

Erasmus School of Economics School Council 139

Date: Thursday 30 March 2017 at 10.00

Location: H10-31

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### Draft Agenda

1. Welcome and adoption of the agenda
2. Announcements
  - School Council elections ./.
  - University Council elections ./.
3. Minutes of the 138th School Council (text) ./.
4. Follow up issues of the 138th School Council

### EDUCATION

5. Questions/items Student Council: *(information/discussion)*
  - Weblectures ./.
  - Relative grading at ESE
6. Memo on composition Programme Committees *(information/discussion)* ./.

### HR MATTERS

7. ESE Diversity plan *(information/discussion)* ./.
8. Memo on personnel survey *(information/discussion)* ./.

### ORGANISATIONAL MATTERS

9. Resolutions Management Team January and February *(information)* ./.
10. Mailing lists Management Team January and February *(information)* ./.
11. Questions Minutes School Council 138
12. Any other business
13. Closing

*For information:*

- Letter on Period of validity for credits obtained. (ESE CER (OER) is already according to this measure) ./.
- Programme Committee Econometrics' Reaction on Eviews ./.

To the candidates

**Date**  
16 March 2017

**Subject**  
Final list of candidates for the 2017  
University Council elections

**Our reference**  
CSB/MP/273.205

**Your reference**  
-

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**Enclosure**  
-

**Department**  
Central Electoral Committee

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### 1. Final list of candidates for the 2017 University Council elections

The Central Electoral Committee announces that, after receiving the required corrections from some candidates, the candidacies of the below mentioned candidates have been pronounced valid.

#### Constituency 1, Erasmus School of Economics

##### Students (2 seats):

- C. Abdurraman
- D.H. Gökçen
- R. Hordijk
- S.W. Iwema
- S. Kim
- T. Rapone
- P.V. de Wilde

##### Staff (1 seat):

- V.A. Karamychev

Candidate V.A. Karamychev has already been appointed as member of the University Council on behalf of the staff section in the constituency of the Erasmus School of Economics from 1 September 2017 to 31 August 2019.

#### Constituency 2, Faculty of Medicine and Health Policy

##### Students (2 seats):

- A. Abdelmoumen
- J.H. Loosveld
- D. Sieczkowski

Staff (2 seats):

- C.M.A.W. Festen
- S.C. Markestijn

Candidates C.M.A.W. Festen en S.C. Markestijn have already been appointed as members of the University Council on behalf of the staff section in the constituency of the Faculty of Medicine and Health Policy from 1 September 2017 to 31 August 2019.

Constituency 3, Erasmus School of Law

Students (2 seats):

- S. Oassem
- S. Yekhlef

In the case of candidate S. Yekhlef, supporters 2,4,5,7,8,9 and 10 were not registered as students at Erasmus School of Law. Candidate Yekhlef rectified these errors and is declared valid.

In the case of candidate G. van Burken, supporters no. 4 up to and including no. 10 were not registered as students at Erasmus School of Law. Candidate Van Burken did not rectify this error and therefore this candidacy is declared not valid.

Article 15 of the University Council's Electoral Regulations states that in cases where the number of candidates for appointment to the University Council does not exceed the number of available seats, no elections are held for these seats and the candidate or candidates are automatically appointed as member(s) of the University Council. The candidates S. Oassem and S. Yeklefe have been appointed as a member of the University Council on behalf of the student section in the constituency of the Erasmus School of Law from 1 September 2017 to 31 August 2018.

Staff (1 seat):

- E.K.E. von Bóné
- K.W.H. Broekhuizen
- R. van Wingerden

Our reference  
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Students (2 seats):

- D. Leros
- K. Neuman
- M.T.S. Nguyen
- N. Nieuwstad

Your reference  
-

Staff (2 seats):

- B. Bode

Candidate B. Bode has already been appointed as member of the University Council on behalf of the staff section in the constituency of the Erasmus School of Management, Erasmus University from 1 September 2017 to 31 August 2019.

Constituency 5, Faculty of Social Sciences

Students (2 seats):

- P. Aarnoudse
- L.O.E. van Koppen
- C.H. Meinsma
- N. Nikoladze
- F.H. Reedijk
- M.P. Smit

Staff (1 seat):

- J.J.A.M. Schenk

Candidate J.J.A.M. Schenk has already been appointed as member of the University Council on behalf of the staff section in the constituency of the Faculty of Social Sciences from 1 September 2017 to 31 August 2019.

Constituency 6, Faculty of Philosophy

Students (1 seat):

- B.N. Pulskens

Candidate B.N. Pulskens has already been appointed as a member of the University Council on behalf of the student section in the constituency of the Faculty of Philosophy from 1 September 2017 to 31 August 2018.

Staff (1 seat):

- T.K.A.M. de Mey

Candidate T.K.A.M. de Mey has already been appointed as a member of the University Council on behalf of the staff section in the constituency of the Faculty of Philosophy from 1 September 2017 to 31 August 2019.

Constituency 7, Erasmus School of History, Culture and Communication

Students (1 seat):

- N. van Kalken
- Y. Sherstyuk

In the case of candidate J.M.J. Smeets, the signatures of all supporters were missing. Candidate Smeets did not rectify this error and therefore this candidacy is declared not valid.

Staff (1 seat):

- J.M. Engelbert

Candidate J.M. Engelbert has already been appointed as a member of the University Council on behalf of the staff section in the constituency of Erasmus School of History, Culture and Communication from 1 September 2017 to 31 August 2019.

Electoral district 8: USC, General Management Directorate and University Library

Staff (2 seats):

- D. Boogaard
- J.C.M. van Wel

Candidates D. Boogaard and J.C.M. van Wel have already been appointed as members of the University Council on behalf of the staff section in the constituency of USC, General Management Directorate and University Library from 1 September 2017 to 31 August 2019.

Electoral district 9: Institute of Social Studies

Staff (1 seat):

No candidates have applied. In view of the fact that there are fewer candidates than available seats, the Central Electoral

Committee intends to organise new elections as soon as there is an indication that staff candidates will be applying for membership of the University Council.

## 2. Objections and appeals

Based on the provisos of Article 22 of the University Council's Electoral Regulations, any objections to the aforementioned decisions of the Central Electoral Committee are to be submitted in writing to the Central Electoral Committee within 7 days of date of publication of said decisions.

## 3. Additional information

The Central Electoral Committee would also like to point out that if so desired, the electronic voting system can include some concise background information and a photograph in each candidate's listing. The Electoral would like to receive the proposed texts (supplied as a Word document and with a maximum length of no more than half a sheet of A4) and photograph (in jpeg) as soon as possible, but at any rate no later than 30 March 2017 noon. Please send your text and photo via email to [stembureau@eur.nl](mailto:stembureau@eur.nl)

On behalf of the Central Electoral Committee,



Mr. D.Y.M. Korthals Altes-Biemans,  
Secretary Central Electoral Committee

Cc: Executive Board  
University Council  
Deans/Faculty Electoral Committees  
The members of the Central Electoral Committee

See mailing list,  
Sent by e-mail only

**Date**  
7 March 2017

**Subject**  
Candidates for 2017 elections to ESE  
School Council, final version

**Our reference**  
PG/tk/ese 35492

**Your reference**

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**Appendix**  
Mailing list

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Dear all,

In connection with the election of members to the School Council, it was determined on 7 March that 16 students candidates and 7 staff members candidates were valid candidates and one student candidates' form was found incomplete. The student was asked to rectify the irregularities (only 3 ESE student supporters instead of the required 5) within 5 days. Within this period the student turned in a rectified application form, which was found to be valid.

Therefore the final candidate student list contains 17 valid student candidates:

Student candidates:

initials	name	first name	student number	findings of elections office regarding candidacy
A.	Demaj	Arber	410970	valid
S.W.	Iwema	Sibren	456006	valid
S.	Ghose	Shubhojit	430159	valid
T.N.H.	Vu	Huyen	443667	valid
J.J.	Duvekot	Joar	457608	valid
A.	Çalkin	Abdurrahman	413124	valid
A.	Parekh	Atif	434681	valid
S.	Kim	Seungwon	427065	valid
S.R.	van Teutem	Simon Ruben	455624	valid
E.M.	Vollmer	Elena	423276	valid
N.	de Korte	Nordin	412960	valid
S.E.S	Naqvi	Ertiza	426406	valid
Y.	Chen	Yasmin	432126	valid
C.P.D.	Hendrickx	Clemens	451192	valid
D.V.A.	Hagenbeek	Diederik	377614	valid
V.	Visser	Veroniek	449570	valid
P.M.	Somerwil	Pim	388441	valid

Our reference  
PG/tk/ese 35492

Your reference

Since there are 17 valid candidates for 7 seats, elections will be held. The elections will take place in accordance with the time frame prescribed by the university:

- Candidates will be given the opportunity until March 30 to submit a short passage of text (usually 1/2 of a sheet of A4) and a photo to the Central Elections Office in digital form (Ms. M.S. Poppelaars, e-mail address [stembureau@eur.nl](mailto:stembureau@eur.nl)).
- From 18-25 April 24:00 hours, the elections will take place.
- The results of the validly cast votes will be determined as soon as possible after the elections, not later than 1 May, 2017. The results will be notified to the elected individuals and be available for inspection at the elections office soon thereafter.

The list of staff members remains unchanged. All 7 candidates are deemed to be elected immediately for the 7 available seats.

Staff candidates:

R.	Dekker	Rommert	valid
L.O.	Hickey	Lidewij	valid
A.S.	Bhaskarabhatta	Ajay	valid
V.	Karamychev	Vladimir	valid
H.W.J.M.	Trienekens	Harry	valid
Y.S.	Chung	Brian	valid
C.	Lin	Melissa	valid

Drawn up by the School Elections Office of the ESE,



Professor Patrick J.F. Groenen  
Chairperson of the School Elections Office



Minutes of the 138<sup>th</sup> School Council (FR) meeting  
Erasmus School of Economics – Erasmus University Rotterdam  
Thursday 02 February 2017, 10.00-12.00, room H10-31.

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**Present:**

Student Council: Gaby Budel (GB, Chair), Lemeng Li (LL, Chair Student Council), Harmanan Singh (HS), Korrein Volders (KV)

Personnel Council: Vladimir Karamychev (VK), Rommert Dekker (RD), Milky Viola Gonzales (MVG) Harry Trienekens (HT/vice-chair), Teresa Marreiros Bago d’Uva (TBdU),

Other participants: Dean Philip Hans Franses (PHF), Deputy Dean Ivo Arnold (IA), Executive Secretary to the Dean’s Office, Nine van Gent (NvG), Fia Propst (FP) (student member EC Economics of Taxation), Paula Endevelde (PE, minutes, secretary to the participation bodies)

**Not present:** Student council: Ata Choudhry (AC), Job Heidkamp (JH), Hendrik van ’t Foort (HF), Personnel council: Marc Gabarro Bonet (MGB)  
Others: Head Dean’s Office Margaretha Buurman (MB),

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**1. Welcome and adoption of the agenda**

GB opens the meeting at 10.00 hrs. , the agenda is adopted as proposed.

**2. Announcements**

- *GB*: The School Council elections will be held from Tuesday 18 April until Tuesday 7 March 2017. Candidates for the Personnel Council and the Student Council can submit their nomination forms as from Monday 20 February until Tuesday 7 March, 11.59 am. All ESE staff and students will be notified via the ESE newsletter and via e-mail/sin online.
- *PHF*: the results of the EUR employee survey were published, ESE scored high, related to other parts of EUR and related to similar work environments elsewhere. The related news item will link to the full report including the numbers and suggestions for improvement.
- *IA*: 87 students of the Bachelor programme students scored excellent in their first year

**3. Minutes of the 137<sup>th</sup> School Council (text)**

The minutes of School Council 137 were approved without any comments.

**4. Follow up issues of the 137<sup>th</sup> School Council**

- *Tenure Track* – will be discussed in (one of) next meeting(s)
- *Quality Impetus* – will be discussed this meeting, item 5
- *Merchandise* - will be discussed this meeting, item 6
- *Length of internships* – the ESE advice, based on input from Programme Committees, has been sent to EUR project group. ESE advised an internship of max 15 ECT’s. The advice will be shared with the School Council (next meeting). This item can be removed from action list.
- *CFA* – the application process to be registered as a partner for taking exams has been started. To be continued.
- *Level/quality of international students* – will be discussed next meeting
- *Long term computer facilities in class room* – will be discussed this meeting, item 6

- *Renovation* – PHF: Today a meeting with the architect will take place to discuss which wishes are feasible and doable. Issues that will be discussed: fresh air, waiting time for elevators etc. With regard to ESE moving to Buildings E and N: to adapt the building for temporary use, wishes for changes will be collected by Tineke Kurtz, for example: a neat back entrance from N to E, better WIFI. The directors of the departments will decide about the distribution of the offices. Dividing larger offices into smaller ones in the E-building may be possible. To be continued.
- *Thesis following system* – IA: Within two weeks it will be possible for supervisor and co-reader to view thesis simultaneously. A project group on thesis milestones (chaired by Brigitte Hoogendoorn) is currently looking into all thesis issues, including the difference between theses for Economics and Econometrics. Related to the thesis: a supervisor can only refuse a student at an early stage. The project group will look into the question if students who submit late, will have to wait until the following year.
- *Resits July* – requests for less tight scheduled resits will be dealt with on an individual basis. Can be removed from action list.
- *Diversity* – will be discussed next meeting.

## 5. Update Quality Impetus Project

- IA: The report on academic skills programme for ESE students will be discussed in the appropriate Programme Committees and reported back in the School Council (next meeting). Other Quality Impetus projects are ongoing.
- No further remarks/Questions.

## 6. Questions Student Council.

- *Note on Master Thesis Trajectory*  
The Student Council will schedule a meeting with Brigitte Hoogendoorn and the thesis project group to discuss the recommendations in this note. The proposal of the project group will –in due time- be sent to the Programme Committees and School Council. There is a need for streamlining the programmes, however, if there are reasons to deviate, differences between programmes should be possible. To be continued.
- *Update long term computer facilities*  
Regarding Matlab: Reino de Boer will have a meeting with Matlab representative next week (note: Matlab is only available as a campus wide software, not as standalone).  
Regarding Eviews: Standalone version of Eviews costs around 95 US dollar. Reino de Boer informed IA that a discount of 10% for students is feasible, however, other ways to accommodate the students further will be looked into. To be continued.
- *Update merchandise*  
EFR and Faector are positive regarding contribution in this project. A pilot will start with a few small items. Within two weeks this will be further discussed.  
IA: Related question: each master graduate used to receive an ESE “presse papier”. Due to the firm’s bankruptcy, the master graduate present can be reconsider. Could the Student Council please come up with suggestions? To be continued next meeting.
- *Meeting School Council and Programme Committees student members*  
The meeting is considered useful. In general, the coming changes in participation were discussed. Some particular issues that were discussed:
  - The Programme Committee of Econometrics student members are reviewing and adjusting a FAQ with the most important rules from the OER. The final version will be discussed in the School Council and may be useful for lecturers as well.
  - FP (Programme Committee Economics of Taxation): would like to raise the question whether the workload of lecturers at Economics of Taxation is too heavy. Could this be due to the

different status of the teachers (being part of a company (BV) instead of part of the university)?  
IA: the funding for teaching and education for FEI BV, does not differ from other programmes.  
As for the research level, the auditing report will be awaited before designing long term plans  
and the quality of education and research will be taken into account, as has also happened with  
the Accounting group.

- Programme Committee Econometrics student members expressed their concerns regarding  
the BSc<sup>2</sup> programme. In international environment, the weight of the programme and the term  
cum laude is not clear. They would like to have explicitly stated that the value is two full degrees  
and that it is quite exceptional. This issue has been already discussed in the Programme  
Committee Econometrics and Erik Kole is taking this up.

- The next meeting between Programme Committees and School Council student members will  
take place soon.

#### 7. Resolutions Management Team November and December

Remarks on MT resolution 321/1: regarding web profiles: it is not clear if and how academic web  
profiles will be updated. Pieter Vreeburg can be addressed for this. More general issues about the  
functionality can be discussed with MB next meeting.

#### 8. Team Mailing lists Management November and December

there were no comments

#### 9. Questions Minutes School Council 137

there were no questions

#### 10. Any other business

- Plagiarism check: Lecturers have been informed that the thesis plagiarism check takes one  
week. This is considered too long. Related question: in the former system (blackboard),  
lecturers were able to check themselves possible plagiarism in an early phase, however, this is  
not possible with sin online. IA: will look into both questions.
- Temporary staff: RD: remarks that hiring temporary staff is taking a lot of time and he is under  
the impression that the personnel department is overloaded and procedures unclear. A  
suggested solution is to start recruiting. The personnel department is working hard on solving  
the problems. This will be further discussed within the department of Econometrics.

#### 11. Closing

GB closes the meeting at 11:40 hrs.

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## Next Meetings

Meeting	Date	Time	Location
School Council 139	30.03.2017	10.00 - 12.00	H10-31
School Council 140	18.05.2017	10.00 - 12.00	H10-31
School Council 141	15.06.2017	10.00 - 12.00	H10-31
School Council 142	24.08.2017	10.00 -12.00	H10-31

Action items FR / School Council meeting 137

Action item	Agenda item	Action	Who	When
1.	Tenure track	- further adjustments CBBA criteria - is internal competitiveness felt? - student evaluations differ for male/female teachers?	MB	SC 139
2.	Quality Impetus	- update	IA	SC 139
3.	Merchandise	Update & Suggestions for new Master graduate present	Student council	SC 139
4.	CFA	Is ESE willing to be a partner in level 1 exam?	IA	SC 139
5.	Level/quality of international students	Look into output problems of international students, balance in the classroom, analysis (admission) criteria, input academic directors	IA	SC139
6.	Long term computer facilities in class room	What are the plans? Student section meets Reino de Boer	MB – Reino de Boer	SC 139
7.	Renovation	Update when available	MB	2016/2017
8.	Diversity	Discuss English version plan Chief Diversity Officer to School Council	MB	SC 139
9.	Master thesis project group	Update when available	IA	SC 139
10.	Plagiarism check	Time needed for plagiarism check & lecturers can use a tool to check plagiarism themselves at an early stage	IA	SC 139

# Recording web lectures at Woudestein

Abdurrahman Calkin, Students Body University Council, 05-03-2017

## Introduction

For years students have asked for web lectures. The students of the University Council would like to put this on the agenda; as a point which is easy to implement and will improve the quality of education and make a step towards blended learning. This proposal only involves Woudestein, because the facilities are already there. In the long term it could be discussed whether or not there is a need for web lectures at Erasmus MC, Erasmus University College and International Institute of Social Studies.

## Current Situation

### *Rooms with recording equipment*

- In the C building, the next lecture rooms are with recording devices: CT-01, CT-06, CB-01, CB-02, CB-03, CB-04, CB-05, CB-06
- In the M building, the next lecture rooms are with recording devices: M1-12 & M2-03
- As of April the four large lecture rooms of the L building, as well as the Aula and 'Senaatszaal'.
- In the T building the whole fifth and eighteenth floor are equipped with webcams.
- In the G building most of the rooms are equipped with webcams.
- In addition if one of the 'probleem gestuurd onderwijs' (PGO) rooms is not equipped with a webcam, it can be borrowed for free at the Media Support Center (MSC).

### *Costs*

Most of the costs were incurred during the implementation of the facilities. The cost of the use of the servers are very small in comparison. There are no costs for the faculties to record a web lecture in a room equipped with either a webcam or recording devices. A faculty only pays if there is no facility:

- Audio, 50 euro including installation costs.
- Audio & camera, 75 euro including installation costs.
- Mobile mediasite recorder, 100 euro per hour with a minimum use of two hours.

### *Differences between the faculties*

The above mentioned facilities are available to all faculties and studies at campus Woudestein, however, in practice there are differences in the application of web lectures. Nonetheless the benefits that will be shown further in the proposal apply for all students.

- The faculty Erasmus School of Law makes use of web lectures only at the 'vrijdagmiddagonderwijs'. This is done by recording the audio, video and slides.
- The faculty Erasmus School of Economics makes use of web lectures only within the study fiscal economics.
- The faculty Rotterdam School of Management is not making use of web lectures, only dated webcasts.
- The faculty of Social Sciences records web lectures within the master Sociology.
- The faculty of Philosophy is not recording web lectures.
- The faculty ESHCC is not recording web lectures.

### **Possibilities at Woudestein**

The process of recording web lectures is as follows: the teacher sends a mail to the MSC regarding the date of the lecture and the lecture room. Afterwards it will be recorded automatically at the stated time and saved to the storage. Teachers are allowed to edit or let the web lectures be edited before publishing. In the PGO rooms equipped with a webcam a teacher only needs his ERNA account. The MSC website provides manuals on recording web lectures.

Students cannot derive any rights from the web lecture recording.

There are three ways to record web lectures currently:

- Only audio.
- Audio and video.
- Audio, video and slides .

### **The importance and benefits of web lectures**

“According to research, students and teachers both think that web lectures assist in increasing academic success.”<sup>1</sup> An experiment from the University of Tilburg showed that the yield of learning increased with 20% within two years <sup>2</sup>. Other studies also showed that students pass their exams more often with the use of web lectures (Cospers, Green, McNeill, Phillips, Preston & Woo, 2008). Furthermore web lectures also contribute to the quality of education. It has some great benefits for the students: it allows students to watch a lecture if they missed it, to adjust their notes and to repeat difficult parts (Filius & Lam, 2010).<sup>3</sup> It improves the concept of equality within the university, students whom are chronically ill or students with disabilities will now be able to follow lectures (Kuiper, Verheij & Winnips, 2011). In addition, it is proven that web lectures also has a positive effect on teachers, it helps them in developing their subject (Filius & Lam, 2010).

### **Policy Erasmus University Rotterdam**

The strategy of the Erasmus University Rotterdam for 2018 is impact & relevance. One of the issues in which will be invested over the next five years is ICT within education. For example blended learning. Web lectures fit perfectly within this strategy. In addition these online lectures can assist in activating talent, it offers students with the opportunity to combine the study with extracurricular activities and / or multiple studies. This would be in line with the motto of the University “Make it happen”.

### **Possible disadvantages of web lectures**

An argument against recording web lectures is that students would not go to the lectures anymore, resulting in empty lecture rooms. According to Kuiper, Verheij and Winnips (2011) only 8% of the students will deliberately miss classes because the lecture will be recorded. For 60% of the students the recording of web lectures has no impact on their visit of the lectures. Gorissen (2013) explained that most of the students don't attend lectures because of the distance to the university, sickness, work or other obligations. Another common argument is that the teachers do not like to be recorded,

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<sup>1</sup> [Weblectures, Medewerkers, 2015. http://medewerkers.leidenuniv.nl/onderwijs/ict/weblectures.html](http://medewerkers.leidenuniv.nl/onderwijs/ict/weblectures.html), geraadpleegd op 5 maart 2017.

<sup>2</sup> [Universiteit van Tilburg, 2010. http://uvtapp.uvt.nl/fsw/spits.npc.ShowPressReleaseCM?v\\_id=1122094363488158](http://uvtapp.uvt.nl/fsw/spits.npc.ShowPressReleaseCM?v_id=1122094363488158), geraadpleegd op 27 februari 2017.

<sup>3</sup> [Ars Aequi, 2015. http://weblogs.arsaequi.nl/columns/2015/11/04/webcolleges-3-0/](http://weblogs.arsaequi.nl/columns/2015/11/04/webcolleges-3-0/), geraadpleegd op 14 februari 2017.

because they will not be able to say anything they want anymore<sup>4</sup>. As stated before, students cannot derive any rights from the web lectures, and the web lectures can be edited before they are posted online. If the teachers do not like to appear on video, an audio recording is also a good option. Some classes could be exempted from recording due to sensitive information.

### **Proposal**

A proposal within the students body of the University Council is as follows: recording all lectures within Woudestein. With the exception of certain classes, this could include but is not limited to: sensitive ethical issues. Colleges will be posted two weeks prior to the exam. In this way teachers will not have to fear that the students will stay away from the college. But it will allow students to repeat the study material. Of course a teacher is allowed to post the web lecture earlier. If there is a need, a teacher can ask for a edit of the lecture, in order to leave out some sensitive information. The teacher has the freedom to decide for themselves which of the three types of recording they want to use: Audio, Audio together with Video or everything including the slides.

This proposal aims to achieve an increase in the overall education quality of the Erasmus University and to provide students equal opportunities. Furthermore it will aid in reaching the goals of the strategy for 2018.

### **Bibliography**

Filius, R., & Lam, I. (2010). Ervaringen met weblectures. *Onderwijsinnovatie*, 12(1), 30–34.

Gorissen, P. (2013). *Facilitating the use of recorded lectures: Analysing students' interactions to understand their navigational needs*. Eindhoven: Technische Universiteit Eindhoven.

Gosper, M., Green, D., McNeill, M., Phillisp, R., Preston, G., & Woo, K (2008). *The Impact of Web Based Lecture Technologies on Current and Future Practices in Learning and Teaching*. Australian Learning & Teaching Council.

Kuiper, V., Verheij, G.-J., & Winnips, K. (2011). *Evaluatierapport: Het gebruik van weblectures door studenten Rijksuniversiteit Groningen*. Rijksuniversiteit Groningen: Universitair Onderwijscentrum Groningen.

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<sup>4</sup> Erasmus Universiteit Rotterdam, 2011. <https://www.erasmusmagazine.nl/2011/04/21/opnamen-maken-tijdens-hoorcollege-mag-dat/>, geraadpleegd op 14 februari 2017.



## Memo/Discussion paper

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Subject: Enhanced Governance Powers Educational Institutions Act and ESE School Regulations

From: Nine van Gent

To: School Council

Date: 15 March 2017

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### Introduction

The Enhanced Governance Powers Educational Institutions Act ('Wet versterking bestuurskracht') will come into force per 1 September 2017. As a result, the programme committees will be a form of participation body. And, beside their primary ask to advise on supporting and guaranteeing the quality of the programme, the programme committees' right to be consulted about the Teaching and Examinations Regulations (TER, or in Dutch 'OER') will change into a right of approval on parts.

Therefore, the Erasmus School of Economics' School Regulations need adjustment to the new wording of the Act before September 2017. In addition, the School Regulations are also up for some modernisation and other adjustments as for example the position of the Vice Dean of Research, as has been discussed with the School Council previously.

Related to the new position of the programme committees as participation bodies, the School Council has expressed their wish to be consulted in an early stage about the regulations on the composition of these committees. This memo is meant to give some information on this issue.

Later on, a draft version of the adjusted School Regulations will be sent to the School Council and the programme committees for consultation, discussion and the School Council's right of approval. A change of the School Regulations requires the School Council's consent and the approval of the Executive Board.

### Current regulations

Section 11 of the ESE School Regulations<sup>1</sup> states (in a nutshell) about the composition of the programme committees as follows:

- the dean appoints the student members, selected after open recruitment and upon reasoned recommendations of the programme committee;
- the dean appoints the other members after open recruitment and upon the reasoned recommendations of the Programme Director.
- half of the members are students (50% Bachelor and 50% Master) and half of the members are employees of the programme concerned;
- the dean appoints the chair (preferably a full professor);

### New regulations

Referring to the rules regarding the elections of the university council, the Enhanced Governance Powers Educational Institutions Act in principle assumes elections for the programme committees. However, the method of composition for the programme committee other than election may be laid down in the faculty regulations, in consultation with the board or the dean respectively and the

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[https://www.eur.nl/fileadmin/ASSETS/ese/Informatie\\_voor\\_medewerkers/Bestuur%20&%20Beleid/Beleidsdocumenten/20150130\\_School\\_Regulations\\_ESE\\_2014.pdf](https://www.eur.nl/fileadmin/ASSETS/ese/Informatie_voor_medewerkers/Bestuur%20&%20Beleid/Beleidsdocumenten/20150130_School_Regulations_ESE_2014.pdf)

faculty council. It should be established, annually, whether or not it is desirable to use another method for the composition.

The Executive Board has provided the faculties with a standard clause for the School Regulations and this clause assumes a composition by nomination, as is currently the case as well. If the School deviates from the standard clause, a reasoned explanation to the Executive Board is required.

The standard clause states (in a nutshell) about the composition of the programme committees:

- the dean appoints the members after nomination by the programme committee, having heard the faculty council and the programme director;
- the programme committee consists of six to ten members, half of the members are students and half of the members are employees of the programme concerned and if a programme committee serves several programmes (e.g. a bachelor programme and a related master programme), every programme should appoint at least one member of staff and one student as members of the programme committee;
- the programme committee elects its Chair;
- members of the programme committee may not be Chairs of a department, programme directors, curriculum coordinators or research directors while serving on the committee.
- the method of appointment:
  - o is put on the agenda of the faculty council annually; and
  - o the dean and the faculty council review annually whether or not it is desirable to adhere to this method of composition, having heard the programme committee and the programme director;

The Executive Board write in their letter of 21 September 2016:

*"In view of the fact that the Act explicitly assumes more legitimacy of the programme committee, the model states that the faculty council consents to follow the appointment procedure (or to switch to the election model). The Executive Board proposes to review this procedure after three years, to assess its effectiveness and the administrative burden"*

## Discussion

The School Council wishes to discuss if at ESE, the programme committees should be elected or nominated, as is stipulated in the model provided by the Executive Board.

Since the method of composition of the programme committees will be put on the agenda of the faculty council annually, a choice made now does not equal a choice made forever. From the perspective of the programme committee as participation body, elections may seem to be desirable. However, also the administrative burden of such elections and the fact that in recent years, it has often been difficult to find enough candidates and fill all positions for School and University Council, should be taken into account. This will probably count more with the programme committees, for example, many (international) master students attend ESE for only one year.

I suggest to have a short round of discussion at the School Council meeting of 30 March 2017 and afterwards send it to the programme committees, including the comments of the School Council. Another option is to have a further discussion with a delegation of School Council members and programme committee members.

### Attached (for background information):

- letter Executive Board to University Council dated 20 February 2017
- letter Executive Board dated 21 September 2016 (in Dutch and English Translation)



Aan:  
Decanen  
Rector ISS  
Prodecaan iBMG

**Datum**  
21 september 2016

**Onderwerp**  
Modelbepaling OC's in FR

**Ons kenmerk**  
CvB/KB/JvL/271.831

**Uw kenmerk**  
-

**Pagina**  
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**Bijlage**  
2

**Afdeling**  
College van Bestuur

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Geachte decanen,

*Nieuwe positie opleidingscommissie*

Met de inwerkingtreding van de Wet versterking bestuurskracht onderwijsinstellingen verandert de positie van de opleidingscommissie. Artikel 9.18 van de Wet op het hoger onderwijs en wetenschappelijk onderzoek (WHW) bepaalt dat de opleidingscommissies niet langer primair adviseren over de OER, maar als primaire taak krijgen om te adviseren over het bevorderen en waarborgen van de kwaliteit van de opleiding – wat veel breder is. Daarnaast is het adviesrecht van de opleidingscommissie op de OER gewijzigd in een instemmingsrecht op onderdelen. Het artikel bepaalt dat de opleidingscommissie de bevoegdheid heeft om twee keer per jaar met het bestuur van de opleiding c.a. de Decaan te spreken over het voorgenomen beleid. Artikel 9.38c WHW bepaalt dat de opleidingscommissie voortaan een vorm van medezeggenschap is.

De positie van de opleidingscommissies wordt in de faculteitsreglementen geregeld. Dat is ook nu al het geval. De faculteiten zullen de periode tot uiterlijk 1 september 2017 moeten gebruiken om deze reglementen aan te passen aan de wettekst per die datum. Daarbij zijn de voornaamste juridische wijzigingen:

- De nieuwe taakomschrijving van de opleidingscommissie (art. 9.18, eerste lid, aanhef, WHW);
- Het instemmingsrecht op een deel van de OER (art. 9.18, eerste lid, onder a, WHW);
- De regel dat in overleg met de faculteitsraad in het faculteitsreglement een andere wijze van samenstelling dan verkiezing kan worden vastgelegd (art. 9.18, vierde lid, WHW), waarbij jaarlijks wordt vastgesteld of het wenselijk is de andere wijze van samenstelling te handhaven;
- De bevoegdheid voor de opleidingscommissie om ten minste tweemaal per jaar het bestuur van de opleiding onderscheidenlijk de decaan uit te nodigen om het voorgenomen beleid te bespreken (art. 9.18, vijfde lid, WHW); en
- De status van de opleidingscommissie als medezeggenschapsorgaan (art. 9.38c, onder h, WHW).

#### *Gevolgen voor faculteitsreglement*

Een wijziging van het faculteitsreglement vraagt instemming van de faculteitsraad en goedkeuring van het College van Bestuur. U wordt geadviseerd om het debat hierover in het najaar van 2016 met uw faculteitsraad te voeren.

Het College van Bestuur wijst erop dat het model uitgaat van een op voordracht van de opleidingscommissie door de decaan benoemde opleidingscommissie. Gelet op het feit dat de wet nadrukkelijk uitgaat van een sterkere legitimatie van de opleidingscommissie, is in het model vastgelegd dat de faculteitsraad instemt met het volgen van een benoemingsprocedure (dan wel over wil gaan tot het model van verkiezingen). Het College stelt voor om deze werkwijze na drie jaar te evalueren op basis van effectiviteit en bestuurlijke belasting.

#### *Vervolgprocedure*

Het College van Bestuur verzoekt u de aldus gewijzigde faculteitsreglementen samen met de instemmingsbrief van de faculteitsraad per e-mail aan te leveren via het hoofd van de Afdeling Bestuurlijke en Juridische Zaken ([jerimi.vanlaar@eur.nl](mailto:jerimi.vanlaar@eur.nl)). Graag ontvangt het College zowel een versie met zogenoemde track changes, als een versie waarin die zijn geaccepteerd.

Volledigheidshalve: voor zover de wijziging het model volgt hoeft u de wijziging van het faculteitsreglement niet nader te motiveren. Indien u afwijkt van het model of andere wijzigingen opneemt, krijgt het College daarbij graag een dragende motivering.

#### *Niet-initiële opleidingen*

Hoewel de wetwijziging zich richt op de initiële opleidingen, wijst het College van Bestuur erop dat het staande beleid van de EUR ten aanzien van de niet-initiële opleidingen ongewijzigd blijft. Dat betekent dat ook voor niet-initiële opleidingen een vorm van opleidingscommissie het uitgangspunt is. Waar een opleidingscommissie niet mogelijk is, zou op passende andere wijze het gesprek tussen medewerkers en cursisten moeten worden georganiseerd. Uiteraard zijn de wijzigingen mutatis mutandis ook van toepassing op die vormen van medezeggenschap.

#### *Bijlage*

In bijlage 1 treft u aan de tekst van de twee artikelen van de WHW die gewijzigd zijn, in bijlage 2 een modelbepaling voor het faculteitsraadsreglement.

Het College van Bestuur van de Erasmus Universiteit Rotterdam,

drs. K.F.B. Baele  
Voorzitter

## Bijlage 1

### Artikel 9.18. Opleidingscommissies

1. Voor elke opleiding of groep van opleidingen wordt een opleidingscommissie ingesteld. De commissie heeft tot taak te adviseren over het bevorderen en waarborgen van de kwaliteit van de opleiding. De commissie heeft voorts:
  - a. instemmingsrecht ten aanzien van de onderwijs- en examenregeling, bedoeld in artikel 7.13, met uitzondering van de onderwerpen genoemd in het tweede lid, onder a, f, h tot en met u en x, en met uitzondering van de eisen, bedoeld in de artikelen 7.28, vierde en vijfde lid, en 7.30b, tweede lid,
  - b. als taak het jaarlijks beoordelen van de wijze van uitvoeren van de onderwijs- en examenregeling,
  - c. adviesrecht ten aanzien van de onderwijs- en examenregeling, bedoeld in artikel 7.13, met uitzondering van de onderwerpen ten aanzien waarvan de commissie op grond van onderdeel a instemmingsrecht heeft, en
  - d. als taak het desgevraagd of uit eigen beweging advies uitbrengen of voorstellen doen aan het bestuur van de opleiding, bedoeld in artikel 9.17, eerste lid, en de decaan over alle aangelegenheden betreffende het onderwijs in de desbetreffende opleiding.De commissie zendt de adviezen en voorstellen, bedoeld onder d, ter kennisneming aan de faculteitsraad.
2. Op een advies als bedoeld in het eerste lid, zijn artikel 9.35, aanhef en onderdelen b, c en d, van overeenkomstige toepassing.
3. Indien de commissie een voorstel als bedoeld in het eerste lid, onderdeel d, doet aan het bestuur van de opleiding of de decaan, reageert het bestuur onderscheidenlijk de decaan binnen twee maanden na ontvangst op het voorstel.
4. Artikel 9.31, derde tot en met het achtste lid, zijn van overeenkomstige toepassing op de opleidingscommissie. In overleg tussen het bestuur van de opleiding onderscheidenlijk de decaan en de faculteitsraad kan in het faculteitsreglement een andere wijze van samenstelling van de opleidingscommissie worden vastgelegd dan verkiezing. Jaarlijks wordt vastgesteld of het wenselijk is de andere wijze van samenstelling te handhaven.
5. De opleidingscommissie is bevoegd het bestuur van de opleiding onderscheidenlijk de decaan ten minste twee maal per jaar uit te nodigen om het voorgenomen beleid te bespreken aan de hand van een door haar opgestelde agenda.
6. Indien een faculteit slechts een opleiding omvat, kan het faculteitsreglement bepalen dat de taken en bevoegdheden van de opleidingscommissie worden uitgeoefend door de faculteitsraad, bedoeld in artikel 9.37.

### Artikel 9.38c. Begripsbepaling

In deze paragraaf en artikel 9.46 wordt onder medezeggenschapsorgaan verstaan:

(...)

- h. de opleidingscommissie.

Artikel (...). De opleidingscommissie

1. Voor elke initiële opleiding of groep van opleidingen wordt door de decaan een opleidingscommissie ingesteld.
2. De leden van de opleidingscommissie worden benoemd door de decaan, op voordracht van de desbetreffende opleidingscommissie, gehoord de faculteitsraad en opleidingsdirecteur.
3. Jaarlijks wordt de wijze van benoeming als bedoeld in het tweede lid in de faculteitsraad geagendeerd. De decaan en de faculteitsraad stellen jaarlijks vast of het wenselijk is deze wijze van samenstelling te handhaven, gehoord de opleidingscommissie en opleidingsdirecteur.
4. De opleidingscommissie kiest zelf haar voorzitter.
5. De zittingstermijn van de leden van de opleidingscommissie bedraagt voor personeelsleden twee jaar en voor studenten een jaar. Zij kunnen worden herbenoemd.
6. De opleidingscommissie bestaat uit zes tot tien leden en is voor de helft samengesteld uit bij de opleiding betrokken personeelsleden van de EUR en voor de andere helft uit studenten die zijn ingeschreven voor de desbetreffende opleiding. Indien een opleidingscommissie voor meerdere opleidingen (bijvoorbeeld een bachelor- en verwante masteropleiding) wordt ingesteld, dient vanuit iedere opleiding minstens één personeelslid en minstens één student-lid te worden benoemd in de opleidingscommissie. Leden van de opleidingscommissie kunnen niet tegelijkertijd voorzitter van een capaciteitsgroep, opleidingsdirecteur, onderwijsprogrammacoördinator of onderzoeksdirecteur zijn.
7. De opleidingscommissie heeft als taken:
  - a. adviseren over het bevorderen en waarborgen van de kwaliteit van de opleiding;
  - b. instemmingsrecht ten aanzien van de onderwijs- en examenregeling, bedoeld in artikel 7.13, met uitzondering van de onderwerpen genoemd in het tweede lid, onder a, f, h tot en met u en x, en met uitzondering van de eisen, bedoeld in de artikelen 7.28, vierde en vijfde lid, en 7.30b, tweede lid, van de Wet op het hoger onderwijs en wetenschappelijk onderzoek;
  - c. het jaarlijks beoordelen van de wijze van uitvoeren van de onderwijs- en examenregeling,
  - d. adviesrecht ten aanzien van de onderwijs- en examenregeling, bedoeld in artikel 7.13, van de Wet op het hoger onderwijs en wetenschappelijk onderzoek, met uitzondering van de onderwerpen ten aanzien waarvan de commissie op grond van onderdeel b instemmingsrecht heeft, en
  - e. het desgevraagd of uit eigen beweging advies uitbrengen of voorstellen doen aan het bestuur van de opleiding en de decaan over alle aangelegenheden betreffende het onderwijs in de desbetreffende opleiding.
8. De opleidingscommissie wordt in de gelegenheid gesteld met de opleidingsdirecteur of de decaan overleg te plegen voordat door de opleidingscommissie advies wordt uitgebracht.

9. De opleidingscommissie wordt door de opleidingsdirecteur of door de decaan zo spoedig mogelijk schriftelijk in kennis gesteld van de wijze waarop door deze aan het uitgebrachte advies gevolg is gegeven.
10. De opleidingscommissie zendt de adviezen en voorstellen, bedoeld in het zevende lid, ter kennisneming aan de faculteitsraad.
11. Indien de opleidingscommissie een voorstel als bedoeld in het zevende lid, onderdeel e, doet aan de opleidingsdirecteur of de decaan, reageert de opleidingsdirecteur onderscheidenlijk de decaan binnen twee maanden na ontvangst op het voorstel.
12. De opleidingscommissie is bevoegd de opleidingsdirecteur onderscheidenlijk de decaan ten minste twee maal per jaar uit te nodigen om het voorgenomen beleid te bespreken aan de hand van een door haar opgestelde agenda. Minimaal eenmaal per jaar vindt het gesprek plaats met de decaan persoonlijk.
13. De opleidingsdirecteur en de opleidingscommissie komen bijeen indien daarom onder opgave van redenen wordt verzocht door de opleidingsdirecteur, de opleidingscommissie, de personeelsgeleding van de commissie dan wel door de studentgeleding van de commissie. De vergadering vindt plaats binnen drie werken nadat een schriftelijke verzoek daartoe is ingediend bij de voorzitter van de opleidingscommissie.
14. De opleidingscommissie brengt jaarlijks een openbaar jaarverslag uit.

Registratuur: ESE 35022	Ontvangen: 22-09-2016	Corr. Nr: 35022	
		Class. Nr.	
	te behandelen door:	ter kennisname	deadline
Decaan		X	
Plv. Decaan			
Head Dean's Office		X	
Bestuurssecretaris	X		
P.A. Decaan		X	
Senior beleidsmedewerker onderwijs			
Beleidsmedewerker Onderwijs			
Programme Manager Research			
Information Manager Research			
Marketing & Brand Manager			
Secretariaat B&B			
HR Adviseur			
Controller			
Dir. Alumni Affairs & Development			
OSC			
Opleidingsdirecteur			
Overige			
Evt. Opmerkingen			
Deponeren			



To the University Council

Date **20 FEB 2017**
 Subject  
 Update implementation Enhanced  
 Governance Powers Educational  
 Institutions Act

 Our reference  
 CvB/KB/JL/273184

 Your reference  
 UR/SG/38011

 Page  
 1/3

 Enclosure  
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 Executive Board

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 W www.eur.nl/English

Dear prof. Van Paridon

Thank you for your letter of 7 February 2017 *Changes in the Law "Wet versterking bestuurskracht"*. Your letter has two elements: you ask for an update on the implementation of the Enhanced Governance Powers Educational Institutions Act and you express your concern about the internal communication within the schools between Deans, faculty councils and programme committees. The Executive Board hereby will answer both elements in your letter.

First the changed Higher Education and Scientific Research Act. The implementation of this new law is right on track. In the document dated 23 August 2016, that is discussed with your council, there are eight actions mentioned. The Executive Board gives hereby the requested update of their progress.

#### 1. *Validity of interim examinations*

E&S/USC will lay down the new rules on the validity of interim examinations in the model Teaching and Examination Regulations (OER). This new model will be delivered on short notice because of the procedures in the schools that have to be followed before 1 September 2017. The Teaching and Examination Regulations have to be in force on 1 September 2017 with the start of the new academic year.

#### 2. *Status of the programme committees*

The Executive Board gave the Deans a model that they can use for their faculty regulations (letter dated 21 September 2017). The Deans will lay down the necessary changes in the faculty regulations before the new academic year starts on 1 September 2017. The schools are currently – based on this model – conducting their internal discussion between Dean, faculty council and programme committee.

### 3. *Support for the University Council*

With the adopted final conclusions of the Good Conversation this point is at the requested level for the University Council. For the faculty councils, agreements have been made between those councils and the responsible Deans. One area of attention is the positioning, also in terms of support and facilities, of the programme committees. This is a responsibility of the schools, but will be monitored on the central level.

### 4. *Evaluation of the education*

E&S/USC will lay down the new rules on the evaluation of the education in the model Teaching and Examination Regulations (OER). This new model will be delivered on short notice because of the procedures in the schools that have to be followed before 1 September 2017. The Teaching and Examination Regulations have to be in force on 1 September 2017 with the start of the new academic year.

### 5. *Tuition-fee-free boards/committees*

With the new policy and regulations concerning the Financial Support Fund (Profileringfondsen) this point is at the requested level.

### 6. *Appointment of the Executive Board*

The Supervisory Board will decide in its meeting in March 2017 on the new procedure for the appointment of members of the Executive Board. When the procedure is officially accepted by the Supervisory Board, the Executive Board will send the necessary changes in the University Council regulations to the University Council. The proposed changes, clarifying the role of the University Council in this procedure, have been discussed in the PFO committee in January and were applauded by the members of the committee.

### 7. *The Executive Board's obligation to provide the Supervisory Board with information*

The current way of working is at the requested level.

### 8. *Monitoring the implementation*

The Secretary of the Executive Board will monitor the implementation of these actions and report on them to the Executive Board. The implementation is right on track.

The second point in your letter is your concern regarding the lack of information and collaboration between the faculty council, Dean and programme committee. The Executive Board took earlier signals from your council very serious. Therefore it took the decision to send those documents that are relevant to faculty councils and/or programme committees directly to them. The Deans agreed with this policy. Therefore, the Executive Board has no knowledge

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Our reference  
CvB/KB/JL/273184

Your reference  
UR/SG/38011

about the concerns you mention in your letter dating after November 2016 when it adopted this new policy. If the University Council has specific examples that are causing this concern, the Executive Board would be interested to hear them so that proper action can be taken.

The Executive Board of Erasmus University Rotterdam,

  
K.F.B. Baele MSc  
President

Registratuur: ESE	Ontvangen: 07-03-2017	Corr. Nr: 35482	
		Class. Nr.	
	te behandelen door:	ter kennisname	deadline
Decaan		X	
Plv. Decaan			
Head Dean's Office		X	
Bestuurssecretaris		X	
P.A. Decaan			
Senior beleidsmedewerker onderwijs			
Beleidsmedewerker Onderwijs			
Programme Manager Research			
Information Manager Research			
Marketing & Brand Manager			
Secretariaat B&B			
HR Adviseur			
Controller			
Dir. Alumni Affairs & Development			
OSC			
Opleidingsdirecteur			
Overige		X Paula Endevelde	
Evt. Opmerkingen	Brief inzake Modelbepaling is geregistreerd onder nummer ESE 35022		
Deponeren			



## Executive Board

*This is a translation. In case of conflict between the original Dutch text and this English translation, the Dutch text will be leading.*

To:  
Deans  
ISS Rector  
Vice-dean of iBMG

**Date**  
21 September 2016

**Subject**  
Standard clauses for Programme  
Committees in Faculty Regulations

**Our reference**  
CvB/KB/JvL/271.831

**Your reference**  
-

**Page**  
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**Appendix**  
2

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**W** www.eur.nl

Dear deans,

*The new position of the programme committees*

The Enhanced Governance Powers (Educational Institutions) Act, when it comes into force, will affect the position of the programme committees. Section 9.18 of the Higher Education and Research Act (WHW) states that the remit of programme committees is not primarily to give advice on the Course and Examination Regulations (CEW) any longer: their primary task will be to advise on supporting and guaranteeing the quality of the programme - a task with a much broader scope. Furthermore, the programme committees' right to be consulted about the CER has been changed to a right of approval on parts. The Section stipulates that programme committees have the authority to speak, twice a year, to the programme board or, as the case may be, to the dean, about the course of action the programme board or dean intends to pursue. Section 9.38c of the Higher Education and Research Act stipulates that programme committees will henceforth be a form of participation body.

The position of the programme committees is to be provided for in the faculty regulations, as is currently the case. The faculties should take advantage of the time available before 1 September 2017 to adjust those regulations to the new wording of the Act as of that date. In this context, the most relevant legal amendments are:

- The new remit for the programme committee (Section 9.18, first paragraph, preamble, of the Higher Education and Research Act (WHW));
- The right of approval in regards to parts of the CER (Section 9.18, first paragraph under a, of the Higher Education and Research Act (WHW));
- The rule that, in agreement with the faculty council, a method other than election may be laid down in the faculty regulations (Section 9.18, fourth paragraph, of the Higher Education and Research Act (WHW)), including an annual decision on whether or not it is desirable to use another method for the composition;
- The programme committee's authority to invite, at least twice a year, the programme board or the dean respectively to discuss the

*This is a translation. In case of conflict between the original Dutch text and this English translation, the Dutch text will be leading.*

course of action those parties intend to pursue (Section 9.18, fifth paragraph, of the Higher Education and Research Act (WHW)); and  
- The status of the programme committee as a participation body (Section 9.38, under h, of the Higher Education and Research Act (WHW)).

#### *Consequences for faculty regulations*

Changing the faculty regulations requires the consent of the faculty council and the approval of the Executive Board. We recommend that you raise the debate on that topic with your faculty council in the autumn of 2016.

The Executive Board would like to point out that this model is based on the nomination of the programme committee by the programme committee appointed by the dean. In view of the fact that the Act explicitly assumes more legitimacy of the programme committee, the model states that the faculty council consents to follow the appointment procedure (or to switch to the election model). The Executive Board proposes to review this procedure after three years, to assess its effectiveness and the administrative burden.

#### *Follow-up procedure*

The Executive Board requests you to submit the faculty regulations that have been accordingly altered and the faculty council's letter of consent by email via the Head of the Administrative and Legal Affairs Department ([jerimi.vanlaar@eur.nl](mailto:jerimi.vanlaar@eur.nl)). Please send the Executive Board both a copy with tracked changes and the approved version.

For the sake of completeness: if the change follows the model, you do not need to state the reasons for the change to the faculty regulations. If you deviate from the model or include other changes, please explain the reasons.

#### *Non-initial programmes*

Although the amendment of the Act focuses on the initial programmes, the Executive Board would like to point out that EUR's current policy on the non-initial programmes will not alter. This means that some form of programme committee will be required for non-initial programmes. If a programme committee cannot be established, another appropriate means of dialogue between the staff and students should be organised. Of course, the changes also apply mutatis mutandis to those forms of participation in decision-making.

#### *Appendix*

The amended text of the two Sections of the Higher Education and Research Act is attached as Appendix 1 is; Appendix 2 contains a standard clause for the faculty council regulations.

The Erasmus University Rotterdam Executive Board,

K.F.B. Baele  
Chair

*This is a translation. In case of conflict between the original Dutch text and this English translation, the Dutch text will be leading.*

#### Appendix 1

##### Section 9.18. Programme committees

1. A programme committee should be established for every programme or group of programmes. The committee's task is to advise on supporting and guaranteeing the programme's quality. The committee also:

- a. has the right of approval regarding the course and examination regulations, intended in Section 7.13, with the exception of the subjects listed in the second paragraph, under a, f, h up to and including u and x, with the exception of the requirements intended in Sections 7.28, fourth and fifth paragraphs, and 7.30b, second paragraph,
- b. has the task of annually reviewing how the course and examination regulations are applied,
- c. has the right of advice regarding the course and examination regulations, intended in Section 7.13, with the exception of the subjects of which the committee has the right of approval pursuant to part a, and
- d. has the task to give advice or put forward proposals, either on request or given of the committee's own accord, to the programme board, intended in Section 9.17, first paragraph, and to the dean, on all matters concerning the education of the programme in question.

The committee submits the advice and proposals, intended under d, to the faculty council for inspection.

2. Section 9.35, preamble and parts b, c, and d apply by analogy to the advice intended in the first paragraph.

3. If the committee puts forward a proposal, as intended in the first paragraph, part d, to the programme board or the dean, the programme board or the dean respectively shall respond within two months of receiving the proposal.

4. Section 9.31, the third up to and including the eighth paragraphs apply to the programme committee by analogy. A method of composition for the programme committee other than election may be laid down in the faculty regulations in consultation with the programme board or the dean respectively and the faculty council. It should be established, annually, whether or not it is desirable to use another method for the composition.

5. The programme committee has the authority to invite, at least twice a year, the programme board or the dean respectively to discuss the course of action those parties intend to pursue following an agenda the programme committee has drawn up.

6. If a faculty has only one programme, the faculty regulations may stipulate that the tasks and authorities of the programme committee are performed and exercised by the faculty council, intended in Section 9.37.

##### Section 9.38c. Definitions

In this paragraph and in Section 9.46, participation body is given to mean:

(...)

h. the programme committee.

*This is a translation. In case of conflict between the original Dutch text and this English translation, the Dutch text will be leading.*

## Appendix 2

Section (...). The programme committee

1. A programme committee should be established by the dean for every programme or group of programmes.
2. The members of the programme committee are appointed by the dean, after being nominated by the programme committee in question, having heard the faculty council and the programme director.
3. Annually, the method of appointment intended in the second paragraph is put on the agenda of the faculty council. The dean and the faculty council review annually whether or not it is desirable to adhere to this method of composition, having heard the programme committee and the programme director.
4. The programme committee elects its Chair.
5. The programme committee members' term of office is two years for staff and one year for students. The members may be reappointed.
6. The programme committee consists of six to ten members, half of whom are EUR staff employed at the programme and half of whom are students enrolled in the programme in question. If a programme committee is established to serve several programmes (e.g. a bachelor programme and a related master programme), every programme should appoint at least one member of staff and one student as members of the programme committee. Members of the programme committee may not be Chairs of a department, programme directors, curriculum coordinators or research directors while serving on the committee.
7. The programme committee's remit is:
  - a. to advise on supporting and guaranteeing the programme's quality;
  - b. to have the right of approval regarding the course and examination regulations, intended in Section 7.13, with the exception of the subjects listed in the second paragraph, under a, f, h up to and including u and x, with the exception of the requirements intended in Sections 7.28, fourth and fifth paragraphs, and 7.30b, second paragraph, of the Higher Education and Research Act;
  - c. to annually review how the course and examination regulations are applied,
  - d. to have the right of advice regarding the course and examination regulations, intended in Section 7.13, of the Higher Education and Research Act, with the exception of the subjects of which the committee has the right of approval pursuant to part b, and
  - e. to give advice or put forward proposals, either on request or given of the committee's own accord, to the programme board and to the dean on all matters concerning the education of the programme in question.
8. The programme committee is given the opportunity to consult the programme director or the dean prior to issuing its advice.



*This is a translation. In case of conflict between the original Dutch text and this English translation, the Dutch text will be leading.*

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9. The programme director or the dean notifies the programme committee in writing as soon as possible about how the issued advice has been followed up.
10. The programme committee submits the advice and proposals, intended in the seventh paragraph, to the faculty council for inspection.
11. If the programme committee puts forward a proposal, as intended in the seventh paragraph, part e, to the programme director or the dean, the programme director or the dean respectively shall respond within two months of receiving the proposal.
12. The programme committee has the authority to invite, at least twice a year, the programme director or the dean respectively to discuss the course of action those parties intend to pursue following an agenda the programme committee has drawn up. A personal meeting with the dean is held at least once a year.
13. The programme director and the programme committee shall meet on request of, and stating the reasons, the programme director, the programme committee, the staff delegation of the committee or the student delegation of the committee. The meeting is held within three weeks after a written request has been submitted to the Chair of the programme committee.
14. The programme committee publishes an annual public report.

Advisory memorandum on the review of the gender diversity policy

*Diversity + Inclusion = Benefit from Difference*

Daisy Boogaard (Diversity Programme Manager)

Hanneke Takkenberg (Chief Diversity Officer)

Date: 21 November 2016

Version: 10.1



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## 1. Introduction: Diversity in our DNA

Research has shown that organisations with diversity within their workforce, especially in leadership roles, perform better. It produces more innovation and leads to a better **team performance**. Moreover, **such organisations make better use of the talent** available to them, and their employees have higher job satisfaction. In addition, they can respond **better to their situation** and they achieve **better financial results** (please see appendix 1: McKinsey & Company, Diversity Matters). Erasmus University could also reap the benefits of a more diverse workforce. Accordingly, one of our institute's significant strategic ambitions is to encourage more diversity and inclusion. Part of this ambition is the creation of a more balanced division between men and women at the highest levels of academic careers. It means we can benefit from the aforementioned advantages and furthermore - and this is not insignificant - **our organisation can offer everyone equal opportunities**.

### *Diversity in the Dutch academic community*

At present, not enough women are represented at the higher levels of Dutch academia. This is detrimental to academia itself. KNAW President José van Dijck stressed this fact in her annual address on 30 May: *"Research shows that teams perform better if their composition is more diverse as regards gender. We are on the right path when we look at the proportion of women, but there really is plenty of room for improvement, particularly at the higher levels of the university's administrative ranks and among research leaders."*<sup>1</sup>

The Monitor Female Professors 2015 revealed that women occupied only 17.1% of the professorial FTEs at Dutch universities. This places the Netherlands third from the bottom in the EU ranking based on the representation of women in academia. Furthermore, the proportion of female professors in Dutch academia is only increasing very slowly. Despite the fact that with each step in an academic career, the proportion of women drops, there is more than enough potential among female university associate professors to succeed professors in the near future when these positions become vacant.

If we zoom in for a closer look at the position of Erasmus University Rotterdam among Dutch universities, it becomes apparent that we have one of the lowest percentages of female professors. Out of 14 universities, EUR occupies the 12th place in terms of the percentage of female professors. In fact, over the past few years (2011-2014), EUR even shows a drop in percentage (from 10.1 % in 2011 to 9.5% in 2014). This is in contrast to almost all other Dutch universities, which reveal an upward trend. In 2014 and 2015, there were **16** appointments, in total, to the position of full professor at EUR. Of this number, only **3** were women (see appendix 2).

### *Why now?*

Based on these figures, we can conclude that the adopted (gender) diversity policy of recent years has not had the desired effect and that, considering the downward trend, we urgently need to review our (gender) diversity policy. Moreover, external pressure forced all Dutch universities, in early 2016, to set targets focusing on increasing the percentage of female (full) professors. EUR has committed itself to meeting the target of 25% female professors by 2025. We have set an interim target of 20% by 2020. The Minister also stated, at the Rectors' Committee meeting (College van Rectoren-overleg), that this percentage should not only be applied as a total for the university but that the faculties should also aim for the same percentage. Accordingly, great responsibility has been laid on the individual faculties to ensure that they achieve that percentage. Lastly, in the Horizon 2020 programme, the European Union focuses on gender as a central theme to ensure a more integrated strategy for research and innovation by means of a better gender balance in research teams and in decision-making procedures and the

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<sup>1</sup> <https://www.knaw.nl/nl/actueel/publicaties/jaarrede-2016>

integration of gender into the content of research and innovation<sup>2</sup>. If the university is to become a significant player in Europe, it is crucial that EUR makes adequate efforts to achieve that.

We urgently need to review our diversity policy, specifically with respect to gender, to ensure that 25% of full professors are female by 2025, to acquire a better gender balance in research teams and in decision-making procedures and to integrate gender more fully into the content of research and innovation. This memorandum contains a proposal for this review. It is important to note that this proposal is to become part of the overall diversity policy pursued by Erasmus University. Within this wider context, we should prioritise inclusiveness (i.e. everyone should be able to feel welcome and have equal opportunities to develop his/her talents) and aim to make diversity self-evident (diversity in our DNA).

This memorandum contains a brief sketch and evaluation of our current policy, followed by an explanation of our workforce in figures. We shall put forward a proposal for a package of potential interventions, based on an evaluation of the current policy and an analysis of proven best practices (other universities and literature). After that, we will explain how those interventions (approach) could be implemented and, lastly, we have linked a risk inventory and budget to the proposal.

## 2. Current EUR policy for stimulating talented female employees

Research reveals that we cannot put our finger on a **single** cause for the underrepresentation of women in academia; it is caused, in fact, by a complex system of factors. There are three distinct categories of factors, i.e. factors related to an *individual* perspective, factors related to an *institutional* perspective and factors related to a *cultural* perspective (Portegijs Boelens & Olsthoorn, 2004). In this memorandum, we will use this classification to describe the possible obstructions and the proposed interventions.

The *individual* perspective relates to the individual characteristics of women, the differences in sex between men and women and how those difference are perceived. Subjects connected to this perspective are personal qualities, motivation and ambition, part-time jobs and stereotyping. Obstructions related to an *institutional* perspective are properties of procedures within a university that can affect all scholars. Factors that influence these properties are the way a university career is shaped and the way in which staff are recruited and selected. Lastly, there may be obstructions that are connected to the cultural characteristics of the university: the level of the opinions, standards and values (the organisational culture). (Timmers, 2007)

In recent years, EUR diversity policy consisted of the following interventions for the advancement of talented female academic staff. The purpose of these interventions was to achieve a more balanced female/male ratio in higher academic positions (associate professor/full professor). These interventions are explained in Appendix 3. If we examine the total package of current interventions, we can conclude that there is a unilateral focus on encouragement and support for women in their academic career, i.e. on the *individual* perspective.

Timmers' study (2007) reveals that universities often do not have sufficient successful measures that intervene in the obstructions women face in the organisational structure or the organisational culture; this applies to Erasmus University as well. Accordingly, we recommend that, in addition to implementing interventions that will increase the number of women (the individual perspective), our main focus should be on investing in changing the organisational culture (cultural and institutional perspectives) (Timmers, 2007). We expect that the combination of interventions in these perspectives will influence the diversity and inclusion at our university for the better in the long term - more specifically, it should change the position of female scholars for the better.

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<sup>2</sup> <https://ec.europa.eu/programmes/horizon2020/en/h2020-section/promoting-gender-equality-research-and-innovation>

In 2015, a number of separate HR measures were exhaustively evaluated, i.e. the exemption from teaching duties following maternity leave, the Career Development Programme for female associate professors and the Diversity Checklist for Professorial Appointments<sup>3</sup>. To summarise, most people were very satisfied with these measures. Nevertheless, improvements still need to be made in raising awareness for these measures as well as the way in which they are executed and communicated.

In the past, the implementation of the policy was very fragmented. The faculties were only assessed on the increased ratio of women and not on how they achieved that ratio. We also lacked the right (management) information to be able to set targets and to evaluate (e.g. figures for advancement and how long staff remain in a position). Consequently, important points to focus on in the revised policy include monitoring the way the faculties implement the measures and acquiring the right information required to evaluate the effectiveness of the measures.

Lastly, when we look at the covenant agreements on diversity, we must conclude that they are quite different in nature and as a result, they cannot be compared amongst each other. At the same time, many covenant agreements focus on the percentage of appointments. Unfortunately, this says nothing about the total male to female ratio in higher academic positions and the ability to retain talented women at the faculties.

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<sup>3</sup> [http://www.eur.nl/fileadmin/ASSETS/po/Leerstoelen\\_Hoogleraren\\_NL\\_2012.pdf](http://www.eur.nl/fileadmin/ASSETS/po/Leerstoelen_Hoogleraren_NL_2012.pdf)

### 3. Figures for the current state of affairs

#### The professorial body

If we look at the different figures with respect to the M/F ratio in professorial positions, we can draw the following conclusions:

- The percentage of female full professors is very low compared to the number of female endowed professors (see table 1).
- Over the years (the past 5 years), very little progress has been made in increasing the number of female full professors and endowed professors (see chart 1).
- There are significant differences in the M/F ratio in the professorial workforce per faculty (see table 1).

#### Professorial appointments:

- In the past two years (2014-2015), only three women of a total of 16 appointments (19%) were appointed as professors. Only 11 women were appointed as endowed professors out of a total of 45 appointments (24%) (see appendix 2).
- There is little to no difference in the M/F ratio when we look at closed or open procedures for the position of professor. It appears that women have not benefited in both cases (see appendix 2).

Faculty	Full professor			Endowed professor			Totals		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
ESHCC	7	3	10 (30%)	10	3	13 (23%)	17	6	23 (26%)
ESL	33	6	39 (15%)	11	7	18 (39%)	44	13	57 (23%)
FSW	26	3	29 (10%)	13	4	17 (24%)	39	7	46 (15%)
FW	2	0	2 (0%)	8	3	11 (27%)	10	3	13 (23%)
ESE	36	0	36 (0%)	15	1	16 (6%)	51	1	52 (2%)
RSM	30	1	31 (3%)	12	0	12 (0%)	42	1	43 (2%)
Erasmus MC	80	7	87 (8%)	90	27	117 (23%)	170	34	204 (17%)
iBMG	8	2	10 (20%)	5	3	8 (38%)	13	5	18 (28%)
ISS	13	3	16 (19%)	1	0	1 (0%)	14	3	17 (18%)
EUR subtotal	155	18	173	75	21	96	230	40	270
Erasmus MC	80	7	87	90	27	117	170	34	204
Total	235	25	260	165	48	213	400	74	474
% EUR	89.6%	10.4%		78.1%	21.9%		85.2%	14.8%	
% Erasmus MC	92.0%	8.0%		76.9%	23.1%		83.3%	16.7%	
% Total	90.4%	9.6%		77.5%	22.5%		84.4%	15.6%	

Table 1: Number of professors (number of persons) according to gender, per faculty, salaried and non-salaried (reference date 31 December 2015, annual report)

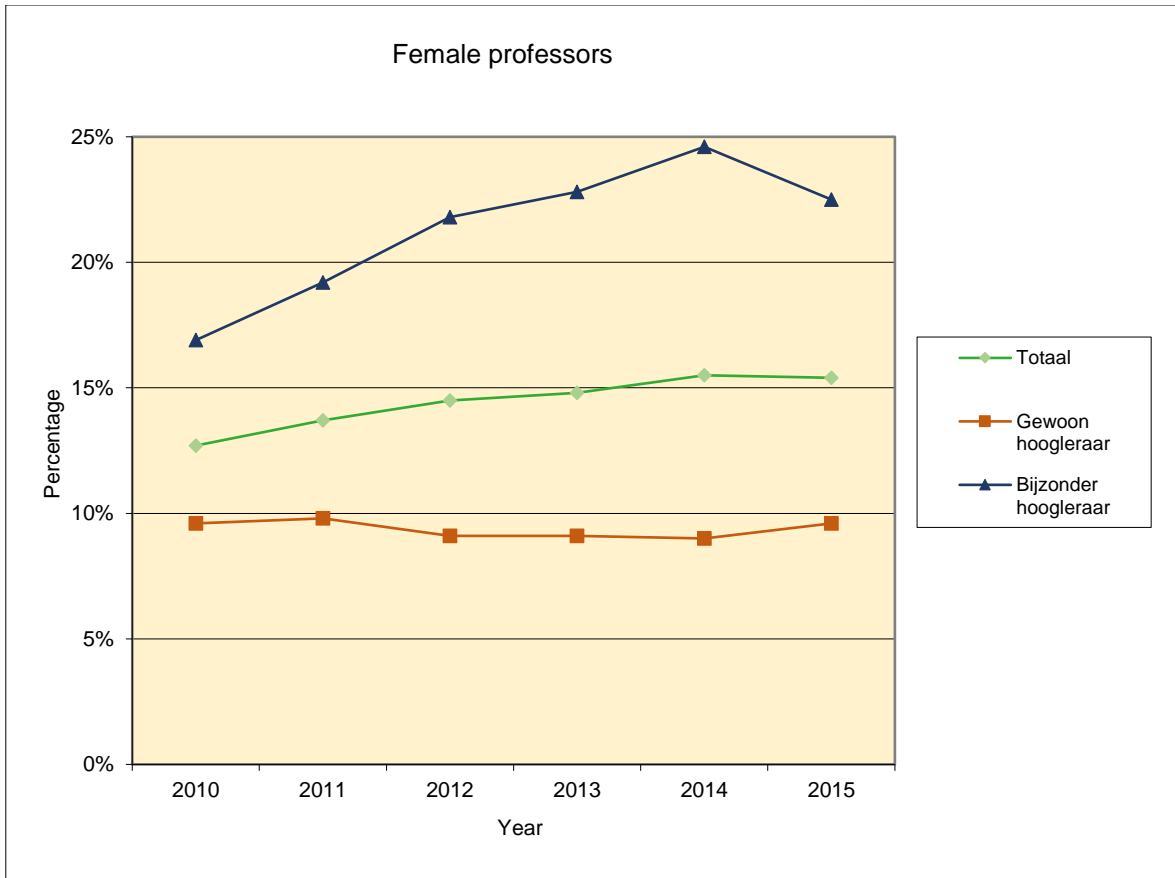


Chart 1: Percentage of female professors, salaried and non-salaried and EUR & Erasmus MC. (reference date: 31 December 2015)

### Departure of professors who leave due to retirement

If we want to be able to analyse staff "flows", we must have all the relevant data on the recruitment, advancement and departures. We can only predict the following (based on the numbers of retiring professors) using the cross-sectoral data that is currently available (reference date: 31 December 2015, HR information).

Total number of professors	N = 475
Full professors	N = 283, of which 256 are male and 27 female (9.5%)
	Aged 60+ (emeritus <2020): 87 male, 6 female
	Aged 55+ (emeritus <2025): 150 male, 15 female
Endowed professors	N = 192, of which 145 are male and 47 female (24%)
	Aged 60+ (emeritus <2020): 23 male, 7 female
	Aged 55+ (emeritus <2025): 61 male, 15 female



### *How does this affect our target (25% in 2025)?*

Out of the 283 full professors, 87 male and 6 female full professors will have left by 2020. If we may assume that replacements are found for all 93 of these positions and if we assume M/F neutral lateral departures (leaving for other reasons), the proportion of female professors will have risen to 24% by 2020 if 50% of those replacements are effected by appointing female professors to those vacated positions (47 women and 46 men).

There is sufficient female potential among endowed professors for promotion to full professorships; in figures, there are sufficient numbers to meet the target of 20% female professors by 2020. There are, after all, 40 female endowed professors who have not yet turned 60 years old. If all those female endowed professors are appointed as full professors before 2020, the proportion of female full professors will increase to 22%. It is important to mention that these calculations are based on the aforementioned assumptions (equal lateral departure), for which we also assume that all 40 female endowed professors are suitable, in terms of substance, for such promotion.

Unfortunately, the data available at present and the systems at EUR are not sufficient to generate numbers for associate professors or assistant professors, who serve as the most relevant pipeline for appointments to full professors.

### *The pipeline*

#### *The student body and academic positions*

- At present, the M/F ratio of our workforce is not very representative of the student body, particularly with regards to the higher academic job levels (please see table 2).
- The higher the job level, the larger the difference is in the M/F ratio. However, there are noticeable differences per faculty (please see table 2).

		HL		UHD		UD		Promovendi		Studenten*		Overig WP	
ESHCC	mannen	7	70%	6	75%	14	44%	11	46%	519	33%	18	44%
	vrouwen	3	30%	2	25%	18	56%	13	54%	1.072	67%	23	56%
	totaal	10	100%	8	100%	32	100%	24	100%	1.591	100%	41	100%
FW	mannen	4	100%	7	88%	5	83%	5	71%	370	54%	6	86%
	vrouwen	0	0%	1	13%	1	17%	2	29%	310	46%	1	14%
	totaal	4	100%	8	100%	6	100%	7	100%	680	100%	7	100%
RSM	mannen	33	97%	37	77%	50	68%	49	56%	3.934	62%	27	60%
	vrouwen	1	3%	11	23%	24	32%	39	44%	2.428	38%	18	40%
	totaal	34	100%	48	100%	74	100%	88	100%	6.362	100%	45	100%
ESL	mannen	32	82%	18	62%	17	63%	21	43%	2.206	44%	49	36%
	vrouwen	7	18%	11	38%	10	37%	28	57%	2.787	56%	87	64%
	totaal	39	100%	29	100%	27	100%	49	100%	4.993	100%	136	100%
Erasmus MC	mannen	0	nvt	0	nvt	0	nvt	0	nvt	1.301	37%	0	nvt
	vrouwen	0	nvt	0	nvt	0	nvt	0	nvt	2.254	63%	0	nvt
	totaal	0	nvt	0	nvt	0	nvt	0	nvt	3.555	100%	0	nvt
iBMG	mannen	7	78%	9	47%	13	41%	7	26%	230	25%	12	43%
	vrouwen	2	22%	10	53%	19	59%	20	74%	699	75%	16	57%
	totaal	9	100%	19	100%	32	100%	27	100%	929	100%	28	100%
FSW	mannen	23	88%	27	68%	15	37%	20	31%	1.008	32%	43	35%
	vrouwen	3	12%	13	33%	26	63%	45	69%	2.134	68%	81	65%
	totaal	26	100%	40	100%	41	100%	65	100%	3.142	100%	124	100%
ESE	mannen	34	100%	30	88%	52	69%	36	59%	4.392	69%	4	80%
	vrouwen	0	0%	4	12%	23	31%	25	41%	1.992	31%	1	20%
	totaal	34	100%	34	100%	75	100%	61	100%	6.384	100%	5	100%
ISS	mannen	10	77%	7	70%	11	44%	0	0%	niet bekend	niet bekend	3	50%
	vrouwen	3	23%	3	30%	14	56%	3	100%	niet bekend	niet bekend	3	50%
	totaal	13	100%	10	100%	25	100%	3	100%	niet bekend	niet bekend	6	100%
Totaal	mannen	150	89%	141	72%	177	57%	149	46%	13.960	51%	162	41%
	vrouwen	19	11%	55	28%	135	43%	175	54%	13.676	49%	230	59%
	totaal	169	100%	196	100%	312	100%	324	100%	27.636	100%	392	100%

\*aantal inschrijvingen, BA&MA per 1 oktober 2016

Peildatum: 31 december 2015

Table 2: Number of employees (per position in numbers of persons according to gender, per faculty (reference date 31 December 2015, annual report) and the number of student enrolments according to gender, per faculty (reference date 1 October 2016).

Note: In table 2, the full professors are classified under the heading "HL" (Professor) (the endowed professors are classified with the full professors due to the system-technical aspects of the registration). Unfortunately, we could not find any comparable figures about the student body in ISS. We shall ask the faculties to supply those figures. Erasmus University does not have any data from Erasmus MC for the different job levels, except for the number of professors.

### Figures for the Tenure Track

- When we look at the M/F ratio for the Tenure Tracks over the past five years, we see that a total of 191 Tenure Trackers have begun. Of these, 72 were women (38%) (see table 3).
- There is a noticeable imbalance in the number of men and women who entered via a Tenure Track, mostly at the larger faculties (ESE and RSM). At RSM, there were 33 female Tenure Trackers out of a total of 98 over the past five years (34%). At ESE, there were 20 women out of a total of 54 Tenure Trackers (37%) (see table 3). However, there are more women in Tenure Tracks at the smaller faculties (ESL and ESHCC).

	Total	Completed	In progress	Completed and targets met	
				Yes	No
RSM	98 (m-65, f-33)	38		13	25
			60		
ESE	54 (M-34, F-20)	20		13	7
			34		
ESHCC	6 (m-2, f-4)	6		3	3
FSW	19 (m-12, f-7)	13		11	2
			6		
ESL	14 (M-6, F-8)	9		9	
			5		
<b>Total</b>	<b>191</b>	<b>86</b>	<b>105</b>	<b>49</b>	<b>37</b>

Table 3: Figures for Tenure Tracks in the past five years.

### Differences in financial rewards for M/F in academia.

A recent study by the Dutch Network of Women Professors revealed that, on average, female scholars receive a lower monthly salary than male scholars. On average, the difference in the gross monthly salary (for a full-time position and of the same age) is 390 Euros. The difference in monthly salary between men and women is larger among professors than among associate professors and assistant professors. Moreover, female scholars receive allowances less often than male scholars (de Goede et al., 2016). Erasmus University also contributed to this study. In view of these results, we recommend launching an investigation at our university, both throughout EUR and per faculty.

## 4. Principles for the revised (new) policy

1. *Moving from problem-driven to the benefits of difference*

The policy must assume that diversity and teams with diverse compositions add value to EUR. This means we need to change the way we think and act, that we need to change the organisational culture, which means a change in policy. The revised policy is therefore not aimed at solving a “problem”; rather, it aims to create added value by means of diversity and inclusion.

2. *A multi-track policy*

As we explained above, we are presenting a package of interventions that should be introduced at the individual level, the cultural level and at the institutional level (Timmers, 2007).

3. *The short and long term*

As we want to achieve real results in the short term (such as the “20% women as full professors by 2020” target and “25% by 2025”) as well as bringing about a lasting change in culture, we need to introduce interventions for both the short term and the long term. These interventions should be carefully implemented in stages so that they will reinforce each other. The interventions that focus on the short term, the “levers”, should lead to a better balanced male/female ratio in higher academic positions. The long-term interventions, which focus on the culture, will not only benefit women but will also benefit all minorities in the organisation and this will eventually lead to an inclusive organisational culture.

4. *Focusing on recruitment, advancement and departures*

The package focuses on employees’ recruitment, advancement and departures. The measurement of this data based on male/female ratios is an important aspect of this package. Examples of interventions for recruitment are specifically recruiting talented female scholars and educating selection committees about implicit bias. Talent policy and identifying talent are examples of measures that will boost the advancement of women. While departures are often not considered, they can provide a great deal of information that will help us improve our policy. When and why do women and men leave the organisation? An example of a measure for departures is introducing structural exit interviews.

5. *Local responsibility*

The Diversity Team has a central organisation; its main task is to share knowledge and to unite stakeholders across the faculties. In addition, they have an advisory role and can help set up and implement diversity policies in the different parts of EUR. The faculties are charged with the responsibility to formulate the faculty targets, in consultation with the Executive Board, to implement interventions so that the formulated targets are eventually met.

6. *Based on proved effective interventions and best practices*

Diversity policy in organisations, even specifically for universities, is not new. Consequently, plenty of research on the effectiveness of interventions at universities is already available. For instance, there have been studies on success factors: a clear vision, support at the top, collaboration and networks, insight into figures and developments, reducing explicit and implicit bias and policy continuity. The measures that do not work, such as pressure and blaming employees for the diversity problem and lack of attention for communication on the policy, have also been investigated. (Kirton & Greene in Groeneveld & Verbeek, 2012; Willemsen & Timmers, 2009; Frouws & Buiskool, 2010; Henderikse et al., 2007; Moss-Racusin et al., 2014). To put it briefly, there is plenty of literature and best practices to find inspiration for a revised policy for Erasmus University. A complete list of these factors for success and failure is to be found in appendix 4.

## 5. The approach: how to implement the package of potential interventions

We have compiled a package of potential interventions, following the evaluation of the current policy and guided by the principles mentioned above and the proven successful interventions found in the literature.

### *How do we put this package of interventions into practice?*

The package of interventions is a combination of intended arrangements between the faculties and the Executive Board, interventions that are relevant to all the faculties and a free interpretation of the action plan per faculty.

The interventions that are relevant to all the faculties focus mostly on strategic staff planning and the faculty policy on talent. In addition, each faculty has the scope to set its own priorities, with due observance of this memorandum as a framework. Each faculty is to set out an action plan based on the faculty's own context and challenges.

The implementation must be done in stages as it is essential to retain some scope for changes in the organisation and to spread the work load caused by this theme across the various divisions of EUR. We recommend starting with the basics. The "foundations" must be well structured if we want to "build" on them. That is why it is crucial to start with strategic staff planning and a policy on talent.

### *Roles and responsibilities*

Each individual measure has been incorporated into the diagram, along with the party responsible for its implementation. The faculties have been given the responsibility for the implementation of most of the interventions. The support services, such as HR, are to help the faculties with that task. The reason for giving the faculties as much responsibility as possible is to create permanent change. The role of the Diversity Team is to connect, advise, coordinate and monitor the progress from a central position.

HR is responsible for the implementation of a number of interventions. We have coordinated some matters with USC Unit HR; the HR Department has indicated that they cannot implement the package of interventions with their current workforce. As a consequence, 1 FTE has been included in the budget; the FTE will be employed at USC's Unit HR (working closely with the Diversity Team) to implement the interventions.

## 6. The package of potential interventions

By emphasising diversity at different levels (*individual, cultural and institutional*), there will be more attention on diversity and inclusion in the coming years. The ultimate goal is to make diversity a component of EUR's identity/culture (the university's DNA). The diagram below has been divided according to this three-way classification: *individual, cultural and institutional* perspectives. A number of interventions require some explanation and have been marked with an \*. Appendix 5 contains the explanation.

### *Interventions: Individual perspective*

The individual perspective is based on the assumed differences in sex between men and women (Timmers et al., 2010). Interventions appropriate for this perspective focus on guiding and encouraging women because they have a smaller chance of advancing to higher positions.

Interventions	Parties responsible
<a href="#">Supporting women</a>	

1	A mentoring programme for female scholars.	Training & development Platform (TOP) in conjunction with the HR Policy
2	Extension of exemption from teaching duties following maternity leave after 31 December 2016.	HR Policy
3	Introduction of the recommendations in the advisory report on the Career Development Programme (including utilising the expertise available at EUR/Erasmus Centre for Women & Organisations to our best advantage).	TOP, HR Policy and Diversity Team

### Interventions: The institutional perspective

In the institutional perspective, the structure of the organisation is of prime importance. The focus here is on interventions that change the shape of processes and procedures. Recruitment & Selection, the process of professorial appointments and strategic staff planning are the most relevant subjects here.

Strategic staff planning (SPP) requires some explanation, perhaps. SPP actually means: preparing, shaping and implementing a policy on employee recruitment, advancement and departures so that the right people are present at the right time and at the right place at our university. Which talent is already available to us? For whom are we concerned? Who are our stable employees who achieve a good performance? If we look at the overall number, how many are we talking about per position? And how are they divided, with respect to age, gender and nationality? What does that say about the quality and diversity of our staffing? What do we do next with our talented employees? And how do we make our workforce as diverse as possible?

#	Interventions	Parties responsible
<u>Strategic staff planning</u>		
4	We will organise a large "fleet review" at each faculty so that we can obtain an overview of the composition of the staff and their quality based on principles and criteria we have set out in advance. Possible principles and criteria that will help build a diverse workforce are:	Dean
	4.a. More differentiation in the selection criteria and how they are weighed: they should not only be focused on the research output but also on teaching careers, knowledge valorisation, connecting skills, etc.	Dean
	4.b. Addition of selection criterion: the employee must complement the team or the department in terms of expertise and qualities.	Dean
	4.c. The M/F ratio in all the academic job levels should be representative of the ratio in the student body.	Dean
	4.d. At least 30% of the faculty boards/faculty MTs is female.	Dean

	4.e. A new appointment policy for deans, including a target figure of at least 30% female deans.	The Executive Board
	4.f. 50% of the professorial positions that become vacant due to retirement should be filled by female talent.	Dean
	4.g. Accelerated internal advancement of talented associate professors and endowed professors who are promoted to full professors; the aim is a good representation of the student body as regards the M/F ratio per faculty (4c).	Dean
5	The data required for each faculty can be charted in order to structurally carry out the personnel review and the strategic personnel planning.	HR in collaboration with Dean
6	The Dean and the rector annually discuss the outcome of the personnel review at all levels, their diversity, and what is needed to retain and develop their talent.	Dean and Rector Magnificus
7	Conducting a structural exit interview.	HR Advice (within the existing talent management project)
<b>Review the process for appointing professors</b>		
8	A new chair or any chairs soon to be empty will be discussed immediately with the rector before the recruitment and appointment process commences.	Dean and Rector Magnificus
9	Rector discusses with the Dean: shortlist/longlist composed of at least 50% women, Appointment Committee composition, attention paid to recruitment wording and diversity, and added efforts relating to attracting female talent.	Rector Magnificus and Dean
10	The job vacancy texts are appealing to women and other minority groups.	HR partners
11	Clear agreements between the rector and the Dean with regard to the M/F ratio in professorial appointments.	Rector Magnificus working with the Dean
12	Extensive communication of the diversity checklist in appointing professors.	The Dean and HR partner
13	Place responsibility for implementing the diversity checklist for appointing professors with the chair of the Appointment Committee (BAC)	BAC Chair
<b>Adjustments in recruitment and selection</b>		
14	Make the selection criteria for assistant professors/associate professors/professors transparent and/or improve communication.	The Dean working with HR partner
15	Faculty provides shortlist/longlist composed of at least 50% female candidates for associate professors and professor appointments in open procedures.	Dean
16	When assessing research output, take into consideration how much time was available for this assessment.	Dean, supervisors and HR partner
17	Make applying for the job appealing to women and other minorities (by using gender-neutral language)	HR partners
18	Send a vacancy for an academic positions such as professor, associate professor or assistant professor to 10 women from the personal network.	Supervisor/head of the department advertising the vacancy
19	Translate the diversity checklist for professorial appointments and apply to appointments of assistant professors and associate professors in the set career policy committee (VCL).	HR policy/HR partner and supervisors

*Interventions: Cultural perspective*

The above bodies all contribute to the cultural change that we wish to bring about. In spite of this, we are aware that this is not enough. Taking a look at the cultural iceberg, we can see that there is a large amount beneath the surface that we must focus on in order to make the cultural change a success. Not only do changes have to be made to the visible upper part, but most importantly, they must be made to the invisible factors that make up culture, which include convictions, personalities, and hidden values and norms. In short, it is about changing collective patterns of behaviour and exposing the invisible issues that lie beneath the surface.

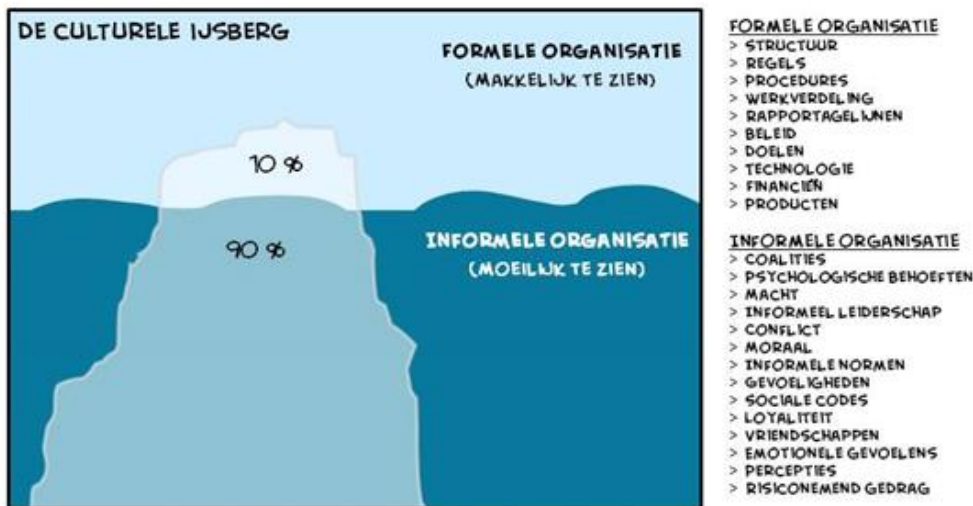


Figure 1: Cultural iceberg

*Leadership in a cultural change*

This requires that the individual undergoes a change in behaviour and therefore has self-insight, empathy and willingness to step out of their comfort zone. Leadership is crucial here. Supervisors have to set an example and determine the path for the rest of the organisation. They serve to express the importance of diversity and inclusion, to make it explicit and to put it on the agenda. And the result of this positive concept is that the benefit arises from the differences and not from what is 'going wrong'. For this reason, the managers and supervisors are also the most important target group in the initiatives suggested. The following aims are top of the agenda in this perspective: 1.) raising awareness of an 'implicit bias' (self-insight) 2.) emphasising the importance of diversity in the talent policy and 3.) securing the theme and its importance using monitoring and evaluation.

<u>Creating awareness at all levels</u>		
20	Embed diversity awareness in existing programmes, such as Academic Leadership	HR Policy working with TOP
21	Raising awareness of implicit bias among managers and supervisors	HR Policy working with TOP
22	Raising awareness of implicit bias in selection processes (e.g. by training or on-the-job coaching).	HR Policy working with TOP
23	Making role models visible.	Dean, Chief Diversity Officer and ENVH
24	Offer trainings to scholars for integrating diversity in research proposals	AZ (Clemens Festen)/Research Support working with Diversity Team



25	Disseminate and communicate diversity as a strategic theme.	Executive Board, deans, directors and supervisors
26	Research within EUR relating to the gender pay gap as a follow-up to LNVH research	HR working with Diversity Team
<u>Monitor and evaluate</u>		
27	Make one person responsible (as 'diversity officer') within a faculty for monitoring the implementation of the above initiatives (e.g. department head, policy officer or diversity officer).	To be confirmed per faculty
28	Embed the theme into the HR annual calendar, with a report being prepared twice each year.	HR partners working with Dean
29	Make covenant agreements that are both consistent and realistic (based on recommendations in the advisory report dated 2015).	Diversity Team, Deans, Executive Board
30	Cultural assessment relating to diversity and inclusion (baseline measurement and follow-up measurement)	Diversity Team working with HR Policy
31	Structural introduction of the theme into the faculty BILAs	AZ & Dean

## 7. Evaluation and Monitoring

As mentioned above, our aim is to make diversity and inclusion an integral part of the identity/culture of the EUR and to ensure this becomes a natural process (the DNA of the university). For this reason, it is important that the initiatives and ideas are given a chance to gain traction within the faculties and that they themselves go on to take the responsibility for tackling the theme going forward. We therefore advise the faculties to set up their own plan of action stating how the implementation can take place within their faculty.

In addition, we consider it to be of crucial importance that there is one person within the faculty who is made responsible for the theme and monitoring the progress and implementation of the initiatives. This may involve the appointment of a Diversity Officer (see for example RSM with their Associate Dean of Diversity) or, from a more accessible point of view, a colleague who is responsible for diversity as part of their work package (a policy officer, department head or a colleague from the academic staff).

We would also like to embed the topic into a number of standard processes such as covenants, faculty BILAs, the employee satisfaction services and the HR annual calendar. This also provides a method of monitoring objectives and faculty planning.

From this central organisation, the Diversity team advises the faculties and is responsible for the progress monitoring in discussion with the persons responsible for diversity in each faculty. A progress report of the diversity policy is drawn up each year for the Executive Board and the CvD.

In our view, a cultural assessment is a good way of gaining an idea of EUR's organisational culture. Both a baseline measurement and a follow-up measurement are required in order to measure the effectiveness of the diversity policy as a whole on the organisational culture.

## 8. Communication

Communication and transparency form an important basis for a successful diversity policy (appendix 4). The review of the gender diversity policy should also be carried out hand-in-hand with a communication strategy that provides transparency both inside and outside the Erasmus University and emphasises the 'benefits of difference'. This policy already takes into account the specific communication needs of gender within the EUR.

It is important that:

1. Colleagues and students are aware of the projects, policy measures and developments relevant to them within the framework of diversity, and of gender in particular. Where possible, they will

themselves contribute to knowledge sharing by actively communicating on this point within their own working environment.

2. Colleagues and students are aware of the importance of a more diverse team, and in this case, the equal distribution of men and women in particular.
3. Colleagues and students are aware of the implicit biases that exist in relation to gender and are proactive in contributing towards minimising these biases.

To get to this point, it is necessary that best practices relating to gender, obtained at the various faculties, are explained in greater detail. The appointment of female professors, for example, could be explained further. It is also important to offer a podium to role models within faculties and across the university.

## 9. Legal framework

In implementing a policy relating to the appointment and career policy of staff, a ban is in place regarding direct and indirect distinctions made on the basis of religion, personal convictions, political beliefs, race, gender, nationality, heterosexual or homosexual orientation or marital status. In accordance with jurisprudence from the Committee for Human Rights, hereinafter referred to as 'The Committee' (previously: The Committee for Equal Treatment or CGB), the European jurisdiction relating to equal treatment stipulates that the preferential treatment of women during recruitment and selection must be checked in accordance with a number of criteria.

The initiatives suggested, as specified in chapter 5, are checked in accordance with this criteria. It can be concluded that the criteria set for applying a preferential policy are being met.

The measure relating to pregnancy and maternity leave is already permitted according to the AWGB, because it pertains to a distinction based on gender made to protect women who are pregnant or on maternity leave.<sup>4</sup>

More information on the criteria and arrangements relating to the cases at the TU Delft and University of Groningen can be found in appendix 6.

## 10. Risks

There are a number of important risks to be taken into account. One of these risks is the support base within the university for Diversity and Inclusion at all levels. It is of fundamental importance that faculties and support departments recognise the urgency and subsequently feel the responsibility to start working on this theme. The limited tools and human resources in supporting departments for policy implementation (e.g. HR) may form an obstacle. It is important to use the project to support these departments in gaining the required (supplementary) tools and human resources. It is also very important that the urgency as well as the advantages ('benefit of difference') of the policy are repeatedly emphasised by the board, the project and the ambassadors.

Another significant risk to keep in mind concerns the limitations found in existing systems in use at EUR (for example SAP) and obtaining data for measuring the effectiveness of policy initiatives. Linking effect measurements to policy initiatives is, after all, one of the most important underlying principles of our revamped diversity policy.

In view of the fact that initiatives are specifically introduced in these advisory documents with respect to gender, it may create the impression that the appointment of female professors is a goal in and of itself. Of course, this is not the case - the objective is to promote diversity and inclusivity within the

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<sup>4</sup> Article 2, paragraph 2.2 under b AWGB.

organisation, so that we as a university can benefit from the advantages that this creates (see introduction).

An important footnote to the initiatives proposed is the image that may arise regarding the quality of female scholars. The initiatives may in fact have a stigmatising effect, and create the wrong impression and resistance among both current staff members ('she's only been hired because she's a woman and not because of her skills') and among the women concerned ('why am I getting special treatment?'). For this reason, it is important to introduce and communicate all initiatives with a positive message/objective. It is also important to take responsibility for the positioning of these women within the faculties (a proper provision of information for all staff members relating to the selection, object of the measure concerned, quality standards set, etc.).

## 11. Budget Plan

First of all, the costs of the intervention for accelerated advancement of talent are set out (from assistant professor or associate professor to standard professor). The central and faculty-level resources are broken down. The costs per person and per 10 people are displayed here.

The financial figures presented below cover costs for some of the interventions that are initiated by central and / or organized. These costs are part of the entire central long-term budget of the diversity policy (appendix 7). Funds are set aside in the decision making process of the additional investments 2017-2020. Required faculty resources, depending on their own objectives and priorities, will be covered by the individual plans of the faculties.

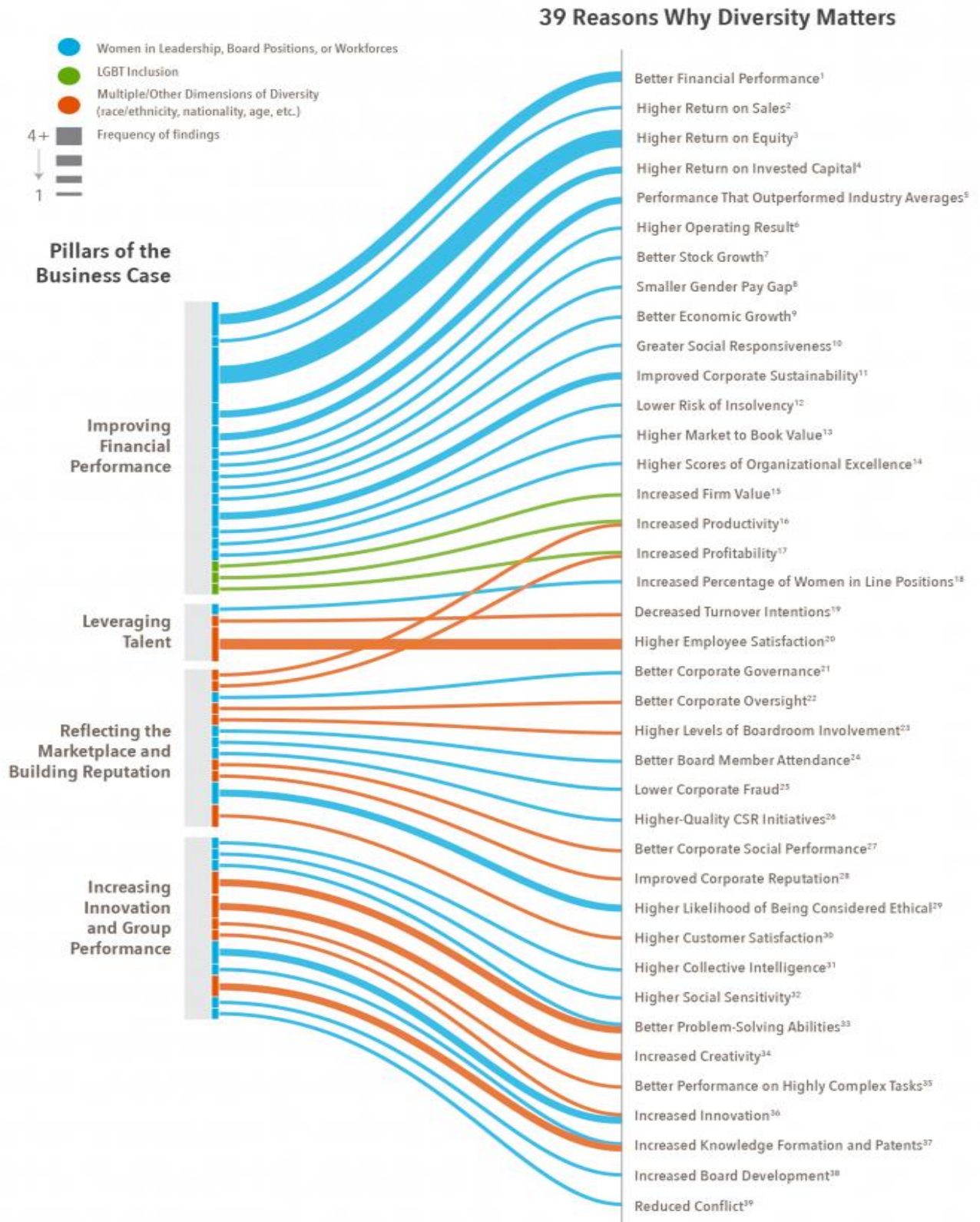
<b>Begroting versnelde doorstroom UHD/bijz. HL --&gt; gewoon HL</b>					
<b>Verdeling van middelen</b>	<i>100/0</i>	<i>50/50</i>	<i>0/100</i>		
<b>Jaar</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	
Centrale middelen per persoon	€ 20.000	€ 10.000			
Facultaire EXTRA middelen per persoon (naast huidige salariskosten ervaren UHD)	€ 0	€ 10.000	€ 20.000	€ 20.000	
<b>Jaar</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Centrale middelen per 10 personen start in 2017	€ 200.000	€ 100.000	€ 0	€ 0	€ 0
Facultaire EXTRA middelen per 10 personen start in 2017 (naast huidige salariskosten ervaren UHD)	€ 0	€ 100.000	€ 200.000	€ 200.000	€ 200.000
Centrale middelen per 10 personen start in 2019			€ 200.000	€ 100.000	€ 0
Facultaire EXTRA middelen per 10 personen start in 2019 (naast huidige salariskosten ervaren UHD)				€ 100.000	€ 200.000
<b>TOTAAL centrale middelen</b>	<b>€ 200.000</b>	<b>€ 100.000</b>	<b>€ 200.000</b>	<b>€ 100.000</b>	<b>€ 0</b>
<b>TOTAAL facultaire middelen</b>	<b>€ 0</b>	<b>€ 100.000</b>	<b>€ 200.000</b>	<b>€ 300.000</b>	<b>€ 400.000</b>
Maximaal verschil tussen gemiddeld maand salaris ervaren UHD/ bijz. HL (uitgaande van 6100euro UHD 1) en beginnend gewoon HL2 (uitgaande van 7100euro). Dit verschil zal kleiner zijn tussen bijz. HL en gewoon HL.	€ 1.000				
Verskil in jaarsalaris incl. werkgeverslasten	€ 18.567				
Gezien de facultaire verschillen, uitgaande van:	€ 20.000				

Meerjarenbegroting Gender Diversiteit 2016-2020						
	2016	tot 01-09-2017	tot 31 dec 2017	2018	2019	2020
<b>Personeel &amp; Organisatie</b>						
Interventies tbv ondersteuning van vrouwen (CDP voor UD's en UHD's)	€ 100.000	€ 50.000	€ 25.000	€ 80.000	€ 80.000	€ 80.000
Interventie m.b.t. bewustwording bias in selectieprocessen		€ 20.000	€ 5.000			
Activiteiten/events m.b.t. diversiteit o.a. seminars, Internationale Vrouwendag, ECHO conferentie.	€ 10.000	€ 7.000	€ 3.000	€ 10.000	€ 10.000	€ 10.000
Ondersteuning netwerken o.a. ENVH, Erasmus Pride.	€ 10.000	€ 7.000	€ 3.000	€ 10.000	€ 10.000	€ 10.000
Training HR partners en leidinggevenden in bewustwording en 'gendered words'/gender neutrale vacatures.		€ 25.000		€ 25.000		
Training impliciet bias bestuur		€ 15.000		€ 5.000		
Versnelde doorstroom naar HL (uitgaande van 10 personen in 2017 en 2019)*		€ 200.000		€ 100.000	€ 200.000	€ 100.000
Cultuur assessment (diversiteit & Inclusie) 0 en eindmeting			€ 25.000			€ 25.000
<b>Subtotaal</b>	<b>€ 120.000</b>	<b>€ 324.000</b>	<b>€ 61.000</b>	<b>€ 230.000</b>	<b>€ 300.000</b>	<b>€ 225.000</b>
<b>Overig</b>						
Personeel programmaondersteuning.						
1. Projectleider Diversiteit (1,0 fte)	€ 75.000	€ 50.000	€ 30.000	€ 80.000	€ 80.000	€ 80.000
2. Chief Diversity Officer (hoogleraar, 0,2fte)	€ 27.500	€ 18.300	€ 9.200	€ 30.000	€ 30.000	€ 30.000
3. Personele inzet HR policy 1fte per 1 jan 2017 **		€ 53.333	€ 26.666	€ 0	€ 0	€ 0
Projectcommunicatie (materiaal, vormgeving, interne & externe communicatie)	€ 20.000	€ 20.000		€ 10.000	€ 10.000	€ 10.000
<b>Subtotaal</b>	<b>€ 122.500</b>	<b>€ 141.633</b>	<b>€ 65.866</b>	<b>€ 120.000</b>	<b>€ 120.000</b>	<b>€ 120.000</b>
<b>TOTAAL</b>	<b>€ 242.500</b>	<b>€ 465.633</b>	<b>€ 126.866</b>	<b>€ 350.000</b>	<b>€ 420.000</b>	<b>€ 345.000</b>
*Alleen benodigde centrale middelen zijn opgenomen.						
** In overleg met USC Unit HR: eris in de huidige formatie bij de unit HR geen ruimte voor de implementatie van deze maatregelen. Daarom stelt HR voor 1.0fte aan te stellen die verantwoordelijk is voor de implementatie. In 2017 is deze meegenomen in de diversiteitsbegroting. De personele inzet voor HR Policy vanaf 2018 mee te nemen in de op te stellen begroting 2018.						

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Appendix 1: Business Case for Diversity



**And One More: It's the Right Thing to Do**

SOURCES:

For more detail on each study, see Catalyst, *Why Diversity Matters* (2013).

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Appendix 2: Overview of the number of appointments 2014-2015

2014 appointments

Full Professor

Open		Closed		
M	F	M	F	(tot.)
3	1	3	1	(8)

Professor occupying an endowed chair

Open		Closed			
M	F	M	F	(tot.)	
1	0	18*	9**	(28)	

\* (13 career and 5 network endowed chair)

\*\* (7 career and 2 network endowed chair)

2015 appointments

Full Professor

Open		Closed		
M	F	M	F	(tot.)
3	1	4	0	(8)

Professor occupying an endowed chair

Open		Closed			
M	F	M	F	(tot.)	
1*	0	14**	2***	(17)	

\* consisting of 1 network

\*\* consisting of 3 network, 11 career

\*\*\* consisting of 1 network, 1 career



### Appendix 3 Summary of current initiatives

- Exemption from teaching duties following maternity leave and post-natal leave

As a result of maternity leave and post-natal leave, female scholars may fall behind in their research, which could affect their chances of advancing to a higher position. This is why the scheme 'exemption from teaching duties following pre-natal and post natal maternity leave' was introduced in 2010. Excellent female scholars receive €15,000 from the faculty to cover the costs of a substitute for their teaching duties following their leave period. This allows them to focus fully on their research.

- Career Development Programme for assistant professors and associate professors

The Career Development Programme [CDP] is a personal leadership track for excellent female scholars with the ambition of advancing to the position of full professor.

- Diversity Checklist for Professorial Appointments

A checklist with diversity guidelines has been included in EUR's policy for appointing professors.

- Erasmus Network of Female Professors (ENVH)

The ENVH aims for a balanced representation of women in academic positions at EUR, strengthening the position of women and increasing their visibility. Its primary focus is representation of collective interests.

- Target figures / covenant agreements

EUR has committed itself to meeting the target of 25% female professors by 2025. Internally, an interim target has been set for 20% by 2020. For the period spanning 2014-2018, covenant agreements have been drawn up between the Executive Board and the faculties, focusing on increasing the number of female associate professors and full professors.

- Monitoring using figures for M/F ratios per faculty and per job level

The ratio of male to female employees is monitored annually at EUR for each faculty and for all positions.

## Appendix 4: Literature relating to diversity policy

There are various preconditions and factors that have a significant impact on the success or failure of a diversity policy measure. Literature studies identify the following preconditions, success factors and failure factors. These are stated in a table below. (Kirtton & Greene in Groeneveld & Verbeek, 2012; Willemsen & Timmers, 2009; Frouws & Buiskool, 2010; Henderikse et al., 2007; Moss-Racusin et al., 2014).

Preconditions and factors for success	Factors for failure
A clear vision of diversity where a direct link is made with company objectives.	There is too much of an emphasis on associating diversity with affirmative action and this does not correspond to the wishes of employers.
Support at the top: <ul style="list-style-type: none"> <li>- Enthusiasm and commitment of at least one Executive Board member</li> <li>- Efforts made by the Faculty Board, primarily the dean</li> </ul>	Lack of clarity regarding diversity and diversity policy
Sufficient time and commitment of policy officers	Sharing responsibility without appointing a single problem owner
Line managers must be made responsible for implementing policy measures	Recruitment and selection in the public sector
Inclusive organisation with a tolerant corporate culture	"Window dressing", stating support for diversity policy but not doing anything in practice.
Enshrining diversity policy and evaluation of diversity policy	Communication; insufficient internal communication
Setting 'firm' targets	Placing pressure and blame on employees for diversity problems
Collaborating and networking	
Communication and transparency	
Integrating diversity policy in all facets of HR	
Specific focus on diversity within communication	
Involvement of employees and the target group	
Diversity must be viewed as a business case	
Continuity in diversity policy	
Commitment, both at the top management level as well as on the work floor	
Initiatives are most effective in the long-term if the cause is effectively dealt with.	
Insight into figures and developments is important for underscoring urgency and for the success of diversity policy.	

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Prevent diversity from being perceived as a discretionary objective. This seems to be one of the most persistent obstacles preventing diversity from being successful in an organisation.

Present diversity as a shared challenge and an opportunity.

Empirical evidence for impact. This counteracts any unexpected or negative effects.

Use of active learning techniques instead of lecturing.

Implement measures that deal with both implicit bias and explicit bias.

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Moss-Racusin et al. (2014) have developed a scientific framework for structuring, assessing, and implementing diversity initiatives. Effective measures must meet the following preconditions:

- Effectiveness is scientifically proven
- Use of active learning techniques
- Avoid placing blame or responsibility for existing diversity issues
- Include a plan for structural evaluation
- Raise consciousness among employees regarding research into diversity issues
- Reduce the explicit and implicit bias of employees
- Increase the willingness of employees to take action regarding diversity issues.

## Appendix 5: notes on initiative for internal advancement

A personnel review is carried out each year within each faculty. In collaboration with the Executive Board, the faculty determines their talents on an associate professor or endowed professor level, explicitly referencing the male/female ratio, and determines those with the qualities to move on immediately to full professorship. These talents are used to make formal arrangements, on which basis they can hold a full professorship within the faculties. An important condition here is that the advanced progression contributes to obtaining a reflection of the student population of the faculty in terms of the male/female ratio in the full professorial workplace. These formal arrangements are fed back to the Rector Magnificus. The funding for this initiative is made on the basis of a co-funding scheme. This can be found in the budget.

Advantages	Disadvantages
Creates opportunities in the short term for advancing primarily female talent within the EUR.	The faculty must create staff positions within a relatively short space of time.
It provides results in the short-term relating to achieving target figures.	
It gives the faculty insight into their talents (using the personnel review).	

## Appendix 6: Legal framework

Art. 2, paragraph 3 of the Equal Treatment Act (AWGB) - and the comparable article 5 of the Equal Treatment (Men and Women) Act (WGB) stipulates that the ban on making a distinction does not apply in the event that the distinction relates to a specific measure that aims to grant a privileged position to a woman or person belonging to a particular ethnic or cultural minority with the objective of eliminating or reducing actual disadvantages relating to race or gender and that the distinction is made in reasonable relation to that objective. That is also set out in the Dutch Civil Code (article 7:646, paragraph 1). The employer is furthermore not permitted to make a distinction between men and women when entering into a collective labour agreement, in the working conditions, in the advancement and in the termination of the collective labour agreement. Based on art. 7:646, paragraph 4 of the Dutch Civil code, this stipulation may be waived in the event that the clauses relating to female employees seek to place them in a privileged position in order to eliminate or reduce disadvantages and that the distinction is made in reasonable relation to the objective. The AWGB, therefore, goes a little further and forms the assessment framework for the public service appointment held by EUR employees. The current Collective Employment Agreement for Dutch universities (CAO NU) contains no special provisions relating to the promotion of equal treatment. The EUR has set out a number of special initiatives, such as those set out above in chapter 2.

### When is positive discrimination permitted?

The ban on making a distinction therefore does not apply when the distinction relates to a specific measure which aims to elevate or diminish the status of women, people belonging to a particular ethnic or cultural minority or persons with a disability or chronic illness. The distinction must, however, be reasonable in relation to the objective. It concerns measures that temporarily accord people a privileged status because they belong to a certain group that is disadvantaged from a societal point of view. The aim is to use this method to reduce or eliminate the social disadvantage. There is no legal obligation to conduct out a preferential policy, but it is permitted under certain conditions.

In accordance with jurisprudence from the Committee for Human Rights, hereinafter referred to as 'The Committee' (previously: The Committee for Equal Treatment or CGB), the European jurisdiction relating to equal treatment stipulates that the preferential treatment of women during recruitment and selection must be tested in accordance with the following criteria:

- Reference framework: the disadvantage of the group forming the subject of the preferential policy should be demonstrated and connected with the labour supply available. In order to determine whether this is the case, the specific portion of the group forming the subject of the preferential policy within a particular position type and level is compared with the relevant potential supply on the labour market (the demand for structural disadvantage)
- Due diligence requirement: the regulation must ensure that applications are subject to an objective assessment of all candidates, taking into account all criteria relating to the attributes of the candidates. In the event that one or more criteria tip the balance in favour of the male candidates and the same criteria is not (indirectly) discriminatory with regard to female candidates, the priority accorded to the female candidates must be disapplied. In doing so, it is important that privilege is only accorded for equal capability to the candidate making up part of the group that is the subject of the preferential policy (the requirement of an objective assessment)
- Proportionality requirement: the distinction must be in reasonable proportion to the objective. The preferential measure must be justified by the degree of disadvantage. The measure must also have the potential to result in the disadvantage in question being reduced or eliminated (the effectiveness requirement).

- Disclosure requirement: furthermore, the requirement arising from article 3, paragraph 2 of the Equal Treatment (Men and Women) Act applies in that if a preferential policy (relating to women) is promoted, this must be explicitly stated on the job offer. Failing to provide this disclosure therefore leads to conflict with the law. It is also important that, taking into account the requirements of the objective assessment previously mentioned, that it is clear that the vacancy is open to all potential candidates.

The Committee has assessed two cases relating to university preferential policies: the measures taken to increase the number of female scholars at the Technical University (TU) Delft and at the University of Groningen. In the assessment relating to the University of Groningen on 15 December 2011,<sup>5</sup> the Committee, in this case the CGB, determined that the criteria had not been met. Personal promotion was an option for increasing the number of female scholars. A chair was created for the female associate professor based on the recommendation of a personal file. Men were excluded from this procedure for a custom promotion. According to the CGB, this violated the requirement for due diligence. The CGB made reference to the 'Kalanke' case from the Court of Justice of the European Union, in which it was determined that absolute and unconditional priority of women during recruitment and selection is not permitted. The CGB also determined that the proportionality requirement had been violated because the disadvantage of women at the University of Groningen with regard to the qualified labour supply was not great enough for a preferential policy measure reserving female positions for women to be considered proportional.

Part of the assessment of the Committee made on 18 December 2012 contained an assessment regarding the preferential policy towards women at the TU Delft. The TU Delft created the Delft Technology Fellowship (DTF) with the aim of reducing the disadvantage of women among academic staff. Under the DTF, ten vacancies have been opened up exclusively for women in a tenure track position, i.e. a development process of five years (track) that will ultimately result in a permanent appointment (tenure) as an Associate Professor.

In assessing the preferential policy of the TU Delft, the Committee finds the following. In doing so, the Committee takes into consideration that a broader assessment framework is provided for in the European legislation for the application of the criteria. In exceptional situations, it is possible that a measure only benefitting women may be justified. According to the Committee, women at the TU Delft are experiencing a serious, persistent disadvantage, and it concludes that the means and the objective were in proportion to one another. For this reason, the due diligence requirement could be waived.

In this Advisory note, it is substantiated (in figures) that there is still a persistent and structural disadvantage as regards the participation of female scholars at the EUR. In addition, the initiatives suggested, as specified in chapter 5, are checked against the criteria mentioned above. It can be concluded that the criteria set for applying a preferential policy are being met.

The measure relating to pregnancy and maternity leave is already permitted according to the AWGB, because it pertains to a distinction based on gender made to protect women who are pregnant or on maternity leave.<sup>6</sup>

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<sup>5</sup> Equal Treatment Committee, 15 December 2011, 2011-98, published in JAR 2012/78 with memorandum from E. Cremers-Hartman

<sup>6</sup> Article 2, paragraph 2.2 under b AWGB.

Meerjarenbegroting Programma Diversiteit 2016-2020

	2016	tot 01-09-2017	tot 31 dec 2017	2018	2019	2020
<b>Projectoutput Onderwijs &amp; Studenten</b>						
Interventies tbv verkleinen verschillen studieresultaten van studenten (doorstroom)	€ 40.000	€ 50.000		€ 40.000	€ 40.000	€ 40.000
Interventies tbv bevordering arbeidsmarkt integratie	€ 20.000	€ 20.000		€ 20.000	€ 20.000	€ 20.000
Ontwikkeling van best practice m.b.t. de integratie van diversiteit in de gehele onderwijsaanpak**, o.a. ondersteuning van faculteiten en interfacultaire samenwerking.	€ 40.000	€ 40.000		€ 40.000	€ 40.000	€ 40.000
<b>Subtotaal</b>	<b>€ 100.000</b>	<b>€ 110.000</b>	<b>€ 0</b>	<b>€ 100.000</b>	<b>€ 100.000</b>	<b>€ 100.000</b>
<b>Projectoutput Onderzoek</b>						
De EUR doet gezamenlijk onderzoek naar culturele diversiteit & onderwijs met de VU en Leiden (lhkv de tasforce Diversiteit).	€ 100.000	pm		pm	pm	pm
Erasmus Center for Women & Organisations doet onderzoek naar de effecten van het career development programma voor vrouwelijke wetenschappers op de EUR.	€ 20.000	€ 20.000		€ 20.000	€ 20.000	€ 20.000
Er worden structureel workshops aangeboden aan wetenschappers voor het integreren van het diversiteitsperspectief in onderzoeksvoorstellen.	€ 10.000	€ 7.000				
<b>Subtotaal</b>	<b>€ 130.000</b>	<b>€ 27.000</b>	<b>€ 0</b>	<b>€ 20.000</b>	<b>€ 20.000</b>	<b>€ 20.000</b>
<b>Personeel &amp; Organisatie</b>						
Interventies tbv ondersteuning van vrouwen (CDP voor UD's en UHD's)	€ 100.000	€ 50.000	€ 25.000	€ 80.000	€ 80.000	€ 80.000
Interventie m.b.t. bewustwording bias in selectieprocessen		€ 20.000	€ 5.000			
Activiteiten/events m.b.t. diversiteit o.a. seminars, Internationale Vrouwendag, ECHO conferentie.	€ 10.000	€ 7.000	€ 3.000	€ 10.000	€ 10.000	€ 10.000
Ondersteuning netwerken o.a. ENNH, ErasmusPride.	€ 10.000	€ 7.000	€ 3.000	€ 10.000	€ 10.000	€ 10.000
Training HR partners en leidinggevenden in bewustwording en 'gendered words'/gender neutrale vacatures.		€ 25.000		€ 25.000		
Training impliciet bias bestuur		€ 15.000		€ 5.000		
Versnelde doorstroom naar HL (uitgaande van 10 personen in 2017 en 2019)*		€ 200.000		€ 100.000	€ 200.000	€ 100.000
Cultuur assessment (diversiteit & Inclusie) 0 en eindmeting			€ 25.000			€ 25.000
<b>Subtotaal</b>	<b>€ 120.000</b>	<b>€ 324.000</b>	<b>€ 61.000</b>	<b>€ 230.000</b>	<b>€ 300.000</b>	<b>€ 225.000</b>
<b>Overig</b>						
Personeelprogrammaondersteuning						
1. Projectleider Diversiteit (1,0 fte)	€ 75.000	€ 50.000	€ 30.000	€ 80.000	€ 80.000	€ 80.000
2. Chief Diversity Officer (hoogleraar, 0,2 fte)	€ 27.500	€ 18.300	€ 9.200	€ 30.000	€ 30.000	€ 30.000
3. Ondersteuning (0,4fte secretariële / 1 fte trainee)	€ 22.000	€ 18.300	€ 10.000	€ 28.000	€ 28.000	€ 28.000
4. Projectmedewerker (1,0 fte)	€ 9.000	€ 36.000	€ 18.000	€ 55.000	€ 55.000	€ 55.000
5. Personeel inzet HR policy 1fte per 1 jan 2017 ***		€ 53.333	€ 26.666	€ 0	€ 0	€ 0
Representatiekosten (catering, relatiegeschenken etc.)	€ 2.500	€ 2.500		€ 2.500	€ 2.500	€ 2.500
Projectcommunicatie (materiaal, vormgeving, interne & externe communicatie)	€ 20.000	€ 20.000		€ 10.000	€ 10.000	€ 10.000
<b>Subtotaal</b>	<b>€ 156.000</b>	<b>€ 198.433</b>	<b>€ 93.866</b>	<b>€ 205.500</b>	<b>€ 205.500</b>	<b>€ 205.500</b>
<b>TOTAAL</b>	<b>€ 506.000</b>	<b>€ 659.433</b>	<b>€ 154.866</b>	<b>€ 555.500</b>	<b>€ 625.500</b>	<b>€ 550.500</b>
Gereserveerde middelen begroting 2015 tot 1 september 2017 (zie CvB besluit 1991.11 en 2017.19)	€ 506.000	€ 366.100	€ 0	€ 0	€ 0	€ 0
<b>Additionele investeringen diversiteit</b>	<b>€ 0</b>	<b>€ 293.333</b>	<b>€ 154.866</b>	<b>€ 555.500</b>	<b>€ 625.500</b>	<b>€ 550.500</b>
<b>Structurele kosten</b>	<b>nvt</b>	<b>€ 249.100</b>	<b>€ 98.200</b>	<b>€ 345.500</b>	<b>€ 345.500</b>	<b>€ 345.500</b>
<b>Incidentele kosten</b>	<b>nvt</b>	<b>€ 410.333</b>	<b>€ 56.666</b>	<b>€ 210.000</b>	<b>€ 280.000</b>	<b>€ 205.000</b>

\*Alleen benodigde centrale middelen zijn opgenomen.  
 \*\* Kosten zijn alleen voor de ontwikkeling. De kosten voor beheer komen vanaf 2018 op de meerjarenbegroting van HR.  
 \*\*\* In overleg met USC Unit HR: er is in de huidige formatie bij de unit HR geen ruimte voor de implementatie van deze maatregelen. Daarom stelt HR voor 1,0fte aan te stellen die verantwoordelijk is voor de implementatie. In 2017 is deze meegenomen in de diversiteitsbegroting. De personeel inzet voor HR Policy vanaf 2018 mee te nemen in de op te stellen begroting 2018.

### **Diversity Officer (faculty level)**

*This profile serves as a recommendation, each faculty is free to add and adjust according to its specific context.*

#### Tasks & Responsibilities

- Translates ambitions into concrete objectives and projects/interventions within the faculty.
- Development of a faculty action plan regarding diversity in the broadest sense and on the three pillars: personnel, research and students/education.
- Supports the Dean and faculty management with the implementation of the action plan and interventions within the faculty.
- Monitors the progress of the various interventions and activities within the faculty and communicates it to different stakeholders;
- Shares knowledge and best practices in the network of faculty diversity officers within the Erasmus University.
- Collaborates with the central Diversity Office and HR.
- Stimulates the dialogue on diversity within the university community;
- Is an ambassador for diversity and promotes diversity both inside and outside the faculty.

#### Skills

The diversity officer can communicate and collaborate at different levels. He/she knows how to connect with the diversity of staff and students. Organizational sensitivity, planning and advisory skills are key in this role. Preference is given to a senior scientist who knows the organization well and can make the connection to the academic field.



# Analysis: Employee Survey 2016 *Erasmus School of Economics*

To F-Raad & Directeurenoverleg  
From Margaretha Buurman  
Regarding Analysis of results: Employee Survey 2016  
Date 30 March 2017

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## Introduction

In November/December 2016 the third Employee Survey took place, and again the Erasmus School of Economics passes with more than satisfactory scores. Compared to the results of the previous Employee Survey that took place in 2014, Erasmus School of Economics has continued to improve its scores in every predefined theme. Effectory received 120 responses back from our employees, resulting in a response rate of 42,9%. For Erasmus University Rotterdam as a whole, 2365 surveys were sent out and 1230 were sent back resulting in a 52% response rate.

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## Employee Survey 2016 versus 2014: a comparison

With the latest Employee Survey revealing the overall satisfaction amongst employees of Erasmus School of Economics to be a 7,5, Erasmus School of Economics is one of only five faculties (or so-called 'teams' in Effectory terminology) which achieved a higher score than *both* the satisfaction score Erasmus University Rotterdam received as a whole and the chosen benchmark. Effectory's recommendation to these five faculties is to use these great results to build upon their continued success now and in the future.

In addition, Erasmus School of Economics shows a positive development in all seven predefined themes when comparing the Employee Survey of 2016 with the previous survey. These include engagement (7.4 in 2016, 7.3 in 2014), commitment (7.3 in 2016, 6.8 in 2014), efficiency (6.8 in 2016, 6.7 in 2014), leadership (7.8 in 2016, 7.4 in 2014), loyalty (7.9 in 2016, 7.5 in 2014), effectiveness (7.4 in 2016, 7.2 in 2014) and last but not least, the retention factor (8.3 in 2016, 7.6 in 2014).

Results that deserve to be especially highlighted due to their highly relevant difference in 2016 for Erasmus School of Economics versus those of Erasmus University Rotterdam as a whole, are the themes efficiency (Erasmus School of Economics scored 6.8, Erasmus University Rotterdam scored 6.2) and leadership (Erasmus School of Economics scored 7.8, Erasmus University Rotterdam scored 7.0). Thus overall satisfaction of Erasmus School of Economics employees continues to rise, and we can be proud of the progression we have made in these past two years!

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Theme scores, comparison:			
	ESE 2016	ESE 2014	EUR 2016
Engagement	7,4	7,3	7,3
Commitment	7,3	6,8	7,2
Satisfaction	7,5	7,3	7,1
Efficiency	6,8	6,7	6,2
Leadership	7,8	7,4	7,0
Loyalty	7,9	7,5	7,8
Effectiveness	7,4	7,2	7,0
Retention factor	8,3	7,6	7,8

## Most notable results

In its Employee Survey 2016 report, Effectory highlighted the most notable results in both a positive and negative sense for each faculty in each of the sub questions belonging to the eleven set themes. Where many faculties had scores that negatively deviated in a “very relevant<sup>1</sup>” or “relevant<sup>2</sup>” manner from scores the Erasmus University Rotterdam received in the survey as a whole, Erasmus School of Economics only maintained scores that *positively* deviated from EUR’s scores in a “very relevant” and “relevant” manner. The remainder of scores were either the same, slightly higher or slightly lower than that which the University scored as a whole, but not to the extent that this was considered “relevant”.

Effectory recommends focusing on both positive and negative deviations in scores in order to help determine which actions need to be undertaken to further improve in these areas in the future. Of the eleven set themes, the following deserve a closer look. Each is discussed further in the last section of this report called Action Plan:

- Leadership:** as mentioned previously, Erasmus School of Economics scores highly in nearly every sub question pertaining to the theme of leadership. Direct supervisors clearly communicate with, motivate and take an interest in their employees, with current scores showing that employees experience this in a positive way. Clearly the steps undertaken to increase satisfaction related to the topic of leadership following the previous survey in 2014 have made a large difference.
- Workload:** 61,3% score their work load to be at a good level, while 29,4% experience it as being too high while 6,7% deem it to be excessively high. These results show a healthier balance in workload than a number of other faculties. In specific sub questions regarding the level of work life balance, the 2016 score is higher than it was in 2014 (6,8 versus 6,4) as was the response to the sub question regarding whether your work gives you energy (6,9 versus 6,4). Furthermore, Erasmus School of Economics scores better in every score related to workload than the peer group benchmark used by Effectory.

What is also worth mentioning is that the Employee Survey 2016 reveals one particular group of employees to be experiencing a much higher level of satisfaction than in the previous survey, namely our PhD-students. Overall they have given high scores across the board and can thus be considered satisfied employees.

<sup>1</sup> “Very relevant” difference: where the difference between two scores is greater than 1,5. Please see the report Employee Survey 2016, page 4 for further details

<sup>2</sup> “Relevant” difference: where the difference between two scores is greater than 0,7. Please see the report Employee Survey 2016, page 4 for further details

In short, although all of these scores are increasingly positive with each Employee Survey, we must remain vigilant regarding the level of workload that all our employees experience.

*Related open answers:*

“Make sure there is a better division of teaching tasks. Ensure there is a better workplace atmosphere at the organisation by reducing workload and competition.”

“[...] 3. The university should hire more teaching or admin staff who have limited or no research obligations. There are lot of tasks that are now carried by academic staff like me but can be easily allocated to teaching or admin staff. For example, presentations in (Bachelor/Master) open days, hiring TAs for the course, managing websites of research centers.”

“Do something about the workload in education; the organization is becoming more and more bureaucratic; the service provision doesn't run smoothly.”

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## Areas where improvement can be made

The following areas are those in which there is room for improvement. Relevant open answers that were given in the current Employee Survey have been added. These topics are further elaborated on in the final section called Action Plan in which specific steps are noted down that are currently being, or will be, undertaken with the purpose of improving each topic.

- **Workplace counselors (vertrouwenspersonen):** 6,1% of Erasmus School of Economics employees answered the question ‘It is clear who to report to if I experience unwanted behavior,’ which is higher than that of the university as a whole, which scored 5.8%. Due to the fact that this topic is intertwined with that of unwanted behavior, it is worth taking treating both points together.
- **Unwanted behavior:** according to the survey 8,5% of our employees report sometimes experiencing unwanted behavior, which is less than that of employees of the university as a whole where 12.7% experience such behavior. Taking into consideration that 91.5% of Erasmus School of Economics employees do not experience this type of behavior, the result is positive but remains one which we can improve upon.

In order to improve upon both the awareness of whom to turn to in case of unwanted behavior and the tackling of unwanted behavior across Erasmus School of Economics we clearly need to highlight the presence of our workplace counselors. They play a key part in not only supporting those affected by unwanted behavior in all of its forms but also in preventing such behavior now and in the future. Furthermore we must highlight the importance of reporting any and all occurrences of unwanted behavior by our employees to our workplace counselors so that we can increase our overall awareness of what is currently taking place. This in turn helps us ward off future unwanted behavior.

Due to the lack of detail in the six separate categories of unwanted behavior utilized in the survey, where one category is called ‘other,’ it is necessary to further study which precise type of unwanted behavior is experienced to gain a better understanding of the current situation.

*Related open answers to the question “if you at times or often experience unwanted behavior: what form of unwanted behavior did you experience?”:*

“...be continually hounded.”

“Very frequent visits by one obsessive student. As a whole, could be considered stalking.”

- **Efficiency, communication:** both these topics generally lead to relatively low scores wherever they are touched upon in the eleven predefined themes. It seems to be the case that information and regulations are difficult to locate and access.

*Related open answers:*

“Better communication from the EUR to the department, from the department to the manager, and from the manager to the employee [...]”

“Encourage a more professional business culture and offer required handholds. Do so by investing in, say, a digital HR system to deal with things more quickly; set up an intranet to enable communication with flextime workers in departments and do not make cuts to support and management staff (OBP).”

“Pay more attention to internal communication (and less to communication plans)”

- **Supporting new employees:** the level of support offered to new employees by the team scored a 6,5, which leaves room for improvement.

*Related open answer:*

“Somewhat more structure, it is sometimes rather confusing for new employees.”

- **Diversity:** this is a topic that is addressed repeatedly in the open answer section of the survey. The survey itself only touches upon the subject in merely two sub questions as is shown below. Though diversity is a topic which needs to be improved upon in Erasmus School of Economics, our faculty scores higher on the topic than Erasmus University Rotterdam as a whole:

6f) In my organizational unit everyone has equal career opportunities (ESE: 5,9, EUR: 4,9)

7j) The University shows through its actions that its committed to diversity and inclusion (ESE: 6,2, EUR: 5,8)

*Related open answers:*

“More diversity, especially with respect to gender.”

“Keep developing attention to diversity issues to avoid unintended biases. To have the different faculties learn from good examples and successes of each other.”

“Gain insight into why there is such a low proportion of female professors and look at how the apparent barriers could be lowered or removed.”

## Conclusion

Clearly a trend of increasing satisfaction amongst our employees has been shown in this Employee Survey. We can be proud of the fact that our faculty comprises of some of the most satisfied employees of Erasmus University Rotterdam as a whole, and that our hard work undertaken in the two years in between Employee Surveys has been paying off. Whilst we should continue to follow current policy in areas including leadership in order to build upon current successes, improving upon other remaining areas such as communication, the degree of diversity in our faculty and encouraging a safer workplace will only serve to heighten the overall satisfaction of Erasmus School of Economics employees both now and in the future.

## Action plan, Employee Survey 2016

Our very good scores:	How will we utilize these good results?	Planning next steps
<p><b>Leadership:</b> Erasmus School of Economics scores highly in nearly every sub question pertaining to the theme of leadership:</p> <ul style="list-style-type: none"> <li>- I am satisfied with my direct supervisor (7,9)</li> <li>- Contact with my supervisor is good (8,3)</li> <li>- My direct supervisor is interested in me as a person (7,9)</li> <li>-My direct supervisor motivates me at work (7,6)</li> <li>- My direct supervisor clearly states which results I must achieve (7,2)</li> <li>- If I perform well, my direct supervisor tells me (7,4)</li> <li>- If there are any points that I could improve on, my direct supervisor tells me (7,4)</li> <li>- My direct supervisor keeps me informed about important matters (8,3)</li> <li>- My direct supervisor shows appreciation for my efforts towards extra tasks (7,5)</li> <li>- There is good communication about important matters within the School/institute/Support department/UB/SSC (6,2)</li> </ul>	<ul style="list-style-type: none"> <li>• By continuing to follow the current policy</li> <li>• By better supporting managers in executing their managerial tasks (for example by supporting managers in tasks such as the pre-work/pre-view that needs to be done prior to the start of the P&amp;D cycle)</li> </ul>	
<p><b>Talent management:</b> generally our employees feel that they function in roles in which they can make use of their talents:</p> <p>My current tasks match my abilities (7,7)</p>	<ul style="list-style-type: none"> <li>• By continuing to follow the current policy</li> </ul>	<ul style="list-style-type: none"> <li>• For OBP (pilot secretariat) one of the focal points is to ensure we have the right person for the right position</li> <li>• We aim to encourage and stimulate that more OBP employees take an assessment with the aim of developing their strengths</li> <li>• Furthermore, especially employees who cannot continue their work at EUR or want to work elsewhere can follow developmental assessments to determine their best fit</li> </ul>
Our challenges:	How will we improve upon these scores?	Planning next steps
<p><b>Workplace counselors (vertrouwenspersonen):</b> the question 'It is clear who to report to if I experience unwanted behavior' received a 6,1, which can be improved upon</p>	<ul style="list-style-type: none"> <li>• By highlighting the presence and availability of the counselors and the role they (can) play in tackling unwanted behavior</li> </ul>	<ul style="list-style-type: none"> <li>• After setting up the intranet , we need to include an informative piece on the role and presence of workplace counselors</li> </ul>

<p><b>Unwanted behaviour:</b> 8,5% of employees report experiencing unwanted behavior at one time or another (broad definition).</p>	<ul style="list-style-type: none"> <li>• By requesting an overview of the types of complaints workplace counselors have received, we will gain a better understanding of the exact type of unwanted behavior employees have reported to have experienced</li> <li>• ESE needs to continue emphasizing the importance of reporting cases of unwanted behavior</li> <li>• By including an article written by a counselor in the student newsletter, we can encourage making unwanted behavior a point of discussion</li> <li>• By focusing attention on the topic of unwanted behavior next to that of – for example - scientific integrity at departmental meetings and Esibility days</li> </ul>	<ul style="list-style-type: none"> <li>• Please see the above</li> </ul>
<p><b>Efficiency, communication:</b> generally, information and regulations are found difficult to locate and access</p>	<ul style="list-style-type: none"> <li>• By building and maintaining the intranet</li> <li>• By creating an readily accessible handbook</li> </ul>	<ul style="list-style-type: none"> <li>• Time and focus needs to be dedicated to creating both the intranet and the handbook</li> <li>• Certain processes will be digitalized, including HR processes and the contract management flow</li> </ul>
<p><b>Workload:</b> even though 61,3% score their work load to be at a good level, 29,4% experience it as being too high and 6,7% deem it as being excessively high, we must remain vigilant regarding the workload levels of our employees.</p>	<ul style="list-style-type: none"> <li>• A possible factor that can lead to Academic staff (WP) experiencing added workload may be due to the longer time it generally takes to fill an academic position. The ESE board has asked the heads of departments to come up with alternative ways in which to fix this, for example by: <ul style="list-style-type: none"> <li>• Extending the contracts of PhD-students</li> <li>• By hiring external expertise</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Leading from the Quality Impetus Program (QIP, studievoorschot middelen) we have professionalized the hiring of Student Assistants via the Tutor Academy rather than via the course itself.</li> </ul>
<p><b>Supporting new employees:</b> the level of support offered to new employees by the team received a 6,5, which leaves room for improvement</p>	<ul style="list-style-type: none"> <li>• By improving upon overall communication</li> <li>• Overall, ‘learning by doing’ remains very relevant, for instance by allowing new employees to join in with the reading of theses</li> <li>• Support new teachers in teaching for the first time</li> </ul>	<ul style="list-style-type: none"> <li>• By checking whether every new employee is appointed a mentor according to current policy</li> <li>• By evaluating and improving the introduction program, which was recently undertaken for the first time</li> </ul>

<p><b>Diversity:</b> the focus lies on increasing the diversity within Erasmus School of Economics, especially with regards to gender</p>	<ul style="list-style-type: none"><li>• By way of targeted recruitment more female assistant professors are being sought</li></ul>	<ul style="list-style-type: none"><li>• Two ESE Diversity Officers are being appointed. These two officers will create a Diversity Plan jointly with HR Advice with a focus on gender</li></ul>
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<b>Decision number</b>	<b>Date</b>	<b>Document number</b>	<b>Decision</b>
323-1	9/1/2017	35244	It is decided the next meeting of ESE with the Executive Board EUR (the spring meeting) will take place on June 2 2016. PM On request of the executive board changed to June 13



<b>Decision number</b>	<b>Date</b>	<b>Document number</b>	<b>Decision</b>
327-1	2/6/2017	35376	The MT agrees with the ESE Periodical Financial Report until December 2016 (report nr 5) as presented in this meeting, including some minor changes. The report, including the required tables will be sent to the Executive Board shortly.
327-2	2/6/2017	35402	The MT approves the time schedule for the elections (school and university councils) 2017.
328-1	2/13/2017		The MT agrees to organise an ESE-bility afternoon in June 2017, with a 'light character': (creative) workshops, dining at Excelsior and so on.
329-1	2/20/2017	35419	The MT adopts the proposition of ordering Eviews for all students who start the course Econometrics 1 (block 3, year 2) and are registered for the study Econometrics, as well as ordering the full Matlab campus licence for all personnel.

**Overzicht poststukken Erasmus School of Economics  
periode 01.02.2017 t/m 28.02.2017**

Stuknummer: **ese0035402**  
Datum Poststuk: **02/02/2017**  
Ref./Kenmerk: **csb/dka/mp/273.179** Deadline:  
Actie medewerker: executive assistant to the dean Actie: afh  
Afzender: centraal stembureau  
**Inhoud:** verzoek instemming tijdschema verkiezingen 2017.

Stuknummer: **ese0035403**  
Datum Poststuk: **03/02/2017**  
Ref./Kenmerk: **CvB/HP/PR/ub00003364** Deadline:  
Actie medewerker: RJ van den Berg Actie: afh  
Afzender: college van bestuur  
**Inhoud:** oproep tot voordrachten huibregtsenprijs

Stuknummer: **ese0035427**  
Datum Poststuk: **07/02/2017**  
Ref./Kenmerk: Deadline: 01/05/2017  
Actie medewerker: RJ van den Berg Actie: afh  
Afzender: Niels Stensen Fellowship  
**Inhoud:** uitnodiging tot het voordragen van kandidaten  
voor een niels stensen fellowship 2017 \*  
prijsvragen

Stuknummer: **ese0035428**  
Datum Poststuk: **10/02/2017**  
Ref./Kenmerk: Deadline:  
Actie medewerker: Actie: tk  
Afzender: R Salomé  
**Inhoud:** open dag bachelor d.d. 18-02-2017 (wijziging  
programma) \* uitnodigingen

Stuknummer: **ese0035429**  
Datum Poststuk: **10/02/2017**  
Ref./Kenmerk: Deadline:  
Actie medewerker: Actie: tk  
Afzender: R Salomé  
**Inhoud:** open dag bachelor d.d.18-02-2017 \* uitnodigingen

Stuknummer: **ese0035430**  
Datum Poststuk: **14/02/2017**  
Ref./Kenmerk: **CSB/DKA/MP/273.185** Deadline:  
Actie medewerker: Actie: tk  
Afzender: centraal stembureau  
**Inhoud:** zetelverdeling universiteitsraad 2017

Stuknummer: **ese0035431**  
Datum Poststuk: **02/02/2017**  
Ref./Kenmerk: Deadline:  
Actie medewerker: Actie: tk  
Afzender: centraal stembureau  
**Inhoud:** verdeling restzetels en tijdschema verkiezingen 2017, universiteitsraad, faculteitsraad en Dienstraden

Stuknummer: **ese0035432**  
Datum Poststuk: **01/02/2017**  
Ref./Kenmerk: Deadline:  
Actie medewerker: Actie: tk  
Afzender: M Zeegers  
**Inhoud:** verzoek aanvraag eu subsidie tbv voor erasmus+ programma \* eu-programma's

Stuknummer: **ese0035433**  
Datum Poststuk: **15/02/2017**  
Ref./Kenmerk: Deadline:  
Actie medewerker: Actie: tk  
Afzender: education management  
**Inhoud:** jaarverslag onderwijs service centrum (osc) 2015

Stuknummer: **ese0035452**  
Datum Poststuk: **17/02/2017**  
Ref./Kenmerk: Deadline:  
Actie medewerker: Actie: tk  
Afzender: P Kuijt  
**Inhoud:** informatie over project vervanging content management system (csm)

Stuknummer: **ese0035453**  
Datum Poststuk: **20/02/2017**  
Ref./Kenmerk: Deadline:  
Actie medewerker: Actie: tk  
Afzender: faculteitsraad ese  
**Inhoud:** progress report programme quality impetus ese january 2017 \* studievoorschotmiddelen

Stuknummer: **ese0035457**  
Datum Poststuk: **24/02/2017**  
Ref./Kenmerk: **CvB/AZ/HB/MR/273.657** Deadline:  
Actie medewerker: Actie: tk  
Afzender: rector magnificus  
**Inhoud:** uitnodiging viering vaststelling onderwijsvisie d.d. 02-03-2017 met als bijlage de herijkte onderwijsvisie van de erasmus universiteit



**Overzicht poststukken Erasmus School of Economics  
periode 01.01.2017 t/m 31.01.2017**

Stuknummer: **ese0035341**  
Datum Poststuk: **17/01/2017**  
Ref./Kenmerk: Deadline:  
Actie medewerker: Actie: tk  
Afzender Cepezed  
**Inhoud:** themaoverleg kantoren 2

Stuknummer: **ese0035343**  
Datum Poststuk: **17/01/2017**  
Ref./Kenmerk: Deadline: 10/02/2017  
Actie medewerker: RJ van den Berg Actie: afh  
Afzender CMAW Festen  
**Inhoud:** afschrift brief van het ministerie van  
onderwijs, cultuur en wetenschap inzake open  
call publieksonderzoek weekend van de  
wetenschap 2017

Stuknummer: **ese0035344**  
Datum Poststuk: **18/01/2017**  
Ref./Kenmerk: **E&S/RL/ra00273624** Deadline:  
Actie medewerker: HMAF van der Feltz e/v Gent van Actie: afh  
Afzender ssc onderwijs, onderzoek & studenten  
**Inhoud:** afschrift brief rector magnificus inzake  
geldigheidsduur behaalde studiepunten

Stuknummer: **ese0035365**  
Datum Poststuk: **16/01/2017**  
Ref./Kenmerk: Deadline:  
Actie medewerker: decaan ese Actie: tk  
Afzender R Salomé  
**Inhoud:** erasmus open dag bachelor d.d. 18-02-2017

Stuknummer: **ese0035301**  
Datum Poststuk: **10/01/2017**  
Ref./Kenmerk: Deadline:  
Actie medewerker: Actie: tk  
Afzender MSL van Schaijk  
**Inhoud:** verzoek imput (nieuw) beleid openingstijden  
gebouwen en servicetijden diensten usc bt  
2017.324

Stuknummer: **ese0035371**  
Datum Poststuk: **19/12/2016**  
Ref./Kenmerk: Deadline:  
Actie medewerker: Actie: tk  
Afzender P Kujt  
**Inhoud:** besluit college van bestuur over projectbrief  
vervanging content management system (cms)

Stuknummer: **ese0035372**  
Datum Poststuk: **29/01/2017**  
Ref./Kenmerk: Deadline:  
Actie medewerker: RJ van den Berg Actie: afh  
Afzender CMAW Festen  
**Inhoud:** nwo en vsnu conferentie over de aanvraagdruk  
bij onderzoekssubsidies

Stuknummer: **ese0035395**  
Datum Poststuk: **27/01/2017**  
Ref./Kenmerk: Deadline:  
Actie medewerker: Actie: afh  
Afzender fsr, fiscale studieverniging r'dam voorh pecunia  
**Inhoud:** invitation to join the board of recommendation  
of the european finance tour (eft) 2017

To: ESE School Council  
From: Econometrics Education Committee (EEC)  
Concerns: EViews  
Date: February 9, 2017

Dear School Council,

Hereby we like to react to your suggestion that we happened to read on page 2 of the Minutes of November 10, 2016, of your 136-th meeting, namely: “Regarding the Eview licenses, the Econometrics programme committee will discuss the possibility to change to STATA.” We were not aware that this is an issue, but of course we are glad to respond to this question.

In our Econometrics programmes, we use EViews intensively and for many years. For example, member teams of the Econometric Institute wrote a textbook on Econometrics and recently produced a successful MOOC on Econometrics that all use EViews. Our core bachelor courses in econometrics (Econometrics 1 and 2 and Time Series Analysis) all use EViews, and we developed extensive training material (exercises and assignments) to be solved with EViews. It is a very user-friendly package that contains a rich set of standard tools in econometrics, especially also for time series analysis with tools that are not always readily available in other packages. These time series tools are also of interest to students in the Economics and Business Economics programmes, for example, in finance and macro and international economics.

Apart from being user-friendly, a second advantage of EViews is that it is developed by experts in the field and that it has a detailed user manual with documented references to the econometric literature. Many of our students use the EViews package intensively not only in studying our courses, but also in their seminar projects and thesis work. For all these reasons, our programmes do certainly wish to continue using EViews.

Of course, we also need other programmes such as Matlab and other, and Stata is certainly also of interest to our students. Another point of attention is the availability of software to students when working at home. EViews currently still imposes some restrictions by offering an incomplete student version for home use along with the full network version, and we hope that this can be improved in the near future.

In summary, we wish to continue our use of EViews, but we acknowledge the need for additional software, in particular Matlab and preferably also packages like Stata and SPSS.

With kind regards,

Dr. C. Heij  
(chairman EEC)

The Deans of Erasmus  
University Rotterdam  
The iBMG Vice-Dean  
The Rector of the ISS

**Date**  
18 January 2017

**Subject**  
Period of validity for credits obtained

**Our reference**  
E&S/RL/ra00273624

**Page**  
1/2

**Bijlage**

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Education  
and Student Affairs Staff

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Dear Deans,

Erasmus Magazine recently published the article 'Credits no longer lapse due to legal lacuna'. According to this article, effective 1 January 2017, the period of validity of examinations is no longer subject to a time limit. The article even stated that previously lapsed credits would now be considered valid.

When the Enhanced Governance Powers Act (*Wet versterking bestuurskracht*) came into force on 1 January 2017, the former basis for limiting the validity of examination results expired (Higher Education and Research Act, Section 7.13, subsection 2(k), while the new basis for this (Higher Education and Research Act, Section 7.10, subsection 4) did not come into effect. This new provision only allows for limiting the period of validity if knowledge, insight, and skills are outdated. However, the manner in which this has been formulated was done so ineptly that the Minister wants to redraft it before the new section of law comes into force.

As of 1 January 2017, this resulted in a situation where there is no legal basis limiting the period of validity for credits obtained. This is a temporary state of affairs that will continue until Section 7.10, subsection 4 has been reworded. How long this will take is unknown.

We therefore expect that in due course the limitation of the period of validity on grounds of demonstrable outdated knowledge, insight and skills will return as an option, perhaps even with retroactive effect. Other grounds for limitation are no longer permitted. In light of this we feel it would be pragmatic and justifiable that amendments to the 2017-2018 Teaching and Examination Regulations (TER) state that examination results have an unlimited period of validity and can only be limited in cases of demonstrable outdated knowledge, insight and skills.

For the current Teaching and Examination Regulations the Board advises you to apply this measure in advance. Hereby, limiting the period of validity due to the educational concept will be abandoned well in advance of 1 September 2017. It is the Board's opinion that in the legislative history there is sufficient basis for limiting the period of validity based on demonstrable outdated knowledge, insight and skills. In the interim phase, there is still a risk that a case before the Board of Appeal for Examinations (*College van Beroep voor de Examens, CBE*) or the Appeals Tribunal for Higher Education (*College van Beroep voor het Hoger Onderwijs, CBHO*) may not be watertight.



We do not share the perception that credits that have lapsed could once again be declared valid. The decisions made at that time were lawful and neither can they be questioned before the CBE or CBHO.

The Board requests that you share the measure adopted here with your Faculty Council and Programme Committees

Kind regards,

Prof. H.A. P. Pols

Rector Magnificus

Cc  
Programme Director  
Chairs of the Examining Boards