\*\* According to an agreement between the Executive Board members and the Supervisory Board.

\*\*\* The President of the Executive Board has an official car.

### Future paragraph

The financial forecasts for the next three reporting years are presented in this section in the form of an explanation of the anticipated developments in the balance sheet, and the income and expenditure situation for the next three years. The forecast developments in staffing levels and student numbers are also presented.

### Income and expenditure statement

Income and expenditure statement in M€	Realised 2013	Budget 2014	Budget 2015	Budget 2016
<b>INCOME</b>				
Central Government Contribution	237.8	236.3	236.6	237.6
Miscellaneous government grants and subsidies	9.7	9.0	9.3	9.9
Tuition fees	42.4	44.9	44.1	45.3
Other income	246.3	255.1	254.2	250.8
<b>TOTAL INCOME</b>	<b>536.2</b>	<b>545.2</b>	<b>544.2</b>	<b>543.6</b>
<b>EXPENDITURE</b>				
Personnel costs	361.2	362.7	351.2	343.6
Depreciation	23.7	24.4	31.5	33.7
Housing costs	29.9	38.9	38.4	38.5
Miscellaneous expenditure	118.2	121.5	118.9	120.5
<b>TOTAL EXPENDITURE</b>	<b>533.1</b>	<b>547.6</b>	<b>540.0</b>	<b>536.3</b>
<b>Balance income and expenditure</b>	<b>3.1</b>	<b>-2.3</b>	<b>4.2</b>	<b>7.3</b>
Balance financial income and expenditure	0.3	1.1	-0.9	-1.5
Participation result	-	-	-	-
Extraordinary income and expenditure	-	-	-	-
<b>TOTAL RESULT</b>	<b>3.4</b>	<b>-1.3</b>	<b>3.3</b>	<b>5.8</b>
<b>Erasmus MC share</b>	<b>0.9</b>	<b>7.5</b>	<b>3.9</b>	<b>2.5</b>
<b>NET RESULT</b>	<b>2.5</b>	<b>-8.8</b>	<b>-0.7</b>	<b>3.3</b>

### Staffing level and student numbers

Kengetal	2012	2013	2014	2015	2016
<b>Staffing level in FTEs</b>	<b>4,603</b>	<b>4,635</b>	<b>4,519</b>	<b>4,403</b>	<b>4,247</b>
- Scientific Staff	2,579	2,582	2,503	2,434	2,370
- Support Staff	1,720	1,743	1,738	1,687	1,592
- Staff BV's	304	310	279	282	285
<b>Students</b>	<b>22,149</b>	<b>20,822</b>	<b>21,285</b>	<b>21,633</b>	<b>21,633</b>

### Explanatory notes to the Statement of Income and Expenditure

EUR has built up a sound substantive and financial position in recent years. There were operating surpluses and a positive adjustment between budgeted and realised results. The most significant reasons were:

1. Windfalls in the Central Government Grant;
2. Lower costs of staff provisions;
3. Under-use of the reserved (strategic) resources.

It is anticipated that these benefits will occur less and less. Since 2012, Erasmus University has been budgeting for decreasing results. The budgeted result for 2014 is € -8.8 M, which is the result for Erasmus University excluding the surplus from Erasmus MC. This surplus amounts to €7.5 M, and consists of a positive operational result of €1.0 M and a positive balance of €6.5 M for the multi-year Long-Term Housing plan.

In recent years we have seen that no or hardly any salary and price-level compensation has been provided by the Ministry of Education, Culture and Science. The adjustment of the Reference Projection has also been negative for two years in a row. Furthermore, various efficiency cuts and savings are also being implemented. Although the NOA and the 2014 National Budget Agreement deliver a positive adjustment to the central government grant, the somewhat negative picture persists.

The financial crisis is also starting to become apparent at Erasmus University. The impact of the Dutch government's cuts combined with increased costs is being felt. Due to the limited anticipated growth of the Macro Framework and the forecast of decreasing growth in national student numbers from 2014, a relatively limited increase in the Central Government Grant is expected. A downturn in the project portfolio and therefore in the miscellaneous revenue is also anticipated. Moreover, housing and miscellaneous infrastructure costs are increasing (through the depreciations). A number of faculties are now experiencing difficult times. If policy is not amended, the university is heading toward a structural deficit in the order of €13 M.

The negative forecasts combined with the risks present and the uncertain government policy are resulting in structural spending cuts in order to maintain a coherent multi-year budget. Three distinct types of measures are:

1. Cuts in support. In recent years, EUR has invested strongly in business management. The basis should be ready in 2014. Efficiency improvements are both possible and necessary in the years ahead. Within the scope of the performance agreements, a reduction in the generic support of around 50 FTE has been included, which is to be achieved by the end of 2015. With regard to the education and research overhead, a saving of 60 FTE appears possible based on benchmark data and with the current level of income. The bulk of the spending cuts are expected in 2016. In 2014 and 2015, there is still intense work on improving the education and research systems.
2. Revenue increase. Exploratory research shows that there are limited opportunities for achieving a strong improvement in net result from other funding streams. In the light of this development, strategic investments are also being deployed to reinforce EUR's earning capacity.
3. Savings in education and research. Given the relatively large share of staff costs in our operation, a loss of faculty is inevitable.

In total, we expect that the above savings will lead to a *fall in the number of primary and supporting FTEs* and in staffing costs.

All units of EUR are being affected by the spending cuts, and large-scale restructuring is necessary. A few faculties have now reached the stage that an intention to reorganise has been announced or is being prepared. For reorganisation and frictional costs, a special item has been included in the multi-annual budget under staffing costs in the amount of €6 M in 2014 and €3 M in 2015 and again in 2016.

#### Basic principles in the multi-annual budget

The multi-annual budget has been drawn up based on the following principles:

- The Central Government Grant is based on the expected development of the Macro Framework and the expected share of EUR in the various compartments. EUR's funding share has furthermore been kept constant at the share realised in 2014. This means that a relative growth or a contraction in the funding has not been taken into consideration in the budget. We note that, for the time being, EUR has been unable to cash-in on its larger student numbers in the Central Government Grant. Despite growth being predicted in the economy and management sectors, contraction is also anticipated in the other sectors where EUR is active.
- Perennially in the Central Government Grant, additional income resulting from revenue from the measures in study financing (social loan system) was not taken into account.
- It is assumed in the Central Government Grant that EUR will comply with the performance targets and retains the corresponding financial resources.
- Tuition fees are based on the development of the total student population at EUR in relation to the actual national numbers and the adjusted Reference Projection of the Ministry of Education, Culture and Science. EUR's relative share in this context is set at the average of the last three years, plus new courses such as the EUC.
- Negative effects of new policy measures such as BSA in the second academic year, etc. were abstracted from when estimating the multi-year development of the student population. In addition, the calculation of tuition fee income did not take into account the possibility of collecting higher tuition fees for selective routes and courses, other than the EUC.
- The salary costs are based on the 2013 salary level, plus 1% in order to cover further salary-cost increases after 2013.

## Balance Sheet

Balance sheet in M€	Realised 2013	Budget 2014	Budget 2015	Budget 2016
<b>ASSETS</b>				
<b>FIXED ASSETS</b>				
Intangible fixed assets	6.2	6.2	6.2	6.2
Tangible fixed assets	201.5	239.9	269.6	302.0
Financial fixed assets	4.8	4.3	3.8	3.3
<b>Total fixed assets</b>	<b>212.5</b>	<b>250.4</b>	<b>279.6</b>	<b>311.5</b>
CURRENT ASSETS	158.6	124.5	91.7	72.9
<b>TOTAL ASSETS</b>	<b>371.1</b>	<b>374.9</b>	<b>371.3</b>	<b>384.4</b>
<b>LIABILITIES</b>				
<b>EQUITY CAPITAL</b>				
General reserve	94.1	84.5	83.4	86.4
Allocated reserve public	103.7	103.7	103.7	103.7
Allocated reserve private	32.3	33.2	33.6	33.9
Statutory reserve private	0.6	0.6	0.6	0.6
Other statutory reserves	0.8	0.8	0.8	0.8
<b>PROVISIONS</b>	19.2	25.6	24.6	20.8
	-	-	-	-
<b>LONG/TERM DEBTS</b>	0.6	0.6	0.6	12.5
	-	-	-	-
<b>SHORT/TERM DEBTS</b>	119.8	125.9	124.0	125.7
<b>TOTAL LIABILITIES</b>	<b>371.1</b>	<b>374.9</b>	<b>371.3</b>	<b>384.4</b>

## Explanatory notes to the Balance Sheet

At the end of 2010, we decided to commence the development of the Woudestein campus into a campus with international appeal. The total investment budget is €275 M up to and including 2022. The investments are expressed in the increase in tangible fixed assets. A major portion of the investments concerns fundamental renovation of old premises that no longer have any capital charges (or very little) attached. The first phase has been delivered, and we have now commenced the second phase. Campus in Development II (CiO II) is an extensive investment programme worth €117 M focused on renewing and maintaining the educational facilities, the offices, the infrastructure, and creating various facilities. Greater flexibility and phasing are two major policy principles of CiO II. An explicit go/no-go decision is requested from the Executive Board per project before the implementation phase commences. The latest information regarding, for example, spatial needs, cost developments and financial resources is taken into account. Besides Woudestein, extensive investments are also required for the renovation/new build of the Education and Research functions of the Erasmus MC. In 2014, the Long-Term Housing Plan (LTHP) in R&D comprises a total investment volume of €350 M.

In a financial sense, the investments provide for a considerable increase in housing costs. For Woudestein, the costs in the structural situation (2022) will increase by just over €13 M compared to 2012. For the Erasmus MC, the costs in the same period increase by €17 M. Both amounts exclude interest charges.

The Woudestein investments are recognised in the increase in the tangible fixed assets by more than €100 M in the years ahead. A significant amount of the necessary investment will be provided from our own resources. Nevertheless, these funds are not sufficient, and supplementary financing is necessary. The actual amount will depend significantly on the speed of investment and the development of our operational cash flow. EUR intends to switch to Treasury Banking (expected to be in 2016). This means that we will put our public funds in our own current account with the Ministry of Finance.

The Ministry of Education, Culture and Science (OCW) must guarantee a loan or an overdraft with the Ministry of Finance. At the end of 2012, OCW provided the Ministry of Finance with a guarantee for an overdraft for Erasmus University. The right of first mortgage on the existing real estate and/or new build project(s) must be granted. The verification of the maximum amount of the loan is established based on an appraisal of the real estate and/or new build project(s) introduced. The amount loaned is a maximum of 95% of the execution value, based on the alternative application. Borrowing from a commercial bank remains possible, even if there is participation in Treasury Banking.

Excluding the financial needs of the Erasmus MC, on current assumptions we expect ultimately to require an arrangement of around €50 M. This results in an anticipated reduction in the liquidity ratio and the solvency ratio to 58%, or 58.6%, respectively, in 2016 (2013: 132.5% or 62.4%).

## Risk Paragraph

Risk management, governance and control are terms inextricably linked to one another. They are focused on achieving goals, preventing losses and utilising opportunities. EUR views risk management as the process of identifying risks and the conscious choice of whether or not to do something about the risk. Effective risk management therefore entails there being a considered balance between the impact of the risks identified and the management measures to be applied.

Erasmus University does not have any specific risk-management function and ordinary risk management is assigned to the line-organisation. Deans and directors bear the initial responsibility for managing risks in normal business operations. An important role is also set aside for the staff departments to identify any risks and to implement risk-restricting measures.

We are aware that no risk management and control system fully guarantees that no errors or losses occur, or that our objectives will be achieved in full. We are also aware that the system must be regularly tested and assessed.

EUR subscribes to the VSNU Governance Code, the scientific practice code of conduct, the code of conduct for the use of personal information in scientific research and the code on openness in animal testing.

In the year under review, the role of the Executive Board and the Supervisory Board in internal governance complied with the statutory frameworks as included in the Higher Education and Scientific Research Act. We furthermore believe that our management structure and mechanisms are adequate and offer sufficient guarantees to identify and to manage the risks to which we are subject.

### Control framework

Erasmus University's internal control system boasts a range of instruments. Besides the organisational structure and the strategic frame of reference, our internal management system consists of regulations and procedures focused on obtaining reasonable guarantees, whereby the organisation's most significant risks are identified and the objectives from the Strategic Plan are achieved in compliance with the applicable legislation and regulations. The most significant components (not exhaustive list) of internal control are:

- Erasmus University's Strategic Plan, in which our long-term strategic aims and objectives have been formulated, and the translation into underlying covenants and management units;
- the Executive and Management Regulations ('Bestuurs- en Beheersreglement') in which the powers of the management officials appointed by the Executive Board are regulated;
- the regulations on alleged EUR wrongdoing, the so-called 'whistle-blower regulations';
- the regulations on ancillary activities, which set rules for disclosing potential conflicts of interest of researchers and other employees;
- the integrity code in which three concepts are central: professionalism, team work and fair play;
- a budget cycle consisting of a reference framework, budget plans and an institution budget. The Executive Board approves the budget plans of faculties and other organisational units, which form the basis for the institution budget to be approved by the Supervisory Board;
- multi-year cash-flow forecasts, based on result forecasts and a multi-year investment agenda; these forecasts are adjusted a number of times a year, based on the latest financial insights;
- a bottom-up system of bimonthly reporting to the Executive Board on financial and non-financial matters, with a copy to the Supervisory Board; the reports look not only at what has been achieved, but are also used as the basis for a year-end forecast;
- a system of periodical, bilateral consultation meetings between the Executive Board and the organisational units, as well as periodical managerial consultation meetings between the Executive Board and the deans;
- structured spend analyses and working with a procurement and tendering calendar for rightful procurement;
- Finance/Legal/Administrative/Tax (FLAT) test in the event of major and/or long-term projects/ contracts that surpass certain limits (greater than €250 k or longer than four years);
- a Treasury Statute that complies with the investment and pledge regulations; we primarily place excess liquidities with Dutch banks with a least an A rating. As far as possible, we also ensure our liquidities are spread over several financial institutions;
- the annual stepped Letter of Representation, in which managers/sub-managers declare that they guarantee the completeness and accuracy of the information relating to relevant financial management issues within their mandate;
- the Audit Committee, as a sub-committee of the Supervisory Board, convenes at least twice a year and pays extra attention to the university's financial and economic operations in a broad sense, and reports accordingly to the Supervisory Board.

### Risk objects

Erasmus University is subject to various risks, of which the core risk is inherently associated with its status as a public educational and research institution.

Erasmus University operates in a competitive international environment, where the 'battle for talent' is the order of the day. In order to survive on this playing field, a good scientific reputation is essential; and a good reputation attracts talent and quality. This means that excelling is a requirement for survival. Our strategic risk policy is strongly focused on implementing measures that clearly mark EUR as a leading educational and research institution.

It can be stated without a doubt that the economic climate combined with the national/supra-national government policy coupled with uncovered increases in costs poses the greatest risk to Higher Education in the Netherlands, and also to Erasmus University. Actively addressing and managing the various risks is essential for achieving our objectives.

The most significant risk areas identified and the mitigating measures are described below. These risks are related to our aims and strategy.

### Student numbers continue to lag behind due to government policy and demographic developments

The first funding stream constitutes an important source of revenue for our university. Of EUR's total revenues, more than 50% comes from the Central Government Grant and tuition fees. The greater portion of the revenues is strongly influenced by student numbers and academic achievements. This funding stream is under pressure due to student-related measures such as a social loan system and policy measures focused on accelerating studies, but also due to the current funding methodology.

In terms of student numbers, it is expected that the introduction of a social loan system will have a major impact on the volume of students and thus on our revenue. A recent study<sup>4</sup> conducted on behalf of the Ministry of Foreign Affairs reveals that if a loan system were introduced, 10% of Bachelor students would not start studying. This percentage is higher if the public transport product is abolished. The Netherlands Bureau for Economic Policy Analysis (CPB) previously calculated a smaller drop<sup>5</sup>. A 10% fall in the Bachelor intake at EUR (= around 300 students) leads over the duration of a study programme (BA and MA) to a loss of enrolment and degree funding of around €5 M. There is also a loss of tuition fees of around €3 M. Besides policy-related developments, demographic developments are also expected to reduce numbers after 2024.

In terms of funding, the size of the Macro Framework depends on the development of student numbers and not on academic achievements. In the current system, each student results less (or more) in principle to a decrease (increase) in the Macro Framework by €6,600 (Ministry of Education, Culture and Science 2014 Budget). If student numbers contract due to various policy measures and academic achievements improve at the same time, the current funding system results in less income for universities with the same level of endeavour and costs.

<sup>4</sup> Science Guide, 27 March 2014

<sup>5</sup> CPB report, 18 January 2013, "Involvement in effects of introducing the social loan system in the Bachelor and Master phases" ("Deelname effecten van de invoering van het sociaal leenstelsel in de bachelor- en masterfase")

It is not just contraction, but also growth of student numbers that poses a risk to funding. Up until the 2012 budget year, there was a methodology whereby the funding from the Ministry of Education, Culture and Science was supplemented or topped up with funding from the Ministry of Finance for the development in the volume of students. However, in 2012 resources under the heading 'Quality Impulse/Estimate Risk' ('Kwaliteitsimpuls/ramingsrisico') from the Rutte Coalition Agreement I (multi-year) were added to the OCW budget. There appears to be no reserve available for any unanticipated further increase in the multi-annual estimates. If OCW is not able to compensate institutions for the increase in student numbers, this again means a price reduction per student.

As Erasmus University, we are taking various measures in order to maintain the quantitative and qualitative development of our student numbers. Examples include the introduction of our educational concept "Nominal is Normal", offering energising education and a focus on excellence. We are furthermore expanding our international appeal by starting various new international courses, and by offering attractive facilities.

#### **Increasing external recruiting power**

As the primary funding stream becomes more uncertain, other funding streams are increasingly important. The subsidies market is in a major state of flux. The second and third funding streams are increasingly focused on social applications for education and research. With the introduction of the government's "Top Sectors" policy, it is increasingly difficult – for arts/social sciences universities in particular – to draw in supplementary project funding. Tendering is also increasingly difficult in Europe. Furthermore, subsidy projects require substantial matching, which places considerable pressure on the first funding stream. EUR is focussing on partnerships, including in relation to LDE. Moreover, we are also targeting multi- and interdisciplinary research in order to increase recruiting power.

#### **Adjusting the business model to technological changes**

On an operational level, we are seeing an ever greater influence of information technology. Not only do secondary processes rely more and more on automation, but also the primary process of education and research does as well. Online education, MOOCs, etc. will have a major influence on our business model. Besides the substantive influence, these developments require major investments and have significant financial consequences. Various projects are being undertaken in the new EUR strategy for introducing digitisation in education.

#### **Scientific integrity**

Trust in science depends on the extent to which scientific principles are observed when conducting research. Scientific integrity is essential. Erasmus University has taken a series of measures in order to guarantee a principled research culture. These measures involve making a Graduate Course on academic integrity and ethics for researchers (new or otherwise) compulsory. Measures have furthermore been taken that are focused on data storage and data management. For the entire EUR community, the core values of professionalism, fair play and team work apply.

#### **Managing real-estate costs**

Our institution's fixed costs are increasing steadily, and this applies in particular to housing costs. The real estate transferred by the government to institutions in the 1990s is now entering a phase in which renovations and major maintenance are required. Not just the functionality, but also the appearance must be brought in line with modern standards; which requires many millions of euros. EUR also wishes to invest in smaller scale study and work environment. EUR predicts that the Woudestein housing costs will rise to €36 M by 2022. This is an increase of more than 50% in around 10 years. We have agreed not to let the housing costs exceed 13% of our revenues, and we are monitoring this limit carefully. Each investment decision is calculated in full. The multi-year investment plan is periodically updated to take account of operational consequences. We have also incorporated sufficient go/no-go moments into the real-estate plan.

#### **Accommodating concealed cuts and conditional funding**

The financial crisis has resulted in a multitude of cuts, including in Higher Education. Various efficiency cuts have been implemented. Salary and price-level increases, including the VAT increase in 2013, have hardly been compensated for in recent years. Moreover, a significant portion of the Central Government Grant has been made dependent on achieving performance targets in terms of study returns, drop-out levels, educational intensity, excellence, etc. If the targets agreed are wholly or partly not achieved, the institution is subject to an efficiency cut (pro rata). For EUR, this involves a maximum amount of €9 M. The 2014–2018 financial plan demands that difficult decisions be taken: with financial solidarity at the forefront, EUR is opting to invest in what is necessary and in what makes us stronger, while at the same time keeping costs under control. In light of the many uncertainties, EUR believes it is important not to wait passively for the future to come, but to prepare for that future through strategically chosen expenditure. EUR is unable to avoid pursuing an austere policy in the planning period, and taking measures to increase the organisation's efficiency and the flexibility of the cost structure. Restructuring is necessary, especially to get the support/overhead to the agreed national average (in accordance with the performance target agreed with the Education, Culture and Science Minister).

#### **Changes in legislation and regulations**

Changes in legislation and regulations are on the agenda, and EUR is monitoring these changes closely in such a way that prompt action can be taken.

Starting from 1 January 2016, the corporation-tax liability for government companies will be hanging over the market. EUR and its BVs (private limited companies) are expected to become liable for corporation tax due to this legislation. It is still unclear which activities the corporation-tax liability will apply to, although it leads to a considerable increase in expenditure. In a direct sense, 20-25% of the profit must be deducted as tax. The administrative charges increase indirectly because costs must be allocated in a transparent manner to the taxed (and untaxed) activities, and since tax bases have to be taken into consideration.

The European Privacy Regulation (EPR) that is currently in the pipeline could also have a major impact on EUR. The EPR tightens the rules for processing personal details in many respects. The new rules must be anchored in internal policy, rules, procedures and systems. EUR is furthermore obliged to appoint a Data Protection Officer. Large penalties are imposed for non-fulfilment of obligations and/or violating the rules (up to €100 M or 5% of annual worldwide turnover). It is expected that the EPR will be adopted in 2015.



**Special elements: clarity memorandum**

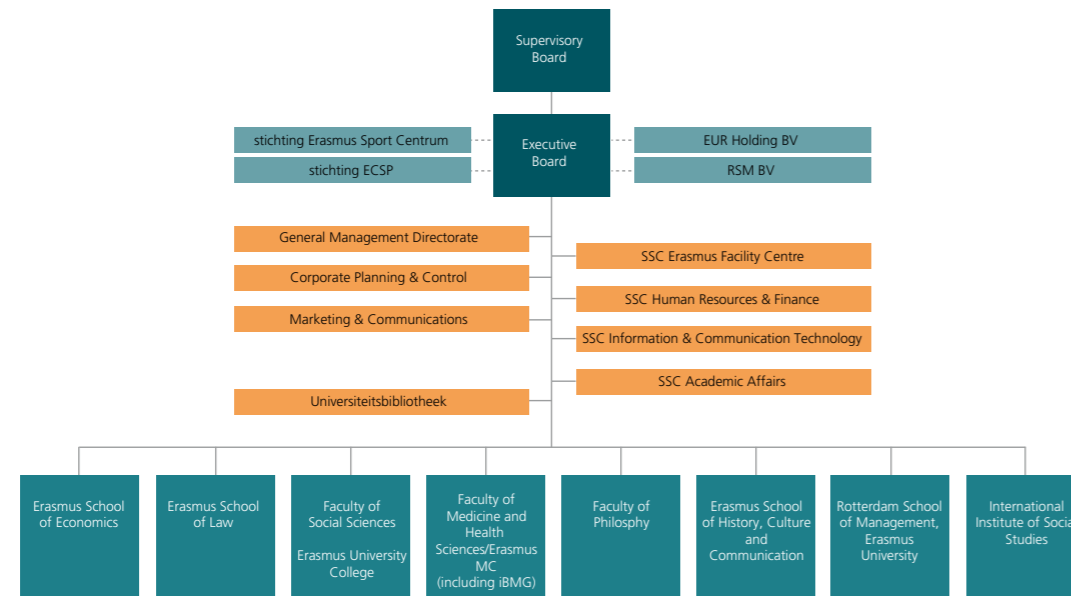
- Erasmus University has granted 614 students financial support from the 'Student Financial Support Fund' ('profielingsfonds'), amounting to a total of €910 k. Of these students, 289 received financial support for management activities, and 32 for excellence. The 614 students consist of 568 EEA students, and 46 non-EEA students.
- No courses were contracted out to non-funded institutions.
- As regards the initial teaching, no bespoke programmes with companies and other organisations were entered into.
- No public resources were used for the purposes of private activities beyond the primary task, other than support for sports activities for students. In addition, a subordinated loan was pledged to the Erasmus Centre for Valorisation (ECV BV) which was founded in December 2013.

# Annexes

## Annex 1 Board and participation body

Erasmus University Rotterdam, based in Rotterdam, has been a legal entity governed by public law and established by law since 1 February 1973.

### Organogram Erasmus University Rotterdam



### Supervisory Board

The Supervisory Board is the statutory body of Erasmus University Rotterdam, overseeing the governance and management of the university. Tasks assigned to the Supervisory Board include assessing and approving the institutional plan, the annual report, the budget and management and administrative regulations. The Minister for Education, Culture and Science (OCW) appoints the members. The Supervisory Board is accountable to the Minister of OCW.

### Supervisory Board Members

- A. van Rossum (President), former President of the Executive Committee of the insurance and banking group Fortis
- F.W.H. van den Emster, criminal judge in Rotterdam
- Prof. J.E.J. Prince, Professor of Law and Computerisation and Dean of the Faculty of Law at the University of Tilburg
- Dr. V.C.M. Timmerhuis, General Secretary/Director of the Social and Economic Council (SER)
- H.N.J. Smits, President-Director of Havenbedrijf Rotterdam

### Executive Board

The Executive Board is the highest governing body of Erasmus University Rotterdam. The three members are appointed by the Supervisory Board, after hearing the University Council. The Executive Board reports to the Supervisory Board.

### Members of the Executive Board

#### P.F.M van der Meer Mohr, President

The president's gavel is wielded by Pauline van der Meer Mohr. She is responsible for general administrative matters such as the relationship with the Supervisory Board and the University Council. Ms van der Meer Mohr is engaged in strategic policy, international matters and external contacts such as with the Rotterdam region, business and other knowledge institutions. Her appointment was renewed in December 2013 for a second term of four years.

#### Rectores Magnifici, Prof. H.G. Schmidt and Prof. H.A.P. Pols

The sphere of interest of the Rector Magnificus incorporates education and research, including academic staff (policy), students and academic education. Prof. Henk Schmidt held the position of Rector Magnificus from 1 September 2009 until 8 November 2013, when he was succeeded by Prof. Huibert Pols, former Dean of the Faculty of Medicine and Health Sciences / Erasmus Medical Centre. Prof. Pols was appointed for a period of four years.

#### B.J.H. Straatman

Bart Straatman has been a member of the Executive Board since 1 February 2010. His duties are in finance, economic policy, land & buildings and information facilities. At the end of 2013, he was reappointed for a second four-year term.

### Improved Governance (Higher Education) Act

EUR applies and observes the 'Code of good governance for universities 2007' of the VSNU. In addition, the Improved Governance (Higher Education) Act, which came into force on 1 October 2010, introduced several changes. The Executive Board has implemented the Improved Governance (Higher Education) Act in its entirety throughout EUR.

### Governors

- Prof. Ph.H.B.F. Franses, Dean at ESE
- Prof. S.L. van de Velde, Dean at RSM
- Prof. H.A.P. Pols, Dean at FGG/Erasmus MC (to 1 April 2013)
- Prof. J. Verweij, Dean at FGG/Erasmus MC (from 1 April 2013)
- Prof. M.J. Kroeze, Dean at ESL (to 1 February 2013)
- Prof. W.S.R. Stoter, Dean at ESL (from 1 February 2013)
- Prof. H.T. van der Molen, Dean at FSW
- Prof. J.J. Vromen, Dean at FW
- Prof. D. Douwes, Dean at ESHCC
- Prof. W. B.F. Brouwer, Dean at iBMG
- Prof. L. de Haan, Rector of ISS

### University Council

The University Council is EUR's participation body at university level. The council has twelve students and twelve employees. The president is R. Karens.

### Staff representatives 2013

Dr. B. Bode, M. Block, Dr A.P. den Exter, Prof. R.C.F. von Friedeburg (from September 2013), A.T. Fytraki (from September 2013), Dr. B. Leeuwenburgh (from September 2013), Dr. F. Mast, S.E. Palmer (from 1 September 2013), Dr. M.B.J. Schauten, Dr. K.H. Stapelbroek, M.J. Verwijmeren, E.H. Wijnmalen.

### Student representatives to 1 September 2013

Ch. Alderweireld, M. Baas, N. Bart, T. Beyer, M. Burggraaf, L. Hofstra, S. Nicolai, D. Ogg, M. Roos, J. Streefkerk, M. Voormolen.

### Student representatives from 1 September 2013

L. van den Berg, M. Daftaribesheli, M. van Hoof, C. Kandiah, M. van Leeuwen, S. Nicolai, M. Samson, R. van Straalen, S. Vogelaar, M. Voormolen, F. Wolswijk, L. Zwanenburg.

Additional participation bodies are faculty councils and service committees. The support services have representatives in the six service committees and the overarching Common Participation Committee. For local employee consultations, the Executive Board makes further agreements with the representatives of the trade unions, unified at EUR in the EUROPA.

### Complaints policy

Erasmus University has provided statutory regulations and procedures for handling complaints. It concerns not only formal objections and appeals on the basis of the General Administrative Law Act but also other types of complaints. If there are any grounds to change its rules, such as amendments to the law and regulations, the university naturally implements these changes. EUR has a special website listing all regulations, guidelines and rules for staff and students.

Students submitted 223 appeals in 2013 (compared to 202 in 2012). These were mainly appeals against the decisions of examining boards regarding education, tests and exams. The number of complaints made by students totalled 44, which is 12 more than in the previous reporting year. Students and staff submitted 90 appeals in 2013; 11 more than in 2012. They concerned mainly decisions made by or on behalf of the Executive Board.

## Annex 2 Laureates

### Honorary doctorates

In honour of the hundredth Dies Natalis on 8 November 2013, eight honorary doctorates were awarded to leading academics from all disciplines of Erasmus University. The ceremony took place in *De Doelen* in the presence of the guest of honour, Her Royal Highness Princess Beatrix.

Prof. S.D. Levitt (USA) – Honorary supervisor Prof. A.J. Dur, ESE

Prof. C.R. Sunstein (USA) – Honorary supervisors Prof. M.G. Faure and Prof. W.H. van Boom, ESL

Prof. C. J. Calhoun (USA) – Honorary supervisor: Prof. G.B.M. Engbersen, FSW

Prof. B. J. Druker (USA) – Honorary supervisor: Prof. B. Löwenberg, FGG/Erasmus MC

Prof. Ph. S. Kitcher (UK) – Honorary supervisor: Prof. J.J.Vromen, FW

Prof. A. Appadurai (India) – Honorary supervisor: Prof. D. Douwes, ESHCC

Prof. D.C Hambrick (USA) – Honorary supervisor: Prof. P.P.M.A.R. Heugens, RSM

Prof. R. Chambers (UK) – Honorary supervisor: Prof. L.J. de Haan, ISS

### EUR education and research prizes

The *Education Prize* went this year to Dr. Guus Smeets, Director of Studies in Psychology at the Faculty of Social Sciences. He was the driving force behind the introduction of the programme's binding recommendation, the implementation of the new Nominal=Normal system of education and the design of a problem-based learning module for the University Teaching Qualification (BKO).

The *Research Prize* was awarded in 2013 to Dr. Lars Tummers, University Lecturer in Public Administration at the Faculty of Social Sciences. According to the jury, he is at the beginning of a promising scientific career. Tummers has won two scholarships that allow him to do a year's research into the influence of stress on policy implementation at the University of California, Berkely.

### Prof. G.W.J. Bruins Prize

The *Prof. G.W.J. Bruins Prize* - for the best research master's student who has combined exceptional academic achievement with promising research - was awarded in 2013 to Lennart Ziegler, research master's student at the Tinbergen Institute, Erasmus School of Economics. He received a cheque for €4,500 during the opening of the academic year in the Church of St Laurence (Laurenskerk). This was welcome support for the research he carried out partly abroad.

This award is named after Prof. G.W.J. Bruins, who in 1913 was the first professor and first Rector of the Nederlandsche Handels-Hoogeschool.

### Prof. H.W. Lambers Prize

The *Prof. H.W. Lambers Prize* was also awarded at the opening of the academic year. A cheque for €3,000 and a special medal were presented in 2013 to Elize de Mul. She did a Master's in Philosophy of the Humanities (EUR) and also studied New Media and Digital Culture (Utrecht University). She also received the *We Pay Culture Public Prize* 2012 and the Leo Polak Dissertation Award 2012 for her thesis on philosophy.

Prof. H.W. Lambers was Professor of Economics and Rector Magnificus at the Nederlandse Economische Hogeschool at various times between 1950 and 1970. The prize was set up with a donation by the ARK Fund.

## Laureates' maintenance grants

### Veni

*NWO grant for researchers who have recently gained their PhDs*

Dr. A. Bobinac	iBMG
Dr. B.F. van Eekelen	ESHCC
Dr. M. Heilmann	FSW
Dr. M. van Kippersluis	ESE
Dr. J. van der Waal	FSW
Dr. G.A. Higuera	FGG/Erasmus MC
Dr. J.A.C. Hontelez	FGG/Erasmus MC
Dr. D.A.J. van Riel	FGG/Erasmus MC
Dr. M.J. Titulaer	FGG/Erasmus MC

### Vidi

*NWO grant – for researchers at postdoctoral level*

Prof. J.J.P. Jansen	RSM
Prof. M.G. de Jong	ESE
Prof. P. Verwijmeren	ESE
Prof. V.W.V. Jaddoe	FGG/Erasmus MC
Dr. F. Rivadeneira	FGG/Erasmus MC

### Rubicon

*NWO grant for academics who have recently gained their PhDs to gain research experience at leading international institutes abroad*

C.P.C. Versteegh	FGG/Erasmus MC
S. van Dorp	FGG/Erasmus MC

### Research Talent

*Three-year grant PhD students doing research commission by NWO Social and Behavioural Sciences*

M.A. Hertoghs	FSW
S. de Hoon	FSW
J.E.T. Schmidt	FSW
R.W.M. Verbeek	RSM

### ERC Starting Grant

*Research grant from the European Research Council*

Dr. T. Mahmoudi	FGG/Erasmus MC
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### ERC Advanced Grant

*Research grant from the European Research Council*

Prof. E.A. Dzierzak	FGG/Erasmus MC
Prof. H.J. de Koning	FGG/Erasmus MC
Dr. W. Vermeulen	FGG/Erasmus MC

## Young Erasmus

*For promising young EUR researchers doing interdisciplinary research for their doctorate*

F.S. Claveau MA	FW
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### EUR Fellow

*For promising young EUR researchers*

Dr. W. de Koster	FSW
Dr. J.T.R. Stoop	ESE
Dr. M. Varkevisser	iBMG
Dr. V. Bergink	FGG/Erasmus MC
Dr. Z. Gao	FGG/Erasmus MC
Dr. D.H.J. Poot	FGG/Erasmus MC

### Erasmus MC Fellow

*For promising young researchers at Erasmus MC*

Dr. C.H.M. van Deurzen	FGG/Erasmus MC
Dr. M.A. Ikram	FGG/Erasmus MC
Dr. P.L.J. de Keizer	FGG/Erasmus MC
Dr. H.F. Lingsma	FGG/Erasmus MC
Dr. B.E.G. Mik	FGG/Erasmus MC

## Annex 3 Initial and non-initial programmes

### Pioneering education and research

EUR focuses on global societal challenges in health, wealth, governance and culture. Its programmes fall within or at the intersection of these areas. On 1 September 2013, the following initial bachelor's and master's programmes were offered:

#### Health

- B Medicine
- B Health Sciences
- B Nanobiology
- M Medicine
- M Health Sciences (research)
- M Health Economics, Policy and Law
- M Clinical Research (research)
- M Infection & Immunity (research)
- M Molecular Medicine (research)
- M Neuroscience (research)
- M Health Care Law
- M Health Care Management

#### Wealth

- B Business Administration
- B International Business Administration
- B Econometrics & Operational Research
- B Economics & Business Economics
- B Fiscal Economics
- M Accounting, Auditing and Control
- M Business Administration
- M Business Information Management
- M Chinese Economy and Business
- M Econometrics & Management Science
- M Economics & Business
- M Economics & Informatics
- M Entrepreneurship & New Business Venturing
- M ERIM Master of Philosophy in Business Research (research)
- M Finance and Investments
- M Fiscal Economics
- M Global Business & Stakeholder Management
- M Human Resource Management
- M International Management
- M Management of Innovation
- M Marketing Management
- M Organisational Change & Consulting
- M Public Administration
- M Strategic Management
- M Supply Chain Management
- M Tinbergen Institute Master of Philosophy in Economics (research)

#### Governance

- B Jurisprudence
- B Fiscal Law
- B Criminology
- B Public Administration
- M Liability and Insurance
- M Employment Law
- M Company Law
- M Commercial Law
- M Criminology
- M Financial Law
- M Fiscal Law
- M International Public Management and Public Policy
- M Jurisprudence
- M Research in Public Administration and Organisational Science (research)
- M Toga Master

#### Culture

- B Arts and Culture Studies
- B History
- B International Bachelor in Communication and Media
- B Pedagogical Sciences
- B Psychology
- B Sociology
- B Philosophy
- B Philosophy of a specific discipline
- M Criminology
- M Philosophy (60 ECTS / 120 ECTS)
- M Philosophy (research)
- M History
- M History(research)
- M Art and Culture Studies
- M Media Studies
- M Media Studies (research)
- M Psychology
- M Sociology

*Non-initial master's programmes in the EUR register as at 1 September 2013*

#### **Health**

M Advanced Epidemiology in Clinical and Genetic Research (joint degree)

M Health Sciences

M Hospitality Management

#### **Wealth**

M Corporate Communication

M Executive Master in Accounting and Financial Management

M Executive Master of Finance and Control

M Executive MBA Programme

M Financial Management

M Global Executive One MBA

M International MBA

M Management Consultancy

M Management of Global Competitive Urban Regions

M Maritime Economics & Logistics

M Master City Developer

M Public Finance Management

M Public Human Resource Strategy

#### **Governance**

M Business, Corporate and Maritime Law

M Development Studies

M Erasmus Mundus Master's Programme in Public Policy (joint degree)

M European Master in Law and Economics

M Public Information Management

M Urban Management and Development

#### **Colofon**

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