



Annual Report 2016

Erasmus
Universiteit
Rotterdam

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Annual Report

Introduction

Hereby, we are pleased to present Erasmus University Rotterdam's Annual Report for 2016. In this report, we describe the university's most important activities in 2016; the guiding document being the Strategic Plan 'Impact and Relevance' (2014-2018). This plan formulates the university's ambition to become an internationally driven, world-class university that actively contributes to the quality of society.

Justifiably, the reporting year 2016 may be referred to as midterm. With this in mind, the Executive Board has recently commissioned an external evaluation of the (relevance of) strategy and the way in which it is being implemented, with help from the strategic programmes. The results of this evaluation will, where appropriate, be used to fine-tune the current strategy.

The university's 103rd year was a dynamic one. The university is doing well, both substantively and financially. Our research is internationally recognised and contributes to the knowledge required to tackle society's greatest social challenges. To this end, considerable strides were taken in 2016 resulting in the development of three multidisciplinary research centres - the Erasmus Initiatives. Smarter Solutions for Better Health; Dynamics of Inclusive Prosperity and Vital Cities & Citizens. These Erasmus Initiatives promote and facilitate interdisciplinary and inter-faculty cooperation. They provide a platform for our talented researchers and students to convene and cooperate on issues of essential importance to both society and science.

We are proud of our colleagues' achievements. Successes such as the ERC Starting Grant awarded Professor Kramer; European recognition of our active collaboration with the universities of Leiden and Delft and having our application for a Marie Curie Cofund for 90 postdocs, worth € 6,400,000, honoured. We are also very pleased with the progress we have made in further developing our education. In 2016, we formulated a new educational vision which builds on our proven strength in motivational education and is aligned with relevant social dimensions. We are committed to helping our students develop into critical global citizens; and we are extremely conscious that it is vital for education to pay attention to

entrepreneurship and inclusion.

2016 also witnessed the introduction of the Student Loan System. In close cooperation with the participatory bodies, plans have been drawn up to ensure the quality of the education is continuously improved. Amongst other things, this involves more intensive, small-scale motivational education, the development of feedback programmes, online or blended learning and more practical exercises for students. In 2016, EUR was awarded seven educational innovation projects (Erasmus +) by the European Union - a significant international success.

Our student population is becoming more diverse and international. It is highlighting its entrepreneurial spirit by organising several ambitious and engaging activities throughout the year. We were delighted to welcome the UN Secretary General, Ban-Ki Moon, to address the Business, Management and Career weeks on campus and, naturally, we are extremely proud of the EUR students who participated in the Olympic Games and the European University Games.

Our campus renovation is progressing well resulting in an increasingly more lively and attractive place for students, employees and their guests to meet. The refurbishment of the Sanders building and the University Library progressed expeditiously. Both buildings will be available to the academic community in the course of 2017. In addition, the public space will be extended by the construction of Park Noord, providing the campus with an attractive green zone.

We have also had our challenges! In the autumn of 2016, our website was hacked. We were confronted with the risks posed to security and privacy in the area of ICT as the



hack potentially enabled unauthorised persons access to the personal details of employees, former employees, students, alumni and guests. However, thanks to trojan effort on the part of many of our colleagues, the effects were kept to a minimum. The hack was reported to the Dutch Data Protection Authority which, who, after investigating the university's professional and sensitive handling of the situation, decided not to instigate further enquiry. To avoid future cybercrime, the system on which EUR's website currently operates will be replaced in 2017. In addition, supplementary measures are being prepared in the field of information security and privacy to help us limit the risks, as far as this is possible.

Finally, 2016 was also the year of the final evaluation of the Higher Education Performance Agreements with the Netherlands Ministry for Education, Culture and Science. Erasmus University Rotterdam fully complied with these performance agreements. Not only did the evaluation committee confirm that the ambitions had been achieved but particularly praised 'the national pioneering role that EUR fulfilled when introducing the concept 'Nominal is Normal' (N=N). This approach has improved the educational quality (small-scale, motivational and intensive education) and graduation rates resulting in more than 80% of the students graduating within four years. Other important agreements included the strengthening of selective research groups with an investment of € 40,000,000, extending the reach of the honours education from 1% to in excess of 8% and intensifying the university's relationship with the city of Rotterdam. Through the brand alliance 'Make it happen', six active knowledge work places have been realised. With two Rotterdam Higher education institutions, namely Codarts and the Willem de

Kooning Academy, wWe have launched - what for the Netherlands is - a unique double degree programme for undergraduates.

All these achievements are attributable to the contributions made by students, academics and support staff and through valuable dialogue with the university's various participatory and consultation bodies. In the year that has passed, the University Council and the Executive Board worked together in harmony to further strengthen the extent to which students and employees effectively participate in the decision-making process concerning university matters. The Executive Board is grateful for the constructive criticism and, where necessary, the astute feedback from the University Council, and is pleased that the Board and the participatory bodies were able to cooperate so constructively on the most important themes.

2017 promises to be another exciting year. The world is changing rapidly and the university wishes to be fully engaged in seeking solutions to tomorrow's challenges. This means that our education and research will have to keep in line with the demands imposed by tomorrow's world. We are fortunate to have a talented and progressive academic community; a community that has the ability and desire to shape our university. Together we will build on EUR's position and impact, both nationally and internationally. We are proud of our university and the fact that 'Together we make it happen!'

K.F.B. Baele, President of the Executive Board



1 Message from the supervisory board



1 Message from the supervisory board

By means of this report, the Supervisory Board accounts for its supervision of the Executive Board of Erasmus University Rotterdam (EUR) in 2016.

Supervisory Board

The Supervisory Board respects the principle of independence. In 2016, the composition of the Supervisory Board was such that the members of the board were able to operate independently and critically, both of each other and the Executive Board. The composition of the Supervisory Board did not change in the course of 2016.

The Presidents of the Supervisory Boards of Dutch Universities had two joint meetings which were attended by the Minister of Education, Culture and Science. Moreover, the Supervisory Board carried out a critical internal evaluation of its own performance during the year under review.

Committees

In 2016, the Supervisory Board instituted a Quality Committee in addition to the existing Audit Committee. The Audit Committee focuses on the set up and performance of EUR's internal audit system and risk management systems; while, the Quality Committee is to focus on the setting up and functioning of a quality assurance procedure for education and research

Audit Committee

In 2016, the Audit Committee met four times and provided advice in respect of the 2015 Annual Report, the 2015 Financial Statements and the 2017 Budget Plan. The external auditor, appointed by the Supervisory Board, reported his findings during an Audit Committee meeting

Quality Committee

The Quality Committee met three times. During these meetings, the agenda items included the annual plan for quality assurance, the faculties' annual reports and the midterm review of the EUR strategy.

Subjects of consultation

The following subjects were discussed during the meetings:

■ The 2015 Annual Report & the 2015 Financial Statements

In May 2016, the Audit Committee and the Supervisory Board discussed the 2015 Annual Report, the 2015 Financial Statements and the auditor's report on the basis of the Financial Statements; subsequently, the Supervisory Board adopted both the 2015 Annual Report and the 2015 Financial Statements.

■ 2017 Budgetary Framework and 2017 Budget

In the spring of 2016, the Supervisory Board discussed the 2017 Budgetary Framework, which forms the basis of the 2017 Budget. The following November, it was considered by the Audit Committee and, following discussions with the Audit Committee, adopted by the Supervisory Board in December.

■ Multi-year scenarios and funding plans

The Executive Board and the Supervisory Board had in-depth discussions about the scenarios and multi-year plans set out in the Budgetary Framework. These scenarios form the basis of the 2017-2020 multi-year budget.

■ Partnership between Leiden University, Delft University of Technology and EUR (LDE)

In the year under review, there was one meeting of the joint Executive Boards and Supervisory Boards. In a relatively short time, the fruitful collaboration between the three universities has achieved a great deal and a strong basis has been laid on which it will be possible to build in the future.



- **Quality assurance for education and research**

During the Supervisory Board meetings in 2016, the performance of the quality assurance system for education and research was discussed in detail. Points of discussion included the improvements which will make it possible to achieve 'quality enhancement' instead of 'quality assurance'. The Supervisory Board paid extra attention to the promotion of academic integrity on all levels of the organisation.

- **Midterm review and Institutional quality assurance assessment**

At the start of 2016, EUR carried out a midterm review of the improvement policy for the quality of education. This was undertaken in preparation for the next institutional quality assurance assessment in 2018. Since the institutional quality assurance assessment in 2013, EUR has set a number of processes in motion to boost the culture of improvement. The Supervisory Board will continue monitoring these developments with interest.

- **Evaluation of the Supervisory Board and Executive Board**

In 2016, the Supervisory Board once again conducted the annual evaluation interviews with the Executive Board. The outcome of the evaluations was then discussed with the Executive Board as a whole and with each of the members individually. The Supervisory Board also evaluated its own performance.

- **Administration and Management Regulations (BBR)**

During the year under review, the Board updated the Administration and Management Regulations.

- **Dutch Executives' Pay (Standards) Act [Wet Normering Topinkomens]**

The Supervisory Board complied fully with the Dutch Executives' Pay (Standards) Act governing the remuneration of members of the Executive Board. Furthermore, it applied the same criteria to the remuneration of the members of the Supervisory Board.



Independence

The Supervisory Board believes that in 2016, it once again applied the principles of independence when fulfilling its duties.

Meetings with the Presidents of the Supervisory Boards of Dutch universities

The Presidents of the Supervisory Boards of the thirteen Dutch Universities had two joint meetings in the year under review.

Composition of the Executive Board

There were no changes to the composition of the Executive Board in 2016.

Joint discussions between Erasmus MC and EUR

In 2016, the Supervisory Board had four meetings with the Executive Board. In addition, the Presidents of the Supervisory Boards of EUR and Erasmus MC had one meeting with the Presidents of EUR's Executive Board and Erasmus MC's Board of Directors.

The Supervisory Boards of the three collaborating universities Leiden, Delft and Rotterdam had one joint meeting in 2016.

Meetings with the University Council

In the year under review, the President and one member of the Supervisory Board had two meetings with a large delegation of the University Council. The Supervisory Board believed these meetings were beneficial.

Governance and Compliance

In 2016, the Supervisory Board acted in accordance with the Dutch Universities' Code of Good Governance as adopted in 2014. This means that, among other things, the annual report must demonstrate extensive accountability in respect of the Code, as well as provide an explanation of how the Code is complied with.

Contacts within EUR

During the year under review, the members of the Supervisory Board also regularly consulted one another and/or members of the Executive Board informally. Whenever necessary - and both during and outside meetings - one or more members of the Executive Board and/or one or more Deans of the faculties informed the Supervisory Board of any important developments within or outside Erasmus University Rotterdam.

Conclusion

In 2016, the Executive Board worked dynamically and continuously to ensure initiatives launched in previous years were carried out. These initiatives will enable EUR to retain and strengthen its good position.

The Supervisory Board is satisfied with its interaction with the Executive Board and the way the Executive Board provides updates about significant developments. This has allowed the Supervisory Board to exercise its supervisory duties satisfactorily and to advise the Executive Board on important decisions. The Deans of the various faculties were closely involved in the university's general policy and made a significant contribution to the relevant discussions.

The Supervisory Board would also like to express its huge appreciation of all the efforts made by EUR's employees. It is only thanks to the constant commitment of both academic and support staff that EUR is able to realise its strategic objectives and ambitions.

The composition of the Supervisory Board can be found in Appendix 1.

The Erasmus University Rotterdam Supervisory Board

Hans Smits, President



A background image showing a person in a black jacket standing at a table. On the table, there is a laptop and some papers. The person is looking down at the papers. The image is partially obscured by a large teal circle on the right side.

2 Education

2 Education

Education profile

In 2015, a start was made to review the 2013 Educational Vision in which the accent was placed on education and teaching methodology. On the basis of discussions with all Erasmus University's stakeholders, this review was completed in 2016. In the year under review, a project group - led by Professor Houweling - brainstormed with a drafting group and talked to the programme directors, the Executive Board, the faculty Deans and the University Council. These discussions resulted in input which will further shape and enhance the vision. During the last Executive Board meeting of 2016, the reviewed vision was adopted by the Executive Board.

In the quest for solutions to regional and global challenges, Erasmus University Rotterdam's students and academic staff have proved they are able to create new scientific approaches and establish their relevance to society.

In the spirit of cosmopolitan Desiderius Erasmus, after whom our university is named, this quest extends across both national borders and the boundaries of disciplines. Erasmus stood for values such as freedom and tolerance. Inspired by his values, EUR's educational vision is based on the following core values:

- competent, open-minded and critical;
- entrepreneurial, efficient and innovative;
- resourceful, engaged and inclusive.

These core values are closely linked to the international, multicultural and entrepreneurial metropolis that is Rotterdam.

Educational vision

Erasmus University Rotterdam (EUR) is training students to become global citizens who, as team members, will play an active role in developing and applying academic knowledge and skills in an international society.

To give shape to this educational vision, a more detailed version has been prepared for students, lecturers and the learning environment. The education provided by EUR focuses on satisfying both the regional demand for academic education and the growing international demand. The current initial education consists of 22 bachelor programmes, 42 master programmes and 11 research masters. In addition, 19 post-initial master programmes are available for professionals. This total package of programmes is offered by seven faculties and two institutes.

EUR fosters and facilitates a community where academic staff mutually share their knowledge of educational innovation and developments.

Within this community, members of staff challenge each other to provide innovative, excellent and effective education. EUR offers students and staff a demanding and challenging learning environment where active academic learning is the guiding principle. The way students learn is fundamental to this and the formats for this are designed to activate, motivate and encourage. The campus functions as an inspiring meeting place where knowledge – both within and between various disciplines – is developed and exchanged. Personal contact on campus is enhanced by interactive online education. Online, the wider community, both domestic and international, is engaged and involved in the academic debate.

Facts & Figures

11
international
Bachelor programmes



41
English-language minors

47
international initial
and post-initial master
programmes



10 International Classroom
training session with
participants

Approximately 21,000
Dutch students
and 5,300
international students



8 Rotterdam Summer School
courses with
61 participating students

21.6%
international students
originating from
123 countries



7 of the 13
Erasmus+ applications
were awarded

At least 15%
of EUR's bachelor students
will follow part of their
academic programme abroad



70%
more international visitors visited
the website (28,000 visitors)

Internationalisation

To a significant degree, internationalisation is closely linked to enhancing and retaining the quality of education. The university is part of an international knowledge network. Students and employees from diverse backgrounds work together both 'on campus' and digitally; and an increasing number of students follow part of their study programme or an internship period at a partner university abroad. This has created a global network which corresponds to EUR's position as an international university.

Developments in 2016

Education

In 2016, the internationalisation ambitions, formulated in 2014, acquired further shape as the number of international EUR students, the number of students with an international component in their programmes and the number of 'double' and 'joint' programmes all increased. The programmes defined

the intended learning benefits in the form of 'international and intercultural learning outcomes'. An increasing number of the Dutch-language courses included in bachelor programmes are being offered in English to attract international exchange students.

In the lecture theatres, lecturers are facing an increasing mix of Dutch and international students. Consequently, a training course for lecturers - 'the International Classroom' - was set up and started in 2016. These training courses place considerable focus on diversity and cultural competencies. Furthermore, lecturers are given handouts to help them adapt the content of their curricula so that the education is relevant to all the students in the 'International Classroom'.

International students

EUR believes it is essential that international students quickly feel at home, both at the university and in Rotterdam. Erasmus wide, new international students are, therefore, given a 'warm welcome'. During the seven separate days of the so-called One Stop Shops, at least 1,500 students were personally helped to register with the municipality, open bank accounts and conclude insurance cover. Extensive information about all the campus facilities was also made available.

Even more so than previously, the International Office focuses on ensuring all the faculties, institutes, services and Executive Board are broadly coordinated and supported.

In addition, the Language and Training Centre offers Dutch courses. In 2016, 469 students made use of the 'Dutch for beginners' discount scheme which is applicable to all students. The Erasmus Language Sharing is an initiative 'for students by students'. It is a multicultural platform on which students can exchange, learn about and share different languages and cultures. In 2016, 25 students, acting as coaches, helped about 600 students with the Dutch, English, French, German, Portuguese, Spanish, Hindi, Arabic, Russian and Mandarin languages, and also helped the exchange of information about the cultures of these countries.

More attention was also paid to providing career services to international students in 2016. In total, 20 English language workshops and training sessions were offered.

International Summer School

In the summer of 2016, the Rotterdam Summer School was launched. This is a platform offering summer courses organised by EUR and Rotterdam's higher education institutions, such as Codarts and the Willem de Kooning Academy. The offer consisted of 25 courses, of which eight were EUR courses and four were offered by an external party but still involved EUR lecturers.

International promotion and marketing

International promotion and marketing
In 2016, a three-year project was started to recruit more international students. In the first year:

- English language recruitment material was produced for the entire bachelor's and master's portfolio. Programmes and faculties represented one another throughout the world;
- EUR undertook recruitment activities for master students in Mexico, the United Kingdom and India. A direct effect of this activity was that Mexican students spent eight times longer on the EUR website than they did in the comparable period last year;
- eleven English language bachelor programmes were promoted by visiting more than 25 schools and fairs in Belgium, Italy, France, Germany, England and, naturally, the Netherlands;
- profiles of pay rates were launched on QS rankings and the Times Higher Education to ensure the university is positively perceived;
- EUR was represented at the large sector events including EAIE, NAFSA, CIS and IACAC.

International Cooperation and Erasmus+

In 2016, thirteen applications were submitted within the context of Erasmus+. The following seven were awarded:

- Erasmus Mundus Joint Master Degrees: Global Markets, Local Creativities – GLOCAL. Coordinated by the University of Glasgow. ESHCC is a partner (Professor Ben Wubs);
- Knowledge Alliance: International Security Management Knowledge Alliance (RSM, Dr Gabriele Jacobs);
- Strategic Partnership: Research Master in European and International Criminology – REMEIC (ESL Professor R. van Swaaningen);
- Strategic Partnership: European Network for Advancement of Business and Landscape Education – ENABLE (RSM, Eva Rood, Professor Rob van Tulder);
- Strategic Partnership: Open Source Multilingual Teaching Materials Forum for Migrant Pupils in Europe – AVIOR (RISBO, Tom Tudjman);
- Strategic Partnership coordinated by the University of Luxembourg. This project has principally been developed by ESL (Professor Ruben Houweling);
- Strategic Partnership coordinated by the VU: Online Proctoring for Remote Examination (RISBO).

In addition, travel scholarships were awarded to students and staff for mobility within the EU, Indonesia and Vietnam. In 2016, SallieMae accepted the university for its Smart Option Loan. This means that Americans may make use of their SallieMae loans to study at EUR.

The D=N programme focuses on a comprehensive move towards Online Education and Digital Services

Online Education

The four following MOOCs were live on Coursera in 2016:

- Econometrics;
- Innovation Management;
- Serious Gaming;
- Deception Detox.

Ten more MOOCs will be further developed in the coming year.

Other projects which were successfully completed included:

- Game app 'Clinical Challenge' (EMC);
- Flexible online modules in statistics and micro-economics (EUC);
- Better prepared for going abroad (EMC);
- Public Health Online (NIHES).

One example of the scaling up of an innovative project is the Game app. Lecturers from every faculty are able to make use of this app so students can practise test/exam questions in a playful manner.

A digital learning and working environment for students

In November 2016, 'MyEUR' - a new digital learning and working environment (DLWO) for students - went live. Via a personal digital environment, students have access to courses, timetables, marks and announcements. In the digital environment, information from all the faculties is presented in the same format. Via a feedback button, students are invited to react to both existing and new functionalities.

Digital testing

On the basis of a number of digital testing pilots, experience and knowledge have both been acquired. This has made it possible to define what larger scale developments in the area of digital testing require. Users, testing experts and support staff are all working on this project together.



Digital services

The management organisation has been further strengthened and made more professional. Even after the projects have been completed and delivered, work continues on the stabilisation and optimisation of the systems, processes and organisation.

Reader regulation

Nowadays, educational resources are generally offered digitally; the paper readers have been replaced by digital reading lists in the DLWO. Within the context of the VSNU (the Association of Universities in the Netherlands) an agreement has been concluded with the NUV (the Dutch Publishers Association) to surrender copyrights on these articles. Nationally, the University Library (UL) has taken the lead and undertaken a large-scale analysis of the effectiveness of the reader regulation. On the basis of the results, the VSNU and NUV agreed a new regulation at the end of 2016. This 'easy access' regulation will enable authors to be compensated for the use of their material at a minimum administrative cost to all parties.

E-learning

In the year under review, the reader repository which helps lecturers compile digital readers was further developed. When compiling online educational resources, the question of intellectual property plays an important role. The UL provides advice in this respect and has prepared a guide about the implications of international private law (IPR) when making Massive Open Online Courses (MOOC's).

The UL has also developed a set of online modules which lecturers can use for academic skills courses. Each module consists of a short film with online exercise material. Subjects include: searching for information, references and quotations, as well as the secure use of personal data.

Quality of education and graduation rates

Facts & Figures

50 Study Choice Workshops at 50 secondary schools

6405 prospective students completed the choice of study questionnaire

4^e The fourth ESL Pre Academic Programme

1^e The first GSK Pre Academic Programme

350 visitors to the open day for parents

134 Intake restriction Criminology

410 Intake restriction Medicine

210 Intake restriction International Bachelor in Communication and Media

729 sstudents were granted financial support from the Profiling Fund; this support amounted to a total of **€ 1,395,545.46**

54 faculty projects about the student grant advance

7 education professors

Website www.eur.nl/careerservices

Study Choice Workshops

The study chosen by VWO (pre-university) pupils is the joint responsibility of their secondary schools and the university. Providing good and timely advice in this respect contributes to better graduation rates. In 2016, approximately 50 secondary schools in the region organised Study Choice Workshops. About 700 pupils from the fifth and sixth VWO year took part in these workshops. Half of these

students came to EUR to orientate themselves further.

Schools on Curacao organised similar Study Choice Workshops for prospective students from the overseas territories. These workshops help to enhance and expand EUR's relationship with schools. The programme was received enthusiastically by all the participating schools.

Study Selection Check, bachelor programmes

In the Study Selection Check, the programme and the prospective student jointly agree whether the student's capacities, interests, expectations and motivation correspond to the programme's content. This activity is open to all students who enrol in a programme without an intake restriction before 1 May. After enrolling, the prospective student is sent a questionnaire. On the basis of the answers, the student receives non-binding advice or feedback.

Pre Academic Programme Erasmus School of Law and Medicine

In 2016, the fourth Pre Academic Programme (PAP) was organised for first-year students. EUR is the only university to organise such a programme, the aim of which is to prepare first-year students so their studies get off to a good start. The PAP is offered during the summer holidays. This was the fourth opportunity for ESL students to participate. However, due to the positive impact of this programme, first-year medical students also took part for the first time in 2016. About 200 students applied to attend the programme.

Parents Open Day

The parents of prospective students are increasingly interested in receiving information about subjects including finance, study choices, graduation rates, decentralised selection and the binding study advice. In January 2016, the department of Marketing & Communications held another well-attended information evening for parents of pupils in 5 and 6 VWO; 350 visitors attended the evening. EUR is one of the few universities to organise a parents day.

Intake restriction + selection for bachelor and master programmes

In 2016, the bachelor programmes Criminology, Medicine and International Bachelor in Communication and Media complied with the statutory intake restriction due to the limited educational capacity on these programmes. The Criminology programme awarded all its places via a central lottery system, while Medicine and the International Bachelor in Communication and Media selected their students entirely via the decentralised admissions system. The academic year 2016 was the final year in which DUO (the Dutch Education Executive Agency) was involved in this part of the admissions system. In 2016, a working party was formed to ensure the transition of the admissions system goes smoothly.

BSA Table 2.1.

Programme	# BSA*	% Positive
B General Cultural Sciences	29	62.1%
B Business Administration	656	48.5%
B Public Administration	120	64.2%
B Criminology	132	62.1%
B Econometrics and Operational Research	239	48.1%
B Economy and Business Economics	450	62.9%
B Tax Law	190	69.5%
B Fiscal economics	82	64.6%
B Medicine	477	65.4%
B History	57	66.7%
B Health Policy & Management	115	54.8%
B International Bachelor Programme in Communication and Media	187	79.7%
B International Business Administration	556	63.7%
B Liberal Arts and Sciences	113	96.5%
B Pedagogical and Educational Sciences	109	60.6%
B Psychology	307	60.3%
B Law	839	55.5%
B Sociology	50	64.0%
B Philosophy	37	54.1%
IB Art and Culture Studies	78	74.4%
IB Econometrics and Operations Research	65	66.2%
IB Economics & Business Economics	211	72.5%
IB History	29	58.6%
IB Psychology	120	69.2%
		64.3%

*Including 1 February strikers

Outcome of the Education Evaluation calendar

In 2016, seven programmes carried out an interim evaluation of their education: B General Cultural Sciences, M Art & Culture Studies, B History, M History, RM Media Studies, EUC, Erasmus Mundus Master Public Policy, Master of Public Administration. Subsequently, the recovery plan of the M Media Studies was satisfactorily concluded.

Renewal of the profiling fund in 2016

The Profiling Fund provides financial support to students who fall behind in their studies as a consequence of personal circumstances, as well as grants for board membership and fee waivers. In 2016, the policy and the Profiling Fund scheme had to be amended due to legislative changes, new government initiatives and the community's own wishes. Various parts of the Fund have been given their own

scheme and corresponding financial box, including a box for international mobility. The scheme has been amended in line with DUO's new student loan system and tuition-fee-free

board/committee membership is included in the scheme. In addition, more attention is to be paid to evaluation, process optimisation and communication.

Facts & Figures

In 2016, a total amount of € 1,395,545.46 was granted to provide financial support to 729 students. Of the 729 students, 582 were EER students and 147 non-EER.

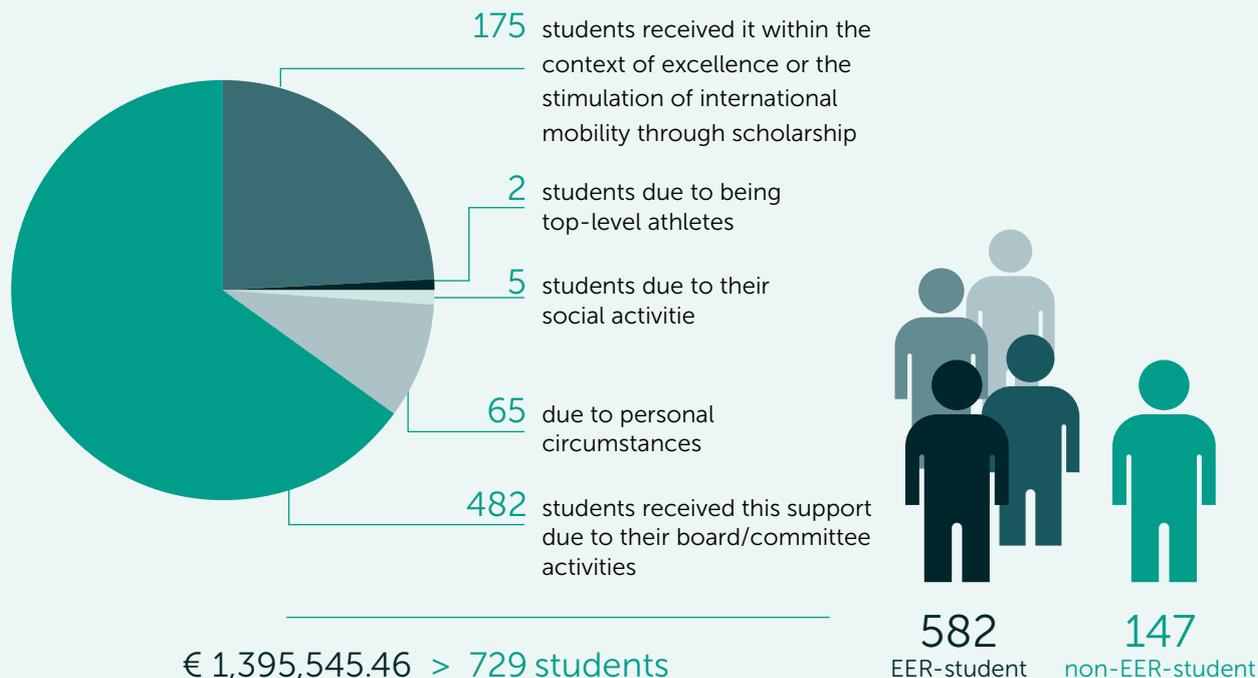
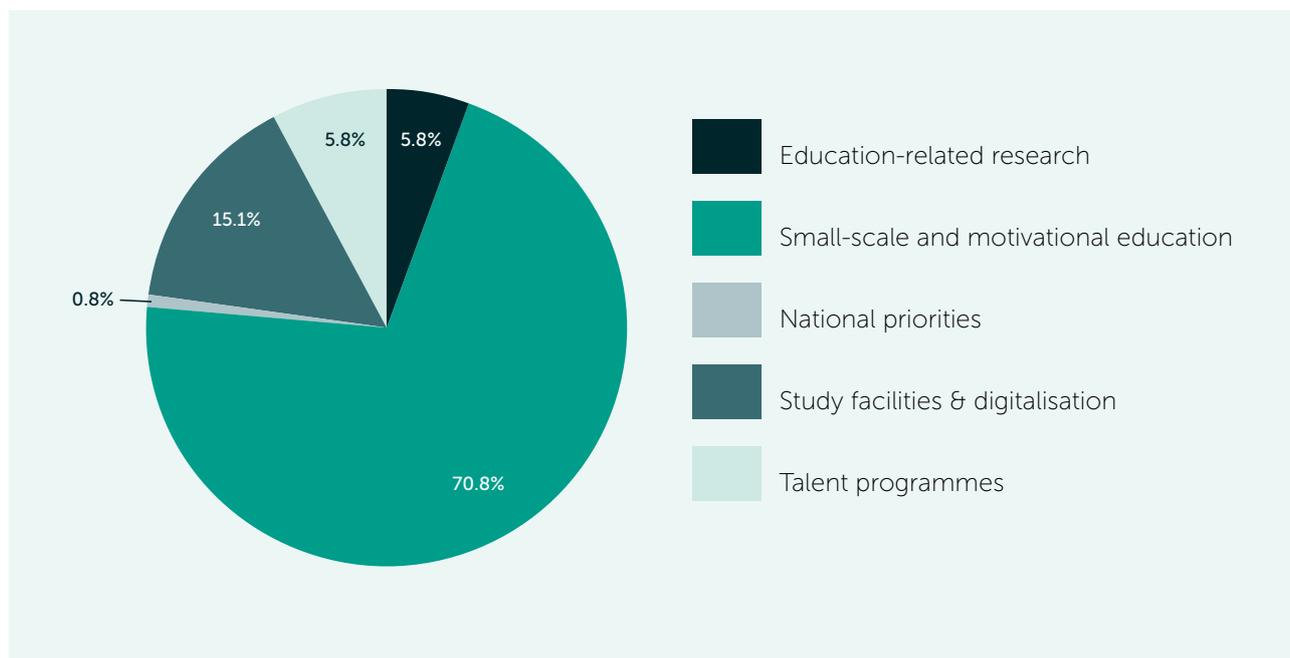


Table 2.2

Grounds for support	Number of students applying	Number of students awarded support	Amount (total chargeable to the Profiling Fund)	EER	Non-EER
Force majeure	65	65	76,392.56	63	2
Individual board/committee membership	178	178	196,095.89	173	5
Student association committee membership	304	304	706,161.85	304	0
Social activities	5	5	3,156.60	5	0
Top-level athletes	2	2	2,781.56	2	0
Excellence Scholarship EER	4	3 ¹	27,948	3	0
Excellence Scholarship non-EER	311	71	194,259	0	71
Holland Scholarship Programme - outgoing	Not known	34	21,250	32	2
Holland Scholarship Programme - incoming	229	67	167,500	0	67
Total		729	1,395,545.46	582	147

¹ One award is an extension from the previous academic year for a two-year master programme

Graph 2.1: Distribution of expenditure over EUR themes



Resources for student grant advances

In anticipation of extra funding from the Ministry of Education, Culture and Science in 2018, the university will invest € 18,000,000 in strengthening education in the coming years.

In 2016, all the faculties started projects aimed at strengthening and improving the education. The faculties' participatory bodies consented to all these projects. 54 faculty projects were started, all of which adopted the themes of the Ministry of Education, Culture and Science's Strategic Agenda. The majority concentrated on small-scale and intensive education, one of EUR's strategic objectives. Examples include: reducing the number of students in tutorials, devoting extra effort to educational proficiency and offering more individual dissertation/thesis supervision.

In addition, in close cooperation with the University Council, an innovation fund was established from which initiatives involving all the faculties can be developed. In 2016, preparations were made to establish a community, in which the themes teaching, learning and innovation will be paid extra attention.

Preparation for the Institutional Quality Assurance Assessment

In 2016, work was also undertaken to promote the culture of quality within EUR and to enhance quality assurance.

In the fourth quarter of 2016, EUR began to prepare for the Institutional Quality Assurance Assessment (*Instellingstoets Kwaliteitszorg*). All the faculties reflected on their own quality assurance. The outcomes were evaluated by the strategic programmes and projects in consultation with the stakeholders. The approach and the first round of reflections were discussed with the University Council.

Overview of activities

Enhancing the evidence-based policy: discussions with quality assurance employees

The critical self-reflections of ESHCC and ESE were discussed in the Interfaculty Network Educational Quality (INO). This enhanced the exchange of thoughts about quality assurance.

Strengthening the Examining Boards

In August 2015, on the basis of the 'Inspection report on the further strengthening of Examining Boards in higher education', an improvement plan was launched, the objective being to share knowledge and exchange best practices, as well as to enhance and guarantee quality assurance. The presidents of the Examining Board reported on their activities and expressed their appreciation of the way knowledge is being shared and enhanced. In 2016, the Examining Boards' annual reports were analysed; and, in the final quarter of the year, discussions were held with all the Examining Boards to explain how their annual reports could be improved.

Strengthening the Programme Committees

In 2016, action was undertaken to strengthen the position and performance of the Programme Committees. This action was the result of 'the good discussion' about the quality culture, the agenda of the Higher Education Inspectorate (2016) and in preparation for the institutional quality assurance assessment (2017). The input from our stakeholders in respect of these subjects was invaluable. In the year under review, the Programme Committees were asked to complete a questionnaire; the results of which were discussed with the members of the Programme Committee, the Programme Directors and the policymakers. The results of the questionnaire demonstrated that the Programme Committees deem their facilities inadequate and feel insufficient attention is paid to their role and duties as they lack timely information; consequently, they believe they are unable to fulfil their role as a future participatory body satisfactorily.

On the basis of meetings with Programme Committees, the Programme Directors have approved a plan of action:

- twice a year, the Rector Magnificus will meet the chairs of the Programme Committees. The first meeting was held in October 2016;
- a pilot training session was run dealing with the Committees' roles and duties; one of the training sessions focussed on the student members.

In addition, the Executive Board and the Deans agreed that, as of 2017, all the information which is created or received centrally will be made available to the Programme Committees and the Faculty Advisory Boards. This will mean that these decentralised participatory bodies receive more timely information

Increased student satisfaction

In March 2016, a meeting was held with the faculty policymakers and the faculty support staff visited the change team. The policymakers reflected on the current questionnaire measuring student satisfaction. RISBO recommended that the questionnaires be improved. The faculties have agreed to give the satisfaction survey shape within their own quality assurance.

Enhancing the level of the lecturers' competence

In May 2016, a conference was held about careers in education and the quality of lecturers. On the basis of the input from this conference, the University Teaching Qualification (BKO) and the Senior University Teaching Qualification (SKO) were evaluated. Subsequently, activities to enhance the quality and competences of the lecturers were incorporated in the plans for the Community for Learning and Innovation. A link was made to the broader quality of education and plans were made to enhance the quality of education in the classes by supporting the lecturers' primary tasks better.

Revising the educational vision

In November 2015, during the Conference 'Building blocks for the educational vision of the EUR' a start was made to revise the educational vision. In 2016, various brainstorming sessions were organised with a drafting group under the chairmanship of Professor Houweling. The draft version of the renewed educational vision was discussed with the faculty Deans, the Programme Directors and the University Council and was adopted by the Executive Board at the end of 2016.

Vision of quality assurance

In the year under review, an inventory was made of the quality assurance system in each faculty. This methodology was explained by the General Management Directorate/Academic Affairs in the faculty quality portraits.

Education Research Agenda

The research programme surrounding education will enhance EUR's long-standing expertise in the area of education-related research. The university attaches great importance to innovations in education; as well as the empirical evaluation of the effects of these innovations. This will contribute to

both education-related knowledge and the quality of education. Moreover, the research programme offers a platform on which new and ongoing research projects can be aligned and implemented through interfaculty collaboration.

PhD projects

Four PhD Students have been undertaking research within the framework of the Education Research Agenda. The research questions relate to the quality of the compensatory tests and the graduation rates in relation to small-scale and motivational programmes. In 2016, the first research projects were completed and the (provisional) findings presented.

- By means of a simulation study, Iris Yocarini investigated the accuracy of binding study advice (BSA) decisions in various testing systems.
- Marit Wijnen investigated the effectiveness of problem-oriented education within Erasmus School of Law.
- Rob Kickert assessed which of a student's characteristics and behavioural patterns could be associated with academic performance, and the effect of these on a student's progress.
- Matthijs Oosterveen obtained his doctorate from Erasmus School of Economics. His research demonstrated that in addition to cognitive skills, motivation was also essential to obtaining high test marks.

Research database Erasmus Education Research

RISBO is collaborating with education researchers to set up a research database for education. This EUR-wide database will store all the data in the field of education research and make this readily available for education research purposes. At the same time, an essential efficiency improvement was made when, halfway through 2016, the second version of the database was delivered. This contained details of the prior education and background of every student who, between 2009 until the end of 2013, first enrolled for a specific EUR programme, including details of each student's progress in his or her first bachelor year (academic year).

Website ErasmusEducationResearch.com

In May 2016, the website www.erasmuseducationresearch.com was launched. This website explains the PhD students' four research projects and provides information about the Research Agenda and the research database. Furthermore, it provides an overview of any events related to (research into) the graduation rates (such as lunch meetings or interesting conferences). Articles about graduation rates and the quality of education are regularly posted on the blog to which numerous different researchers contribute. The website also has a library of relevant articles about graduation rates in higher education.

Lunch meetings Erasmus Education Research

Bi-monthly lunch meetings are organised to stimulate cooperation in educational research and encourage the sharing of research results. On average, about 30 interested parties attend these meetings. In 2016, there were six lunch meetings during which the following subjects were discussed:

- the effect of problem-oriented education on motivation and learning strategies at ESL;
- the characteristics and interventions which risk medical students dropping out/delaying their studies;
- the use of webcasts and the effect of spacing and cramming behaviour;
- the impact of a speaker's enthusiasm in video lectures;
- student drop-out rates among minority and non-traditional students;
- compulsory attendance and the performance of economics students.

Career services

EUR has invested in ensuring their students meet the demands of the labour market. It is important that EUR graduates continue to have a social impact in the labour market, both now and in the future. The revised educational vision states that students will play an active role in developing and applying academic knowledge and skills in an international society. In cooperation with faculties, study and student associations, an EUR website www.eur.nl/careerservices was launched at the start of 2016. On this English-language website, students and alumni can find all EUR's career-related activities and information. A publicity campaign ensured students were made aware of the website.

In October 2016, ESL started the faculty-level programme MyFuture for bachelor and master students, both national and international. On the basis of the pillars *Goal Setting, Awareness, Skills and Giving Back*, workshops, lectures and other events helped students prepare for a career in the 21st century. This was done in accordance with the model of the T-shaped student; a T-shaped student has academic depth (vertical axis) and multi-disciplinary skills and attitude (horizontal axis).

Following the example of the ESL programme, the Faculty of Social Sciences and ESHCC also started researching the possibility of running a programme for international bachelor students. In collaboration with existing networks, the possibilities of establishing a partner network are being investigated, the underlying idea being that students would be able to gain their first work experience via this network.

Student satisfaction

National Student Survey

EUR's students are both satisfied and critical. Yet, despite being critical, the scores awarded to EUR are still positive. The question 'Your study in general' was awarded a score of 4.08.

In 2016, EUR scored above the national average for the themes timetable (3.83), study environment (4.26) and accommodation (3.63) (the national averages were respectively 3.78, 4.14 and 3.12). Although, for the first time, the scores for these themes were slightly lower than the scores in previous years. The score for the theme study facilities (3.37) was lower than in 2015 (3.58) and also below the national benchmark (3.58). In respect of the theme study environment (4.26), EUR was above the national average (4.14). In response to the question: '*Would you recommend your programme to friends, family or colleagues?*' EUR scored 4.24. The national score for this section was 4.22

The themes which returned lower scores are receiving EUR's full attention. This involves the themes: preparation for a professional career, student counselling, internship and study programme, study facilities and quality assurance. In the majority of cases, these scores were not far off the national average. The theme study facilities appeared in this context for the first time in 2016, and the score resulted in the

EUR being designated 'unsatisfactory' in the higher education choice guide (Keuzegids). In all probability, the low score was due to the temporary closure of the library and the somewhat disorderly reopening of the Polak building. The score is expected to revert back to the standard level in 2017.

National Alumni Questionnaire (previously the University Education Monitor)

About three quarters of EUR's graduates would choose to study at Erasmus University if they were starting again. Information from the 2016 National Alumni Questionnaire demonstrated that 78% of the respondents would choose the same study programme and the same institution. On average, it took EUR graduates 2.4 months to find a job. This is a more positive picture than that presented by the 2014 WO Monitor when, on average, it took students 2.7 months.

EUR respondents said that their average salary in the first year of employment was € 3,100 gross per month.

Alumni policy

Erasmus University Rotterdam is very proud of its graduates. It is essential that contact with our graduates is maintained and strengthened, wherever in the world these graduates may be. EUR wants to know where their alumni end up and what parts of their programmes contributed to their careers. This will provide input when information is being given to VWO pupils and other prospective students..

Amongst other things, alumni act as guest speakers on behalf of and at the university and as student mentors; moreover they are consultants, reputation-ambassadors and/or investors. Alumni mutually strengthen one another's networks. In 2016, the university started working more closely with the Erasmus Trust Fund to give new shape to, and enhance, its alumni policy. A collective effort was made to achieve a central CRM system, and work was undertaken to coordinate all the contacts with alumni. This cooperation has already borne fruit in the form of donations from alumni for the benefit of scientific research, student grants and the Erasmus Endowment Fund.

Careers in education

Steering educational talent

An important part of EUR's strategy is to strengthen the steering of educational talent and to value excellent performances in the educational field. In this way, the format of evidence-based educational innovation will be improved and the focus placed on the professionalisation of lecturers. One of the objectives is to achieve a greater balance in careers focussed on research and education.

Under the current policy, with two education-oriented profiles on associate professor and professor level, there are seven education professors or professors with a (partial) education assignment, including Erasmus MC.

In the spring of 2016, a conference was organised, its theme being 'Educational Talent & Careers'. Lecturers, directors and support professionals were all well represented at the conference and exchanged ideas about what EUR requires to strengthen its talent management within education and enhance the professional level of its lecturers. The policy 'A broad career for educational talent' was discussed in detail with the stakeholders. The points highlighted for improvement will be used to enrich the policy and there is to be integral policy development in the area of educational innovation, the professionalisation of lecturers and the HR policy; this is to be achieved in ways which include the still-to-be-formed Community for Learning and Innovation (CLI).

Within the context of talent management and career development, an initiative has been taken by Career in Progress to develop - in cooperation with RISBO - a customised University Teaching qualification (BKO) for PhD students. On the instruction of the faculties, RISBO provides these training sessions on the basis of didactics, with supplementary training in group dynamics and individual observation of lessons. ESE, ISS, iBMG followed these training sessions in 2016 and, in time, they will be offered to every faculty and Graduate School. In order to encourage as many PhDs as possible to follow these training session, EUR funds 50% of the costs.

Diversity and inclusion in our DNA

The objective of the taskforce 'The Future is Diversity', set up in 2016, is the creation of an inclusive learning and working environment and equal opportunities for all students. This cooperative arrangement with Leiden University and the VU University Amsterdam already has three separate working parties. The Database working party has developed a database with figures for the intake, dropout rate and progress of students at the three universities; and this will serve as a basis for future research into the effectiveness of educational interventions. The Interventions working party will analyse how existing (educational) interventions in respect of diversity and inclusivity can be improved and implemented. Together with the business world and players in the social field, the Knowledge Centre working party has established a centre to make knowledge accessible, to undertake joint research and to develop evidence-based interventions.

Within the context of the taskforce, three conferences on cultural diversity in education were organised in 2016:

- The Initial meeting of the Diversity Taskforce: objectives and vision (Leiden, March 2016);
- A James Banks Masterclass: reflection and outlook (Rotterdam, May 2016);
- Diversity sensitive education; how do you ensure you make a (no) difference (Amsterdam, November 2016).

Honours education

Since 2014, EUR has coordinated its (extra curriculum) excellence policy within the Erasmus Honours Academy (EHA). In 2016, the national Deans Honours Programmes Network was initiated; this developed a joint system of quality assurance, peer supervision and peer review.

EUR's honours programmes were further enhanced and extended in 2016. All the EUR faculties now offer at least one honours course for bachelor students who are particularly motivated and talented. And there are two interdisciplinary Erasmus honours programmes for all EUR students.

Moreover, steps have been taken to strengthen the creation of an honours community. The EHA offered a masterclass Personal Leadership, in which fifty students from all the honours

programmes took part. Furthermore, with financial support from the Executive Board and the Erasmus Trust Fund, premises at the heart of the campus have been provided for the sole use of the EUR honours community. This has given a boost to the activities of HonEURs, the EUR honours alumni association.

The LDE education initiatives

In 2016, the three Executive Boards of the universities of Leiden, Delft and Rotterdam decided to continue developing their educational collaboration. In addition to all the joint bachelor and master programmes, the eight LDE Centres were asked not only to undertake research collectively but also to develop education collectively. Consequently, the first steps have already been taken to align all the processes and systems.

In 2016, the LDE alliance offered the following joint education:

- A bachelor degree in Clinical Technology
- A bachelor degree in Life Science & Technology
- A bachelor degree in Molecular Science & Technology
- A bachelor degree in Nanobiology
- A master degree in Industrial Ecology
- A master degree in Nanobiology
- A master degree in Governance of Migration and Diversity
- An Executive master degree in Cyber Security
- An Executive master degree in Customs and Supply Chain Compliance
- A minor in Responsible Innovation
- A minor in Security, Safety & Justice
- An honours programme 'Innovation Lab'







**Find people's
strengths.
Make it
happen.**
Erasmus University Rotterdam

**Social
business
leaders.
Make it
happen.**

**Erasmus
University
Rotterdam**

3 Research & valorisation

A group of people, mostly wearing white shirts, are gathered around a table or display. The central figure is a woman with her back to the camera, wearing a white shirt with a slogan. To her left, a man is partially visible, and to her right, another man is looking towards her. In the background, a woman is looking at a document. The scene appears to be a professional event or conference.

**Solve the
unsolvable.
Make it
happen.**
Erasmus University Rotterdam

3 Research & valorisation

Main features of the research policy

In the course of 2016, the implementation of the new Research Information System (RIS) encountered insuperable problems with the provider. Out of necessity, EUR had to opt for a different approach. In fruitful discussions with the faculties, a decision about the new approach was taken and the RIS's various components will now be dealt with in succession. In this context, the implementation of a system to support the Graduate School of Management will be dealt with first.

A programme was also developed for research support, in which the faculties and central services cooperate in communities. These communities are to focus on the development of new and the improvement of existing services for researchers, research support staff and members of the Executive Board/ Research Directors. Both faculties and the central services are making capacity available for the realisation of the programme. In addition, the Executive Board freed up extra resources of just over € 6,000,000 for its implementation. This programme is expected to start formally at the beginning of 2017. In 2016, the following communities were formed: Grant Support, Data Management, Legal Support, Valorisation and Research Intelligence. The new follow-up steps of the RIS will also form part of this programme.

Flagship policy

The flagship policy for research was launched in 2012 through the Research Excellence Initiative (REI). In this REI, the government funding EUR has been receiving since 2008 for arts & humanities/social science research has been supplemented by resources from our own strategic research budget, to the tune of € 5,000,000 a year. By means of the REI, EUR hopes to provide selective support and encouragement to Woudestein's best and most promising research groups, further enhance the quality of its top research and raise the international profile of the research. The aim is to attract and retain talent. The

scientists who received funding from REI are all prominent in their own research fields. They have proved their excellence through their international publications, their social impact and by acquiring important subsidies and grants. Since 2014, the emphasis has been on multidisciplinary excellence rather than monodisciplinary excellence. This facilitates a better link between, on the one hand, the top research groups and the European policy within the context of 'Grand Challenges' and, on the other, the Dutch Top Sector policy.

In 2015, a decision was taken to define the research profile more specifically; consequently, in 2016, preparations began for three EUR-wide Erasmus Initiatives. As of 2017, the research in these Initiatives is emphatically intended to become EUR's profile and aligned with today's grand societal challenges. The Initiatives will build bridges between the disciplines, throw lines to partners outside the university and have a strong basis in education and valorisation. The three main overarching themes are: Smarter Choices for Better Health; Dynamics of Inclusive Prosperity and Vital Cities & Citizens. In 2016, leading scientists from all the faculties developed plans in this context; these will be implemented in 2017 and can, subsequently, rely on at least four years of substantial funding from the Executive Board.

EU/Horizon 2020 and NWO

External appeal, research and international cooperation are important instruments in EUR's strategy to reduce its dependence on direct funding, to enhance the quality and scope of its research and to create extra opportunities to contribute to research in the field of the EU Grand Challenges and the UN Sustainability Goals.

In the year under review, one of the first steps in the Research Services programme was to start a project preparing the way for the realisation of a Brussels-EUR liaison.

In 2016, iBMG, ESL, FSW and RSM all successfully secured grants from the H2020 programme. In total, they received an amount of € 4,300,000. In addition to a prestigious ERC Consolidator Grant for Professor Xandra Kramer, these related to international cooperative arrangements in which EUR participated. An ERC Advanced Grant and a Proof of Concept Grant were awarded to Erasmus MC.

Together with our Leiden and Delft partners, a large Marie Curie Cofund application for 90 postdocs was submitted and granted (a total subsidy of € 6,400,000).

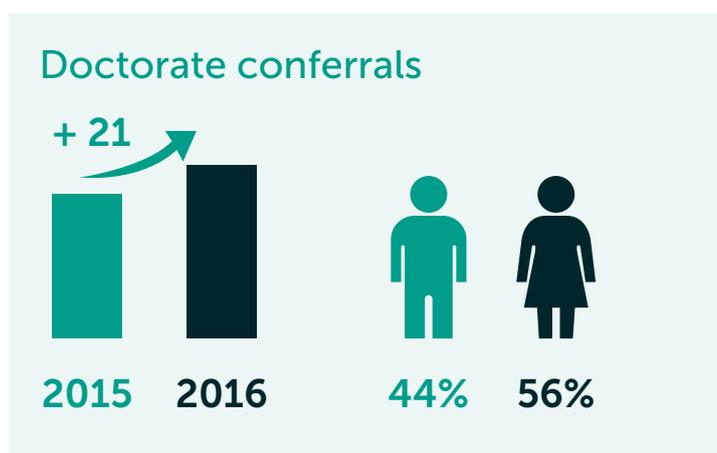
In 2016, the Netherlands Organisation for Scientific Research (NWO) granted twelve VENI applications from EUR and Erasmus MC (nine to Erasmus MC and three to EUR). The NWO also announced that three VIDJ subsidies were being awarded in 2016; two to EUR and one to Erasmus MC.

An overview of the laureates in the aforementioned programmes is included in Appendix 2.

In the year under review, EUR retained its incentive fund 'Support Programme National and International Projects' (SNIP). This fund reserves € 300,000 to stimulate the formation of national and international research consortia and to prepare subsidy applications. The objective of this programme is to support faculty researchers by setting up and strengthening national and international networks. Moreover, it should ensure researchers are better equipped to write successful applications.

Doctorate conferrals

The number of doctorate conferrals rose again in 2016; 21 more doctorates were conferred than in 2015 and more than 56% were obtained by women. Despite this, a minority of the doctorates were conferred on women in the larger Woudestein faculties. The greatest contribution to EUR's doctorate success was made by FGG/Erasmus MC, which conferred 256 doctorates - 65% of the total number of doctorates conferred by EUR. 63% of the Erasmus MC doctorates were conferred on women.



Graduate schools

The KNAW (the Royal Netherlands Academy of Arts and Sciences) is no longer involved in the assessment of research schools. Assessments are now undertaken via the so-called Standard Evaluation Protocol (SEP). Just like other master programmes, the evaluation of research master programmes is now undertaken by NVAO (the Accreditation Organisation of the Netherlands and Flanders). The assessment of PhD programmes is also part of the SEP.

Table 3.1:

Doctorate conferrals	2016	M	F	2015	M	F	2014	M	F	2013	M	F
FGG/Erasmus MC	256	96	160	243	95	148	227	107	120	233	94	139
iBMG	17	5	12	22	5	17	12	4	8	13	7	6
ESE	26	18	8	21	17	4	30	107	9	25	19	6
RSM	32	19	13	25	17	8	23	14	9	19	11	8
ESL	13	7	6	23	14	9	21	13	8	17	10	7
FSW	30	18	12	22	8	14	21	11	10	17	5	12
ESHCC	7	3	4	4	3	1	10	4	6	7	5	2
FW	2	1	1	5	3	2	2	1	1	3	2	1
ISS	12	6	6	9	6	3	8	4	4	7	3	4
Total	395	173	222	374	168	206	354	179	175	341	156	185



Not all the research master programmes are linked to the Graduate Schools. Although all the PhD students are now associated with one of EUR's Graduate Schools.

One of the conditions set by Erasmus MC is that PhD students follow a PhD programme offered by one of the constituent parts of the Graduate School: COEUR, MGC, MOLMED, NIHES or ONWAR.

The Graduate Schools for the other faculties are: ERIM (ESE, RSM), Tinbergen (ESE - interuniversity), EGS3H (FSW, ISS, FW and ESHCC) and EGSL (Law).

The Graduate Schools work together in a EUR-wide platform focussed on the exchange of experiences, best practices and education. In 2016, a start was made to improve the administration procedures for doctorate conferrals and programmes. In 2017, a project will be started in this respect.

The following progress has been made in the three Graduate Schools for which EUR is the budget holder:

- **Erasmus Research Institute of Management (ERIM)**

ERIM is the interfaculty research institute of the Rotterdam School of Management, Erasmus University and the Erasmus School of Economics. The research institute brings

together more than 350 researchers in the field of management research, at least 150 of which are doctoral students. The ERIM doctoral programme in Business & Management encompasses both the research master programme and the PhD programme.

The aim of the programme is to train promising students to become top researchers who develop into 'thought leaders' and are, at the end of the course, able to acquire places in the best business schools and universities, both in and outside Europe. The programme has huge international appeal; the vast majority of students and PhD candidates are from outside the Netherlands, and many are from outside Europe. In addition to offering a wide range of doctoral courses, ERIM organises the annual ERIM summer course, the emphasis of which is placed on advanced methodology courses. Both the doctoral courses and the summer courses attract PhD candidates from outside the Netherlands and/or Europe.

In 2016, the ERIM, ABRI (Amsterdam Business Research Institute) and the Tinbergen Institute (EUR, VU, UvA) mutually made their offer of courses (with the exception of skills courses) accessible to one another's PhD candidates; this made the offer of courses broader and more varied.

■ **Erasmus Graduate School of Law (EGSL)**

In 2016, the Erasmus Graduate School of Law (EGSL) primarily placed its emphasis on the themes internationalisation and valorisation. Set up in 2015, the Junior Fellowship Programme also helped raise the level of internationalisation in 2016 as four of the junior fellows it selected were PhD students from non-Dutch universities. For a maximum of three months, a junior fellow can work on his or her research under the supervision of an ESL professor. Due to the competitive and open character of its selection process as well as its participation in ATLAS, this programme enhances ESL's current appeal to international PhD students. (ATLAS is cooperative arrangement between the Law Schools of Europe, Canada and Israel, which organises an annual summer course).

In the field of valorisation, EGSL has designed an employability programme which focuses on the career paths of PhD students. In this context, profiling and developing skills are important points of attention.

■ **Erasmus Graduate School of Social Sciences and Humanities (EGSH)**

EGSH offers a structure of research and education in a social environment which enables young talented researchers to find new ways of undertaking research and sharing experiences; and to do so in an environment focussed on increasing knowledge in an international context.

EGSH enables more than 400 PhD students to follow programmes in various research fields. EGSH is an Erasmus University Rotterdam (EUR) joint venture of the Faculty of Social Sciences (FSW), the Erasmus School of History, Culture and Communication (ESHCC), the Faculty of Philosophy and the International Institute of Social Studies (ISS). iBMG has made agreements with EGSH about the possibility of iBMG's PhD students following EGSH programmes.

The ISS participates in a national initiative for PhD students (PhD scholarship students).

The funding of interuniversity research schools

To the extent EUR is the budget holder of interuniversity research schools, the funding of such complies with the 2013 guideline in this respect. Neither in the case of the National Research School for Philosophy or the Tinbergen Institute has this guideline resulted in the need to revise the agreements between the institute and the research schools. The research schools were already funded sufficiently to satisfy all the parties involved. Both research schools indicated they had sufficient financial resources.

Quality assurance of research

In 2016, the research project 'Quality & Relevance' initiated preparatory work for a symposium about the different ways in which impact and quality could be established; the symposium was to be held at the start of 2017. In this way, EUR is preparing to make use of a broader range of instruments to assess the quality of research.

External research evaluations

In 2016, the ESL's research programme was evaluated in accordance with the Standard Evaluation Protocol (SEP); while ERIM prepared for the SEP evaluation which will take place in 2017.

In the year under review, Erasmus School of Economics (ESE) compiled an action plan to implement the recommendations made by the Visitation Committee in 2015. The same applied to the Molecular Medicine Research School, Erasmus MC's largest research school.

Internal research evaluations

The Faculty of Social Sciences (FSW/sociology) and the Erasmus School of History, Culture and Communication (ESHCC) both wrote a critical reflection as part of the midterm review of their research programmes. Bibliometric analyses were carried out for Erasmus MC and iBMG; and it will be possible for these to be used as a benchmark for other research institutions in their field, both national and international.

Coordinating academic integrity

The promotion of academic integrity and responsible research practice requires continuous attention. To this end, the Executive Board compiled an activity plan in 2016. On this basis of this plan, the following activities were organised:

- the reference check for dissertations/theses (plagiarism Scan) was introduced throughout EUR;
- the faculty coordinators of academic integrity and the confidential counsellors for academic integrity met to discuss and share experiences, both centrally and de-centrally;
- online education about academic integrity and responsible research practice was added as a supplement to the existing education (blended learning);
- an intra-university method for the ethical testing of research projects was developed.

Via the programme Research Services, a start was made to prepare the procedures and infrastructure necessary to store the data required to comply with the academic principles of FAIR data: Findable, Accessible, Interoperable, Reusable. In this way, EUR is promoting the academic integrity of data-based research and is preparing the ground for data to be shared with other researchers in projects and consortia. These developments contribute to the promotion of the principle of Responsible Conduct of Research within EUR.

In November 2016, a mini-conference was organised about (administrative) integrity, in cooperation with the Municipality of Rotterdam, the Rotterdam police force and VNO-NCW. The aim of the conference was to inspire the participants to show leadership in the area of integrity.

The topics dealt with included ensuring transparency, seeing through someone else's eyes, maintaining an open culture to encourage feedback, and envisioning the future of integrity.

Research & reputation

EUR wants to strengthen its global position and improve its reputation by broadening the impact of its scientific research and enhancing its research profile.

One of EUR's central aims is to make (the quality of) its research more visible. In order to draw attention to its research results, EUR pursues a dual impact strategy in which scientists are explicitly encouraged and rewarded for both attaining academic excellence and generating social benefits.

Erasmus Initiatives invest in academic excellence in socially relevant fields, and make multidisciplinary research a prerequisite for subsidies. In that context, a start was made to set up valorisation chains in which excellent research is marketed or socially exploited through knowledge transfer. EUR's policies governing innovation and valorisation are linked to scientific quality and are implemented in scientifically-prominent disciplines, so that the research is optimally profiled.

In 2016, EUR launched the programme 'Quality and Relevance of Research', in which explicit attention was paid to the quality of the research output. In cooperation with the University of Leiden's Centre for Science and Technology Studies, a PhD student was appointed to undertake research into new methods of ensuring the quality and relevance of the research is more transparent to both the scientific world and society in general. This should be done in a way which takes account of disciplinary differences on the one hand, and multidisciplinary research on the other.

In that context, preparations were started in the year under review for an international conference to be held in January 2017.

Honorary doctorates

In 2016, on the occasion of the 2016 Mandeville Lecture, the former UN High Commissioner and human rights lawyer Navi Pillay received an honorary doctorate from Erasmus University Rotterdam. In her lecture: '*Current Migration Challenges: A Human Rights Perspective*' Dr Pillay talked about the current refugee problems. Her honorary supervisors were Professor Kirsten Henrard, Professor of Human Rights and Minority Protection at the Erasmus School of Law, and Professor Karin Arts, Professor of International Law and Development from the International Institute of Social Studies.

The theme of the 103rd Dies Natalis was: Consumer Behaviour in the Digital Economy. The American scientists John Hauser and Dan Ariely (James B. Duke Professor of Psychology & Behavioural Economics at the Marketing Department of the Fuqua School of Business, Duke University, with joint appointments with Duke's Department of Economics and the School of Medicine) received an honorary doctorate during the Dies Natalis celebrations. Respectively, their honorary supervisors were Stefan Stremersch, Professor of Marketing at ESE and Ale Smidts, Professor of Marketing Research at the RSM, Erasmus University.

EUR's education and research prizes

This year, the education prize went to Dr Christiaan Heij (ESE). Dr. Heij introduced an exceptionally innovative way of teaching. Which expressed itself in the development of the MOOC 'Econometrics: Methods and Applications', a development in which he managed to 'involve' all the students reading Econometrics.

The 2016 research prize was awarded to Dr Niels Rietveld, who is affiliated to the ESE. At an early age, Dr. Rietveld was involved in various national and international research projects as an expert. Within a year of receiving his doctorate, he was awarded a VENI grant. He was, moreover, appointed the executive director of the Erasmus University Institute for Biology and Economic Behaviour.

Professor G.W.J. Bruins Prize

The Professor G.W.J. Bruins Prize - for the best research master student combining exceptional academic achievement with promising research - was awarded to Pim Kastelein in 2016.



On 23 August, at the opening of the academic year, the master student at the ESE accepted a cheque for € 4,500.

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

Professor H.W. Lambers Prize

As is customary, the Professor H.W. Lambers Prize was also presented during the opening of the academic year. A cheque for € 3,000 and a special medal were presented to Loes Jaspers. In the jury's opinion, she was the best student with a double master's title (master in Medicine and master in Health Sciences).

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

[For an overview of all the laureates, please refer to Appendix 2.](#)

Leiden Delft Erasmus (LDE) partnership

The strategic alliance Leiden-Delft-Erasmus (LDE) focuses on research and education. Within the context of the LDE, so-called LDE Centres have been formed (see table 3.2).

Table 3.2

Multidisciplinary and interdisciplinary collaboration in the LDE Centres and Medical Delta

Centre for Education and Learning
Centre for Frugal Innovation in Africa
Centre for Global Heritage & Development
Centre for Metropolis and Mainport
Centre for Safety and Security
Centre for Safety and Sustainability
European Research Centre for Economic and Financial Governance
Centre for BOLD Cities
Medical Delta

In 2016, the joint Executive Boards and the Deans (including Erasmus MC and LUMC) considered the future of the LDE partnership. As a result, agreements were made about increasing the level of internal communication within the institutions and involving the Deans in the evaluations of the LDE Centres, so that extra support could be created for the strategy in respect of the centres after 2018. In addition, agreements were made about further collaboration. In this context, reference was, among other things, made to the binding character of collaboration in education and research within the Digital Society. This is a VSNU proposal to enable society to understand how the universities contribute to the National Science Agenda.

LDE Research

A number of the focus points of the university's research are linked to the LDE Centres. These centres are thematic cooperative arrangements, of both a multidisciplinary and interdisciplinary nature. They respond to the huge societal challenges on which the 2020 European research policy and the Dutch Top Sectors policy are based. In the field of medical technology, life science and health, TU Delft, Erasmus MC and Leiden University's Medical Centre have been collaborating intensively in the Medical Delta Consortium since 2006. Currently, the 'Triple Helix' around Medical Delta consists of more than 150 companies, science parks and governments.

Developments in 2016

- The *Centre for BOLD* (Big, Open and Linked Data) Cities was opened in February 2016. The centre uses data-based research to help find solutions for urban problems; and the city dweller's perspective is central in this respect. Our own heavily urbanised region, with large cities such as Rotterdam and The Hague, provides both a living lab and an area of cooperation. The centre was 'kicked off' during the Urban Transformation Conference (UTC) in Rotterdam. In addition, the centre presented itself during the Global Parliament of Mayors in The Hague, during which 75 mayors from around the world discussed urban development. Professor Liesbet van Zoonen is head of this LDE Centre.
- The *Centre for Frugal Innovation* in Africa received an NWO/MVI subsidy for a project that concentrated on the design of 'frugal' products, services and systems in East Africa (cheap, sober and suitable for local culture and circumstances). Professor Peter Knorringa is head of this LDE Centre.
- In June 2016, seven new Medical Delta professors were appointed. Currently, 18 professors have a double appointment and may refer to themselves as Medical Delta professors. As a result of these double appointments, a bridge has been built between the medical world (Leiden, Rotterdam) and the technological world (Delft).
- Four universities of applied science from the South Holland region have also become part of Medical Delta. By doing so, these universities of applied science have increased Medical Delta's depth and breadth in the field of career-oriented education and practical research. Not only are these universities of applied science contributing to Medical Delta's existing Living Labs, they are also setting up new Living Labs. Medical Delta started the E-health Initiative in 2016.

Impact of LDE

LDE is an important discussion partner for InnovationQuarter (IQ, South Holland's regional development corporation was a joint initiative of the three universities) and for the Metropolitan region Rotterdam-The Hague (MRDH). Within the context of better regional embedding/ profiling and of making an active contribution

to the dissemination of knowledge in the region, LDE is also represented in the EPZ (the Economic Board of the region South Holland). From the perspective of their own disciplines and competencies, the knowledge valorisation organisations (Technology Transfer Offices) of Leiden, Delft and Erasmus MC work together closely. They actively search for subjects where greater value is created through collaboration, for example in the format of the IQ's Proof of Concept Fund UNIIQ (started in 2016).

Some of the LDE Centres have knowledge and expertise which enables them to contribute to regional issues in the areas of sustainability, health, the port, urban problems, and security. Together with the numerous technology sectors, the LDE Centres form strong innovation clusters in the field of public-private partnerships, such as Medical Delta, Cleantech Delta, SmartPort and the Hague Security Delta.

The Centre for Metropolis and Mainport works closely with SmartPort, the cooperative arrangement for knowledge development in the Rotterdam port area. The Centre's research themes form roadmaps within SmartPort; and already these SmartPort roadmaps include project proposals valued at just over € 12,000,000 .

The LDE Centres for Sustainability and Medical Delta have successfully acquired subsidies within the so-called Knowledge and Innovation Communities (KIC) of the European Institute for Innovation & Technology (EIT).

The Centre for Sustainability focuses on the efficient use of raw materials and the circular economy. The centre is a partner in the cooperative arrangement EIT Raw Materials. Recently, various projects have been given the go ahead (scope approx. € 1,000,000).

Medical Delta plays an important role in EIT Health, which was started in 2014; 140 partners from 14 EU countries participate in this. This KIC has developed a common strategy to ensure that, in the long term, the care and welfare sector in Europe is secure.

The Centre for Economic and Financial Governance functioned as a think tank for Europe in 2016 and provided advice on various subjects, including the consequences of BREXIT.



In July 2016, the first Strategic Leadership module was offered to a group of professors from the three collaborating universities.

Valorisation

There is a continuous link between science and society. One of the university's core tasks is, therefore, to ensure that the knowledge within the university is 'of value' to society, that is to ensure valorisation. Via valorisation, the university supports governments, social organisations and companies by finding innovative solutions to the problems they are encountering. Consequently, valorisation encompasses both commercial and social value.

EUR is convinced that valorisation will only be sustainable when it is based on excellent scientific research. Valorisation is, therefore, an important part of 'Impact and Relevance', the 2014-2018 Strategic Plan. EUR is also aiming to set up valorisation chains in which research is the basis for both education and valorisation, and in which these are, in turn, also of benefit to fundamental research.

Table 3.3: Valorisation indicators EUR/Erasmus MC

In 2015, EUR started giving an indication of its valorisation activities on the basis of a limited set of indicators. In the table below, the 2016 results are presented as a follow-up to the (revised) 2015 results.

	2015	2015 revised	2016
Number of students following entrepreneurship courses	2358	1618	1769
Number of new spin-offs	3	3	2
Number of patents applied for	14	14	20
Number of patents awarded	6	6	5
Number of ongoing patents	61	61	81
The number of EUR post-initial master programmes	21	21	21
Number of BV post-initial educational activities	127	127	124
Income from contract research and the third flow of funds	€ 99,849,217.73	€ 126,247,534.74	€ 157,982,245.18
Number of memberships of central government advisory boards	44	44	42
Number of media announcements and interviews	8798	8798	8427
Number of publications in journals and annotations	451	592	424
Number of memberships of academic boards	29	29	25

Explanatory Notes to the table

- The data is partly derived from the institution-wide registration systems, and partly supplied by the various disciplines¹.
- The numbers presented are absolute. No conclusions can be drawn from the results about relative or, as the case may be, standardised performances.
- In the data, the results from EUR and Erasmus MC are, as far as possible, combined.
- The indicator Entrepreneurship Education includes the whole range (individual courses, bachelors, minors, masters) of education that focuses on cultivating and training entrepreneurial skills. The definition has been standardised for all the faculties (examination in one of the courses from a list of courses in entrepreneurship education), which resulted in a lower number of students following entrepreneurship education than stated in the 2015 Annual Report but which did in fact lead to a growth in 2016.
- The post-initial master programmes referred to include both faculty masters and BV masters (e.g. RSM BV). The other post-initial activities relate to the BVs.
- Due to differing definitions, the amount stipulated under Income from contract research may deviate from the figures

presented in the financial statements. In the definition adhered to here, a decision has been made to take account of income from contract research, contract education, assignments for profit and non-profit organisations and consultancy. Income from NWO funding is not taken account of, while income from Europe is. In addition, this list includes Erasmus MC's results integrally. The amount stated here relates to the public part of the university.

- The number of memberships of official central government advisory boards only includes boards which are designated official advisory boards on the website Overheid.nl.
- The indicator Professional Journal Publications states the number recorded in the research registration system METIS. (At the time of collection, the details for 2016 had not been fully completed.)

¹ A more detailed explanation of the findings can be found in Appendix 4.



Visit from OECD

In June 2016, the OECD paid a study visit to EUR within the context of the promotion of innovation through valorisation activities and entrepreneurship education. Among other things, the committee complimented EUR on the format of the Erasmus Initiatives, the existence of valorisation as an important responsibility of academics within HR, the well-developed life-long-learning portfolio and the activities of the Erasmus Centre for Entrepreneurship (ECE), which helps students fulfil their entrepreneurial ambitions. The OECD also made some suggestions which would further improve our valorisation activities and entrepreneurship. Primarily, these were ideas about rolling out faculty activities in the area of entrepreneurship throughout the university and creating incentives and rewards for scholars.

Knowledge workplaces

In various places, EUR is involved in cooperative schemes with its environment. In particular, it cooperates intensively with the Municipality of Rotterdam and the region in the so-called knowledge workplaces. The following knowledge workplaces were active in 2016:

- Liveable Neighbourhoods: a joint venture of the Municipality of Rotterdam and EUR to make Rotterdam an attractive city;
- CEPHIR: health in the city, a joint venture of the GGD and Erasmus MC to close the health gap;

- Rotterdams Talent: a collaboration among a wide group of partners to improve Rotterdam's educational policy and practice;
- SmartPort: a collaboration between the Port of Rotterdam, TU Delft and EUR to stimulate innovation in the port;
- The urban labour market: a Municipality of Rotterdam and EUR partnership to create a better labour market in Rotterdam;
- ST-RAW: a broad partnership to provide a strong knowledge base for the Municipality's youth policy in the Rotterdam region.

Urban Big Data Rotterdam

Urban Big Data is a knowledge workplace in which the Municipality of Rotterdam, Rotterdam University of Applied Sciences and EUR collaborate to capitalise on the potential of big data for Rotterdam. This knowledge workplace gathers data and insights into the application of big data in cities, stimulates open data in Rotterdam, develops methodologies for big data, and researches how big data can be used to solve the problems facing large urban areas. To this end, it brings together experts, researchers and students and realises pilots for the application of big data.



EUR Holding and ERBS

GovernEUR is the newest incubator-activity of ERBS BV, part of EUR Holding. Emanating from FSW's public administration department, GovernEUR demonstrates that, even from a social science perspective, economic valorisation is possible. GovernEUR offers a broad range of public administration interventions to enhance the power of public organisations and governments and, consequently, raise the capacity society can realise. In this way, the ideas within the university's departments will be put into practice.

ECV

The Erasmus Centre for Valorisation (ECV) supports and advises researchers on the Woudestein campus who wish to valorise their academic knowledge. In 2016, as a knowledge centre, ECV compiled an inventory of the wishes in the area of valorisation and set up a website, including a toolbox with supporting documents, a 'valorisation canvas' and a step-by-step plan detailing how to write a valorisation paragraph or project.

See: www.eur.nl/ecv

ECE

As Europe's largest expertise centre in the area of entrepreneurship, the Erasmus Centre for Entrepreneurship (ECE) recorded a number of prominent successes in the year under review.

■ **How To Get There Summit**

In 2016, the ECE organised the second How To Get There (HTGT) Summit. It proved a great success with in excess of 3,000 visitors consisting of start-ups, ecosystem partners, students and corporate professionals. The theme of the event was cooperation between start-ups, corporations and innovation hubs in order to accelerate innovation in the Netherlands. HRH Prince Constantijn of Orange-Nassau opened the day and during the event, he attended various meet-ups. For an impression of the day, please refer to: www.htgt.nl.

■ **ECE Campus**

2016 was a successful year for the ECE Campus. Due to growing demand from companies to be sited on the campus, the commercial space had to be expanded.



Knowledge institutions are also showing an increasing interest in using the ECE Campus as a place for inspiration and education.

- **ECE Community**

Since the expansion of the ECE Campus, the community has also grown to more than 100 innovative companies. Consequently, Bisner was introduced in 2016. Bisner is an online community platform for the employees of all the companies sited on the ECE Campus and which anyone with a Business Membership can automatically join. In 2016, the Bisner online community had around 700 members. Among other things, the platform enables events to be promoted and offers facilities for meetings, symposia, etc.

- **Education**

In 2016, ECE was the primary provider of entrepreneurship education within EUR, on bachelor's, master's and MBA level, although it cooperated with the EUC, the ESHCC and ESL. Beyond EUR, there is increasing cooperation with other educational institutions, such as Rotterdam University of Applied Sciences. In the field of executive education, ECE found a partner in RSM and contributed, among other things, to New

Business Development programmes and customised programmes for parties such as NIBC and Deutsche Bahn. In addition, ECE provided new programmes for external organisations and helped companies organise entrepreneurship and innovation.

ECE also organised the ECE Get Started Programme, the main aim of which is to develop entrepreneurial talent. Get Started has proved a successful programme, and in 2016 it supported the start-ups of just over 80 new (student) entrepreneurs.

- **Research**

In 2016, in response to the ScaleUp Dashboard - published in 2015 by Professor Justin Jansen, ECE's Academic Director, ECE carried out an analysis of the rapidly growing companies in the region for a number of regional development companies (InnovationQuarter and Brabantse Ontwikkelingsmaatschappij) and municipalities (including Rotterdam). Furthermore, in November 2016, the second edition of the ScaleUp Dashboard was presented by HRH Queen Maxima.

Examples of valorisation

Report 'Voltooid leven' (A Fulfilled Life)

In February 2016, the Schnabel committee consisting of seven experts, including EUR Professor Paul Mevis (ESL) submitted the Report 'Voltooid leven' (A Fulfilled Life) to the government. The committee investigated the legal consequences of assisted suicide for people who had enjoyed a fulfilled life and came to the conclusion that it would not be desirable to relax the legal options surrounding assisted suicide.

TEDxErasmusUniversity 2016 - Building People

In November 2016, TEDxErasmusUniversity and RSM jointly presented a number of talented speakers from different backgrounds under the theme 'Building People'. Via this broad theme, a number of subjects were explored, such as development through education, social innovation and human-technology interaction. Several faculties contributed.

The University of the Netherlands

In 2016, various EUR professors appeared in the University of the Netherlands, where they discussed a range of subjects with colleagues.

Supervision of academic workplaces

The AWT (the supervision of academic workplaces) is a cooperative arrangement between IGZ (the Netherlands Healthcare Inspectorate) and four academic institutions, including iBMG (the department of Healthcare Governance). The AWT has contributed significantly to the development of a framework for the supervision of 'Good governance', as well as to the development and evaluation of citizen participation in supervision and the supervision of calamities. In addition to practical applications, the research has also been published in top international journals.



Visit to Minister Ploumen

During her guest lecture at the opening of the 2016 Academic Year. Minister Ploumen called on scientists to think about solutions to the problem of global inequality. The following December, a delegation of EUR professors visited the Minister, during which they discussed the way in which the position and perspectives of the poorest people in a globalised world could be improved. This problem was approached from three perspectives:

- an industrial policy to create jobs for large numbers of extremely poor people;
- contributions from multinationals for inclusive developments;
- the possibility of improving the starting position of the poorest people through 'frugal innovations' and the role the Netherlands could play in the stimulation of frugal innovations.

The Rotterdam Knowledge Festival

In December 2016, in cooperation with parties including the municipality, the Rotterdam Knowledge Festival was held, its theme being 'Vital cities, vital citizens, vital knowledge, vital relationships'.

Science café

Each month, a scientist is present in the Science café who, in everyday language, describes his or her passion for science.

Creative industry

In May 2016, the Erasmus School of History, Culture and Communication launched a sustainable interdisciplinary network for the creative industries. With a thematic website and functioning as a point of contact, this network combines a strong research position with practical questions, ideas and knowledge. The creative industry is one of the fastest growing top sectors in the Netherlands.

Security at work

Within Erasmus Research Institute of Management (ERIM), a group of researchers under the leadership of Professor René de Koster have applied themselves to the task of improving the level of security in workplaces in the Netherlands. One of the outcomes was that security was highly dependent on the leadership displayed by managers at the time procedures are implemented. A benchmark has now been developed which is being widely used, as a result of which the level of security has risen.

The Science Hub

The EUR Science Hub brings science and technology to the classroom by preparing pupils aged between 8 and 15 for the society of the future. The Science Hub teaches this through exploratory and enriching modules about how to undertake research. The activities include the Erasmus Junior College and various digital activities.

RePolis

RePolis is one of EUR's Research Excellence Initiatives with both scientific and social ambitions. Citizen initiatives are rapidly gaining ground. Governments and other institutional players are asking themselves how these initiatives are relevant and how they should respond to them. The research programme RePolis is studying how citizen initiatives contribute to society's ability to solve problems.

Legal valorisation

In June 2016, the Koninklijke Hollandsche Maatschappij der wetenschappen (the Royal Holland Society for the Sciences) presented the Cornelis Ruigrok prize to Dr Maarten de Wilde for his doctoral thesis 'Sharing the Pie; Taxing in a global market' as well as his other publications. In his thesis, De Wilde argued that companies should pay profit tax in the country where the goods or services are sold, as this would be simpler and more conducive to a better investment climate.

Economic valorisation

In 2016, a new BV was set up within EUR Holding offering post-initial education in the format of Legal Executive Education.



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4 Organisation & operational management

4 Organisation & operational management

The way towards top support

EUR is working to improve and modernise its operational management, which is summarised in the Top Support concept. This concept intends to provide optimal support to the primary processes by being better aligned with the requirements of the five partner groups: researchers, lecturers, students, employees and board members/managers. Realising the Top Support concept in the strategic period 2014 – 2018 requires a large number of interventions and improvements in the structure and set up of the support organisation, governance, support processes and systems, as well as in the approach to client groups, the physical environment of the campus, and finally the conduct and culture of the service providers. Last year, a significant number of steps were taken in this respect.

Information & communication strategy

Within the context of the Strategic Plan 2014-2018 'Impact and Relevance', shape was given to a drastic revision of EUR's information management. Step by step, the provision of information was reclassified into target groups and channels. Due to this transition, a new Content Management System (CSM) was introduced from which the EUR website - which has been renewed and focuses primarily on external target groups - receives input, in the same way as the digital learning and working environment (DLWO) for students, lecturers, researchers and employees.

In 2016, the first significant result was noted when the DLWO for students went live. Via the new MyEUR website, a personal environment has been created for students in which they can refer to their courses, timetables, marks and announcements. MyEUR will gradually be expanded with new functionalities from, amongst other, the new Learning Management System to be introduced in 2017. In this context, please refer to the section Education.

Communication & reputation

In the aforementioned strategic plan, one of the greatest challenges is to enhance the international profile of the university and, therefore, strengthen EUR's position in the international market for higher education and scientific research. In this context, cooperating with social organisations is valuable. For these reasons, the strengths have been grouped together in a unique strategic brand alliance comprising three Rotterdam partners: the Municipality of Rotterdam, Rotterdam Partners and the Port of Rotterdam, who have collectively adopted the brand promise 'Make it happen'.

In 2016, under the chairmanship of EUR, a large number of projects were worked on, including: collective content creation by a specially convened editorial team; the enhancement of the brand name and its visibility (MTV Europe Awards, TedXRotterdam, etc.); the expansion of the alliance by adding brand partners who can promote 'Make it happen' internationally; and the organisation of the first network meeting, the key elements of which were providing information, meeting and mutual inspiration.

Make it happen 'on campus'

Even within the campus walls, significant contributions were made to the brand promise 'Make it happen' in 2016. In the first place, through an inspirational brand story and by customising the Brand Identity Wheel (BIW). The brand story and the BIW form the basic building bricks for all EUR's communication, including an internal 'Make it happen' campaign, focussed on students and employees.

Woudestein, Erasmus MC, EUC and ISS campuses

Thanks to great effort and considerable investment, the EUR campuses have become vital education and research centres, as well as lively residential centres. In 2016, significant progress was made on their further development. For example, work started on both the Sanders building and the University Library.

These buildings are now nearing completion and will be open again in the spring of 2017. The temporary closure of both buildings placed an enormous strain on the availability of study places. Interestingly, the number of available places was in fact more or less the same during the closure period as before, but the demand for such facilities grew spectacularly. With the re-opening of the two buildings in 2017, there will be at least 800 extra study places, making a total of around 2,000.

To meet the students requirements, one building (the Polak) had to be kept open during the 2016 Christmas period for the first time ever. This seemed to satisfy a huge need and will be repeated in the coming year. Other experiments which involve keeping buildings open longer will definitely follow.

In 2016, the largest part of Park Noord was realised. Parking places have been replaced by an attractive park.

Campus under construction CuC III

With the completion of the Sanders building and the University Library, the programme Campus under Construction (CuC) II was completed. In 2016, a decision was taken to add a third part to the programme: CuC III, which will run until 2021. An important part of this programme is the renovation of the Tinbergen building, the preparations for which have already started. The actual construction work will be undertaken in the period 2018-2020. Other notable parts of CuC III are: the (potential) new building for sports accommodation, the renovation of the Van der Goot building and the ongoing office refurbishments – particularly in the Mandeville building – which will make the offices more efficient and provide a more pleasant working environment. In part III, special attention will be paid to making the campus even greener and more sustainable. A greener campus can be created by making the layout more logical and by demolishing a number of buildings; this is expected to happen around 2020. Regarding sustainability, the emphasis is on sustainable energy provision (including thermal energy storage and solar energy) and limiting energy usage (including LED, transport).

Work on the ISS building in The Hague also started in the year under review. This is particularly noticeable in the entrance to the listed building which has acquired an appropriate grandeur.

Regarding Erasmus University College, it is worth mentioning that in close cooperation with the municipality, a breakthrough has been realised in the problem of student accommodation. In 2016 – after almost five years of searching - an agreement in principle was reached in respect of an excellent site in the city centre, where EUC's first-year students will be offered accommodation.

In 2016, the EUR-wide refurbishment of the existing classrooms was completed. Among other things, this means that lecturers now have access to excellent AV resources. Furthermore, a start has been made to acquire equipment and other ICT provisions which will professionalise 'distant learning'. This development will be enthusiastically pursued in 2017.

All in all, satisfaction and barometer surveys illustrate that the perception of the campus is highly valued. EUR is participating fully in the Department for Education, Culture and Science's initiative in respect of Integral Security in Higher Education, and will implement the ensuing principles within its own organisation.

Increasingly, EUR is being confronted by security issues in the areas of digital information provision, students and employees abroad, and unpredictable behaviour on the part of individuals. At the end of 2016, EUR was a victim of hacking, which possibly led to a data leak. The leak has since been closed and, in line with the guidelines issued by the Dutch Data Protection Authority, digital security has been considerably tightened and strengthened.

"To a great extent, the renewed HR policy is focused on talent management. In this context, the career long development of employees is actively encouraged by, among other things, training and education, coaching, an active mobility policy and distinct career paths. To this end, our managers have the competencies essential for talent management (...); whereby they pay explicit attention to diversity."

Modern employment practices

The following statement applies to EUR: 'Our people are our key asset'. They determine the quality of the research, education and support, they make the difference, they are the ones who make our university a top university.

Good and modern employment practices in the form of talent management enable EUR to bind its employees optimally and to ensure they match its strategic ambitions; in addition, these practices facilitate the creation of a climate and conditions in which its talented employees can excel. Naturally, within a working environment which also makes this possible. Due not only to excellent employment conditions and an HR policy that pays close attention to personal and professional development, but also due to modern and committed leadership which supports this development and offers a pleasant, professional working environment and climate with international allure. And, furthermore, backs it all up with first class facilities.

EUR wants to be attractive to both national and international talent and to both men and women, irrespective of their cultural background. To be able to play in the 'Champions League' of academic institutions, EUR wants to ensure the best scholars, lecturers and support staff are committed to the university, as well as to stimulate them and have them blossom in their careers. In this context, talent management is the overarching term. In addition to career development and mobility, other important points of attention in the HR policy include diversity, finding balance in two-sided careers, the professionalisation of lecturers and the vitality of our academic and support staff.

Career development: Career in Progress

In 2016, a great deal was invested in the creation of frameworks for talent management within the organisation, close to the primary process. Huge effort was put into making our employees more conscious of their potential careers. This involved the setting up of the programme Career in Progress which not only included a broad communication campaign to promote this objective, but also provided specific, largely free, instruments to EUR staff to enable them to start working on their own sustainable employability.

The following resources were employed:

- a consciousness-raising campaign Career in Progress: teasers, mailings, posters, films and events;
- an introduction from career advisors: free career advice/coaching. This has already attracted around 200 clients, both academic staff, and support and management staff;
- a new career development programme; 4 new training sessions within TOP, 42 participants in 2016;
- an introductory career budget of € 500 a year, with an option of € 1,500 over three years, for career development in the form of training sessions, internships; courses, educational resources etc. focussed on the following career step. There were 129 applications for this budget in 2016; 65 from academic staff and 64 from support and management staff, 104 were approved;
- a career event for PhD students; 110 participants, who awarded an assessment score of 8.1;
- a career week for EUR personnel: a week of free training sessions and workshops, 120 participants, recordings of CV-clips, LinkedIn workshops, CV-checks, 'Define your course' (PhDs);
- the launch of the career portal: a digital platform for career development, with all the information and tools, including online tests and a CV-check;
- the development of an organisational chart of support and management staff positions: providing insight into the various support and management staff functions and the competencies each function requires; employees will be able to use this to ensure their career steps are taking them in the direction they want;
- PhD-BKO: a basic university teaching qualification (BKO) training session, customised for PHDs to enhance their ability to pass on their knowledge.

Talent management young talents & high potentials

The first intake of participants on 'Opportunity Programme', the high potential programme for support and management staff, successfully completed the programme in 2016. In this programme, EUR focuses on motivated and talented support staff who have senior management potential. By following a focused MD trajectory, employees are given the tools to take a new career step.



The trainee programme 'Rotterdam Talent 4 Erasmus' also delivered its first 16 alumni. This programme is an example of a socially-oriented employment practice; one through which EUR aims to offer young graduates with no work experience a successful start in the labour market. Within the intended two years, all 16 participants found a suitable position at the right level or fulfilled their ambitions, by, for example, starting their own company. In the spring of 2016, a new cohort of 15 trainees started.

Improving the quality of the Performance and Development Cycle (P&D)

In 2016, work continued on the implementation of the new P&D; the basic instrument EUR uses to safeguard balanced steering on the basis of result and talent development. After adopting a new policy in 2015, with important improvements in the cyclical character by introducing a preview and review (consciously considering your 'fleet'), steering talent and professional development through the assessment of competencies (support and management staff) and making the assessment scales more uniform, the new P&D was introduced in pilot form in 2016. Steering educational performances/educational talent

was also given an explicit format in the newly digitalised form for academic staff.

The new policy is supported by the digital tool SuccesFactors. In 2016, the majority of the support and management staff were assessed in accordance with the new P&D. On the basis of the iBMG's latest academic staff pilot, improvements were implemented and the pilot phase concluded. Staff from other organisational units will be assessed in accordance with the new method in 2017.

One significant benefit of the new method is that digital reports can be compiled giving both individual organisational units and EUR as a whole better insight into their employees' performance and development. In this way, more focus can be placed on talent management.

Leadership

The changing context within academia, EUR's strategic ambitions and the intake of a new generation of employees requires modern and binding leadership. A manager can make the difference to the pleasure employees derive from their work and to their performance. Consequently, leadership is vitally important.



In 2016, an integral learning pathway for academic staff leadership was drafted. This pathway must contribute to the development of leadership qualities. Given this requires a deeper and broader vision in respect of academic staff leadership, a start was made on the renewal of academic leadership as a basic management qualification. The first phase of this pathway is largely instrumental and intended for prospective managers; broadly, it offers the basic principles of personal leadership and communication as well as practical knowledge (HR and P&D, Financial Management, EU Grants, Valorisation).

In 2016, the organisational development programme 'Supporting Ambitions Together' was compiled for support staff managers in which, within the programme Topsupport, work was undertaken to effect a change in the attitude and behaviour of the support staff. In December 2016, a successful 24-hour meeting of support managers was held, during which each manager carried out a self-analysis of his or her team. Within the programme, a focussed offer for support staff managers was compiled, which would enable them to steer on the basis of these changes and to develop personally

within the core values established for this course. Approximately 100 managers applied to take part in 20 activities.

Internationalisation

To support EUR's international ambitions, the assistance given to international employees was improved in 2016 by the appointment of a dedicated Internationalisation Specialist. This person will, for example, help international employees apply for visas and make contact with the municipality, as well as support them in their search for accommodation and answer practical questions. The specialist will also work on the expansion of the expat network within EUR. This will ensure focussed expertise and an accelerated service.

In addition, a broad survey of the HR policy required to achieve our internationalism ambitions was carried out. On the basis of the results of this survey, a budget was granted to attract a senior HR policy advisor for Internationalisation; this advisor will work out the frameworks of this policy in greater detail and implement it. Both this appointment and the work are to be undertaken in close



cooperation with the strategic programme Internationalising Education. This is a concrete step towards the further professionalisation of the HR policy.

In cooperation with the Municipality of Rotterdam/Expatdesk and Erasmus MC, the first 'Welcome to Rotterdam' event was held in August 2016. The aim was to officially welcome international employees to the city of Rotterdam. Given an attendance of 90 participants and numerous positive reactions, this initiative can be classified a success.

EUR participated in a national project to strengthen the Netherlands' international labour market for research and played a prominent role in detailing the proposed initiatives. One of the most important results was the 'EUR app', which has been rolled out nationally for all the universities, so that international employees are well-informed by the time they start working in the Netherlands. The app was launched in the autumn of 2016.

Within the framework of EUR's social involvement, two refugees (Scholars at Risk) were appointed to two-year research positions

in 2016. These positions were funded by the Executive Board.

Diversity and inclusion in our DNA

Diversity and inclusion are important key elements of our talent policy. The EUR-wide programme Diversity & Inclusivity consists of nine projects split into in three pillars: personnel, education & students and science. To ensure effective steering, the project team Diversity was expanded to become a Diversity Office; furthermore, the personnel policy review was a significant outcome of the extra effort devoted to diversity. Together with the VSNU, EUR prepared target figures relating to the male-female ratio among ordinary professors. The target is for 25% of EUR's ordinary professors to be women by 2025. In concrete terms, this means that every faculty must compile its own action plan to promote diversity and inclusivity within its own organisational units. Moreover, the faculties are to appoint their own diversity officers. These officers will support the implementation of the plans and will work closely with the central Diversity Office.



5 FINANCES



5 FINANCES

General

EUR's consolidated financial result for 2016 was € 27 million; EUR's non-consolidated result was almost the same at € 26.8 million. Compared to the budget, this created a benefit of € 34.7 million. During 2016, this benefit started to become obvious in the bimonthly periodic reports. This positive difference was largely attributable to incidental components (€ 25.1 million):

- a VAT refund with retrospective effect (€ 7.6 million);
- a release from pension provisions (€ 7.3 million);
- extra depreciation on accommodation as a consequence of the campus development (€ 3.2 million);
- delays in the execution of projects within the context of the Student Loans (Higher Education) Act (€ 4.5 million);
- delays in the execution of strategic projects (€ 3.6 million);

- positive results from the faculties and BVs (€ 5.3 million).

There were also a number of components in the result (€ 9.6 million) which had a structural impact, such as:

- a higher Central Government Grant than budgeted, due in part to a higher number of students and cost of living compensation (€ 8.4 million);
- higher income from tuition fees due to increased student numbers (€ 1.2 million).

In terms of liquidity and solvency, but also in terms of various other ratios, EUR presented a better picture than the sector average. The current ratio is just below the Department for Education, Culture and Science's signalling limit (130%). The level of solvency rose slightly and is still above the signalling limit (60%).

Table 5.1 Key figures

Key figures in € million	Result 2015	Result 2016	Budget Plan 2016	Budget Plan 2017	Schedule 2018	Schedule 2019	Schedule 2020
NET RESULT	13.2	27.1	-7.9	-5.3	-2.8	1.2	3.4
Central Government Grant	258.3	272.6	261.8	270.9	268.7	269.2	271.9
Tuition fees	49.3	53.9	53	59.5	60.7	61.9	62.8
Income from work for third parties	177.8	177	157.1	172.6	180.1	182.5	185.1
Other income	68.7	86.3	83	85.9	81.2	81.8	83
Total income	554.1	589.8	554.9	588.9	590.7	595.4	602.9
Equity capital	248.3	275.2	240.3	250.6	247.8	249	252.4
Liquidity	112.9	98.3	57.6	56.1	56.3	58	60.9
Long-term liabilities	0.6	9.3	4.6	6	26.1	56.8	65.5
Balance sheet total	387.4	410.8	382.8	398.2	410.1	441.6	454.2
Average number of FTEs							
Academic staff	2,448.35	2,440.93	2,412.74	2,551.91	2,525.24	2,480.92	2,452.95
Support and management staff	1,633.24	1,653.97	1,608.00	1,646.01	1,611.43	1,600.61	1,600.52
Other personnel	323.81	341.05	374.31	436.75	437.55	441.55	441.55
Average number of students	23.236	23.164	24.706	24.831	25.092	25.396	25.740
Current Ratio	129.00%	130.10%	80.60%	77.00%	77.20%	77.80%	80.20%
Solvency risk	64.10%	68.40%	62.80%	62.90%	60.40%	56.40%	55.60%



Tabel 5.2: 2016 results

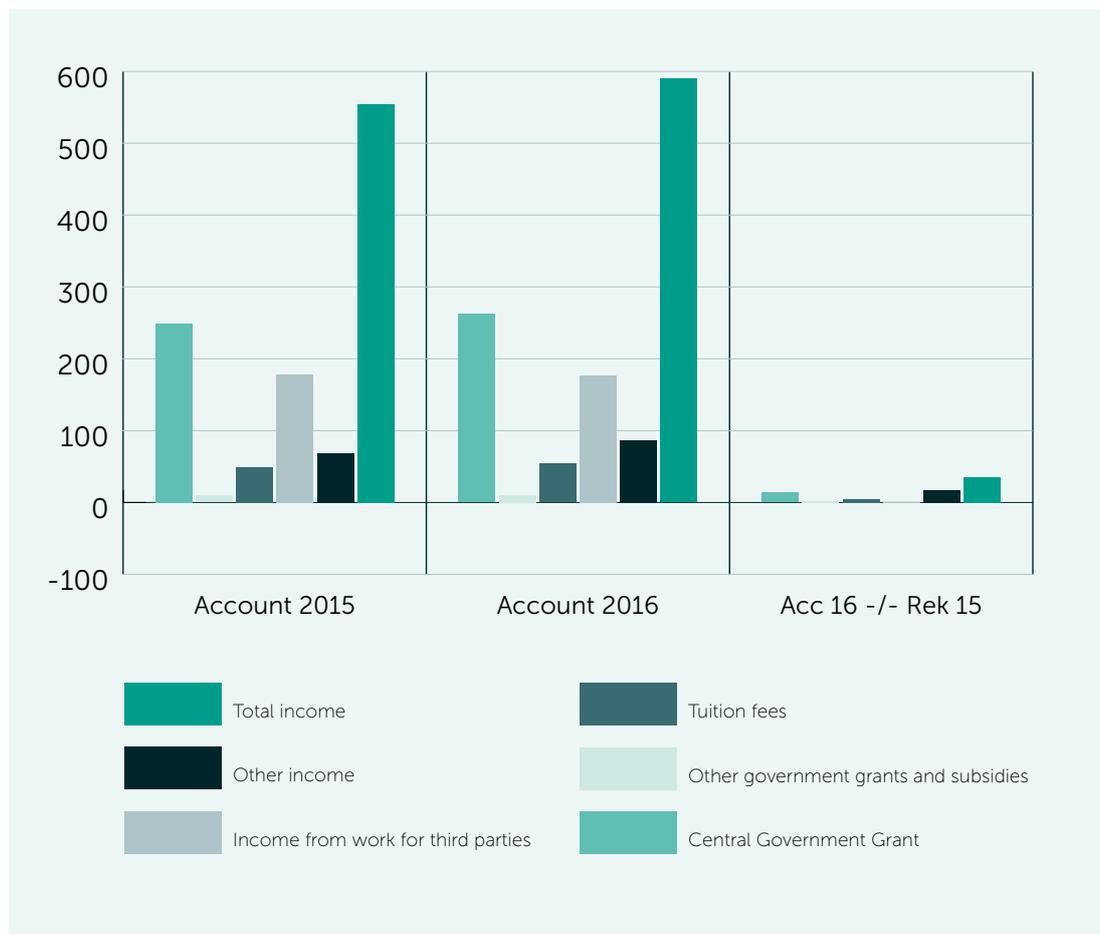
in M€	Result 2015	Result 2016	Budget Plan 2016	Budget Plan 2017	Schedule 2018	Schedule 2019	Schedule 2020
Central Government Grant	248.6	262.2	251.7	260.2	258.0	258.4	261.2
Other government grants and subsidies	9.7	10.4	10.1	10.7	10.7	10.7	10.7
Tuition fees	49.3	53.9	53.0	59.5	60.7	61.9	62.8
Income from work for third parties	177.8	177.0	157.1	172.6	180.1	182.5	185.1
Other income	68.7	86.3	83.0	85.9	81.2	81.8	83.0
Total income	554.1	589.8	554.9	588.9	590.7	595.4	602.9
Staff costs - EUR staff	333.1	341.0	342.0	357.3	355.0	351.6	351.2
Costs of in-sourced/temporary staff	25.3	26.7	24.5	23.8	22.8	18.2	18.5
Depreciation	29.2	50.8	32.4	34.2	34.5	36.9	39.5
Accommodation costs	44.1	31.9	31.7	32.5	31.6	32.3	34.7
Other expenditure	106.4	121.8	128.2	142.7	144.0	148.2	148.1
Total expenditure	538.1	572.2	558.8	590.4	587.8	587.2	592.1
Balance	16.2	17.6	-3.9	-1.5	2.9	8.1	10.8
Financial income and expenditure	1.7	9.7	0.4	-0.6	-0.4	0.1	0.7
Result	17.9	27.3	-3.5	-2.1	2.5	8.2	11.5
Share of third parties in result	4.7	0.2	4.4	3.2	5.3	7.0	8.0
Net result	13.2	27.1	-7.9	-5.3	-2.8	1.2	3.4

Realisation compared to the 2015 results

The turnover rose compared to the 2015 results. This increase was mainly attributable to an increase in the Central Government Grant as extra resources were allocated due to a higher number of national students and the temporary reversal of the funding cap on doctorate conferrals. In addition, cost of living adjustments were applied.

The income from tuition fees also rose thanks to an increase in student numbers. The proceeds from the third flow of funds were also higher than budgeted, primarily due to iBMG and RSM having a higher turnover in this segment. ESE and ISS reported a lower turnover than budgeted in their third flow of funds.

Graph 5.1: Comparison of the 2015 and 2016 income



The staff costs for EUR's own staff were € 8 million above the 2015 level. This increase was due to an increase in the number of employees, both academic staff and support and management staff. The increase in the number of staff was almost entirely attributable to the faculties. More academic staff were recruited as there were more students and a higher turnover. The number of support and management staff in the faculties also rose as more was invested in the support of scientific research. The costs of EUR's support services staff were lower than budgeted for, mainly due to a number of vacancies remaining unfilled, particularly in USC. Consequently, the number of in-sourced staff was higher than allowed for in the budget. At the time of writing this report, a number of the vacancies had been filled.

The accommodation costs rose due to large-scale investments in real estate. In addition, there was a one-off, accelerated depreciation on buildings demolished or renovated as part of the Campus under Construction project (CuC).

Result versus 2016 budget

In 2016, a deficit of € 7.9 million was budgeted for. The main reason for this was the € 7.0 million of planned investments in the quality of the education as a consequence of the Student Loans (Higher Education) Act. During the year, it became apparent that the budget had been too cautiously estimated. Ultimately, the result was € 34.7 million above budget. As explained in the introduction, this improved result was largely of an incidental nature. The various components are explained in more detail below.

The income from the Central Government Grant and tuition fees was € 9.6 million above budget. The Central Government Grant was € 8.4 million higher due to cost of living adjustments and compensation for the national increase in student number. The income from tuition fees was € 1.2 million above budget due to a higher number of students.

The underspending of reserved resources has two important components.

In the first place, EUR reserves € 17 million a year to support and encourage its strategic initiatives. However, as a number of projects are being executed more slowly than planned, these resources have benefited to the tune of approx. € 3.6 million. This money is expected to be spent in the coming years.

Furthermore, in 2016, EUR committed to investing more in the quality of the education as part of the introduction of the Student Loans (Higher Education) Act. Plans have been made in this respect and a provision accounted for in the budget. As the decision-making surrounding this has been delayed, the execution has also been delayed and the resources are being spent more slowly than planned (€ 4.5 million). These resources are expected to be spent on planned proposals in the coming years.

In the 2015 budget, a large sum was reserved for restructuring, on top of the standard costs of redundancies and redundancy pay. However, the impact of the restructuring was lower than budgeted for. In addition, there was a release of hours on provisions related to the employment conditions.

The redevelopment of the campus was realised in the CuC project. In this project, there was a one-off windfall in 2016 due to a multi-year VAT refund (€ 7.6 million). In addition, on the basis of new estimates, the provision for asbestos removal was lowered (€ 1.4 million). Conversely, accelerated depreciation was applied to buildings which were to be demolished or renovated leading to an incidental expense of € 3.5 million.

The operating companies on Woudestein collectively accounted for a positive result of € 1.0 million compared to the budget. This was mainly due to a higher turnover thanks to the increased number of students. Together with other gains in the faculties, this amounted to € 5.3 million.



Tabel 5.3: Consolidated balance sheet

Balance sheet in € million	Result 2015	Result 2016	Budget Plan 2016	Budget Plan 2017	Schedule 2018	Schedule 2019	Schedule 2020
Assets							
Fixed assets							
Intangible fixed assets	7.0	6.0	7.0	5.2	4.2	3.3	2.4
Tangible fixed assets	241.2	265.8	282.4	299.2	311.8	341.8	351.6
Financial fixed assets	3.7	3.1	3.2	2.7	2.2	1.7	1.2
Total fixed assets	251.9	274.9	292.6	307.0	318.2	346.8	355.1
Current assets							
Stock	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Receivables from tuition fees	1.5	1.1	1.1	1.3	1.3	1.3	1.3
Other receivables	30.1	36.4	31.5	33.8	34.3	35.5	36.8
Cash & cash equivalents	112.9	98.3	57.6	56.1	56.3	58.0	60.9
Total current assets	144.6	135.9	90.3	91.2	91.9	94.8	99.1
Total assets	396.5	410.8	382.8	398.2	410.1	441.6	454.2
Liabilities							
Equity capital	248.3	275.2	240.3	250.6	247.8	249.0	252.4
of which General reserve	97.8	112.3	101.1	106.3	106.2	107.4	109.2
Allocated reserve public	114.6	126.6	103.7	109.2	105.8	103.6	101.9
Allocated reserve private	34.4	34.8	33.8	33.2	34.0	36.1	39.5
Special-purpose fund - private	0.4	0.4	0.6	0.6	0.6	0.6	0.6
Statutory reserves	1.1	1.1	1.1	1.3	1.2	1.2	1.3
Facilities	26.4	21.6	25.9	23.2	17.2	13.9	12.8
Long-term liabilities	9.5	9.3	4.6	6.0	26.1	56.8	65.5
Current liabilities	112.3	104.7	112.0	118.5	119.0	121.9	123.6
Total liabilities	396.5	410.8	382.8	398.2	410.1	441.6	454.2

EUR's equity capital is primarily tied up in the buildings and land as well as in cash and cash equivalents. The tangible fixed assets increased significantly due to the investments in the Woudestein campus. The rise was, however, lower than budgeted as a number of projects have been carried over to 2017. As a consequence of the high investments of € 25 million and the positive cash flow, the cash and cash equivalents decreased by € 14.6 million. However, this development is more favourable than expected as a result of which it has not been necessary to call on any supplementary external funding.

The provisions fell in comparison to 2015. Mostly due to the release of staff-related provisions made in connection to the restructuring of various faculties. Less call was made on these provisions than expected. In addition, provisions for environmental and demolition activities were updated and that similarly resulted in a release of provisions.

Overview of the expense claims of Executive Board Members in 2016

In response to a letter from the State Secretary for Education, Culture and Science, dated 25 November 2011, concerning transparent expense reports and the rules governing expense reports, the expense claims submitted by the Executive Board in 2016 are included below. These claims are in accordance with the internal guidelines. The general guidelines for expense claims also apply to the governors.

Table 5.4

	President of the Executive Board	Rector Magnificus	Member of the Executive Board
Representation expenses *	n/a	n/a	n/a
Domestic travel and accommodation expenses**	€ 6,685	€ 7,821	€ 7,986
International travel and accommodation expenses	€ 1,925	€ 6,492	€ 2,575
Other expenses	€ 6,065	€ 915	€ 2,876
	€ 14,638	€ 15,228	€ 13,437

* Governors receive a fixed gross allowance from which all representation expenses are paid: The President and members of the Executive Board each receive a gross annual amount of € 9,420, the Rector Magnificus receives € 7,997 gross a year.

** In accordance with agreements between the Executive Board and the Supervisory Board.

Continuity paragraph

The purpose of the continuity paragraph is to provide insight into the way in which EUR deals with the consequences of its financial policy. This paragraph offers a vision of the financial policy and provides insight into the expected developments in the operating result and equity capital.

EUR's financial and economic policy focuses on safeguarding the continuity of the business processes in a financial sense. The most important principles are a balanced distribution of resources, structurally sound budgets, and healthy liquidity and solvency. Deficits should only arise if planned and of a temporary nature.

The Strategic Plan 2014-2018 'Impact and Relevance' is extremely ambitious. The core themes of which are internationalisation, social relevance and impact. To realise these objectives not only are significant investments in education and research essential, but investments must also

be made in (campus) infrastructure and support. In order to release structural resources for this, within the relatively shrinking financial framework, various reorganisations and restructurings have been carried out and completed both in the primary process and in the support organisation.

At the same time, work will continue on the modernisation of the campus and the (ICT) infrastructure. In anticipation of income from the Student Loans (Higher Education) Act, a total of € 18 million will be pre-invested in the quality of the education. Through this investment, EUR will be making its contribution to the sector-wide agreement of a total of € 600 million for the entire higher education sector.

In sequence, this section explains:

- the expected investments and the effect on liquidity;
- the way liquidity is managed;
- the management of the interest rate;
- the funding requirements.

Table 5.5

Expenditure Strategy 2018 (in € thousands)	2014	2015	2016	2017	2018	Total
Internationalisation	85	327	1.291	1.658	1.040	4.400
Online education	112	2.317	3.271	4.472	3.299	13.471
Top Support	115	2.510	3.082	3.606	2.007	11.321
Education quality & graduation rates	13	136	121	373	366	1.009
Impact & Relevance	-	452	725	1.688	1.234	4.100
Total	325	5.742	8.490	11.797	7.946	34.301

Campus under Construction (CuC)

At the end of 2010, EUR decided to develop the Woudestein campus into a campus with international allure; a pleasant campus on which to both study and work. The total programme has a number of phases. During 'Campus under Construction I' (CuC I), a new campus heart and basic infrastructure were built. CuC II focused on the refurbishment and maintenance of the educational accommodation, offices

and the creation of new facilities. CuC II will be completed in 2017; after which the last phase (CuC III) will be started. In this phase, the renovation of the listed high-rise building (the Tinbergen building) will be given prominence. The most recent estimates have been accounted for in multi-year projections. An investment amount of € 16 million has been provided for the period 2017-2019.

Table 5.6: Investments In (€ thousands) incl. CUC III as of April 2017

Category	2017	2018	2019	2020	2021	2022
Depreciation	-	-	-	310	-	-
Education	11,340	4,681	4,681	4,681	-	-
Infrastructure	6,945	2,940	2,940	-	-	-
Offices/education/research	6,151	18,851	18,851	16,351	-	-
Offices/research	1,572	4,813	4,426	4,426	-	-
Other	5,513	1,400	406	715	434	434
Programme management	5,253	4,548	4,548	4,548	-	-
Facilities	1,883	3,296	3,915	2,200	-	-
Facilities/infrastructur	1,000	1,000	1,000	3,809	-	-
Total	39,656	41,528	40,766	37,039	434	434

In addition to Woudestein, there is also an ambitious investment plan for Hoboken. In the coming years, the renovation of the faculty building is high on the agenda, as well as phase 2 of the Education Centre.

Pre-investment Student Loans (Higher Education) Act

In 2015, the Student Loans (Higher Education) Act came into force. On the introduction of the new student loan system, students will no longer receive a basic student grant. In time, resources will, therefore, be released which can be invested in the quality of education and research. In the period 2015-2017, the Higher Education sector has committed to an annual joint extra investment of € 200 million; € 67 million of which will come from the universities. EUR is responsible for a proportionate part of this, corresponding to an average amount of € 6 million each year, and € 18 million until 2018.

In 2016, all the faculties started projects intended to strengthen and improve their education. To this end, a structural amount of € 4 million was made available. The majority of projects concentrated on small-scale and intensive

education, one of EUR's strategic objectives. In addition, in close cooperation with the University Council, an innovation fund was established from which initiatives involving all the faculties can be developed. A structural amount of € 2 million has been reserved for this fund.

These plans were developed over and above the existing initiatives to improve the quality of education. As a result, they have a relatively long start-up period and, financially, use has not been made of all the resources, consequently there is a budget underspend. In the coming period, the plans will come to fruition and the spending will rise.

Cash management, interest rate management and funding requirements:

The aim of cash management is to ensure prompt availability of cash and cash equivalents under acceptable conditions. Excess cash and cash equivalents are, furthermore, set aside in order to optimise the return within the stipulated risk parameters. In the year under review, the treasury activities were limited to setting aside excess assets as optimally as possible. In 2016, EUR started banking with the treasury and deposited most of its assets with the Ministry

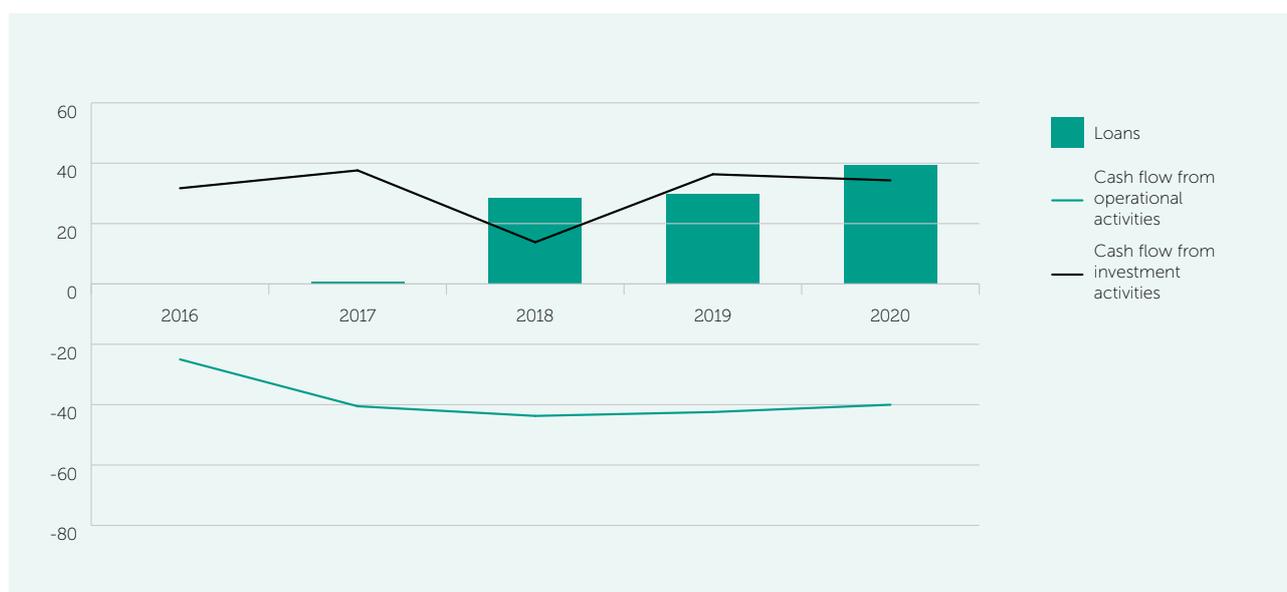
of Finance. In a risk-free way, these assets are held in current and savings accounts with Dutch banks which have at least an A rating. EUR does not make any use of derivatives.

The investments are still financed entirely from EUR's own resources. At the end of 2016, the cash and cash equivalents held by EUR and its operating companies totalled € 100.8 million (2015: € 112.9 million). Of this amount,

€ 46.9 million (2015: € 59.4 million) was from the university and € 53.9 million (2015: € 53.5 million) from its operating companies. The public and private resources are completely separate.

Based on the expected course of the operational cash flow and the revised investment plans, it is anticipated that additional resources will eventually be required.

Graph 5.2: Cash flows



Operation and movement in the equity capital

The investments required to fulfil EUR's ambitions are accounted for in the multi-year budget. Mainly due to the pre-investments in the quality of education, EUR has budgeted for a deficit of approx. € 2 million in 2017. From 2018 onwards, a positive budget is forecast assuming an extra Central Government Grant of € 6 million from the student loan system. The operating companies will contribute approx. € 1 million to this result.

The budget shows a relatively stable income pattern. Direct funding is increasing, while external income is decreasing. The Central Government Grant will increase due to higher funding partly due to new programmes, including the EUC and two joint degrees in LDE context (Leiden-Delft-Erasmus). The tuition fees are reasonably stable as, based on national projections for student numbers, only a limited growth in the number of students is expected.

The construction of the campus is proceeding steadily. In addition to the periphery of the campus, the inside area is also being tackled and renovated. The construction and reconstruction activities have resulted in higher depreciation. Lower accommodation costs have been accounted for as, in 2015, a high, one-off allocation was made to the environmental and demolition provision.

The balance sheet does not include Erasmus MC's capital, but it does include that of EUR's operating companies. The balance sheet reflects the investment programme in the Woudestein campus through the tangible fixed assets, and the planned restructuring is reflected through the staff provisions. Until 2016, the staff provisions rose due to the restructuring of the education service centre. In 2016, various provisions were released.

Basic principles of the multi-year budget

EUR's multi-year budget has been drawn up on the basis of the following principles:

- The budget was prepared on the basis of stable wages and prices in 2016.
- The Central Government Grant is calculated on the basis of the expected development of the Macro Budgetary Framework as presented by the Department for Education, Culture and Science and the (expected) share of EUR in the various sections. This share is based on the trends anticipated in education and research performances.
- In the Central Government Grant, it is assumed that EUR will achieve its performance targets and, therefore, retain its performance funding of slightly more than € 10 million.



- It has, moreover, been assumed that the impact on the budget of capping the doctorate premium would be neutral.
- No account has yet been taken of extra resources from the nationally established matching fund for research.
- As of 2018, account will be taken of a € 6 million Central Government Grant pursuant to the Student Loans (Higher Education) Act. As previously indicated, a pre-investment amount of € 18 million has been provided for, € 7 million for 2016 and € 11 million for 2017. From 2018, structural expenditure of € 6 million has been accounted for.
- The income from tuition fees is based on the expected trend in the total student population, and the estimated level of the tuition fees in 2017. When estimating the income from tuition fees, no account has been taken of the possibility of charging higher tuition fees for selective courses and programmes, other than at Erasmus University College. It is assumed that, in the coming years, the number of students paying tuition fees will remain more or less on the level of 2016. The increase in the tuition fees will be limited due to the growth of EUC.
- On the basis of global estimates, account was taken of higher one-off costs for the various reorganisations and restructurings. A provision of € 2 million has been made for 2017 and an annual reserve of € 1 million for the subsequent years. These amounts are supplementary to the provision of just over € 2 million for standard measures regarding legal status. To a large degree, these amounts are based on rough assumptions of the actual costs of the planned restructuring activities. The actual costs could, both in total and in timing, deviate from the accounting periods.
- In the budget, an annual amount of € 17.5 million has been reserved for strategic initiatives. For 2017, an amount of € 1.7 million over and above the available budget has been accounted for. This is intended to limit structural underspending of the budget.
- The accommodation costs, particularly depreciation, are growing steadily as the accommodation programme is realised.
- Account will only be taken of corporation tax costs for the operating companies. It is assumed that the subject exemption will apply to EUR.



Risk management and control

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

EUR does not have a specific risk manager and day-to-day risk management is assigned to the line organisation. Deans and directors bear initial responsibility for managing the risks of normal operational management. In addition, the staff departments play an important role in identifying risks and implementing risk-reducing measures.

EUR is aware that no risk management and control system can fully guarantee there will be no errors or losses or that its objectives will be realised in full. The system should, therefore, be tested and assessed regularly. EUR believes its current governance structure and mechanisms are adequate and provide sufficient safeguards to ensure the risks to which it is exposed are recognised and managed. In 2017, a plan will be set in motion to link the risk management of various sections, so that (to an even greater extent) the risks can be considered in combination with each other. In addition, risk management is to place more focus on EUR's objectives.

EUR subscribes to the VSNU Governance Code, the Scientific Practice Code, the Code of Conduct for the use of personal data in scientific research, and the code governing transparency in animal testing. In the year under review, the roles the Executive Board and the Supervisory Board played in internal governance complied with the statutory frameworks included in the Higher Education and Research Act.

Control Framework

EUR's control philosophy is characterised by a decentralised governance culture and integral management by decentralised managers. Integral management means that, within the established frameworks, an organisational unit is entirely responsible for and empowered to act in respect of its areas of activity, objectives, work processes, staff and resources. In addition, the organisational unit is also responsible for the interface with other organisational units. Monitoring the total – integral – result and establishing the frameworks within which freedom can be exercised are the main responsibilities of the Executive Board. To this end, the Executive Board has a range of control instruments available. As well as the strategic frame of reference, the internal control consists of regulations and procedures focused on obtaining reasonable guarantees, whereby the organisation's most important risks are identified and the objectives in the Strategic Plan achieved in compliance with prevailing legislation and regulations.



The most significant components (not exhaustive) of internal control are:

- the Strategic Plan 2014-2018 in which the long-term strategic aims and objectives have been formulated, and translated into underlying covenants with the management units;
- the Administration and Management Regulations [Bestuurs- en Beheersreglement] stipulating the powers of the managers appointed by the Executive Board;
- an IV strategy in which all the major challenges in the area of information provision due to the significant increase in digitalisation are translated into activities within the context of both innovation and management;
- the regulation on alleged malpractice within EUR, the so-called "Whistleblower regulation";
- the regulation on ancillary activities, which lays down rules for disclosing any potential conflicts of interest confronting researchers and other staff;
- the Integrity Code in which three concepts are central: professionalism, teamwork 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 the faculties and other organisational units when these fit in with EUR's financial framework. These plans form the basis for the institution budget approved by the Supervisory Board;
- multi-year cash flow forecasts, based on result forecasts and a multi-year investment agenda; these forecasts are revised a number of times a year in line with the most recent 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 and the participatory bodies; the reports not only look at what has been achieved but also provide a year-end forecast;
- a system of periodic, bilateral consultation meetings between the Executive Board and the organisational units, as well as periodic governance meetings between the Executive Board and the Deans;
- structured spend analyses and the use of a procurement and tender calendar for the benefit of legitimate procurement;

- Finance/Legal/Administrative/Tax (FLAT) tests for large and/or long-term projects/contracts that surpass certain limits (in excess of € 250,000 or longer than four years);
- a Treasury Statute that complies with the Investment and Pledge Regulations [Regeling Beleggen en Belenen]; excess cash and cash equivalents are placed in Dutch Banks with at least an A rating. As far as possible, care is also taken to ensure EUR's cash and cash equivalents are spread over several financial institutions;
- the annual tiered Letter of Representation, in which managers and deputy managers declare that they guarantee the completeness and accuracy of the information relating to relevant financial management issues within their mandate;
- the Audit Committee which, as a subcommittee of the Supervisory Board, convenes four times a year and pays extra attention to the university's day-to-day financial and economic matters in the broadest sense, and then reports accordingly to the Supervisory Board.

Significant risks and control measures

The world of higher education is changing rapidly. Quality and reputation in the field of education and research as well as financial soundness are essential to survival in this increasingly complex environment. EUR's strategic risk policy focuses intensively on taking measures to profile EUR as a leading education and research institution. To achieve these objectives, it is essential for the various risks to be addressed and managed actively.

Below is an explanation of the most significant strategic risks identified and the associated control measures.

1. Changes in Central Government Funding

The Central Government Grant is an essential source of income for EUR. Over the last few years, the Macro Budgetary Framework has been heavily influenced by the economic crisis and government policy, which has resulted in cutbacks to the university's resources. With the introduction of the Student Loans (Higher Education) Act, resources will be released for academic education and research. According to the Strategic Agenda, the university sector should be able to rely on an amount of € 77 million in 2018 rising to € 175 million in 2030;

these sums should be used to improve the quality of the education.

Resources allocated as lump sums are increasingly subject to agreements; and the resources are made conditional on the agreements being fully complied with. At the end of 2015, the experiment with the performance agreements ended. In future, the evaluation of the performance agreements will play a role as a prelude to potential quality agreements. The outcome of these could have important consequences for EUR's Central Government Grant.

By participating actively in the debate about the substance of the quality agreements and by having a strategy focused on internationalisation and excellence, EUR intends to strengthen its position in the sector and optimise its Central Government Grant.

As of 2017, the way doctorate conferrals are funded is to be changed. The fixed budget for research will be raised, but the doctorate premiums reduced by 20%. In the long term, this will have consequences for EUR, as a growth in the number of doctorate conferrals will have a lower return than previously budgeted for.

The 2017 elections will lead to the formation of a new cabinet. Information provided by VSNU at the end of 2016 consistently showed that - based on the manifestos of virtually all the political parties - the position of the universities would deteriorate. Whether and how this becomes a reality, depends on the cabinet formation. On the other hand, proposals for investments in higher education are being prepared for the 2018 Budget. EUR will follow these developments with interest and, where necessary, anticipate accordingly.

2. Development of student numbers and academic achievement

The development of student numbers and academic achievement are both extremely important for EUR. On the one hand, the number of students is an indication of how attractive the university is. On the other, a large part of EUR's income is dependent on the students and their academic achievement. For a long time, it was feared that the introduction of the student loans system would negatively affect student numbers. As yet, the 2016 enrolment statistics from the university sector seem to contradict this. Although, demographic trends are such

that the number of national students is expected to decline after 2020. By offering international programmes, excellence classes and motivational education, EUR hopes to maintain its current student population, improve its educational performance and retain and enhance its attractiveness. In so doing, EUR aims to reduce its dependence on direct funding.

3. Educational quality and the culture of quality

Educational accreditation focuses on establishing whether an institution and a programme comply with the requisite academic qualifications and criteria. Consequently, achieving accreditation is crucial and is an indication that EUR's qualifications are what they should be.

EUR has placed the maintenance and improvement of the quality of the education high on its agenda. In recent years, EUR's education policy, i.e. the Nominal=Normal concept, has placed the emphasis firmly on graduation rates, partly due to this being part of the performance agreement with the Department for Education, Culture and Science. However, quality involves more than just graduation rates. In the coming years, a number of focused programmes will give greater substance to quality improvements in EUR's education. In this context, please refer to the section Education.

4. Technological innovations

On an operational level, the influence of and dependence on information technology is growing visibly. Not only are secondary processes increasingly relying on automation, but the primary process of education and research is doing so as well. Online Education, MOOCs, Open Access, etc. will have a major influence on our business model. Various projects are being undertaken in the new EUR strategy to explore the place of digitalisation in education.

The increasing dependence on information technology places great demands on the continuity and integrity of data and information systems. The reimplementation of SAP in January 2014 brought about an improvement in the IT management process. By having a better backup and recovery process, an operational continuity and contingency plan, and a change management process, the continuity risks of IT facing

operational management have been reduced. In 2016, work started to integrate the new rules from the European Privacy Directive into the internal policy, rules, procedures and systems. This should result in more detailed policy in the area of information security, based on the principle that, in a university, this security must be proportional if a good balance is to be found between the availability and management of information.

5. Academic integrity

Trust in science depends entirely on the extent to which academic principles are observed when conducting research. EUR has taken a series of measures in order to guarantee a principled research culture. These measures include making a Graduate Course on academic integrity and ethics compulsory for (new) researchers. Furthermore, measures have been taken which focus on data storage and data management. The core values of professionalism, fair play and teamwork apply to the entire EUR community.

Partly in response to a number of incidents involving breaches of academic integrity, EUR has set up a task force for academic integrity. In 2015, the Doctorate Board approved new doctorate regulations; these include a number of safeguards to prevent any breaches of integrity. The regulations incorporated all the recommendations made by the task force. In accordance with the new regulations, every PhD student must have two supervisors. Moreover, a plagiarism scan is to be compulsory for all draft theses/dissertations.

6. Legitimacy

Efficient, sustainable and legitimate procurement is one of EUR's top priorities. To this end, the procurement policy was made more stringent in 2014. EUR's aim is to procure entirely legitimately, while still taking account of the requirements of operational management. The objective is to procure within the framework agreed with the Department for Education, Culture and Science and the statutorily required (European) guidelines and, simultaneously, seek a prudent balance with the procurement requirements of operational management. Within EUR, the maximum scope in this context is determined by the audit tolerance as laid down in the Department for Education, Culture and Science's audit protocol.

According to the prevailing (European) guidelines, EUR's procurement was deemed legitimate. EUR aims to procure legitimately and manages with a focus on this. Contract terms are monitored so that tenders can be submitted in good time. EUR's legitimacy has increased considerably in the past few years, but continues to be a permanent point of attention.

EUR does not have a central procurement function; instead it has opted for a coordinated procurement model, where the responsibility for procurement management is invested in the relevant manager. In addition, a Tender Board oversees the choice of strategy for procurement and risk management. Within the context of efficient procurement, EUR recently revised the threshold amounts for procurement assignments subject to the threshold values for European tenders and brought them into line with the amounts stipulated in the Proportionality Guide, which forms part of the implementation of the Public Procurement Act 2012.

7. Development of the projects portfolio

In 2011, the Cabinet started encouraging public-private partnerships within a number of economically powerful sectors in the Netherlands. NWO, KNAW and the applied research institutes were instructed to contribute € 600 million from their budgets to top sectors, which has left less money available for free

competition. Horizon 2020 also overlaps considerably with the themes of the top sectors.

This poses a risk to EUR, as it has fewer disciplines associated with top sectors. An important element of the new EUR strategy focuses on reducing its dependence on direct funding by increasing the income from external projects. Partly to enhance the chances of external research funding, EUR is encouraging the formation of strategic alliances with external partners, the LDE collaboration, and national and international networks.

At the same time, internal measures have been taken to provide better research support through the establishment of a Research Support Office, and work is being undertaken to raise the level of project management. Since 2014, financial project management has been supported by SAP.

8. Real estate costs

Regarding real estate, the campus is subject to significant development. Several buildings and installations have been (virtually) written off, both economically and technically. The real estate is being developed in a way which entirely serves the role the campus is expected to play in EUR's programme policy. On balance, there will be fewer square metres of real estate, of which a relatively larger share than now will be equipped as high-quality





facilities for students. Due to the associated investments, EUR's fixed costs are increasing steadily. EUR predicts that Woudestein's total accommodation costs will rise to € 36 million by 2022, i.e. an increase of more than 50% in approximately 10 years. The agreement is that the accommodation costs should not exceed 13% of the income, and this limit is meticulously monitored and forms a guiding principle for new investment decisions. Both the multi-year investment programme and the maintenance programme are updated periodically. Each investment decision, including maintenance costs, is integrally calculated on the basis of the structural costs. The multi-year investment programme is to be implemented project by project, and various go/no-go moments have been incorporated in the plan. Each project has its own project budget which requires advance Board approval. A separate steering group, chaired by a member of the Executive Board, monitors the operational and financial progress of the projects.

In addition to the real estate costs, movements in the value of the real estate value are also important. To a significant degree, the value of the university's real estate corresponds to the degree to which it is used in the education and research process. Consequently, each year, an

assessment is carried out to see whether there are any indications that significant changes should be made on the basis of the trend in the numbers of students and staff. Currently, no provision is made for a structural decline in the real estate value. Supplementary to this, the carrying amount (book value) is compared to the valuation under the Valuation of Immovable Property Act [WOZ] and the insurance value. These values are both considerably higher than the current carrying amount.

9. Data leak/cybercrime

In 2016, EUR was the victim of cybercrime when it experienced a data leak; this clearly demonstrated that even EUR was vulnerable to such attacks. The specific incident was dealt with by the Crisis Management Team. Prior to the incident, a Data Protection Officer had already been appointed; this officer was instructed to set up and structurally safeguard data management. There will be a follow up in 2017. In addition, specific measures were taken to ensure that, in the short term, the security of EUR's IT network was optimal. In the longer term, more structural measures will be taken as part of a trajectory to ensure that IT security is (both organisationally and technically) well organised and guaranteed.

Special elements: clarity memorandum

- EUR has granted 560 students financial support from the Profiling Fund amounting to a total of € 1,268,000. Of these students, 440 received financial support for management/committee activities, 10 for social activities, 57 due to personal circumstances and 53 within the framework of excellence. The 560 students consist of 555 EER students and 5 non-EER students.
- No programmes were outsourced to non-funded institutions.
- As regards the initial education, no customised programmes were concluded with companies or other organisations.
- No public resources were used for the purpose of private activities outside the primary task. EUR provides resources for some student facilities, such as sports activities, but these were not funded from public sources.

Report of the Regulatory Body

The Audit Committee, a subcommittee of the Supervisory Board, met four times in the year under review. For information about the subjects dealt with during the meetings, reference should be made to the Message from the Supervisory Board. In addition, the Audit Committee dealt with the following subjects:

- **Audit report**
In May 2016, the Audit Committee discussed the report on the financial statements submitted by the external auditor. The external auditor was appointed by the Supervisory Board and was present during the discussion to offer an explanation when required.
- **Financial progress reports**
Periodically, the Audit Committee and the Supervisory Board receive written information giving the full picture of the financial progress in the accounting period, and of the financial progress of the large-scale investment programmes. These are discussed in the regular meetings with the Executive Board.
- **Governance information and governance portal**
In the year under review, work was undertaken on the development of management information at board level and of a digital governance portal which would make this information available. In the March meeting of the Audit Committee, a presentation about this governance portal was given.

- **Revision of the Treasury Statute**

In 2016, the Treasury Statute was updated so that by 1 January 2017, it would comply with the new legislation and regulations. The revisions were discussed with the Audit Committee. When preparing the budget, the way in which EUR proposed to implement the right of approval in respect of the main points of the Budget were discussed with and approved by the Audit Committee.

- **Appointment of a new auditor**

In 2016, EUR invited tenders for a new auditor. A new auditor has now been appointed and the first findings discussed with the Audit Committee.

- **CuC III progress**

The campus is being redeveloped under the name Campus under Construction (CuC) The third phase is already underway. The Audit Committee discussed the (financial) progress of this project.

- **Getting the basis of IT in order.**

EUR has compiled a plan to ensure the basic provisions of the IT organisation are in order. To this end, measures have been formulated for both the technology and organisation of IT. The Audit Committee discussed the progress of these measures.

- **Getting the finances in order.**

The Audit Committee also discussed possible ways in which the financial administration could be improved even further. The new auditor's findings provided some of the input on the basis of which agreements were made about the further improvement of the financial administration.

- **IT security**

The data leak that EUR experienced was one of the reasons for placing IT security high on the agenda. The Audit Committee discussed the measures that needed to be taken to limit the consequences of a data leak and to ensure further data leaks were structurally avoided.



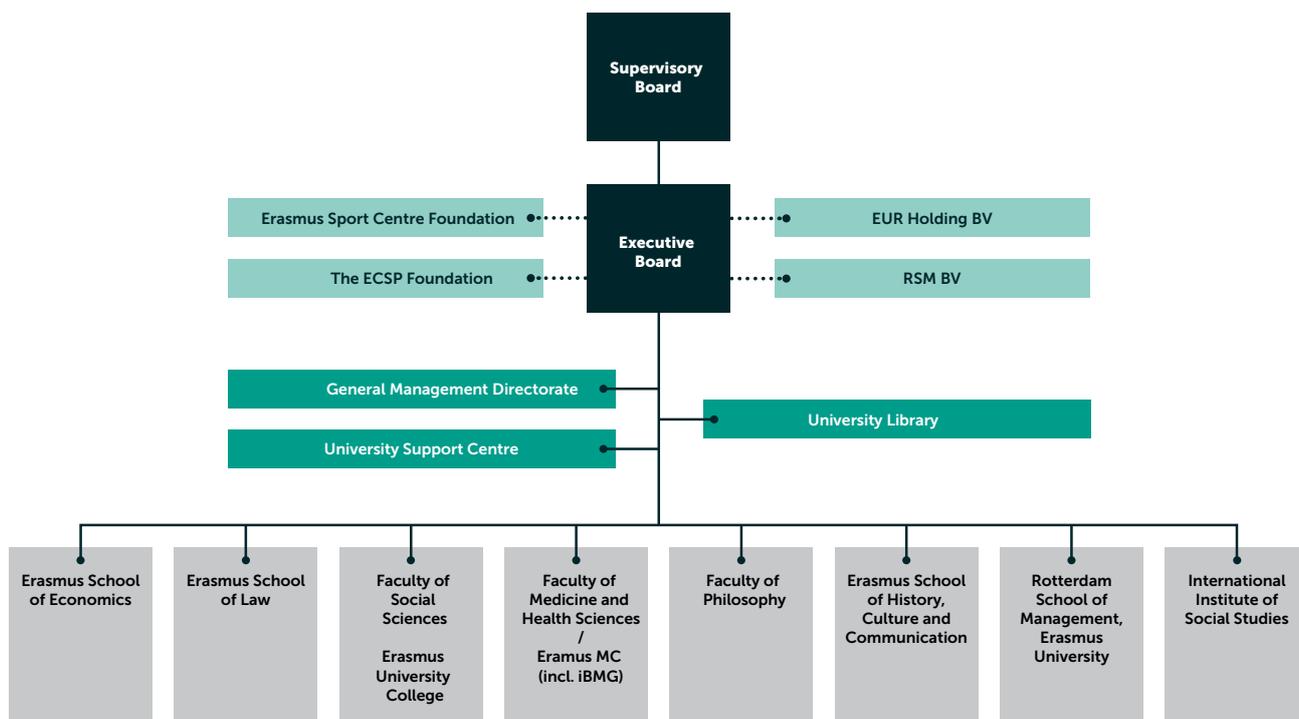
Appendices

Appendix 1.

Governance and participatory bodies

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

Organisational chart 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 the 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..

Members of the Supervisory Board

H.N.J. Smits (president),

- CEO/Chair of the Executive Board of the Jansen de Jong Group (1 January 2014 – 31 December 2017))

Professor J.E.J. Prins,

- Dean of Tilburg Law School Tilburg University (1 June 2016 – 31 May 2020)

P.H.J.M. Visée RA,

- President of the Supervisory Board of the Stedelijk Museum and Member of the Board of the Royal Holland Society of Sciences and Humanities (1 March 2014 – 31 December 2017)

Professor C.J. van Duijn,

- Professor of Mathematics in the Faculty of Mathematics and Computer Science at Eindhoven University of Technology. (1 August 2015 - 31 July 2019))

J.M. van Bijsterveldt - Vliegenthart,

- Director/Board Member of the Ronald McDonald Children's Fund - until 1 September 2016, Mayor of Delft - from 1 September 2016. (from 1 December 2015 - 30 November 2019))

Overview of the ancillary activities of the Members of the Supervisory Board

Name	Ancillary activities
Hans Smits	<ul style="list-style-type: none"> ▪ President of the KLM Supervisory Board ▪ Non-executive Director Air France-KLM ▪ Non-Executive Director Odfjel SE ▪ President of the Central Planning Committee
Professor Corien Prins	<ul style="list-style-type: none"> ▪ Professor of Law and Information Technology at Tilburg Law School Tilburg University ▪ Member of the Royal Netherlands Academy of Arts and Sciences (KNAW) ▪ Professor of Law and Information Technology Tilburg University ▪ Member of the Supervisory Board of Rabobank Tilburg area ▪ Member of the Royal Holland Society of Sciences and Humanities ▪ Member of the Netherlands Academy of Technology and Innovation (ActI) ▪ Vice-chair of the Dutch Social Science Council (SWR) ▪ Board member of the Rathenau Institute ▪ Member of the Advisory Council of the SIDN Fund
Pascal Visée RA	<ul style="list-style-type: none"> ▪ Member of the Supervisory Board of Rabobank (since 15 December 2016) ▪ Member of the Albron Executive Board (since 1 December 2016) ▪ Member of the Supervisory Board of the Albron Foundation (until 1 December 2016) ▪ Member of the Advisory Council & Senior Advisor (external) Genpact ▪ Senior Advisor (external) McKinsey & Company ▪ Member of the Mediq Supervisory Board and chair of its audit committee ▪ Member of the Plus Retail Supervisory Board and chair of its audit committee ▪ Member of the Board of the Prins Claus Fund ▪ Member of the Board of the Royal Holland Society of Sciences and Humanities
Professor Hans van Duijn	<ul style="list-style-type: none"> ▪ President of the Permanent Committee for Large-scale Scientific Infrastructure (NOW) ▪ President of the Board of JMBC (research school for fluid mechanics) ▪ President of the European Ceramic Work Centre ▪ Scientific director of the Darcy Centre (TU/e-UU) ▪ Facilities coordinator at University College for Engineering and Innovation (Zeeland)
Marja van Bijsterveldt - Vliegenthart	<ul style="list-style-type: none"> ▪ Chair of the Reading & Writing Foundation ▪ Member of the Advisory Council of the NCOI Education Group ▪ Chair of the Supervisory Board of the Protestant Theological University (until 1 September 2016) ▪ Chair of the Midden-Delfland Association (until 1 April 2016)



Professor H.A.P. Pols,
K.F.B. Baele,
B.J.H. Straatman

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

K.F.B. Baele

President Kristel Baele is responsible for general administrative matters such as the relationship with the Supervisory Board and the University Council. She is engaged in strategic policy, international matters and external contacts, such as with the Rotterdam region, businesses and other knowledge institutions and Ministries. Ms Baele was appointed on 1 December 2015 for a period of four years.

Rector Magnificus Professor H.A.P. Pols

The sphere of interest of the Rector Magnificus mainly incorporates education and research, including academic staff (policy), students and academic information. Professor Huibert Pols, former Dean of the Faculty of Medicine and Health Sciences/Erasmus MC, was appointed on 8 November 2013 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 provision. At the end of 2013, he was reappointed for a second four-year term.

Improved Governance (Higher Education) Act

EUR applies and observes the VSNU's 'Code of good governance for universities'. In addition, EUR ensures the timely and complete implementation of any changes to the Higher Education and Research Act and the rules based on that Act.

Governors

- Professor P.H.B.F. Franses, Dean of ESE
- Professor S.L. van de Velde, Dean of RSM
- Professor J. Verweij, Dean of FGG/ Erasmus MC
- Professor W.S.R. Stoter, Dean of ESL
- Professor H.T. van der Molen, Dean of FSW
- Professor J.J. Vromen, Dean of FW (until 1 October 2016)
- Professor F.A. van der Duyn Schouten acting (since 1 October 2016)
- Professor D. Douwes, Dean of ESHCC
- Professor W. B.F. Brouwer, Vice-dean of iBMG
- Professor I. Hutter, Rector of ISS

Participatory Bodies

The University Council

The University Council is EUR's participatory body at university level. The council consists of twelve students and twelve employees. The president is Professor C.W.A.M. van Paridon.

Staff representatives 2016

Dr B. Bode, Dr M. Buljac, Dr E.M. Engelbert (president), Dr C.M.A.W. Festen, Dr G.E. Helfert, N.A. Hofstra, Dr H.A. Krop, P. van Leeuwen, Dr L.J. Pegler, Dr J.J.A.M. Schenk, J.K. Stam, J.C.M. van Wel.

Student representatives until 1 September 2016

C. Cerneau, H. van 't Foort, E.L. van Hal, S. van der Kaaij, A. Koc, C.B. van Kwawegen, M.C.S. van Leeuwen, B. Louwman, T.E.R.S. Schoemaker, S. Soloukey Tbalvandany, T. Visser, K.M. Volders.

Student representatives as of 1 September 2016

R. Aitken, A. Barmantlo, W. Bontje (president), A. Calkin, B. Faris, M. van Leeuwen, N. Nieuwstad, L. Oudenes, Y. Ponomarenko, D. Sieczkowski, M.J.S. Spanjersberg, K. Walden.

The other participatory bodies in addition to the University Council are the Faculty Advisory Boards and service committees. Until 1 November, the support services were represented in four service committees: the University Support Centre, Research & Student Affairs (ssc ER&S), General Management Directorate and the University Library. After that date, the number was reduced to three as the ssc ER&S, the last shared service centre, became part of the USC. The service committees have regular meetings with the heads of the relevant organisational units. Representatives of the service committees maintain good contact with representatives of the University Council and EUROPA.

For local employee consultations, the Executive Board makes further agreements with the representatives of the trade unions, unified at EUR in the EUROPA.

The Executive Board had monthly meetings with the University Council on the basis of a jointly prepared agenda. During the meetings, it was agreed that - on a central level - the discussions went well; they were open, honest and the various viewpoints and positions were treated with respect. In almost all cases, the University

Council's advice was followed up. Naturally, the opinion of the other participatory bodies was also taken account of, even when it was not formally required. In this context, no distinction was made between the University Council's staff and student representatives. Both sections have twelve members. In the year under review, the discussions did not lead to any formal disputes. Nor did the University Council issue any advice which was either divided or only supported by a minority. This annual report was discussed with the University Council. The Praesidium of the University Council was represented during all the academic ceremonies.

To strengthen the process surrounding decentralised participation in decision-making within the EUR community, a well-attended meeting was organised around the 'Good Discussions' in April 2016. On one hand, the objective was to share and celebrate the progress and success of the faculty-related projects on participation in decision-making, i.e. the Good Discussions, on the other, the objective was to learn from one another's efforts and experience.

Central Electoral Committee

EUR has a Central Electoral Committee which organises elections for the University Council and the service committees of the central support services. It also coordinates the work of the faculty electoral committees, which organise elections for the Faculty Advisory Boards.

Complaints policy

EUR has provided for the regulations and procedures prescribed by law for handling complaints and objections. These not only concern formal objections and appeals on the basis of the General Administrative Law Act, but also a range of other types of complaints. If there are any grounds, such as amendments to legislation and regulations, the university amends its own prevailing rules and regulations. EUR has a special website listing all regulations, guidelines and rules for staff and students.

Students submitted 274 appeals in 2016 (compared to 231 in 2015). These were mainly appeals against the decisions of Examining Boards regarding education, examinations and final examinations (reviews). The number of objections filed by students and staff totalled 36 in the year under review (55 in 2015). They mainly concerned decisions made by or on behalf of the Executive Board.

Appendix 2

Laureates

Honorary doctorates

Mandeville Lecture

The twentieth Mandeville Lecture, entitled '*Current Migration Challenges: a Human Rights Perspective*' was delivered by Navi Pillay on 9 June 2016. It was the first time this honorary doctorate - which is awarded for significant social achievements - had been awarded on the occasion of the Mandeville Lecture. The honour went to the South African Navi Pillay, a former UN Commissioner and human rights lawyer. Professor Karin Arts (ISS) and Professor Kristin Henrard (ESL) were her honorary supervisors.

Dies Natalis

In the aula, on the occasion of the 103rd Dies Natalis, two honorary doctorates were awarded to prominent American scientists on 8 November.

Professor John Hauser (Kirin Professor of Marketing at M.I.T.'s Sloan School of Management) received this on the nomination of the Erasmus School of Economics (ESE). Professor Stefan Stremersch acted as his honorary supervisor.

Professor Dan Ariely (James B. Duke Professor of Psychology and Behavioural Economics) was nominated by Rotterdam School of Management, Erasmus University. Professor Ale Smidts was his honorary supervisor.

Education and Research prizes

Education prize

This year, the education prize went to Dr Christiaan Heij, Erasmus School of Economics. In the last few years, he has introduced extremely innovative methods of teaching. Dr Heij devoted a great deal of time to the development of the Massive Online Open Course (MOOC) 'Econometrics: Methods and Applications', which has attracted 17,000 participants since it started in November 2015.

Research prize

The 2016 research prize was awarded to Dr Niels Rietveld, who is affiliated to Applied Economics/Erasmus School of Economics. Within a year of receiving his doctorate, he was awarded a VENI grant. In addition, he is the executive director of the Erasmus University Institute for Biology and Economic Behaviour.

Professor G.W.J. Bruins prize

The Professor G.W.J. Bruins Prize - for the best research master student combining exceptional academic achievement with promising research - was awarded to Pim Kastelein in 2016. During the opening of the academic year, he received a cheque for € 4,500. Mr Kastelein's research focuses on pensions. For his doctoral research at Erasmus School of Economics, he received an NWO (Netherlands Organisation for Scientific Research) subsidy for research talent.

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

Professor H.W. Lambers prize

In 2016, the Professor H.W. Lambers prize was also presented during the opening of the academic year when a cheque for € 3,000 and a special medal were presented to Loes Jaspers. The subject of her master's research at Erasmus MC focussed on growing older in a healthy way.

The jury paid tribute to her decision to donate half of her prize money to the Do Hawood Foundation; her donation will contribute to the education of a medical doctor in Somaliland.



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

Laureate research subsidies

Research Talent

This (three-year) NWO is a responsive mode funding scheme which offers talented and ambitious young researchers within the social and behavioural sciences a platform to pursue an academic career and carry out high-quality PhD research.

M. Igalla MSc.	FSW
R.A. van der Veer MSc.	FSW

VENI

VENI is a funding instrument from the Innovation impulse. It provides researchers who have recently gained their PhDs the funds to continue developing their ideas for three more years.

Dr. C.J.P. Lembregts	RSM
Dr. P.YE. Leung	ESE
Dr. R. van Reekum	FSW
Dr. T.S.Barakat	FGG/Erasmus MC
Dr. S. Breedveld	FGG/Erasmus MC
Dr. L.E.Coffeng	FGG/Erasmus MC
Dr. H.F. Lingma	FGG/Erasmus MC
Dr. K.M. Oude Hengel	FGG/Erasmus MC
Dr. R. Stadhouders	FGG/Erasmus MC
Dr. S.A. Swanson	FGG/Erasmus MC
Dr. J.M. Verhoeven	FGG/Erasmus MC
Dr. L. Zwaan	FGG/Erasmus MC

VIDI

VIDI is also a funding instrument from the Innovation impulse. It enables researchers who have been doing research at postdoctoral level for a number of years to develop their own innovative research and, to that end, to appoint one or more researchers.

Dr. G.E. Trottier	ESHCC
Professor. E.F.C. van Rossum	FGG/Erasmus MC

VICI

VICI is a further funding instrument from the Innovation impulse. This enables senior researchers to build up their own research group, frequently prior to a permanent position

as a professor. The research group must be structurally embedded in the research institution.

Professor H.W. Tiemeier	FGG/Erasmus MC
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ERC Consolidator Grant

A research subsidy from the European Research Council which enables more experienced scientists (7-12 years post PhD) to consolidate their own research (and research groups).

Professor X.E. Kramer	ESL
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EUR Fellowships

Each year, Erasmus University Rotterdam offers promising young EUR researchers a fellowship to enable them to conduct their research. These fellowships are for a maximum two-year period. Erasmus University Rotterdam hopes this will encourage these researchers to choose a career in the academic research world.

Professor R. Keizer	FSW
Dr. R. Kok	FSW
Dr. A.S. Leerkes	FSW
Dr. J.C. Nierstrasz	ESHCC
Dr. R. Spliet	ESE
Dr. W. Wang	ESE
Dr. W. Verheyen	ESL
Dr. T.J. van Ham	FGG/Erasmus MC
Dr. M. van Middelkoop	FGG/Erasmus MC
Dr. J. Nonnekens	FGG/Erasmus MC
Dr. A.C. Rietjens	FGG/Erasmus MC

Erasmus MC Fellowships

Each year, Erasmus MC offers young PhDs and talented Erasmus MC researchers a fellowship for a four-year research period. These fellowships offer them the opportunity of starting or continuing their own lines of research.

Dr. Y.M. Bastiaansen-Jenniskens	FGG/Erasmus MC
Dr. V. Bergink	FGG/Erasmus MC
Dr. H.J. Boele	FGG/Erasmus MC
Dr. T. Zuiverloon	FGG/Erasmus MC

Appendix 3

Initial and non-initial programmes

Bachelor programmes

B General Cultural Sciences
B Business Administration
B Public Administration
B Criminology
B Econometrics and Operational Research
B Economy and Business Economics
B Tax Law
B Fiscal economics
B Medicine
B History
B Health Policy & Management
B International Bachelor's Programme in Communication and Media
B International Business Administration
B Clinical Technology (joint degree)
B Liberal Arts and Sciences
B Nanobiology (joint degree)
B Pedagogical and Educational Sciences
B Psychology
B Law
B Sociology
B Philosophy
B Philosophy of a Specific Area of Science

Master programmes

M Liability and Insurance
M Accounting, Auditing and Control
M Labour Law
M Business Administration
M Business Information Management
M Chinese Economy & Business
M Commercial Law
M Criminology
M Econometrics and Management Science
M Economics and Business
M European Master in Health Economics and Management (joint degree)
M Philosophy (60 ECTS)
M Philosophy (120 ECTS)
M Finance & Investments
M Financial Law
M Tax Law
M Fiscal Economics
M Medicine
M History
M Global Business & Sustainability
M Health Economics, Policy & Law
M Human Resource Management
M International Management
M International Public Management and Public Policy
M Arts and Culture Studies
M Management of Innovation
M Marketing Management
M Media Studies
M Nanobiology (joint degree)
M Corporate Law
M Organisational Change & Consulting
M Pedagogy and Education
M Psychology
M Public Administration
M Healthcare Law
M Law
M Sociology
M Strategic Entrepreneurship
M Strategic Management
M Supply Chain Management
M Toga Master
M Health Care Management





Research master programmes

- M Clinical Research (research)
- M Philosophy (research)
- M History (research)
- M Health Sciences (research)
- M Infection and Immunity (research)
- M Media Studies (research)
- M Molecular Medicine (research)
- M Neuroscience (research)
- M Research in Public Administration and Organisational Science (research)
- M Research Master in Business and Management (research)
- M Tinbergen Institute Master of Philosophy in Economics (research).

Post-initial master programmes

- M Advanced Epidemiology in Clinical and Genetic Research (joint degree)
- M Corporate Communication
- M Development Studies (MA)
- M Erasmus Mundus Master's Programme in Public Policy (joint degree)
- M European Master of Law and Economics (joint degree)
- M Executive Master in Accounting and Financial Management
- M Executive Master of Finance and Control
- M Executive MBA
- M Financial Management
- M Global Executive One (MBA)
- M Health Sciences
- M International MBA
- M LL.M. Arbitration and Business Law
- M Management Consultancy
- M Maritime Economics and Logistics
- M Master City Developer
- M Master of Public Information Management
- M Public Human Resource Strategy
- M Urban Management and Development (MSc)

Appendix 4

Valorisation indicators report

On the instruction of Academic Affairs, the Erasmus Centre for Valorisation (ECV) analysed the 2016 valorisation indicator scores, which EUR compiled in cooperation with the VSNU (the Association of Universities in the Netherlands). This is the second year that ECV has carried out this exercise. The aim in 2016 was to collect as much of the data as possible centrally, to relieve the faculties of any pressure. In the majority of cases, this was successful. Erasmus MC was the only faculty which needed to be consulted in respect of a number of indicators.

Two other basic principles of the data collection were that the method of defining and measuring the indicators should, as far as possible, be consistent with the way this was done in 2015, and that the indicators for each faculty should be measured in the same way. This was successfully achieved for almost all the indicators. Only the indicators entrepreneurship education (#1) and the third flow of funds (#6) conflicted with these principles. The precise reasons for that are explained in the section about the relevant indicators. In these two cases, a new method of measuring was proposed which enables measurements to be made more easily, more consistently over the faculties and can also be applied to the 2015 figures. In this way, the figures for 2015 can be adjusted, so the figures for 2015 and 2016 can be easily compared.

Below a definition is provided for each indicator, as well as an explanation of how the data was collected and what the outcome of each indicator was for every faculty.

A. Entrepreneurship

Entrepreneurship is measured by three indicators: the number of students in entrepreneurship education, the number of new spin-offs, and the number of patents. The number of patents is then divided into the number of patents applied for, the number awarded and the number that are ongoing.

1. Entrepreneurship education

EUR has established the following definition for entrepreneurship education:

Number of students following entrepreneurship courses, entrepreneurship minors and entrepreneurship masters

Whereby, it should be noted that 'the whole programme (bachelor, minor, master) focuses on cultivating, training and developing entrepreneurs'. To enable an unambiguous measurement of how many students participated in entrepreneurship education, the bachelors, masters and minors which relate to entrepreneurship education have been split into the courses within the programmes which clearly focus on developing students' understanding of entrepreneurship and entrepreneurial skills.

ECV compiled a list of all the courses which fell within the stipulated definition in 2016. On the basis of Osiris, BICC provided the number of students registering for examinations in the various courses. In this context, examination registrations are the most reliable yardstick as the test moments in Osiris are used most uniformly by the various faculties.

Per faculty, the data for this indicator were:

	2016	2015
RSM	1433	1266
ESE	286	326
ESL	-	-
Erasmus MC	-	-
FSW	24	0
ESHCC	26	26
FW	-	-
iBMG	-	-
ISS	-	-
Totaal	1769	1618

2. Spin-offs

The definition for the spin-offs indicator is:

The annual number of new spin-offs for Erasmus MC and EUR collectively

The Controller of EUR Holding and the director of Erasmus MC's TTO were asked to provide the number of new spin-offs. Erasmus MC started one new spin-off. EUR Holding also established one new BV.

EUR holding	1
Erasmus MC	1
Total	2

3. Patents

This following definition applies to this indicator:

The annual number of patents applied for, awarded and ongoing in respect of Erasmus MC and the EUR Holding

The number of patents is then subdivided into the number of patents applied for, the number awarded and the number that are ongoing. The director of Erasmus MC's Technology Transfer Office was asked to provide the numbers. EUR Holding currently has one ongoing patent.

In this context, it should be noted that the aforementioned figures relate to 'patent families'. Patent families can include several patents which ensue from the same intellectual property (or invention). It should also be noted that part of the increase can be explained by the fact that further analysis revealed that Erasmus MC held more patents than were recorded in their administration.

B. Post-initial education

Post-initial education consists of two indicators: the number of post-initial master programmes offered by EUR, and the number of post-initial educational activities organised by the BVs.

4. Post-initial master programmes

The definition for this indicator is:

The number of EUR post-initial master programmes

The data for this indicator was collected via desk research, on the basis of the 2015 list and EUR's websites, the EUR register of non-initial education and the faculties' websites. In 2016, EUR offered a total of 21 post-initial master programmes, the same number as in 2015.

	2016	2015
RSM	6	6
ESE	3	3
ESL	3	2
Erasmus MC	1	1
FSW	3	3
ESHCC	1	1
FW	-	-
iBMG	1	2
ISS	3	3
Total	21	21

5. Post-initial educational activities BVs

The definition for this indicator is:

The number of post-initial educational activities organised by the BVs within EUR

The data for this indicator was requested from the various BVs within the Holding; whereby the BVs were asked if the post-initial educational activities on the 2015 list were also organised in 2016, and whether any new activities had been added.

In 2016, a total of 124 post-initial educational activities were organised by the BVs, as opposed to 131 in 2015.

C. External cooperation

External cooperation consists of two indicators: The amount of money attracted via the third flow of funds, and the number of members on central government advisory boards.

6. The third flow of funds

The indicator in respect of the third flow of funds is defined as follows

Income from the third flow of funds including contract research in euros per year.

In 2015, data for this indicator was requested from the different faculties. A comparison of the figures provided in 2015 and those provided by CPC for 2015 demonstrated that the faculties each applied a different definition of 'contract research and the third flow of funds'. While some faculties reported all their third flow of funds, others only reported the income from research projects funded from the third flow of funds, while others only reported figures which were not directly included in the CPC overview.

To enable the data to be collected unambiguously and easily, it would be better if all the faculties applied the same definition, and the figures were requested centrally from CPC. ECV's proposal is to report the entire third flow of funds for all the faculties. An alternative could be to report only the third flow of funds which ensues directly from research.

The discrepancies between the ways the various faculties applied the definition in 2015 are too great for them to be used as a model for 2016.

The following data is available for both 2015 and 2016:

	2016	2015
RSM	€ 8,241,348	€ 7,048,338
ESE	€ 3,017,025	€ 2,667,581
ESL	€ 2,689,224	€ 2,224,964
Erasmus MC	€ 124,854,000	€ 94,698,589
FSW	€ 4,811,508	€ 5,173,208
ESHCC	€ 445,826	€ 558,078
FW	€ 126,021	€ 203,097
iBMG	€ 4,047,876	€ 4,386,893
ISS	€ 9,749,417	€ 9,286,787
Total	€ 157,982,245	€ 126,247,535



7. Membership of central government advisory boards

The definition for this indicator is:

Number of memberships of central government advisory boards

To specify this definition, it was decided that the 2015 report would only include advisory boards which are listed in the central government almanac. This method of defining one of the indicators will exclude some advisory boards which are undoubtedly important, but has the great advantage that the list of advisory boards is clearly defined and consistent.

The data for this indicator is collected by checking whether the members of each advisory board are affiliated to EUR.

In 2016, a total of 42 EUR scholars were members of a central government advisory board compared to 44 in 2015.

The distribution over each faculty is as follows:

	2016	2015
RSM	1	1
ESE	4	5
ESL	4	5
Erasmus MC	22	20
FSW	4	5
ESHCC	1	1
FW	1	2
iBMG	2	3
ISS	2	2
Total	42	44



D. Public information provision

Within the context of providing information to the public, there are two indicators: Announcements in the media, and the number of publications in professional journals.

8. Media announcements

This following definition applies to this indicator::

The number of announcements and interviews in the written media, online media and RTV

The data is collected by asking EUR's Press Office to provide the number of media announcements. In this context, Erasmus MC is not included. The figures for Erasmus MC are based on the same rough estimates as in 2015. This is because Erasmus MC's Press Office has not provided any data for this year and because, even with better data for 2016, the equivalent must be available for 2015 if the data from a number of years is to be compared.

The following data has been collected:

	2016	2015
RSM	551	619
ESE	239	271
ESL	98	139
Erasmus MC	7000	7000
FSW	253	361
ESHCC	84	186
FW	41	84
iBMG	93	108
ISS	68	30
Total	8427	8798

9. Publications in professional journals

The indicator is defined as follows:

The number of publications in professional journals and annotations written by EUR academics.

METIS was used to collect the data. However, it should be noted that not all of the faculties entered their data in METIS.

The data is as follows:

	2016	2015
RSM	36	41
ESE	15	18
ESL	257	274
Erasmus MC	78	150
FSW	21	39
ESHCC	11	17
FW	0	2
iBMG	14	38
ISS	12	13
Total	444	592

E. Parameters of esteem

The parameters of esteem indicator only measures the number of memberships of academic boards.

10. Membership of academic boards

The indicator is defined as follows:

Number of memberships of the KNAW (the Royal Netherlands Academy of Arts and Sciences)/or de Jonge Akademie (the Young Academy), the board of the NWO (the Netherlands Organisation for Scientific Research) and the NWO domain and affiliated boards, including the ZonMW board, as well as the European Commission's High Level Group of Scientific Advisors

The data is collected by desk research and by questioning KNAW academics affiliated to EUR.

	2016	2015
RSM	1	1
ESE	4	3
ESL	-	2
Erasmus MC	9	11
FSW	6	8
ESHCC	2	3
FW	1	1
iBMG	1	0
ISS	1	0
Total	25	29

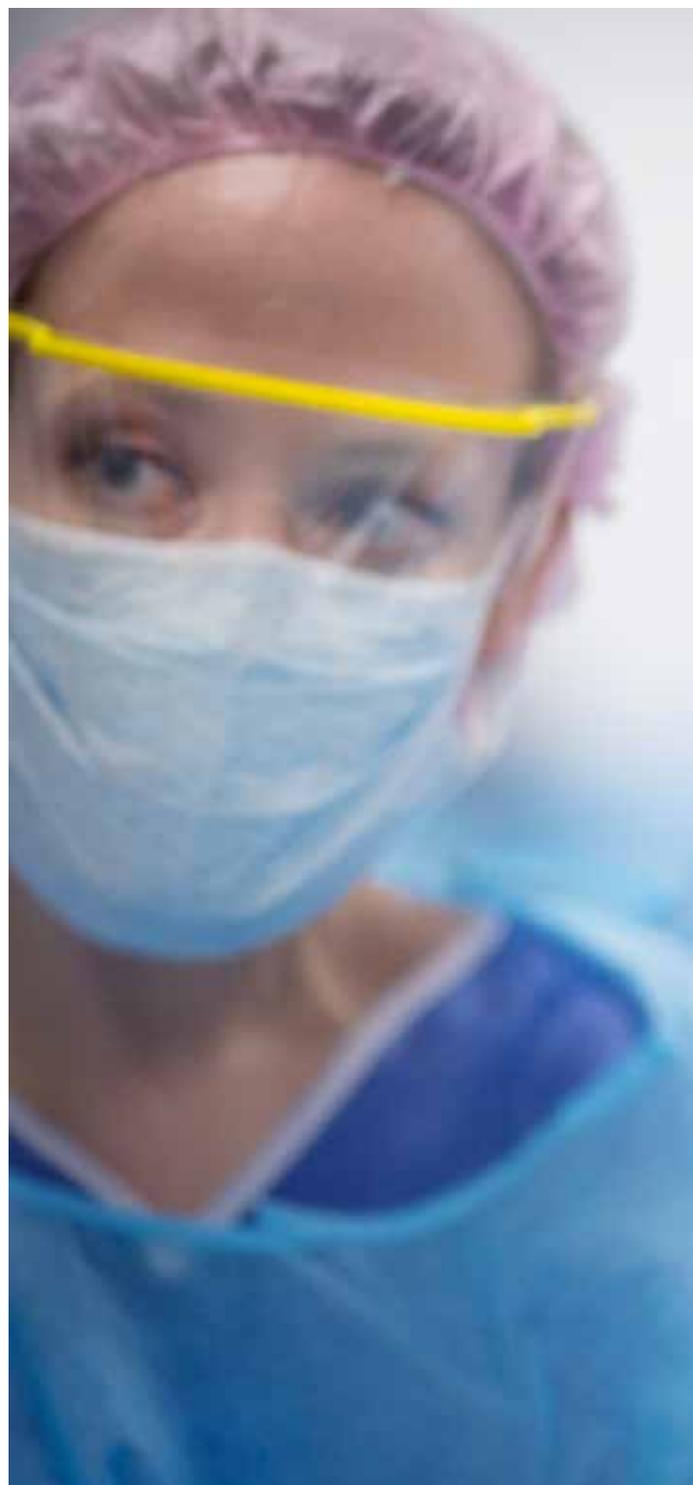
Interpretation

The complete figures require some interpretation. Of the ten indicators, a number have risen and a number have fallen. The indicators which have risen compared to 2015 are:

- number of students in entrepreneurship education,
- the number of patents applied for and ongoing,
- the third flow of funds.

The indicators which have fallen compared to 2015 are:

- the number of new spin-offs,
- the number of patents awarded,
- the number of post-initial educational activities organised by the BVs,
- the number of memberships of central government advisory boards,
- the number of media announcements,



- the number of journal publications, and
- the number of memberships of academic boards.

In 2016, the number of post-initial master programmes offered by EUR was the same as in 2015.

In respect of the overview above, it should be noted that the number of journal publications has not, as yet, been entered in METIS in full, consequently, this figure may well rise considerably before this Annual Report is published. In addition, it is probable that the educational activities organised by the BVs will



be revised upwards when DRIFT provides the updated list.

It should also be noted that there has only been a modest fall in the number of new spin-offs, the number of patents awarded, the number of memberships of central government advisory boards and the number of media announcements. Regarding the number of media announcements, the Press Office commented that in 2015 numerous articles appeared about the refugees accommodated at EUR, which partly explains the difference compared to 2015.

In contrast to the aforementioned declines, there was a steady increase in entrepreneurship education, and a significant increase in the income from the third flow of funds. On the whole, the trend in patents was upward, although this was partly due to the fact that - for the first time - a few 'old' patents were included in the list of ongoing patents in 2016.

Detailed data

The detailed data is included in the file 'Overview of data from the valorisation indicators, EUR 2016'.

Appendix 5

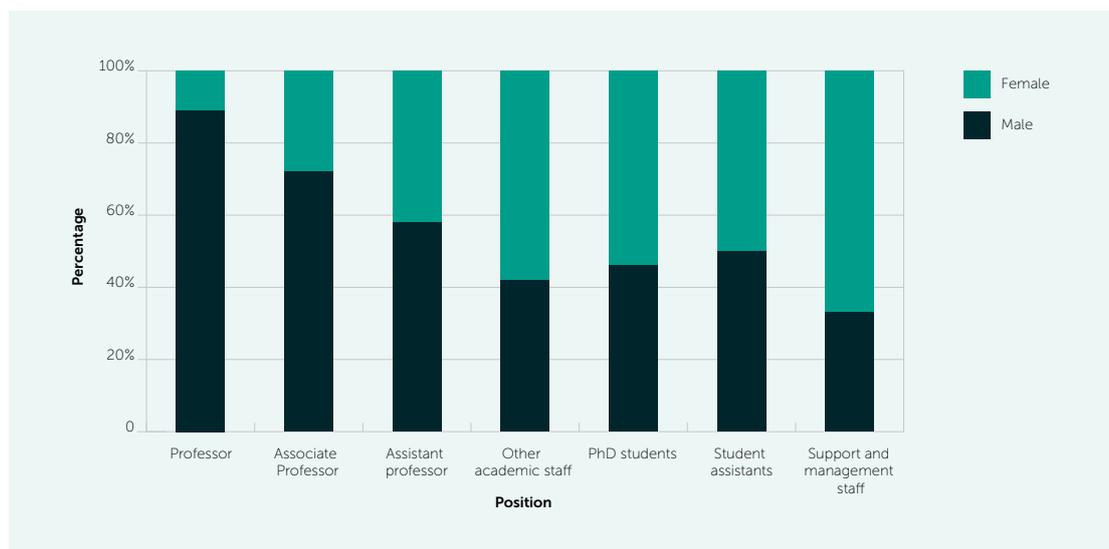
Staff composition

Compared to 2015, the male/female ratio within the workforce remained more or less the same; 47.7% of the workforce was male and 52.3% female. There was a slight increase in the percentage of ordinary female professors (+0.7%), associate professors (+1.4%) and assistant professors (+0.8%) (Table 1).

The largest difference was visible in the male/female ratio of ordinary professors (Graph 1). In this workforce category, 10.3% are female. In the categories other academic personnel, PhDs, and support and management staff, women are in the majority. Compared to 2015, there was a slight fall (-2.7%) in the number of women employed in the student assistant category in 2016.



Graph 1: Ratio of male/female employees in each salaried position excluding Erasmus MC (reference date: 31 December 2016)

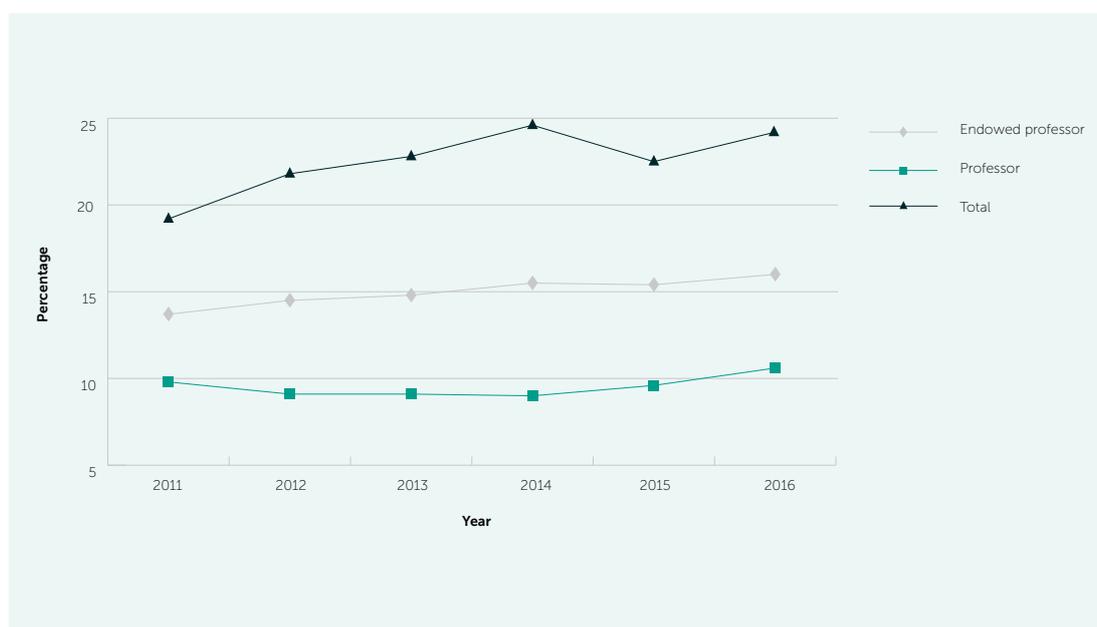


If account is taken of all the professors (salaried and unsalaried, endowed and ordinary professors, EUR and Erasmus MC), the total number of female professors rose by 1 (74); while the total percentage of female professors rose by 0.6% to 16% (an increase of three female professors). The percentage of endowed female professors rose from 22.5% in 2015 to 24.2% in 2016. This increase is also visible in the rise in the percentage of ordinary female professors from 9.6% in 2015 to 10.3% in 2016 (Table 1 and Graph 2).

Table 1 The number of professors (in persons) by gender, per faculty, salaried and non-salaried (reference date 31 December 2016)

Faculty	Professor			Endowed professor			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
ESHCC	8	3	11	9	3	12	17	6	23
ESL	36	7	43	11	4	15	47	11	58
FSW	25	4	29	12	3	15	37	7	44
FW	4	0	4	5	3	8	9	3	12
ESE	35	0	35	12	1	13	47	2	49
RSM	33	1	34	10	3	13	43	4	47
Erasmus MC	86	8	94	80	25	105	166	33	199
iBMG	7	2	9	4	3	7	11	5	16
ISS	10	3	13	1	1	2	11	4	15
Subtotal EUR	158	21	179	64	21	85	222	42	264
Erasmus MC	86	8	94	80	25	105	166	33	199
Total	244	29	273	144	46	190	388	75	463
% EUR	88.3%	11.7%		75.3%	24.7%		84.1%	15.9%	
% Erasmus MC	91.5%	8.5%		76.2%	23.8%		83.4%	16.6%	
% Total	89.4%	10.6%		75.8%	24.2%		83.8%	16.2%	

Graph 2: Percentage of female professors, salaried and non-salaried, EUR & Erasmus MC. (reference date: 31 December 2016)





Absenteeism due to illness

The total sick leave percentage increased in 2016 (2.72% in 2015 to 2.96% in 2016). The sick leave percentage of the academic staff fell slightly (-0.17%). While the absenteeism percentage of the support and management staff rose slightly (+0.81%).

The average duration of sick leave also rose from 14.12 days in 2015 to 14.22 days in 2016. The average sickness notification frequency per person also rose from 0.50 in 2015 to 0.56 in 2016. In contrast to previous years, the support and management staff were, on average, absent for longer than the academic staff in 2016. The percentage of non-sick staff fell from 69.34% in 2015 to 68.42% in 2016.

Table 2: Absenteeism due to illness in 2016

Sick leave percentage	
Staff category	
Academic staff	1,51
Support and management staff	4,82
Academic staff plus support and management staff	2,96
Average sick leave duration in days	
Staff category	
Academic staff	13,74
Support and management staff	14,41
Academic staff plus support and management staff	14,22
Sickness notification frequency (average number of sickness notifications per person)	
Staff category	
Academic staff	0,35
Support and management staff	0,73
Academic staff plus support and management staff	0,56
Percentage of non-sick staff	
Staff category	
Academic staff	76,59
Support and management staff	61,58
Academic staff plus support and management staff	68,42

Workforce 2016

The following table presents the total workforce in 2016 according to age, number of employees and FTEs. As was reported in the 2015 Annual Report, EUR has set up a separate administrative organisational unit to provide insight into which employees are to be made redundant (in order to be able to keep them outside the overhead benchmark) but are - for social-economic reasons - still employed.

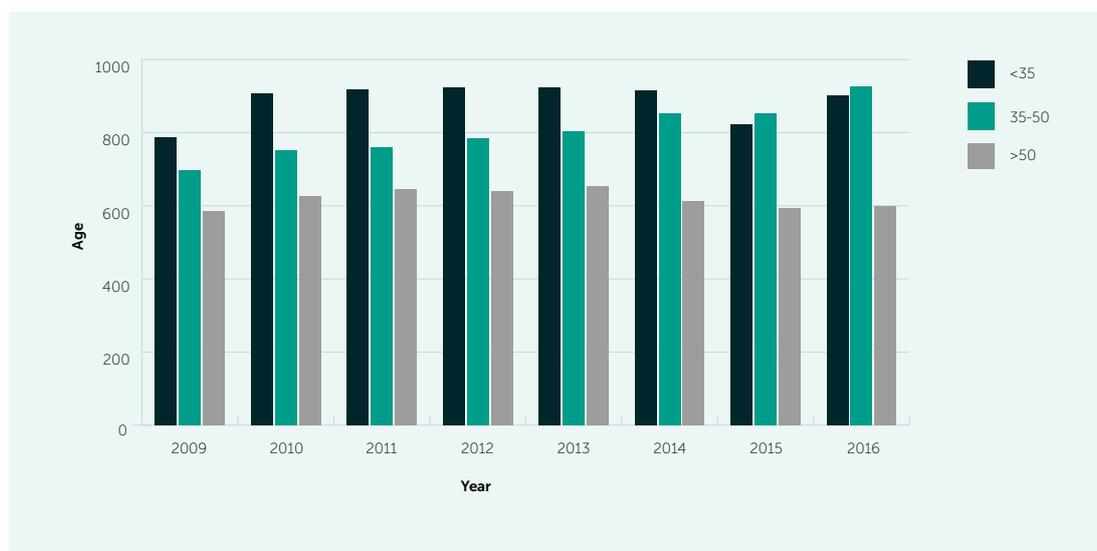
Age

EUR's workforce consists of 901 employees under the age of 35 (excluding student assistants). The number of employees aged between 35 and 50 years has risen from 853 employees in 2015 to 927 employees in 2016 (+74). This increase is also visible among employees aged 50 and over (+5 in 2016).

From this, it could be deduced that a number of employees have moved from one age group into another which probably explains the increase. However, it is also possible that more employees in a specific age range were appointed. The percentage of employees

younger than 35 is 37.1%, between 35 and 50 it is 38.2%, while the percentage of employees over 50 years of age is 24.6%.

Graph 3: Number of employees according to age excl. student assistants (reference date: 31 December 2016)



Workforce in numbers of employees and FTEs

On the reference date 31 December 2016, a total of 2,932 people were employed by EUR (Table 3). Compared to 31 December 2015, this was an increase of 189 employees. The total number of jobs expressed in full-time equivalents was 2,127.38 (Table 4). These figures exclude employees employed by Erasmus University Rotterdam Holding BV (EUR Holding) and Erasmus MC.

EUR Holding, consisting of 21 operating companies and 294 salaried employees (reference date: 31 December 2016), forms part of the organisational framework of EUR, however, it has its own structure and guidelines. Professors at FG/Erasmus MC are appointed by EUR, but are employed by Erasmus MC.



Table 3: Total number of people employed by EUR (reference date: 31 December 2016)

Total number of people EUR		Professors	Associate professors	Assistant professors	Other academic staff	PhDs	Student assistant	Support and management staff	Total
USC, OOS en ABD	Male	0	0	0	0	0	10	191	201
	Female	0	0	0	0	0	11	242	253
	Total	0	0	0	0	0	21	443	454
UB	Male	0	0	0	0	0	1	34	35
	Female	0	0	0	0	0	0	37	37
	Total	0	0	0	0	0	1	71	72
ESHCC	Male	8	5	15	18	13	8	0	67
	Female	3	2	18	19	14	10	33	99
	Total	11	7	33	37	27	18	33	166
FdW	Male	4	7	6	4	5	3	1	30
	Female	0	2	1	0	1	3	4	11
	Total	4	9	7	4	6	6	5	41
RSM	Male	31	38	52	27	56	41	29	274
	Female	1	11	24	17	35	53	101	242
	Total	32	49	76	44	91	94	130	516
ESL	Male	30	19	18	53	20	26	21	187
	Female	7	11	16	92	26	40	61	253
	Total	37	30	34	145	46	66	82	440
FGG/Erasmus MC	Male	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0
iBMG	Male	7	10	14	10	11	1	9	62
	Female	2	11	18	14	29	5	18	97
	Total	9	21	32	24	40	6	27	159
FSW	Male	24	25	16	41	17	15	17	155
	Female	4	14	35	91	50	19	50	263
	Total	28	39	51	132	67	34	67	418
ESE	Male	35	34	52	6	39	161	13	340
	Female	0	4	21	4	22	99	57	207
	Total	35	38	73	10	61	260	70	547
ISS	Male	9	7	11	5	2	0	6	40
	Female	2	5	11	9	5	0	33	65
	Total	11	12	22	14	7	0	39	105
AOE	Male	0	0	1	8	0	0	0	9
	Female	0	0	0	5	0	0	0	5
	Total	0	0	1	13	0	0	0	14
Totaal	Male	148	145	185	172	163	266	321	1,400
	Female	19	60	144	251	182	240	636	1,532
	Total	167	205	329	423	345	506	967	2,932
Totaal%	Male	88.6%	70.7%	56.2%	40.7%	47.2%	52.6%	33.2%	47.7%
	Female	11.4%	29.3%	43.8%	59.3%	52.8%	47.4%	65.8%	52.3%

Table 4: Total number of full-time positions (FTEs) at EUR (reference date: 31 December 2016)

Total number of people EUR		Professors	Associate professors	Assistant professors	Other academic staff	PhDs	Student assistant	Support and management staff	Total
USC, OOS en ABD	Male	0.00	0.00	0.00	0.00	0.00	3.00	180.53	183.53
	Female	0.00	0.00	0.00	0.00	0.00	3.36	197.67	201.03
	Total	0.00	0.00	0.00	0.00	0.00	6.36	378.20	384.56
UB	Male	0.00	0.00	0.00	0.00	0.00	0.40	31.52	31.92
	Female	0.00	0.00	0.00	0.00	0.00	0.00	30.92	30.92
	Total	0.00	0.00	0.00	0.00	0.00	0.40	62.44	62.84
ESHCC	Male	5.90	4.80	14.00	9.67	10.85	2.10	0.00	47.32
	Female	1.79	1.90	17.00	11.54	13.60	2.20	26.68	74.71
	Total	7.69	6.70	31.00	21.21	24.45	4.30	26.68	122.03
FdW	Male	3.20	6.10	5.84	2.50	3.66	1.10	0.40	22.80
	Female	0.00	1.60	1.00	0.00	1.00	1.10	2.90	7.60
	Total	3.20	7.70	6.84	2.50	4.66	2.20	3.30	30.40
RSM	Male	27.10	34.69	49.80	21.50	53.63	8.70	27.60	223.02
	Female	0.20	10.60	23.20	13.90	33.00	11.40	85.12	177.42
	Total	27.30	45.29	73.00	35.40	86.63	20.10	112.72	400.44
ESL	Male	16.45	13.44	14.40	38.79	19.30	8.60	19.30	130.28
	Female	5.20	9.50	13.50	64.75	25.60	13.40	48.73	180.68
	Total	21.65	22.94	27.90	103.54	44.90	22.00	68.03	310.96
FGG/Erasmus MC	Male	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Female	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	Male	5.68	9.24	12.70	5.62	11.00	0.50	8.80	53.54
	Female	1.20	9.00	16.40	12.30	28.55	1.52	15.53	84.50
	Total	6.88	18.24	29.10	17.92	39.55	2.02	24.33	138.04
FSW	Male	17.90	21.70	14.30	31.66	16.70	4.95	16.60	123.81
	Female	2.70	12.30	28.68	61.76	46.60	6.55	42.25	200.84
	Total	20.60	34.00	42.98	93.42	63.30	11.50	58.85	324.65
ESE	Male	27.60	26.60	46.89	5.20	39.00	31.45	11.60	188.34
	Female	0.00	4.00	18.60	2.90	20.10	17.35	44.15	107.10
	Total	27.60	30.60	65.49	8.10	59.10	48.80	55.75	295.44
ISS	Male	6.74	7.00	9.84	5.00	2.00	0.00	6.00	36.58
	Female	3.00	4.50	10.80	6.45	5.00	0.00	24.48	54.23
	Total	9.74	11.50	20.64	11.45	7.00	0.00	30.48	90.81
AOE	Male	0.00	0.00	0.00	0.84	0.00	0.00	7.30	8.14
	Female	0.00	0.00	0.00	0.00	0.00	0.00	4.07	4.07
	Total	0.00	0.00	0.00	0.84	0.00	0.00	11.37	12.21
Totaal	Male	110.57	123.57	167.77	120.78	156.14	60.80	309.65	1,049.28
	Female	14.09	53.40	129.18	173.60	173.45	56.88	522.50	1,123.10
	Total	124.66	176.97	296.95	294.38	329.59	117.68	832.15	2,172.38
Totaal%	Male	88.7%	69.8%	56.5%	41.0%	47.4%	51.7%	37.2%	48.3%
	Female	11.3%	30.2%	43.5%	59.0%	52.6%	48.3%	62.8%	51.7%

Appendix 6

List of abbreviations

AOE	Administrative Organisational Unit
bama	bachelor degree-master degree
BKO	Basic University Teaching Qualification
Bsik	Investments in Knowledge Infrastructure (Subsidies) Decree
BSA	Binding study advice
CDHO	Higher Education Efficiency Committee
CEPHIR	Centre for Effective Public Health In the larger Rotterdam area
COEUR	Cardiovascular Research School EUR
CROHO	Central Register of Higher Education Study Programmes
CvB	Executive Board
CWI	Committee for Academic Integrity
DRIFT	Dutch Research Institute for Transitions
ECE	Erasmus Centre for Entrepreneurship
ECV	Erasmus Centre for Valorisation
ECSP	Erasmus Centre for Strategic Philanthropy
ECTS	European Credit Transfer System
EDSC	Erasmus Data Service Centre
EEPI	Erasmus Electronic Publishing Initiative
EGS3H	Erasmus Graduate School of Social Sciences and Humanities
EGSL	Erasmus Graduate School of Law
EHA	Erasmus Honours Academy
EHP	Erasmus Honours Programme
ENVH	Erasmus Network of Female Professors
Erasmus MC	Erasmus University Medical Centre Rotterdam
ERIM	Erasmus Research Institute of Management
ERSB	Erasmus Research and Business Support
ESNR	European Student Network Rotterdam
ESE	Erasmus School of Economics
ESHCC	Erasmus School of History, Culture and Communication
ESL	Erasmus School of Law
ESSC	Erasmus Students Service Centre
Eu-HEM	European Master in Health Economics and Management
EUC	Erasmus University College
EUR	Erasmus University Rotterdam
FGG	Faculty of Medicine and Health Sciences
FSW	Faculty of Social Sciences
FTE	Fulltime equivalent
FW	Faculty of Philosophy
GUO	Joint executive body
HL	Professor
HO	Higher education
HST	Institute of Health Science & Technology
IBA	International Business Administration

iBMG	Institute of Health Policy and Management
IHS	Institute for Housing and Urban Development Studies
IPRC	International Peer Review Committee
ISS	International Institute of Social Studies
KNAW	The Royal Netherlands Academy of Arts and Sciences
LDE	Leiden-Delft-Erasmus: cooperative arrangement between the three universities
LEI	University of Leiden
LSH	Life Science & Health
MMAPP	Mundus Master programme in Public Policy
N = N	Nominal = Normal
NIHES	Netherlands Institute For Health Sciences
NOA	National Agreement on Education
NVAO	the Accreditation Organisation of the Netherlands and Flanders
NWO	Netherlands Organisation for Scientific Research
OBP	Support and management staff
OCW	Ministry of Education, Culture and Science
OECD	Organisation for Economic Cooperation and Development
OECD	Organisation for Economic Cooperation and Development
QANU	Quality Assurance Netherlands Universities
REI	Research Excellence Initiative
RISBO	Rotterdam Institute for Social Science and Policy Research
P&D	Performance and development cycle
RSM	Rotterdam School of Management, Erasmus University
RSO	Research Support Office
SB	Supervisory Board
SSC	Shared Service Centre
SEP	Standard Evaluation Protocol
TUD	Delft University of Technology
UL	University Library
UD	Assistant professors
UHD	Associate professors
USC	University Support Centre
VSNU	Association of Dutch Universities
VWO	Pre-University Education
WFHW	Act governing Funding in Higher Education
WHOO	Higher Education and Research Act
WP	Academic staff
WO	university education
ZON/MW	The Netherlands Organisation for Health Research and Development

Colofon

General report: General Management Directorate/Academic Affairs
Financial Report Corporate Planning & Control/General Management Directorate

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