

Spark

Ignites you

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**'I believe it's important
to investigate how
digitalisation affects work
and well-being'**

*Claartje ter Hoeven,
Professor ESSB*

**'Follow your heart.
That is how you reach a
place where you come
into your own'**

*Linda Oosthoek,
Alumnus ESSB*

**'If it were up to me,
the collaboration
between science and the
government would only
get stronger'**

*Arnoud Molenaar,
Chief Resilience Officer of the
Municipality of Rotterdam*



SABRINA ALHANACHI,
EDUCATIONAL RESEARCHER AND
REMEDIAL EDUCATIONALIST

VICTOR BEKKERS,
DEAN ESSB

Bringing research & knowledge closer to society

Sabrina Alhanachi (31) is an educational researcher and remedial educationalist. She wants to bring research and knowledge closer to society. Just like Victor Bekkers (57), dean of the Erasmus School of Social and Behavioural Sciences (ESSB): "Erasmus University Rotterdam (EUR) is committed to excellent science for the benefit of society. In this magazine you can read how ESSB puts this into practice. As a foreword, a dialogue between Sabrina and Victor presents their vision on science, diversity, and ambitions.

Sabrina: "I was born in the Netherlands, but my parents are from Morocco. At school I tried to do my best because I had one goal: I wanted to go to university. But when I didn't get high Cito-scores in grade 8 because of a fear of failure, my teacher said: 'You can't go to university; your level is too low.' But despite that, the potential was there. Encouraged by my mentor and those around me, I made the step from VMBO to VWO. After secondary school I started studying pedagogical sciences at EUR. And now, as part of my PhD, I'm doing research into cultural diversity in secondary schools and how teachers deal with it, research I hope to complete in a few months. I want to help teachers to see potential in all students in the classroom."

Victor: "I appreciate just how driven you are! You have turned your frustration as a student into a great strength. I'm glad that you have chosen this path! We used to talk a lot about politics at home. I have always found political issues interesting. As a young boy I involved myself in these 'adult' discussions. My father encouraged that interest and I value that. He gave me space in discussions and said: 'Let Victor finish; he also has an important opinion.'

Sabrina: "My father also played an important role in my study career. He encouraged me to study because he didn't have the chance himself."

Victor: "That's how it went at our house too. My parents didn't study, but did everything they could to let us study. That did awaken something in me: I want to give everyone the opportunity to study."

Sabrina: "You studied political science and public administration and are now Dean of our faculty – how do you describe your job to someone?"

Victor: "When I say that I'm a professor of public administration, I often get the reaction: 'Are you in front of the class all day?' I then tell them that I spend half my time explaining to students what the role of government is in their collaboration with social parties and the business community. The other half of my time I

spend on research. How can you solve or tackle social issues? As Dean I also lead colleagues who are doing the same thing."

Sabrina: "In your work you bring political science and public administration together. Do you find collaboration between different disciplines to be important?"

Victor: "I think it's essential. It's part of where we are heading as ESSB. We want to look beyond the boundaries of disciplines. We are outward-looking: What challenges are the city and region of Rotterdam facing? What's needed to tackle social issues properly? Rotterdam can serve as an example for other cities where similar issues also play a role. The next step is to collaborate across faculty boundaries."

Sabrina: "I do agree: we can bring similar research together far more."

Sabrina: "Something I find interesting is the increased attention being paid to diversity within EUR. How can you achieve a diverse culture within a university? A culture that's more like Rotterdam society?"

Victor: "We have indeed already taken steps, but there's still a great deal to be gained when it comes to diversity and inclusiveness. I think that one should not cast that aspiration as a paper reality, but that one should put role models in position. A role model inspires. You yourself inspire me as a role model!"

Sabrina: "Although there are certainly still steps to be taken, I feel at home at EUR. Inequality of opportunity, racism, religious background: as far as I'm concerned, the solution to the problem of diversity lies in openness and interaction between these different people."

Victor: "I totally agree with that. Moreover, diversity and variety are an important source of innovation!"

Sabrina: "Thank you for this conversation."

Victor: "Thank you too, and good luck with your research."

SABRINA ALHANACHI

'I want to help teachers see potential in all'

BRIAN GODOB + RUTH VAN DER HALLEN,
RESEARCHERS ESSB:

'LEARN TO DEAL WITH
ADVERSITY AND CHANGE,
ESPECIALLY NOW'

18



MARIJN STOUTEN, ALUMNUS ESSB:
'I'M FAR FROM FINISHED'

20

ORIANA MORALES, STUDENT ESSB:
'I LOVE HOW OPEN THE
PEOPLE OF ROTTERDAM ARE'

42



Contents

Meet our researchers

Well-being and inequality in the digitalisation of work <i>Claartje ter Hoeven and Francisca Grommé</i>	06
'Today's problems won't be solved with yesterday's answers' <i>Darren McCauley</i>	16
Research into resilience with and by children in Rotterdam-Rijnmond <i>Brian Godor and Ruth van der Hallen</i>	18
'All you can do is follow the facts as best you can' <i>Peter Scholten</i>	44

Meet our alumni

'EUR is a university that stands in society with both feet' <i>Marijn Stouten</i>	20
'Follow your heart. That is how you reach a place where you come into your own!' <i>Linda Oosthoek</i>	26

Meet our partners

Municipality works with EUR on Rotterdam's resilience <i>Arnoud Molenaar</i>	10
WW@WORK: guiding people from WW to work <i>Astrid van Aalst and Herman Klapdoor</i>	34

Studying at ESSB

New master's combines forensic psychology, neuroscience, and legal psychology <i>Sanne van Dongen and Isabel de Graaf</i>	28
Campus map	30
Overview education ESSB	32
Wellbeing at EUR <i>Zera Brink, Ellie Cercel, Martine van de Paal, Marieke Meeuwisse</i>	38
'I want to give knowledge back to society' <i>Menno Fenger</i>	41
'Set high goals, because you will learn a lot on the way there' <i>Oriana Morales</i>	42
International contacts ESSB <i>Hester Smid, Martina Pignatora, John Morten Michaelis, Victor Hijzen</i>	46

Other

Life in Rotterdam <i>Rotterdam's Hotspots and employers</i>	08
ESSB in Numbers	15
History of ESSB	24

Colophon

Spark is a magazine for students, alumni, employees and (international) relations of ESSB. Spark aims to contribute to strengthening the contact between ESSB and its relations. With the magazine, ESSB pays attention to the positive impact that education and research of the faculty has on society.

The stories in Spark give a glimpse of what makes the people of ESSB enthusiastic. That is contagious. And that is exactly the purpose of this magazine: to see the beautiful work of ESSB igniting like a spark.

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CLAARTJE TER HOEVEN, PROFESSOR ORGANIZATIONAL DYNAMICS IN THE DIGITAL SOCIETY

Location:
Katendrecht with in the background the Wilhelminapier

Well-being and inequality in the digitalisation of work

How does technology change the way we work and organise? What's the connection between digitalisation and inequality? To what extent is digitalisation related to shifting power relations? Claartje ter Hoeven and Francisca Grommé investigate these questions. Both are researchers and lecturers in the pillar of Organisational Dynamics in the Digital Society (ODDS).

Claartje ter Hoeven is a professor whose background is in communication science. Francisca Grommé is an assistant professor with a background in science and technologies studies and political science. The moral of their story: technology brings us many fine things, but it also has downsides.

Seeing differently

Claartje: "I believe it's important to investigate how digitalisation affects work and well-being. We consider different people in different professions and discuss the influences with students." Francisca adds: "New technologies make you look differently at the world around you. Take facial recognition for example. When the police uses such a technology, it changes the relationship between government and citizens. Sometimes visibly and at other times invisibly. I study that in different places."

Starting a master's during corona-time

The ODDS master's was launched for the first time at the start of September, in the middle of the corona crisis. It was as hectic as it sounds. "But the students were enthusiastic from the start," says Claartje. It's those students that she loves to do it for.

'IF YOU WANT TO PROMOTE FAIRNESS AND SOCIAL JUSTICE USING NEW TECHNOLOGIES, HOW DO YOU ORGANISE THAT?'

"It's such a fun and motivated group. They have very varied academic backgrounds and that makes the working groups particularly instructive. I'm really proud that they have embarked on this adventure under these circumstances. Some of them even came from the other side of the world for this master's!"

A unique concept

People work together in this programme who would otherwise seldom do. "What's unique about this master's is that it's taught by public administration scholars, sociologists and psychologists alike. Francisca is going to teach a subject that I could never teach. It's great that you can offer that to the students," says Claartje. The questions central to this master's also offer new perspectives. Francisca: "There's lots of research and teaching on big data and artificial intelligence and the like, but it's rarely about questions like: what impact do these technologies have on employees' well-being? If you want to promote fairness with new technologies, how do you organise that? There's less knowledge about this, and that's precisely where we want to contribute something."

Connection with the city in research and education

The ODDS theme is linked closely to the City of Rotterdam. The City of Rotterdam and ODDS developed the Knowledge Lab Organisations in a Smart City. Research is being conducted on how employees of the City of Rotterdam experience working from home in the time of corona. The research resulted in a much appreciated report with recommendations for the municipality. Claartje: "There were also some questions that required follow-up research. Our master's students are going to work with five sub-questions. It's a special opportunity for them to carry out research in this way, commissioned by the Municipality of Rotterdam." In collaboration with the Municipality of Rotterdam, a large-scale and long-term panel research project will

also be conducted. Claartje: "With the research we want to visualise how different forms of work are developing, such as payrolling, freelance and platform work. What's the role of technology in this? What consequences does it have in terms of wellbeing, social welfare and insecurities on the labour market?"

Influence your environment

Within the ODDS master's, students are prepared for the professional practice of the future. Francisca: "We don't just give our students future work skills, such as creativity and innovation. We also prepare them to reflect on the organisation they will be working for, and to identify and encourage possible changes and improvements." Claartje laughs. "Sometimes I hear too readily: 'We have no influence over that; it's how the system works.' I like to make students think, and I respond that child labour also used to be allowed. So the workplace did indeed change because we didn't find that some things were morally right." Francisca agrees: "We have to keep an eye on such things as wellbeing and social justice. Also when it comes to the increasing digitalisation of work and organisations."

Framework Workshop on Organisations in a Smart City

The Knowledge Lab on Organisations in a Smart City is an initiative of the City of Rotterdam and ESSB. Together with private and public partners, it aims to improve the smart organisation of metropolitan issues. These include organisational issues such as smarter networks, artificial intelligence, sustainability, safety and welfare.

organisatiesineenslimmestad.nl

FRANCISCA GROMMÉ, ASSISTANT PROFESSOR ORGANIZATIONAL DYNAMICS IN THE DIGITAL SOCIETY

Rotterdam's Hotspots

Rotterdam is an energetic city with a distinct character, which is constantly changing. The typical Rotterdam attitude can be captured with words such as international, diverse, enterprising and no-nonsense. And that groundbreaking mentality can be found in these urban hotspots and companies:



De Hofbogen

For decades trains travelled along this stretch of track between Rotterdam-North and The Hague, called the Hofbogen. Now this longest monumental building in the Netherlands houses countless creative entrepreneurs in the arches under the old railway. Here there are no large chain stores, only small speciality shops with unique products, all run by Rotterdammers. It's really nice to drop by! There are also plenty of cafes and restaurants if you want to rest in between. Don't forget to visit the vegetable garden, which runs along part of the old railway!



Aloha Bar

An unusual catering facility in an unusual location. Right on the river Maas, Rotterdammers enjoyed themselves in the '90s between the palm trees and the wild water rapids in the former swimming paradise: Tropicana. With its bar, restaurant, coffee roasting house and an outdoor cafe on the river Maas, Tropicana has now been transformed into a multifunctional hospitality venue where sustainability and reducing waste are central. Nowadays it's a good place to relax at the cafe overlooking the Erasmus Bridge, with a homemade 'bitterbal' (a typically-Dutch type of croquette snack) of oyster mushrooms (Rotterzwammen) in one hand and a local beer in the other.

Weelde

Deeply hidden in Rotterdam-West, you'll find something different in every corner of Weelde's enormous grounds. Weelde has also been described as 'the last free state of Rotterdam' and it's a creative place full of restaurants, music, exhibitions and events. You can also relax here in the garden and at the city beach, or watch the boats entering the Merwehaven port opposite.



Deliplein

It's hard to imagine now, but the Katendrecht peninsula used to be a typical rough harbour neighbourhood. Now the district, and above all the Deliplein, is one of the hotspots in Rotterdam. Besides several restaurants, coffee bars and shops, you can find Theater Walhalla for example, and the food halls of Fenix Food Factory on the Deliplein. Festivals also take place here regularly. Keep an eye on the square; in a few years' time the Landverhuizersmuseum will also open here!



Other

Rotterdam employers

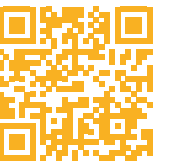
PSYQ | Parnassia

PsyQ is an innovative provider of mental healthcare. PsyQ originated from the idea that good and specialised treatment should be within reach for every Dutch person struggling with mental health problems. If you are dealing with psychological issues, the step to seek help should be just as obvious as going to the doctor when you have a broken leg. For our graduating psychologists, PsyQ is an interesting employer because of the optimistic and accessible way of working and the specialised treatments given here.



Gemeente Rotterdam

A city that challenges you every day and brings out the best in you deserves a contemporary government that matches the energy of the city. The Municipality of Rotterdam wants to be just such an organisation. It's no coincidence that the municipality is a sought-after workplace among our ESSB graduates. The Municipality of Rotterdam gives them the space and opportunities to contribute to the development of both Rotterdam and themselves.



Coolblue

More than twenty years ago, three students from Rotterdam started their own tech company. Coolblue then grew steadily and developed step-by-step into a customer-friendly delivery service. These days the orange-and-blue vans and bicycles are a familiar sight in the Netherlands. Coolblue is no longer a startup, having become a model company when it comes to customer-oriented entrepreneurship. The company is also a star in predicting and using human behaviour. Its direct and down-to-earth work culture alone makes Coolblue a true Rotterdam player of stature.



ARNOUD MOLENAAR,
CHIEF RESILIENCE OFFICER OF
THE MUNICIPALITY OF ROTTERDAM



Municipality works with EUR on Rotterdam's resilience

What does the sea level rise mean for a city like Rotterdam, 80% of which lies below sea level? How are we reacting as a city to the current COVID-19 pandemic, and what are we learning from it in the case of a future pandemic? What would we do if we were faced with a cyber attack? These are all matters Arnoud Molenaar (59) deals with as the Chief Resilience Officer of the Municipality of Rotterdam.

"We have entered an era of great change that requires adaptability from us as individuals and as the city of Rotterdam. We have to learn to navigate through each other's shocks and stresses." Arnoud Molenaar speaks passionately and realistically about doomsday scenarios for which Rotterdam is preparing. There is one question that is consistently relevant in his work: how can we prepare for inevitable changes? It turns out that you can quickly move from catastrophic thinking to seeing new opportunities.

Resilience

Arnoud has a job that challenges you to be innovative. "It energises me to actively contribute to the future sustainability of the city of Rotterdam. All the major changes we are facing require resilience," says Arnoud. On a strategic level, he is responsible for how Rotterdam deals with these changes. The city is a forerunner when it comes to this. In 2016, Rotterdam was the first city in The Netherlands to launch an integrated resilience strategy. In collaboration with partners within the city, a second version will follow in 2021. According to Arnoud, resilience is an ability that the city and its people need to master. "We need to be prepared. If something happens that turns our lives upside down, we have to bounce back and ensure that we come out stronger." ➤

MARCO BIK, KNOWLEDGE COORDINATOR / PROJECT LEADER ROTTERDAM KNOWLEDGE
FESTIVAL AT THE MUNICIPALITY OF ROTTERDAM

'The added value of the collaboration between EUR and the municipality of Rotterdam lies in the structural collaboration on impact. More science reaching the municipality; more policy based on knowledge. But also the other way around: we share knowledge with science from practice'

**'IF IT WERE UP TO ME, THE
COLLABORATION BETWEEN
SCIENCE AND THE GOVERNMENT
WOULD ONLY GET STRONGER'**

'Bospolder-Tussendijken'

Arnoud finds the pilot 'Bospolder-Tussendijken' (Resilient BoTu 2028 Project) to be a good example at a district level. The plan is intended to make the district more resilient in ten years' time in terms of social cohesion, safety, and climate resilience. "Here too, we are collaborating with EUR when it comes to research into the resilience of this district. Especially now that we are dealing with the COVID-19 pandemic, we see that many of the informal networks in Bospolder-Tussendijken are important building blocks for resilience."



Jurian Edelenbos is professor of public administration and the academic director of the Erasmus Initiative Vital Cities and Citizens (VCC).

The Municipality as a Partner

The Rotterdam strategy to show resilience towards change requires a new way of working from the government. "The municipality has become more of a partner when it comes to realising change. A partner that collaborates with other stakeholders such as private parties, housing associations, civil networks and knowledge institutes like Erasmus University Rotterdam." He sees this collaboration in projects like 'Rotterdam. Sterker Door.', a metropolitan approach to ensure that Rotterdam emerges stronger from the crisis. EUR is also a partner in this project. Prof. Jurian Edelenbos and his team from Vital Cities & Citizens (VCC) conducted research into resilience within Rotterdam and transferred their findings into policy letters. With these policy letters, VCC provided reflection and concrete advice. For example, how the municipality of Rotterdam can deal with the social resilience from the districts and neighbourhoods of the city in response to COVID-19. Arnoud: "This 'Rotterdam. Sterker Door.'-approach is our answer to corona. It is the municipality's initiative that is implemented for and with the city. Professor Jurian Edelenbos helped us make the concept of resilience more specific. What does it mean? We collected information on how other cities are responding to the pandemic, and that led to a knowledge and inspiration document. In this way, we contribute from all sides towards a more resilient society and economy."

A Stronger Collaboration between Science and Government

If it were up to Arnoud, the collaboration between science and the government would only get stronger. An opportunity for collaboration would be when it comes to knowledge about the effect of the current approach to the crisis. "I would very much like to carry out an analysis together with EUR into where we stood, where we are vulnerable, what we have learned and how we can transform that information into action to be better prepared in the future."



The aim of VCC is to strengthen the quality of life in cities by forming networks with municipalities, civil society organisations, other initiatives, companies and the creative industry to share knowledge with each other on the basis of scientific research. Jurian: "How do residents deal with changes within their environments? How do cities make space for diversity? How do you ensure that residents feel like they belong? How do you ensure that they can actively contribute to the sustainable, fair, smart, resilient and inclusive development of the city and its citizens? These are questions that we look into at VCC. Our team consists of scientists from various disciplines; namely, psychology, sociology, public administration, pedagogical sciences, communication, arts and culture, history, developmental studies, economics and anthropology. I consider the collaboration between the municipality of Rotterdam, and with Arnoud Molenaar in particular, to be very valuable. Through their collaboration, we are working towards a resilient Rotterdam."

Location:
Campus Woudestein EUR



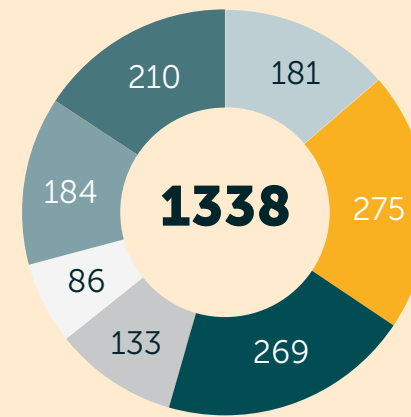
DAVID VAN DER VEEN, STUDENT ENGAGING PUBLIC ISSUES

'After my master's my aim is to help further emancipate LGBTQ+ communities further in my home country, Indonesia, and around the world'

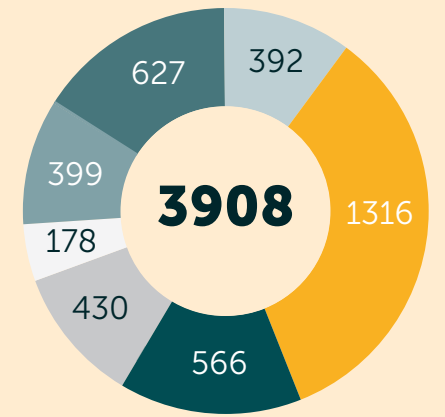
Location:
Campus Woudestein EUR

Other

ESSB in Numbers count October 2020

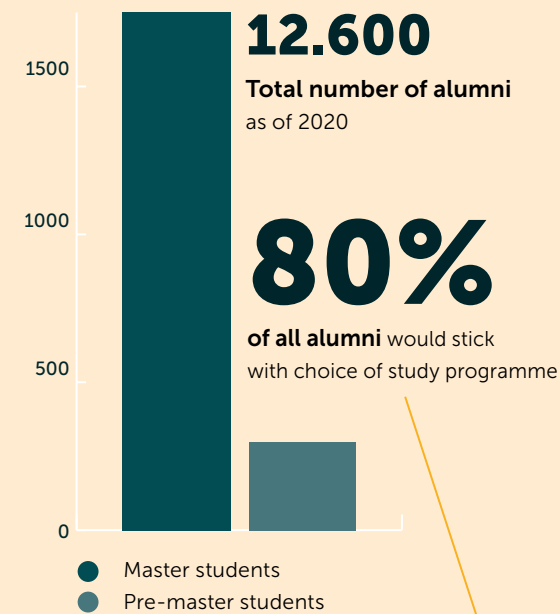


Total number of
first year bachelor students

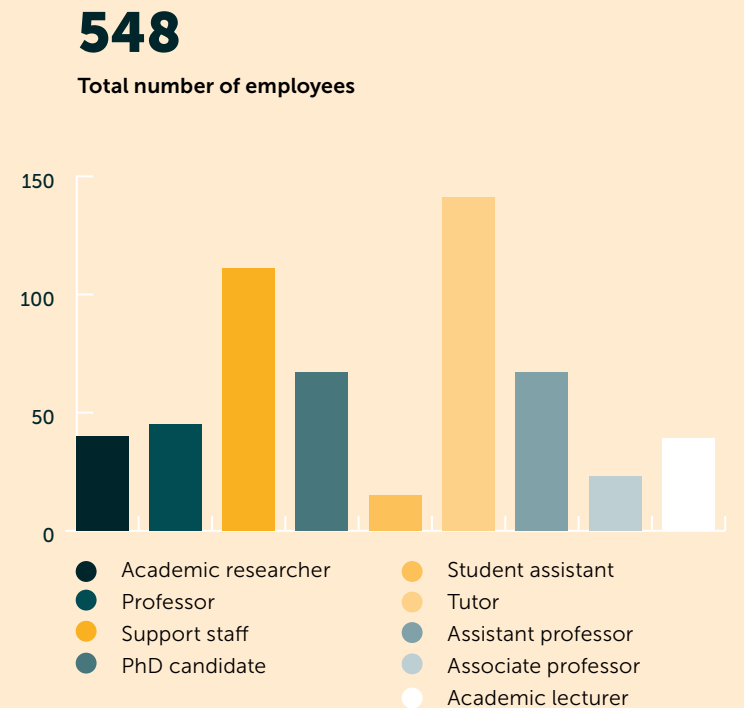


Total number of
bachelor students

Total number of
alumni and (pre-)master students



Total number of
employees at ESSB



#5 Public Administration
ShanghaiRanking's Global Ranking of
Academic Subjects 2020



72 In the 2021 global Times
Higher Education ranking EUR
takes the 72nd place

DR. RICK WOLFF, SENIOR RESEARCHER AT RISBO, EUR

'The more students learn
together, the greater the
chance of study success
for everyone!'

Location:
Cube houses

DARREN MCCAULEY, PROFESSOR
GLOBAL SOCIAL CHALLENGES

Meet our researchers

'Today's problems won't be solved with yesterday's answers'

Going for big solutions, but with both feet on the ground. This is what professor Darren McCauley (41) exemplifies. In his research at Erasmus University Rotterdam, he focuses on climate and energy issues in a just world. "Only by working together can we address major societal challenges such as climate change, migration, and poverty."

McCauley refers in particular to collaboration between different disciplines. 'Looking beyond your own perspective': it is something that's in his genes. It possibly has something to do with his roots in Northern Ireland. "As a Northern Irishman, you are neither English nor Irish. You live between two worlds, as it were. Maybe that explains my urge to bring different interests together." In any case, it's an attitude he likes to present to his students. "First you have to agree on the problem. Then you look at the problem from all possible angles. If you succeed — if you learn to look through different glasses — you will come up with new solutions".

'TEACHING INSPIRES RESEARCH, AND RESEARCH INSPIRES TEACHING'

Interactions

McCauley sees that these new kinds of solutions are desperately needed. "We are facing major challenges that we cannot solve with existing models and ways of thinking. I think that's why I like the combination of research and teaching so much. Teaching inspires research, and research inspires teaching. In my interactions with students, I can test my ideas, and at the same time I get new ideas through this interaction! I think that is a fantastic interaction." The current COVID-19 pandemic proves, according to McCauley, how much we need to learn to look at this type of problem again. "Simply because there is no ready-made solution for this kind of problem yet. That requires out-of-the-box thinking. You can't solve today's problems with yesterday's answers."

Open-minded

Erasmus University Rotterdam is leading the way in stimulating this way of thinking, according to McCauley. It is one of the reasons why, after his Senior Lectureship at the University of St. Andrews (Scotland), he chose a chair in Rotterdam, at Management of International Social Challenges (MISoC). "Rotterdam is a big city that has to deal with various social challenges. I think it's great that Rotterdam looks further afield in the search for solutions: regionally, nationally and internationally. Rotterdammers are nice. They are easy to get to work with, enjoy working together and are open-minded." McCauley also praises that attitude among his students. "I don't tell my students what the solution is. I want them to find out how to approach a problem." That attitude, according to McCauley, creates freedom to come to your own,

sometimes very original, solution. As a result, ESSB students are already used to working with other professionals. They are used to approaching a problem from different angles. Professionals who can do that may be able to offer new solutions to current problems, McCauley predicts.

Norway and Russia

McCauley himself searches for solutions in the climate and energy transition. How can we make a global and equitable transition from fossil fuels to sustainable solutions? The research focuses on the interaction between security, justice, and sustainability. How do these themes relate to policy and society? "I prefer to work in different parts of the world," says McCauley. "I have done research projects from Malawi and Uganda to Southeast Asia. Since 2015, I have been working on research in the Arctic. I am researching policy development in the field of climate and energy transition in Norway and Russia. A unique opportunity, because 70% of the Arctic is Russian, and that's just less accessible for researchers." McCauley's success is due to the links between St. Andrews University in Scotland and the Moscow State Institute in Russia. Both universities are involved in the Arctic Research Centre, a five-year research project to assess the environmental impact of energy infrastructure development in the Arctic. Here too, it's no longer a surprise: under McCauley's leadership, different perspectives come together.

'I PREFER TO WORK IN DIFFERENT PARTS OF THE WORLD'

Research into resilience with and by children in Rotterdam-Rijnmond

How do children cope with difficult situations? What makes one child more resilient than another? Educator Brian Godor (53) and psychologist Ruth van der Hallen (31) of ESSB are investigating these questions in a unique citizen science project together with 700 primary school-aged children from the Rotterdam-Rijnmond region.

Ideally they would prefer to put their work into practice. Beautiful ideas shouldn't just stay on paper, with a thick research report remaining on the shelf, which both Ruth and Brian believe would be a shame: "I think we have that in common; we both want to connect research with practice," says Brian.

On the way to the toilet

That's how the idea for a citizen science project with students from various elementary schools in Rotterdam-Rijnmond came about. Ruth: "I was on my way to the toilet when I bumped into Brian. We began talking about resilience and how someone copes with problems and stress. We both thought it would be interesting to investigate how this works in children, but in a way that children themselves would also be involved in conducting the research."

'IT'S IMPORTANT THAT CHILDREN AND YOUTH LEARN TO DEAL WITH ADVERSITY AND CHANGE, ESPECIALLY NOW'

Inquiry-Based learning

The conversation didn't end in that hallway. In collaboration with the EUR science hub, Ruth and Brian developed an educational program where children learn to handle their own resilience through inquiry-based learning. That lets them conduct their own small-scale research and contribute to the larger project on resilience in children. Ruth and Brian have had their first Zoom meetings with elementary classrooms. Their approach appears to be a great success. Ruth: "The children shared their research with us and it's great to see what questions they have. Is there a difference between boys and girls when it comes to resilience? How is it that one person can cope with adversity better than another? What if you can't see any resolution past a problem?" The class that Ruth and Brian recently Zoomed with had even thought about ways to present their data, and had created a diagram. It makes both researchers very enthusiastic.

Coping and resiliency

Let that be representative of the goal of their research project: to introduce children to conducting their own research at an early age. Ruth and Brian also find the theme of resilience to be particularly relevant. "It's important that children and youth learn to deal with adversity and change, especially now. Whether it's the ability to exhibit resilience when there are issues involving big things, such as the loss of a loved one, or something small, like a disappointing grade at school," says Ruth. With this research project, Ruth and Brian want to change the national discussion about what children really need. Both researchers believe there is too much focus

on children's learning deficiencies. They believe in two essential building blocks that are more important: coping and resiliency. Brian: "Learning is important, but it starts with feeling good about yourself. Happiness is the basis of positive development. Optimism is used not only in positive situations, but also helps you to deal with the less pleasant experiences."

Brian on Ruth:

"Ruth knew at an early age that she wanted to study psychology, which she did at the KU Leuven. She finds the way people deal with setbacks and difficulties deeply interesting. Ruth is sympathetic. She loves knowledge and research and also has a caring side. Ruth is Belgian and as she says in Flemish, she has a 'secondary profession': one day a week she works as an independent psychologist. That keeps her in touch with the practice, people, and topics that interest her."

Ruth on Brian:

"Brian is an extremely driven, passionate and social researcher. He studied Educational Science at the Open University in England. He's originally from the US where he lived with his Dutch wife for 10 years before moving to the Netherlands, intending to return to the US after 10 years. Now he has lived in the Netherlands for 22 years, so he has lost that contest... When he's in the Netherlands he misses the hot dogs and when he's back in America it's the 'frikandellen' he longs for."

EDUCATOR DR BRIAN GODOR AND
PSYCHOLOGIST DR RUTH VAN DER HALLEN OF ESSB

Location:
Elementary School de Kriekenhof



MARIJN STOUTEN,
ALUMNUS PUBLIC ADMINISTRATION

‘EUR is a university that stands in society with both feet’

He has recently graduated and has been working at GovernEUR since the summer. Marijn Stouten (23) studied Delta Management at HZ University of Applied Sciences and went on to complete a Master's degree in Public Administration at Erasmus University Rotterdam. Marijn wants to bridge the gap between his study field and society: "How can you harness society's ability to solve problems? Which administrative frameworks help tackle complex problems? I want to connect science with practice so that my work has an impact on society."

Marijn grew up in Zeeland. He discovered his interest in the interaction between man and nature at an early age. "My father works at Rijkswaterstraat. When the Maeslant storm surge barrier closed for a test closure, he took me with him. Something like that makes an impression!" His choice for Delta management did not come as a surprise. However, Marijn did not have an easy time during his high school education. "As an adolescent, I could hardly motivate myself to keep up with my homework. Halfway through my education, my parents said: 'You're transferring schools. Here, you don't get enough out of school and the school doesn't get enough out of you.' They were right. I don't do so well on extrinsic motivation."

Finding Your Motivation

Marijn's motivation changed when he went to college. He didn't have any difficulty keeping up at college or university. "I made a choice that I fully supported and that I knew suited me. I was 21 when I obtained my Applied Sciences Degree (hbo). I found myself relatively young to start working and wanted to continue my studies." A Master Track in Policy and Politics at ESSB followed, which Marijn successfully completed as well. Although the most common route to university is through pre-university education (vwo), Marijn proves that it can be done through higher general secondary education (havo) and higher professional education (hbo): "Once you find your motivation, you can go a long way!" ➤

Meet our alumni

Internship at the Ministry of Infrastructure and Water Management

At the end of his master's, Marijn completed an internship at the Ministry of Infrastructure and Water Management (IenW). "Rijkswaterstraat had my interest from an early age. The fact that I ended up at the Ministry through my studies was a wonderful opportunity for me which I seized with both hands. I look back on that time with great pleasure." Marijn says that during his internship, he was able to observe how complex problems tend to require complex solutions. "There is space for a feasible solution only when you're able to make all the concerns clear."

Good Preparation

Marijn expresses that his education did not stop when he obtained his diploma. "In fact, I see that my knowledge has deepened in the field. I have noticed that I laid a good foundation for the future with my studies at Erasmus University Rotterdam. What I value about EUR is that it is outward-looking and makes personal connections. EUR looks beyond the campus. Not only observing society from above but standing inside it with both feet." Marijn says that during his internship, he had a lot to gain from his internship supervisor at the Ministry of IenW, Tom Radstaak. "He reassured me. If I couldn't find my way out of something, I gave him a call and he took the time to help me. He stimulated my eagerness to learn and said it's good to admit when you don't know something: 'that makes you a better colleague'. After 2 months, my internship supervisor told me that I was performing at the level of a full-time participation advisor. That gave me a kick. At the same time, I noticed that with my fresh perspective, I could be of assistance to my colleagues at the ministry. That made me more confident. My internship was good preparation for me to enter the field as a professional."

Connecting Delta Management and Public Administration

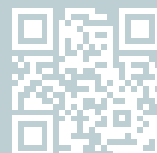
Marijn feels as though he can evolve at GovernEUR. "I want to continue exploring what I am good at and ways I can strengthen our team from there. With my knowledge of how participation contributes to good governance, I can lead the Netherlands further. Areas of development in Zeeland and the South of Holland still interest me. This being said, I would like to play a role in connecting the fields of delta management and public administration. At GovernEUR I can work together with my colleagues who have current knowledge in these fields, and this makes me happy in the work I do!"

**'ONCE YOU FIND YOUR
MOTIVATION, YOU CAN GO
A LONG WAY'**



Tom Radstaak, participation & governance advisor at the Ministry of IenW and internship supervisor of Marijn:

"I look back with great pleasure on the time Marijn interned with us. Marijn was a fine colleague, both personally and professionally. He contributed refreshing new insights that continue to help us today. Marijn laid the foundation for a research and knowledge agenda at the Ministry of IenW. It's a foundation we are grateful for and continue to build upon. The great thing about university interns is that they can think academically and conduct structured research. After working at the Ministry for a while, you can get a bit stuck in the civil servants' jargon. You are less able to think outside the box. For my colleagues and I, EUR interns are indispensable in this respect. They hold a mirror up to us. That always makes the entire experience better. I think that it's a shame Marijn had to leave us. At the same time, I am happy for him and his new employer GovernEUR that he can apply his knowledge and skills on the same topics!"



GovernEUR

is an organisation founded by researchers from ESSB. GovernEUR's goal is to translate scientific knowledge into approaches, methods and products for public administration.

Location:
Rotterdam Central Station

INES HADDOUDI, ALUMNUS MASTER SOCIOLOGY

'My time at ESSB taught me to look at the city in an analytical, open and critical way. My work as a civil servant has become even more interesting and efficient'

History of ESSB

JACQUES VAN DOORN

In the early 1960s, professor of Sociology Jacques van Doorn launched his plans to establish a faculty of social sciences. He wanted to present sociology in Rotterdam in a different way and formulated the 'Rotterdam Formula' for this purpose. In this formula, Van Doorn sought connections with other fields of science and focused on central social issues. The faculty had to have a social impact, thus the social faculty started in 1963.

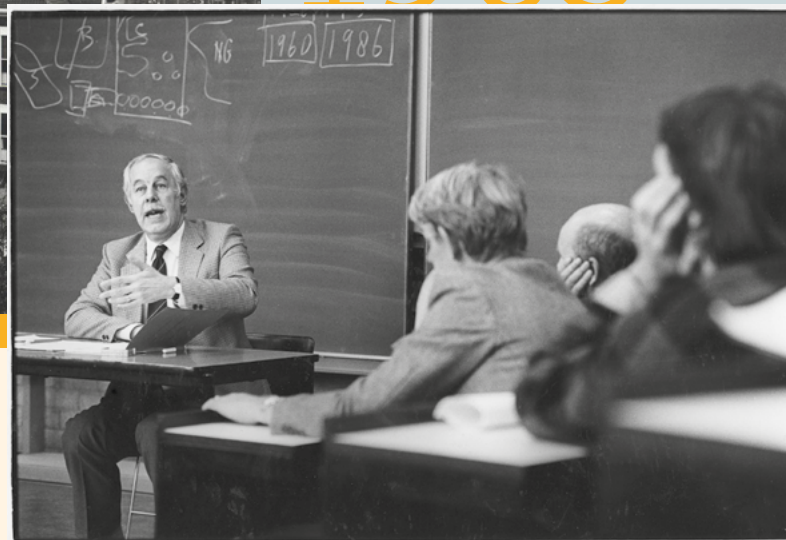
THE FACULTY OF SOCIAL SCIENCES

As a result of a merger with the Medical Faculty, the NEH underwent a name change in 1973 to Erasmus University Rotterdam. The Faculty of Social Sciences became part of it.

1913



1963



PIETER DE HOOCHWEG IN ROTTERDAM

In 1913 port barons founded the Nederlandse Handels-Hoogeschool, which was named Nederlandse Economische Hogeschool (NEH) in 1939. At that time, the NEH was located at the Pieter de Hoochweg in Rotterdam. Because in these early years there was a view that 'sociology leads to obfuscation rather than clarification of concepts', for a long time there was little room for sociology in education. However, times are changing: in 1949 an extraordinary chair in Sociology came into being and in 1950 the sociology and economics course was incorporated into the doctoral course in economics.

1969



HENNY LANGEVELD

In 1969 the faculty moved to the new location of the NEH: campus Woudestein. There, the faculty landed on the 13th and 14th floor of the high-rise. At that time, professor Henny Langeveld was the first female professor at the NEH to hold the chair of Empirical Sociology.

1973



2017

ERASMUS SCHOOL OF SOCIAL AND BEHAVIOURAL SCIENCES



Since 1 September 2017 the faculty has been called Erasmus School of Social and Behavioural Sciences. The faculty has grown into a place where social and behavioral sciences come together, and the Erasmus University College is part of it and where most of the female professors (25) of the EUR have been appointed. And the 'Rotterdam Formula' created by Van Doorn can still be found in the faculty's DNA.

'Follow your heart. That is how you reach a place where you come into your own!'

LINDA OOSTHOEK,
ALUMNUS PEDAGOGICAL SCIENCE (BACHELOR) AND
FAMILY PEDAGOGY (MASTER)

You have nearly completed your education and will receive your diploma. You learned a lot and had a great time in Rotterdam. What follows? Where are you going to work? What can you do with a degree from ESSB at Erasmus University Rotterdam? Linda Oosthoek (24) graduated 2 years ago and shares her journey: "Follow your heart. Then you will reach a place where you come into your own, where everything will be fine."

When she was younger, Linda wanted to become a teacher. "I have a big heart for children. When children came to our house for birthdays, I enjoyed doing things with them. But when I was in high school, I really didn't know what I wanted to study. It ended up being Pedagogical Sciences. So 'something with children', but it is also a programme where statistics and research play a big role. I find that interesting and I am also good at it."

Van Veldhuizen Foundation

After her bachelor's, Linda went on to follow a Master Track in Family Pedagogy. During her studies, she carried out an internship at the Van Veldhuizen Foundation, her current employer. Van Veldhuizen offers parenting support and childcare in Rotterdam. Linda's internship project consisted of further developing an existing programme and doing research on that programme to get it into a national database. She got into it and got it done. This is a great advantage for the Van

Veldhuizen foundation, because it can then show that the program is well-founded and likely to produce results. Evidently, the city of Rotterdam, as a provider of subsidies, would like to see those outcomes. Linda remained with Van Veldhuizen after her internship and now works for them as a pedagogue in parenting support.

Parenting Training

In her work, Linda provides group training on upbringing and parenting. She doesn't see it as a limitation not having children of her own or only having graduated 2 years ago. "In the beginning, I did think: I am still young and inexperienced, can I do this? But I just started doing it, and that's when you notice how much you learned during your studies! Besides, I am not the one who comes up with solutions. I know the general course of development and what strategies are useful to apply, but a parent knows his or her child best. Every child and every solution is different." Linda wants to make sure that parents share their experiences during her training. Linda: "You notice that parents benefit a lot from hearing how others have handled certain situations. The only thing I have to do is highlight and explain the positive parenting skills." Linda is a go-getter. Looking back, she has learned a lot from that mentality. For example, while she was a student, she

found presentations horrible. Laughingly: "And now I'm training parents... You can do more than you think!" It is a message that she would like to pass on to current ESSB students: "Take on the challenge, you can do it. Just do it!"

Problem-Based Learning

This morning, Linda hosted online training about playing. She showed a clip about a mother and a child who were doing a puzzle together. Gradually, the mother unconsciously began to take over the puzzle on her own: it had been going too slow for her. "I like to ask the right questions when it comes to clips like that. From this example, we learned that playing also means adapting to the pace of your child." How Linda speaks about her work shows that she is in the right place. She talks about how her education fits into her work. "During the programme, I learned that play has an essential role. In practice, you learn what that looks like and what conditions need to be met involving play and why. In that, as a parent, you can use play for different purposes. Through training, you already have a lot of baggage, but at the same time, you still have a ton to learn in practice. You never stop learning: that's what makes me enthusiastic! According to Linda, it's an attitude that she acquired from her training.

Location:
Elementary School Het Landje

"The problem-based learning (PBL) at ESSB relies on your independent problem-solving ability. It took some getting used to in the beginning, but now I can really say that it helps prepare you for your future profession."

Safe Haven

Linda is happy to be in a profession that lies between practice and science. Her future? Maybe it will be a little more on the policy side, or project-based at a national organisation or the municipality. She doesn't have a clearly defined path. "For me, the most important thing is that as a professional, I feel confident in my work, and that from there, I can be a safe haven for others."



**'I WANT TO BE A
SAFE HAVEN FOR OTHERS'**

Location:
Prison De Schie

ISABEL DE GRAAF, MASTER STUDENT IN FORENSIC
AND LEGAL PSYCHOLOGY

New master's combines forensic psychology, neuroscience, and legal psychology

Why do some people behave differently from others? How does a criminal's brain work? How does an assassin think? These are questions they both find interesting. Not surprising that Sanne van Dongen (37) and Isabel de Graaf (23) know each other from the master in Forensic and Legal Psychology. Sanne as associate professor and Isabel as a student.

The master's degree in Forensic and Legal Psychology first started in 2020. The new master programme turns out to be a hit. Although Sanne had aimed for 20 to 25 students, the master's programme received no less than 74 applications. This makes it one of the top 5 largest master's specialisations of Erasmus School of Social and Behavioural Sciences (ESSB).

Forensic psychology, neuroscience and legal psychology

The master's programme will give students insight into why people misbehave, why people commit crimes, what the concept of insanity is and how to treat forensic patients. "The uniqueness of this programme is that in addition to these forensic subjects, we also zoom in on neuroscience and legal psychology. In this way, students will learn how neuroscientific insights contribute to a more effective risk assessment and treatment of forensic patients. The

advantage of this is that you can go a step further," says Sanne. "Moreover, the master's programme is interdisciplinary, cross-faculty, and international. Students learn to look more broadly, and that means they can use it in more ways in the work field. Isabel recognises herself in this. "It's the combination of themes that makes it so interesting for me. Because I'm getting to know several sides in this programme, my options for the future are broader than if I were to follow a master's programme specifically on one of the themes."

Detective Psychologist

Before starting her master's, Isabel followed two bachelor's programmes: criminology and psychology. Once she has completed the master's programme, she would like to start working as a detective psychologist or investigative psychologist. Although such a job is not easy to find (these specific functions are thin on the ground), it is her dream. And if Isabel has something on her mind, then she'll go for it. "Yes, my friends and family say the same to me: that I am ambitious and goal-oriented. That's right. I work hard; I am a go-getter. If I have a goal, I go straight for it." So she can imagine herself having a job with the police. "I like some dynamism and get satisfaction from contributing to society." Sanne visibly enjoys Isabel's drive. "I think that's the best thing to see: students who have ambition, who want to achieve something and who realise

that they are in control. As a teacher I want to convey knowledge, but I also want to inspire — to be an example. I'm able to give students something. If that contributes to their motivation to bring out the best in themselves, then that makes me very happy."

Good Connection

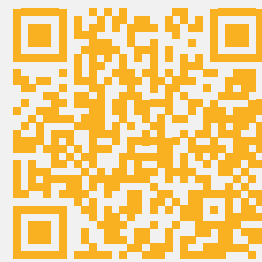
All beginnings are difficult. The same goes for the start of a new master's programme. Teaching with the limitations of corona and to many more students than previously thought; Sanne wants to do well. This is sometimes a good thing, she says. "We expect creativity and independence from students, but every student is different. An international student has a completely different background than an EUR student. Together with my colleagues, I'm looking for the right form that fits the high quality you can expect from EUR." If it's up to Isabel, that's fine. For her, this is the best master's programme in preparation for her future profession. What's more, she can see that the master's programme fits in well with her bachelor's programmes. "Everything we've dealt with in terms of theory in the bachelors, that's well developed in this master's programme. I have only followed part of the master's programme, but I can already say that I have learned a lot. I am glad that I have chosen this master's programme!"

'WHAT IS UNIQUE IS THAT BESIDES FORENSIC SUBJECTS, WE ALSO ZOOM IN ON NEUROSCIENCE AND LEGAL PSYCHOLOGY'

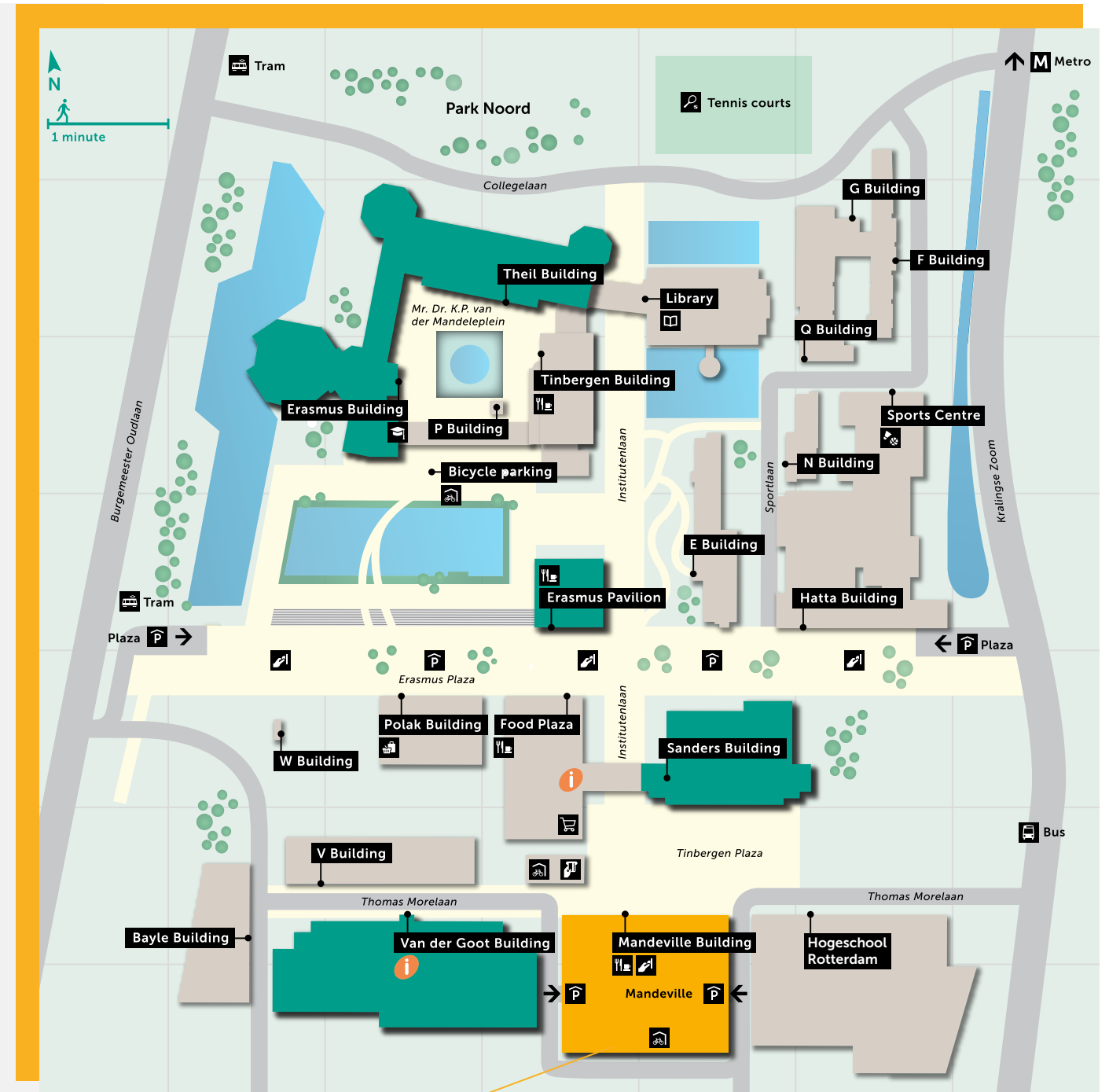
JOSANNE (SANNE) VAN DONGEN, ASSOCIATE
PROFESSOR IN FORENSIC PSYCHOLOGY

You can also visit our campus digitally!

This can be done in two ways.



1. Scan the QR code and take a virtual campus tour
2. Or visit the Woudestein Campus, recreated by students and employees in Minecraft: **virtualerasmus.com**



ESSB IS LOCATED IN THE MANDEVILLE BUILDING

Erasmus University College (EUC) is located at Rotterdam Blaak station

Bus	Tennis courts	ATM	Academic ceremonies	Buildings
Metro	Library	Bicycle parking	Shops	Footpaths
Tram	Food & drinks	Information	Road	Main entrance
Parking	Pay station	Sport Centre	Water	Presentations and information fair

Overview education ESSB

Bachelor Programmes

1. International Bachelor in Psychology
2. Liberal Arts and Sciences – Erasmus University College
3. Management of International Social Challenges

Dutch Bachelor Programmes

4. Bestuurskunde
5. Pedagogische Wetenschappen
6. Psychologie
7. Sociologie

Pre-master Programmes (in Dutch)

1. Bestuurskunde
2. Pedagogische Wetenschappen
3. Psychologie | In collaboration with Open Universiteit
4. Sociologie

Master Programmes

Public Administration

1. Governance and Management in the Public Sector
2. Urban Governance

Dutch Master Tracks

3. Beleid en Politiek
4. Governance en Management van Complexe Systemen
5. Management van HR en Verandering
6. Publiek Management

International Public Management and Policy

Public Administration and Organisational Science – Research master

Pedagogical Sciences

1. Educational Sciences

Dutch Master Tracks

2. Onderwijswetenschappen
3. Opvoedvraagstukken in een Diverse Samenleving

Psychology

1. Brain and Cognition
2. Clinical Psychology
3. Forensic and Legal Psychology
4. Health Psychology & Digital Interventions
5. Psychology of Human Learning and Performance
6. Psychology of the Digital Media
7. Work & Organisational Psychology

Dutch Master Track

8. Klinische Kinder- en Jeugdpsychologie

Sociology

1. Engaging Public Issues
2. Politics and Society
3. Social Inequalities

Dutch Master Tracks

4. Arbeid, Organisatie en Management
5. Grootstedelijke Vraagstukken en Beleid

Interdisciplinary Master Tracks

1. Organisational Dynamics in the Digital Society (Public Administration, Psychology and Sociology)
2. Governance of Migration and Diversity (Public Administration and Sociology) | In collaboration with Leiden University, TU Delft and EUR

Evening programmes

1. Pre-master Pedagogische Wetenschappen
2. Master Orthopedagogiek
3. Master Opvoedvraagstukken in een Diverse Samenleving
4. Master Onderwijswetenschappen
5. Master Psychologie van Leren en Presteren



Courses for professionals

We offer several courses for professionals via ESSB Academy. Take a look at the course overview.

NICHOLAS SANSFIELD-HALL LORENZO, STUDENT EVG

‘Erasmus University College makes it possible for me to explore a variety of studies in addition to my dual degree. It’s an option that’s not possible anywhere else’

Join one of our Open Days or be Student for a Day!

Visit our website for admission requirements and application deadlines per programme. Do you still have questions? You can call, chat or email with us:

eur.nl/en/essb



ASTRID VAN AALST, MANAGER WW@WORK
HERMAN KLAPDOOR, COOPERATING COORDINATOR AT WW@WORK

WW@WORK: guiding people from WW to work

Helping people from WW to find a job that suits them. In short, that is what WW@WORK does. What started as a temporary project from the municipality of Rotterdam has proved successful for several parties. Manager Astrid van Aalst (38) and cooperating coordinator Herman Klapdoor (67) speak on the unique approach of WW@WORK and their collaboration with professor Semiha Denктаş of BIG'R.

Both Astrid and Hermann began their career in education before working for the municipality of Rotterdam. A switch that wasn't too drastic, according to Herman: "In education, you guide people towards a greater goal. We do that at WW@WORK as well." Astrid and Hermann gain satisfaction from helping others or, even better, making them happy.

From WW to Work

WW@WORK is intended for the residents of Rotterdam whose WW benefit ends within six months and have not yet found a new job. In addition to the help from the Dutch employee insurance implementation institute (*Uitvoeringsinstituut Werknemersverzekeringen, UWV*), you can make use of the guidance team at WW@WORK. The municipality of Rotterdam wants to use this guidance to help the residents find a new job and prevent them from entering the social welfare system. Those who apply will receive help and advice on successful job applications, training sessions in which they can participate (e.g. application skills), and weekly job offers. The strength lies in the personal guidance of the advisor. Astrid: "We want to build a relationship. We do that through weekly or even daily contact with the same advisor. This way, the job seeker knows from day one whom he or she can turn to. It allows our advisor to get familiar with someone and to guide them from there, to suitable work." ➤

**'IF YOU ARE POSITIVE
AND CREATE A GOOD
ATMOSPHERE, THIS CALLS
FOR A POSITIVE ATTITUDE
AMONG PARTICIPANTS'**

A positive, motivational approach

WW@WORK works closely with the UWV. Given that participation in the programme is voluntary, this collaboration is essential for Astrid's team, because participants come in through an invitation from the UWV. Consequently, a lot depends on how the invitation is written. This is where collaboration with the Erasmus School of Social and Behavioral Sciences comes into play. Astrid: "The researchers from the Behavioural Insights Group Rotterdam (BIG'R) have helped us to incorporate nudging: a positive way of influencing behaviour. We wanted to make sure that the letter sent by the UWV would invite people to participate in WW@WORK in an approachable and positive way." Herman adds: "The trick is to word your message in such a way that people think: 'I don't want to miss this!'" Astrid and Herman apply that principle of having a positive and motivational approach throughout their work. "If you are positive and create a good atmosphere, this calls for a positive attitude among participants. That is when the project becomes a gift they can unwrap, and in fact, it is!" says Herman.

Ambitious

"We wouldn't have managed this project without such a driven and creative team," says Herman. He will soon say his goodbyes, as he approaches retirement. "I have appreciated my interaction with this young team! My colleagues give me a lot of energy every day, and for me, that means that I can be of value in this work. This is a team that has trust in one another, and that is really important. I hope that Astrid and her colleagues can maintain that atmosphere." Astrid nods understandingly: "When you have freedom and trust, cooperation grows." Although WW@WORK started as a temporary project, she is ambitious about the future: "We have shown what we can do for the Rotterdammers looking for work. We have achieved this thanks to good cooperation between UWV and the municipality of Rotterdam with the help of BIG'R. We want to hold onto this collaboration and expand it further."



Semiha Denктаş is professor of Behavioral Change and initiator of BIG'R from EUR.



BIG'R

With the help of research in practice, the Behavioural Insights Group Rotterdam (BIG'R) transforms Rotterdam's dilemmas into effective municipal policies. The co-founder is Semiha Denктаş (47), professor and vice-dean for research at ESSB. "The strength of BIG'R is that the team consists of behavioural researchers, policymakers, and specialists. They tackle an issue, together. I am very enthusiastic about this, because through this working method, science is directly at the service of society: it is a living lab."

Nudging

The first experiment for BIG'R was very concrete. At Nesselande in Rotterdam, people set their means of transport too close to the beach, making it difficult for emergency services to reach that area. How do you tackle a problem like this? Denктаş: "For BIG'R, this was a great case for making immediate adjustments, based on interviews and observations, to make the area safer. We achieved this with the help of nudging. Nudging is a positive way of influencing behaviour. You make it easy for people to change unwanted behaviour. Think of the beeps when you forget to fasten your seatbelt. As a behavioural scientist, I found it fantastic to see how we could directly turn our knowledge into practice in this experiment!"



FLOR DINIS DE ARAUJO AVELINO, ASSOCIATE PROFESSOR

**'To tackle societal
challenges, innovation is
necessary, but not enough.
We need systemic,
transformative change:
transitions towards more
just and sustainable societies'**

Wellbeing at EUR

During your studies or work you might run into issues for which you don't have an immediate solution. Or where you'd like to exchange ideas with others. ESSB wants everyone to feel at home and to be heard at the faculty. As a student or employee you don't have to just keep going despite having questions or problems.



**ZERA BRINK –
STUDENT LIFE OFFICER**

Zera Brink has been the Student Life Officer since August 2019. She's there for all non-study-related questions from students. International students have questions about housing and insurance, but also about life in the Netherlands. The international students are welcomed warmly each year with the introductory days organised by Zera and her colleagues. Zera: "There are 400 students in the room who get to know the various departments on the faculty and campus, and who also learn about life in the Netherlands, all in a very brief period. For example, the police will explain rules that are relevant to students, such as the ban on using mobile phones when cycling, and the rules surrounding drug use." Unfortunately this academic year has been shaped largely by the coronavirus, but Zera hopes to expand the number of events throughout the year, to give students a better chance to have contact with each other. "I regret that we have less (physical) contact with students at this time. Because that's what adds such great variety to my work. That you don't know exactly which student will come in today and what kind of question they may have." It doesn't stop Zera from making the best of it. "I just have a big heart for students, and I will push out all the stops to do as much as possible for them, even in this day and age!"



**ELLIE CERCEL –
HAPPY STUDENT SOCIETY**

Improving the mental health of students: that's the goal of the Happy Student Society student initiative. Ellie Cercel is a second-year student of psychology and president of the society. She joined the initiative after going through a difficult time of her own: "At that time, I noticed how nice it is when someone is there to listen to you. That's not self-evident. It can be quite difficult to get the right help on campus." So last year the society decided to recruit and train students as 'ambassadors'. With assistance from psychology student advisors, they offer help to students who get stuck. "The most important thing is that we are approachable and we listen carefully. Lots of pressure can arise during your studies because of internships and other important activities. If this is at the expense of your mental health, then the pressure becomes too great and having a fellow student just to listen to you can help," says Ellie. The Happy Student Society has a physical space on campus in the 'living room'. This is a place for different student organisations all sharing the same goal: to improve the well-being, inclusiveness and health of students. But with the current Covid-19 situation, ambassadors are offering online helping sessions. Ellie hopes that Erasmus University will keep an eye on the mental health of students. "It would be good for some students if we could work together to reduce the step to professional help."



**MARTINE VAN DE PAAL –
CONFIDENTIAL COUNSELLOR**

Martine van de Paal has been a confidential counsellor for the faculty staff for almost two years. She helps colleagues who don't feel safe at work for a variety of reasons. When Martine was asked to become a confidential advisor, she thought this job would be much like her other one: study advisor. But in practice it turns out to be different. Martine: "As a study advisor I advise students. But as a confidential advisor I will never tell a colleague what to do in his or her situation. I help the employee in his or her search for a suitable solution." Martine is part of a larger network of confidential advisors, because each faculty has its own confidential advisor. There are also two confidential advisors working at a central level. "That's not surprising," says Martine. "If you want to speak to a confidential counsellor, you can choose who you go to. You might think: 'I'm going to Martine, because she knows my faculty.' But in some cases it might feel better to approach a different confidential counsellor. Someone who doesn't know the faculty and your colleagues as well as you do. A confidential contact person conducts one or more confidential conversations. They discuss what someone needs very openly." The fact that she can help an employee find a solution that suits him or her is something Martine learned during the training course for becoming a confidential counsellor. "If you're stuck, it's so nice that you can talk to someone who doesn't judge or who wants to impose solutions. The solution really lies with the person, and it emerges when I give them space."



**MARIEKE MEEUWISSE
– #IBELONG**

Since 2018 Marieke Meeuwisse has led the Erasmus+ Strategic Partnership project #IBelong, in which four European universities, a diversity policy expertise centre and a knowledge innovation centre work together. The #IBelong project is an innovative programme of interventions to make the higher education learning environment more inclusive, so that students feel connected regardless of their backgrounds. One of the interventions in #IBelong is the student community mentoring programme that has been accelerated successfully during the past months of corona. The programme aims to increase the resilience of first-year students. Older students play an important role here. Mentors are trained in accordance with the #IBelong method, to teach students to recognise their resources, network and qualities. The programme lets them get to know themselves better. Marieke is happy that the reactions are very positive after the first year of the mentoring programme. As she notes, such positive reactions don't only come from first-year students: "The mentors are also very positive. They recognise the insecurity of their often younger fellow students, because they themselves have had to deal with this as freshmen. They know how important it is to be courageous and ask for help." According to Marieke, the match between mentor and student is very important if the mentoring is to succeed: "We look closely at the needs of the student and whether the mentor has the same background and experience. This helps students feel more at ease, which makes it safer to share certain concerns or obstacles." Marieke hopes that all interventions will increase the feeling of recognition and appreciation within higher education for all students in the years ahead. "I want students to feel comfortable within the gates of the university. You have achieved this for a reason: you can do this and you belong here!"



Location:
Hockey field Leonidas

MENNO FENGER,
PROFESSOR OF PUBLIC ADMINISTRATION

Studying at ESSB

**INEKE VAN VLIET, SPORTS SCIENCE LECTURER AT
HZ UNIVERSITY OF APPLIED SCIENCES**

'I now use the
motivation
techniques from
the Nudging
course, as a Sports
Science teacher'

'I want to give knowledge back to society'

Menno Fenger (49) has been a board member at the ESSB faculty since 2000. Following his studies in Nijmegen and his PhD in Twente, Menno has found his place within the faculty: "Being a professor is the best job there is. Being a professor at Erasmus University Rotterdam is even better. Rotterdam bursts with energy and ideas: here, I see the desire to tackle the most pressing issues of our time."

Menno has been able to combine his role as a professor with his position as academic director of the ESSB Academy since 1 January, 2019. This way, he has been able to investigate the demand for post-graduate courses for professors at the ESSB Academy. This additional project allows Menno to develop what he has always seen as an opportunity.

Impact in Society

Menno: "For a while now, I have observed two developments that I think we at ESSB should do something with. First, there is only one growth market in higher education: post-graduate education. The student influx at universities is decreasing because the aging population in the Netherlands is increasing. Additionally, 'lifelong learning', continuing to develop yourself later in life, is increasingly important for professionals." According to Menno, the time when you worked for the same company for 30 years has truly passed. "Even though I may not be a good example of this myself," he says laughing. The second development that strikes him is that having an impact in society is becoming increasingly important for universities. According to Menno, the largest impact is not having your article read or your lecture listened to but that you teach people to do what you have described in your research. Menno says, "The university has an important task, to put recent knowledge into practice. That is what we are going to do with training and courses through the ESSB Academy." The educational philosophy of the ESSB Academy focuses on the practical feasibility of knowledge. "We work according to the 'bring your own case' principle: participants come up with a concrete question of a concrete problem, and within the course and during the module, we work on a solution."

Learning Environment

During the first year of the course, the reactions from the students were very positive. "Not only did they enjoy taking part in a course, but they clearly also saw the importance of it. It provides the



necessary depth in the daily work." The current students often work at large private and public institutions that see the importance of the continued development of employees. Menno sees this as a good thing, how universities play an essential role in this. "The labour market demands up-to-date knowledge. At the university, we are engaged in the most progressive work within various disciplines. Look at the development of the corona vaccine: universities play a crucial role in this. As far as I am concerned, the same goes for the lifelong learning of professionals in the workplace. The best learning environment for them is the university."

50 Courses in 2025

The ESSB Academy has not only been enthusiastically received by students, but there has also been a lot of excitement for the initiative among scientific staff members. "After starting the Academy, about 30 colleagues contacted me. For a while, they had been walking around with an idea for a course without knowing where to start. I think that it's great we can help them through the Academy. All the ideas are collected on a list. The goal is to offer 50 courses from the ESSB Academy in 2025," says Menno. There is a large demand for some courses. Menno quotes his colleague Tineke Fokkema as an example: "Tineke is truly the expert when it comes to older migrants and the problems they encounter from a welfare standpoint. For years, she has been telling governments and civil society organisations what it takes to ensure that older migrants live well within society. Through her profession, Tineke has developed concrete ideas on how things can be improved. So if anyone in the Netherlands can give a course about this, Tineke would be the one. In the ESSB Academy, we have the knowledge and the people; and we know how to organise it. So, now we are going to talk to her about how we can make those two things come together."

ESSB as a Marketplace for Ideas

Menno hopes that ESSB becomes a marketplace for ideas. "As a university, we have the task of bringing relevant knowledge and society together. That knowledge lies within our faculty, but also within the other faculties at Erasmus University and other universities, within the Netherlands and abroad. How nice it would be to organise events with a diverse group of speakers from all over the world! Rotterdam is characterised by the energy of social enterprises. I want to involve those people in the work we do at EUR. My goal is for a university to give knowledge back to society."

eur.nl/essb/onderwijs/postacademisch

'Set high goals, because you will learn a lot on the way there'

ORIANA MORALES,
STUDENT MISOC

She is 21 years old and very ambitious. She wants to fight for the rights of people, and of women in particular. Her dream is to become Secretary-General of the United Nations. Oriana Morales is a third-year student in the Management of International Social Challenges programme at ESSB.

As a child, Oriana wanted to become a veterinarian, but over time, those plans changed. After high school, Oriana's desire to have an impact on women in difficult situations arose. Oriana: "I have seen how much positivity it brings when there are equal rights for men and women. Unfortunately, I have also seen that in many places, this is not the case. I want to do something about that. I want to stand up for equal rights all over the world. That may sound ambitious, but even if, for example, only a small group of women in Latin America would fare better because of my efforts, it would give me enormous satisfaction".

Venezuela

The fact that she highlights Latin America appears not to be a coincidence. Oriana grew up in Venezuela — a country that, according to her, goes from one crisis to the next. In addition to the current COVID crisis, her homeland suffers from migration and immigration problems, and women are often discriminated against. "I come from a place where women are second-class citizens. Even at school, the contact

and language is unfortunately too often unfriendly to women. I think my strong will to do something about this inequality results from that," says Oriana.

Rotterdam

How do you then end up in Rotterdam as a student? With a smile, Oriana explains it was a long process. "During my previous studies, I discovered an interest in politics and international relations. For the humanitarian side: helping people in need. I wanted to do something with that! After searching, I ended up in the Netherlands — in Rotterdam. I love the Netherlands. It is an innovative and English-friendly country. And I love Rotterdam. It's a bicycle-friendly city. I regularly go to the Kralingse Bos: that's my favourite city-escape place. As an international student, I feel very welcome here, and I love how open the people of Rotterdam are."

Problem-Based Learning

Oriana is in her third year of the Management of International Social Challenges programme, abbreviated as MISOC. She consciously chose Erasmus School of Social and Behavioural Sciences (ESSB). "I didn't want to solely be reading books. I learn best through interaction, and there is plenty of room for that at ESSB. Our education is problem-based. This means we work in small work groups on a practical issue. I think that how we learn is something that will help us a lot in the

future. Problem-based education and the close contact with your fellow students requires you to remain involved in your education. Since it is such an active way of learning, the knowledge stays with me," says Oriana.

Interdisciplinary approach

MISOC focuses on public administration, but also gives attention to sociology and international relations. This is something Oriana appreciates in addition to problem-based education. "Within this programme, you learn to look beyond your own profession. Moreover, with students from 40 different nationalities, I understand what is going on around the world much better. In addition to the theory, this is of great added value to me. I like to approach problems from different angles; it enriches my view. Moreover, with this 'interdisciplinary approach', I have more opportunities to move on to a master's degree."

Michelle Obama

This year, Oriana will start with the minor International Relations and Human Rights. "After that, I want to do a master's degree related to women's rights. Eventually, I want to work with women in conflict situations. That dream has been fuelled by a number of powerful women who have inspired me," says Oriana. "Michelle Obama is a perfect example for me. She also went through a difficult time and had to fight hard to get where she is now. She proves that all the problems she has overcome are more than worth it."

Faculty Council

As a member of the Faculty Council, Oriana is already gaining experience in representing a group of people — in this case students of the ESSB faculty. "We want to know what is going on among students. We bring students together and

ask what is going well and what can be improved. With that input, we sit at the table with the dean and staff members of the council. I like seeing that the management team responds positively to what we bring on behalf of the students."

United Nations

After her studies, Oriana wants to work at the United Nations. "Then I want to focus on women's rights in, for example, Latin America or Africa. Laughing: "And even later, when I am 70, I will be the secretary-general of the United Nations." It's no surprise that Oriana's life motto fits her high ambitions: "Set high goals, because you will learn a lot on the way there."

Location:
Kralingse plas



**'WHEN I'M 70, I'LL BE THE
SECRETARY-GENERAL OF THE
UNITED NATIONS'**

Location:
Station Hofplein Hofbogen

PETER SCHOLTEN,
PROFESSOR OF PUBLIC ADMINISTRATION

Meet our researchers

'All you can do is follow the facts as best you can'

Migration and integration: these are themes that have been the subject of heated debate in politics and during elections for many years. But solving the problems associated with these themes doesn't seem possible. That's exactly what interests Peter Scholten (40), professor of Public Administration at Erasmus University Rotterdam. "As a researcher I don't have to find the solution, but I can investigate what's behind the problems," is Peter's realistic view of his work, in that he enjoys looking beyond boundaries.

Peter talks a lot with policymakers. He has intense contact with the City of Rotterdam, and with the EU in Brussels. Although he's in close touch, Peter is clear about his role as a researcher. "Too close an entanglement between policymaker and researcher is not always a good thing. I think I should be able to maintain my professional distance. Distance is a good method for conducting good scientific research. I can have an impact on these themes by holding up a mirror. Reflection on the anti-Islam attitude. Reflection on the Black Lives Matter debate. How do we really open up job applications so that everyone has a chance? And even closer to home: how can we create more diversity at Erasmus University Rotterdam? You can't change our rather white teaching staff from one day to the next, and yet, what can we do nonetheless?"

Following the facts as closely as possible

After studying European Public Administration in Twente, Peter discovered that little attention is paid to the themes of migration and integration from a scientific point of view. It's of special interest to him, also because he sees how today's complex society is no longer so controllable and manageable. "I see that complexity and risks go hand in hand. That's what makes modern public administration so much fun.

Society turns out not to be engineerable. Today's policy will be outdated tomorrow," says Peter. "All you can do is follow the facts as best you can."

Minority groups don't exist

The administrative expert mentions 'our' view of minority groups in society as an example. Peter: "The point is: minority groups don't exist. We have to learn to see society as all the different groups. The third generation of Moroccans in the Netherlands, for example, is completely different from the first generation. You can't lump these different groups together, and we shouldn't want that either." Peter is averse to easy policies being used to score quick political points. Policies that can really work require a long haul. As a positive example, Peter praises the new approach to discrimination that Rotterdam is introducing: all sorts of mini-measures in several areas that will have to work over the longer term. "Rotterdam has resisted the temptation to just throw in a quick fix. There isn't one anyhow. Rotterdam has recognised that. That's courageous!"

IMISCOE

Peter finds recognition of these types of themes in collaborations with other researchers. IMISCOE is the definitive European research network on migration, integration and social cohesion. No fewer than 64 institutes and more than a thousand members have joined. And EUR leads this network. "I think that's a great honour," says Peter. "This is fundamental scientific research, for example into super-diversity. I think it's great to see Rotterdam saying the same thing as London, for example: that in your diversity you have one identity." In the Netherlands, EUR is also collaborating with the universities of Leiden and Delft in researching these themes. The Leiden-Delft-Erasmus (LDE) Centre for Governance of Migration and Diversity

takes a multidisciplinary view of governance and policy issues in four cities in South Holland.

UNIC: inclusive university with impact

In addition to IMISCOE, EUR is also leading an initiative to create a European university: the European University of Post-Industrial Cities (UNIC). Peter's connecting role is also evident here. "The great thing is that this is a collaboration between eight universities, all of which are very similar to EUR. They are universities in post-industrial cities, just as Rotterdam is. We have considered that consciously. We want to form a university that is anti-elitist. A university for 'first-generation university students': students whose parents have no university background." In practice Peter notes that this is a different type of student: someone who depends less on the network, who doesn't put himself into debt for an education, and who also needs a push to study internationally. It makes Peter's challenge all the greater: "UNIC will be an inclusive university with impact. We are going to train non-traditional students, and those are the leaders of the future."

'I SEE THAT COMPLEXITY AND RISKS GO HAND IN HAND. THAT'S WHAT MAKES MODERN PUBLIC ADMINISTRATION SO MUCH FUN'

International contacts ESSB

ESSB has partner universities in more than 25 countries where bachelor and master students can go on exchange.

The pinpoints on this world map show where our current students and staff members come from.



HESTER SMID – SAN FRANCISCO

"It wasn't until I woke up the first morning in San Francisco that I realised what I was getting myself into: six months of living and studying in the United States, far away from the world I knew. But when I opened the front door, I remembered why I had done it: I could see beautiful coloured houses and the Golden Gate Park from the hill, with Ocean Beach within walking distance.

The student life in San Francisco is different from what I'm used to. The university is marked by the progressive and activist nature of the city. There is a wide variety of cultures, and the spotlight is on Silicon Valley's innovative ideas. On the other hand, lots of attention is paid to the increasing social inequality and the climate issues California faces.

What made this exchange particularly special was the people I met. Besides studying, I discovered the nightlife of San Francisco and took road trips to Yosemite, Lake Tahoe and Santa Barbara."



JOHN MORTEN MICHAELIS – BELFAST

"My time in Belfast has left me with many great memories and experiences. I think of all the wonderful people I met, such as the locals who drove me from the airport to my room when they noticed that I would otherwise have been stuck at the airport. And my fellow exchange students who became close friends in the three months we were in Belfast. I have other great memories of the beautiful nature that defines the Irish landscape that we discovered on our walks.

But what I remember most of all was my introduction to Politics. My exchange was a welcome push out of my academic comfort zone. As a psychology student, I was placed in ESSB's partner faculty of History, Anthropology and Politics at Queen's University Belfast. The courses I selected made a lasting impression on me, a positive influence on my choosing a Master's in Political Science."

Number of nationalities among staff and students 2019-2020		
ESSB	EUC	Total
79	58	90



VICTOR HIJZEN – OSLO

"A different language, a different culture and my first time away from home. All the clichés you hear about people who go on exchange also applied to me. I went on exchange to Oslo, Norway's capital. The city is comparable in size to Rotterdam. I jokingly call Oslo the best city in the world, but there's actually a some truth in that. The level of education is high, and the University of Oslo has more conservative values, which is a nice contrast with the generally more liberal environment at Erasmus University.

With all practical matters taken care of upon arrival, I got to enjoy Oslo's perfect mix of city-life and nature. I didn't know that a city could have an entire forest as a park! I lived near one of the local lakes, Kringsjå. I often think back to my morning walks around the lake in the snow, just 25 minutes from the heart of the city centre, feeling completely removed from civilisation."



MARTINA PIGNATORA – SYDNEY

"My exchange to Sydney brought life and adventure into the third year of my studies. It was hard for me to adjust at first, but that quickly changed when I found my dream job. This allowed me to pay for my accommodation and travels, which took me to many places like Bali, Melbourne and Byron.

I spent my birthday week with my friend on the Sunshine Coast, a place with huge deserted beaches and incredibly beautiful national parks. After that we went to Cairns to see the Great Barrier Reef, the rainforest and Magnetic Island, which truly is paradise on earth with the largest number of koalas per square metre. I also backpacked around New Zealand for three weeks, where I went skydiving, hiked a glacier and swam with dolphins.

In Sydney I experienced life at another university, enriched my curriculum and learned just what I want to pursue in my career. Words can't express how meaningful this experience has been, and how grateful I am to have had this opportunity during my studies."

Number of incoming and outgoing exchange students 2019-2020		
	Incoming	Outgoing
ESSB	62	113
EUC	27	29



**'All you can do is follow
the facts as best you can'**

*Peter Scholten,
Professor of Public Administration*



Curious to know more? eur.nl/en/essb