Self-assessment

Erasmus Graduate School Social Sciences & Humanities

2010 – 2016

Rotterdam, 12.02.2017

Contents

0. Management Summary

Background and mission

The Erasmus Graduate School for Social Sciences and Humanities (EGSH) is the graduate school of four faculties, seven departments, three research institutes and 20+ research groups in Erasmus University Rotterdam (EUR)[1]. Its PhD community consists of over 500 PhD candidates.

Its mission is to provide a multidisciplinary academic environment for PhD candidates from various backgrounds in which they learn the theories and methods for their PhD research and engage with diverse perspectives and people, and it does so with sound governance and solid finances.

Assessment

This mission has been translated into six operational goals that are assessed by 23 S(pecific) M(easurable) A(ttainable) R(elevant) and T(ime-bound) performance indicators (SPI).

The School fosters **multidisciplinary spirit** through courses (Dean's Masterclass, two philosophy courses), yearly awards to the best multidisciplinary work of PhD, and dedicated (intern)national funding applications. The SPI's indicate the School is highly successful in this aspect.

The School provides **bespoke services** to the participating faculties, institutes and groups by: providing an appropriate curriculum for PhD Candidates; by offering support services for PhD candidates and supervisors; by making the research and researchers of the partners visible to the international community of research talent; by organizing the means to comply with the new doctoral regulations of the EUR. The SPI's indicate the School is highly successful in this aspect.

The School has expanded its base through **collaboration** with the Institute for Housing and Development Studies (IHS), the Dutch Research Institute for Transitions (DRIFT), iBMG (instituut Beleid & Management Gezondheidszorg) and CODARTS. The SPIs indicate that collaboration is a strong component of the School.

The School works toward the **recruitment** of new international PhD candidates through dedicated online and offline marketing instruments and a state-of-the-art digital application tool. It also structurally engages with the PhD scheme of the China Scholarship Council. The SPIs show that the recruitment of international candidates is slow, but that the CSC scheme has worked well.

The School's **governance and administration** is organized through a Supervisory Board, Executive Board and a Programme Board. PhD candidates are organized in a PhD Council and represented in the Program Board. Because of limited EUR wide PhD policies and the absence of a Research Information System, the School maintains its own registration and administration. While the SPIs in this respect are sufficient, the multiple stakeholder model of the School is complex and time-consuming, both in terms of governance and in terms of administration.

The School has **a yearly budget** of k€ 300 which comes from proportional contributions of the four key faculties and fees of the collaboration partners. The School furthermore aims at acquiring

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[1] Appendix 10 offers a complete overview of EGSH faculties, departments and research institutes

additional funding for its multidisciplinary and service goals. The SPIs indicate a balanced and fair budget.

SWOT analysis

The School is **strong** in its multidisciplinary ethos, the diversity of its course offer, and the high quality of its PhD candidates. It is led by a small but energetic team that engages closely with staff and PhD candidates. It has a strong and well visited web site and bespoke offline promotion material.

The School suffers from the **weak** integration of PhD education in EUR as a whole, and from the absence of a central Research Information System. Its small budget and complex governance model prevent the School from providing a structural and sustainable answer to the requirements for PhD education as agreed in the Bologna III cycle.

The School sees **opportunities** in a further development of its methodology and methods courses, the establishment of an Erasmus+ funded international network, and the contribution to EUR multidisciplinary research initiatives. It furthermore aims to strengthen its transdisciplinary collaboration with other knowledge partners in Rotterdam, such as Hogeschool and Gemeente.

The main **threats** to the School come from its complex governance structure, its lack of autonomy and its limited budget.

Future

For the future, the School aims to use its strengths to make the most of its opportunities, specifically by contributing to EUR's multidisciplinary research initiatives, energizing its community of staff and PhD candidates, and enhancing its (inter)national reputation. The School furthermore aims to work towards the integration of PhD Education in the teaching allocation procedures of its partners, and to the standardization of PhD requirements among its partners.

1. Background and mission

The Erasmus Graduate School for Social Sciences and Humanities (EGSH) is the graduate school of four faculties, seven departments, three research institutes and 20+ research groups in Erasmus University Rotterdam (EUR). Its PhD community consists of over approximately 500 PhD candidates.

The School was formally established by the Executive Board of EUR on 10 August 2012[2] and is one of the instruments of EUR wide policy to foster and enhance excellent research, recruit and train international research talent, articulate research with teaching and improve the completion rate of PhD trajectories (*Thuis in de wereld*, 2012, p. 25-27; *EUR Strategie*, 2018, p. 7). By establishing EGSH (and the Graduate School Law) the EUR followed nationally agreed policies to organize all PhD training and teaching in graduate schools (VSNU, *Samen Slimmer*, 2009) and committed to European agreements about the third Bologna cycle of higher education, in which the diversity of doctoral education is streamlined and improved.

In its founding document the EGSH translated the overall EUR policy in a number of specific guidelines[3] that express and respect the multidisciplinarity and best practices of its constituting faculties and research groups (see appendix 2). Through the ensuing years these guidelines have grown into the following mission:

> "The EGSH provides a multidisciplinary academic environment for PhD candidates from various backgrounds in which they learn the theories and methods for their PhD research and engage with diverse perspectives and people, and it does so with sound governance and solid finances."

This mission has been further specified in six goals:

1. Foster a multidisciplinary and excellent research culture
2. Service the participating faculties, departments and institutes with respect to their PhD training and supervision needs
3. Collaborate with external partners in and outside the university
4. Recruit new international PhD candidates
5. Sound governance
6. Solid finances

These six goals, in turn, have been made operational through the establishment of 23 SMART (specific, measurable, attainable, relevant, time-bound) performance indicators (see appendix 1).

A small organization was set up to realize the mission and the goals of the School: a part-time dean, a full time director and a webmaster/assistant. The deans of the four constituting faculties form the supervisory board of the school. A program board consisting of staff and PhD candidates advises on the curriculum. The PhD candidates are furthermore represented in a PhD Council.

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[2] "Oprichtingsbesluit CvB, Stuknummer: 12BN0492"
[3] (Section D, *Starting principles,* page 2, in 'Regulations Graduate School Humanities, Social and Behavioural Sciences')

The school has a yearly budget of € 300.000, which comes from contributions of the participating faculties and institutes.

In the remainder of this report, we will discuss each goal and our assessment of its realization. We will summarize our findings in an analysis of the strengths, weakness, opportunities and threats of the school (SWOT).

2. Foster multidisciplinary research excellence: assessment

The EGSH is home to a unique range of disciplines and research themes in the social sciences and humanities, among others psychology, media and communication, sociology, arts and humanities, development studies, philosophy, public administration, history and pedagogical sciences. In line with general EUR policy to stimulate cross-disciplinary collaboration and research (as expressed in funding strategies like the Research Excellence Initiative or the Research Initiatives), the School considers it crucial for PhD candidates to understand the importance of multidisciplinarity, to have a basic understanding of the range of disciplines that may speak to their research theme, and to feel comfortable and inspired when collaborating with fellow PhD candidates and researchers from other disciplines.

The School has set up specific courses to foster such multidisciplinary spirit, in particular the Dean's Masterclass and two philosophy courses. It furthermore gives yearly awards to the work of PhD candidates that best expresses the multidisciplinary character of the School. Finally, it tries to find extra funding for its multidisciplinary ambitions and is developing an international network of graduate schools in the social sciences and humanities in which best practices and innovation in multidisciplinary PhD training and supervision are exchanged.

2.1 Dean's Masterclass

The Dean's Master Class (DMC) is the epitome of the multidisciplinary ambitions of the Graduate School. It offers a showcase of research in the School. Every three months, the Dean of the Graduate School invites staff and PhD candidates to work for a full afternoon on a specific research theme and approach it from different disciplinary angles through reading, presentations, discussions and on the spot collaboration. The end product of the afternoon consists of PhD candidates pitching a new, multidisciplinary research idea to the participating staff. The best idea is then awarded with the Dean's Award for Multidisciplinary Excellence (the DAME). PhD candidates can attend one or more sessions, and receive 2,5 ECTS credits if they have participated in four sessions.

Between June 2014 and December 2016, the DMC has covered the following themes; families, morality, work, the Rethink movement, religion, migration, sex and aging. For 2017 the following themes are in preparation: the city, the brain, social media, big data, and gender.

The DMC generally attracts between 12 and 16 (which is set as the maximum) PhD candidates who come from all participating faculties as table 1 shows.

Table 1: Participation Dean's Masterclass (June 2014 - December 2016)		
	N	%
Arts and Culture Studies	13	11.1%
Institute for Housing and Urban Development Studies (IHS)	18	15.4%
Institute of Health Policy and Management (iBMG)	7	6.0%
International Institute of Social Studies (ISS)	9	7.7%
History	3	2.6%
Media and Communication	18	15.4%
Pedagogical and Educational Sciences	5	4.3%
Philosophy	10	8.5%
Psychology	4	3.4%
Public Administration	7	6.0%
Sociology	20	17.1%
Others	3	2.6%
TOTAL	117	100%

Evaluations of the DMC have been consistently excellent, and it comes out as the best appreciated course of the EGSH in the survey conducted by the PhD Council in the fall of 2016.

"It is a great opportunity to meet people, learn knowledge, and practice research tools from multidisciplinary backgrounds. And it also helps to build a multidisciplinary network for the future." (PhD candidate)

Participating staff has come from all departments and institutes and have been similarly positive; they especially enjoy meeting the diversity of the PhD candidates as well as often unknown colleagues who work in the same research field.

"It is such a pleasure to work with this group. They bring a diversity of insights, resulting in fascinating and unpredictable discussions. I am teaching and learning at the same time!" (Pearl Dykstra, professor of Sociology)

2.2 Philosophy courses

The EGSH considers its philosophy courses as key to its multidisciplinary profile and ambitions. The first one, *Philosophy of the Social Sciences and the Humanities,* helps PhD candidates understand the foundations of their respective disciplines and see the communalities between them. Candidates also bring their own research work and discuss it with the course instructor in the context of the relevant theories of science. The second course, *Great thinkers of the 20th Century,* has been introduced to meet the more advanced needs of PhD candidates. In this course, major thinkers in the Social Sciences and Humanities are discussed in relation to each other and to the context – both academic and socio-political – in which they arose.

While these courses do not attract huge numbers of PhD candidates, generally between 5 and 10 candidates, they are consistently evaluated very well (average programme evaluation is 4.4 out of 5) and they form an indispensable component of basic PhD training and of the multidisciplinary character of the School.

"The course offers an interesting historical perspective on 'great thinking' and thus it opens up your mind and makes you rethink current discourses, paradoxes and dichotomies." (PhD candidate)

2.3 Yearly awards

In 2014 The EGSH introduced yearly awards for PhD work that demonstrates multidisciplinary excellence. The awards are meant to showcase the best PhD work in the School and to help excellent PhD candidates build their CV for, among others, VENI competitions. Awards are granted in the categories *Best PhD thesis, Best Article*, *Best Paper* and *Best Conference Poster.*

In November 2014 separate submissions for 2013 and 2014 were invited, resulting in an amount of 62 theses, articles, papers and posters. For 2015 the School received 65 submissions in total.

The jury consists the management team of the EGSH which makes a shortlist that is then assessed by the members of the program board. The winners are announced in a specific award ceremony and the full jury reports are published on the [EGSH website](#).

In the subsequent award rounds, the jury have commented positively on the international reach of PhD research in the School and expressed praise for sophisticated, multidisciplinary and multi-method approaches in the submitted theses, articles, papers and posters. All submissions testify of the high quality of research and supervision in the faculties and institutes participating in the School. A full list of the winners is attached as appendix 3.

2.4 Additional grant funding

In its efforts to provide excellent multidisciplinary conditions, EGSH has applied for grants with NWO and Erasmus +. Both applications were rejected in the first round but will be submitted again when the opportunity arises.

2.4.1 NWO Graduate Programme Culture and Society

In 2014 EGSH applied for a NWO graduate programme Culture and Society, building on the Research Master *Sociology of Media, Culture and the Arts* and including researchers from the faculties participating in the research master. The School considered the NWO scheme as an excellent opportunity to expand its current faculty-based and project-lead hiring of PhD students with a more open procedure that would allow excellent PhD-candidates to pursue their own research priorities. In addition, the multidisciplinary set-up of the Culture and Society Programme would offer PhD students a wider ranging supervision and education than in unidisciplinary PhD trajectories. While the proposal was selected for the interview stage, it was in the end rejected for not offering enough 'rotation' to the candidates and not being specific enough. The School raised formal objections to the procedure and was heard by a special NWO Board that acknowledged most of the School's complaints but did not find enough reason to overrule the original assessment. Given the restructuring of NWO there have been no additional rounds of the Graduate Programme Scheme yet.

2.4.2 Erasmus+

In 2016 the EGSH applied for an Erasmus + grant. Supported by a 10K *SNIP* grant (Support Programme National and International Projects) of the Executive Board of EUR, the School brought together eight European graduate schools with a similar profile as the EGSH. The rationale behind the ensuing proposal is the strong need for European graduate schools combining social sciences and humanities to have more adequate instruments for stimulating, organizing and managing interdisciplinarity and diversity in doctoral training. The outcomes would be an inventory of best

practices, a blue print for organizational requirements and the co-creation of innovations in teaching and supervision. The proposal passed the threshold for funding and acquired high scores for purpose and idea, and for the high quality of its participating partners. It scored lower on the proposed outcomes and implementation. The EGSH can accommodate the main points of critique and aims to resubmit in 2017.

We assess the achievement of our multidisciplinary goal on the basis of the following SMART performance indicators:

1. Organization of four DMCs per year which are well attended and well evaluated
2. Organization of two multidisciplinary Philosophy courses per year which are well evaluated
3. Yearly organization of Award competition for best multidisciplinary PhD work
4. (Inter)national leadership of network of multidisciplinary graduate schools

In appendix 1 the full data for these indicators are presented, we summarize the outcomes as follows:

Successful	Pending	Unsuccessful
Dean's Masterclass	Erasmus +	NWO Graduate Programme
Philosophy of science modules		
Yearly awards for multidisciplinary excellence		

3. Service the partners with respect to PhD training and supervision: assessment

The EGSH aims to provide bespoke services to the participating faculties, institutes and groups in four ways: by providing an appropriate curriculum for PhD Candidates; by offering support services for PhD candidates and supervisors; by making the research and researchers of the partners visible to the international community of research talent; by organizing the means to comply with the new doctoral regulations of the EUR.

3.1 Curriculum
The course offer of the EGSH has gradually expanded from a basically skills oriented set of courses and workshops to a full curriculum consisting of four types of courses aimed at three stages in the PhD trajectory. This overall set up is represented in Table 2, a full course overview of 2016 can be read in appendix 4.

Table 2: Overall set up Curriculum

	Multidisciplinary courses	Methodology	Professional skills	Process support
Start-up stage	Philosophy of the Social Sciences and the Humanities	Making your research proposal work for you	Presenting and Networking	How to survive your PhD
		Doing the literature review	English writing course for PhD	Work-life balance for PhD candidates
			Basic Didactics	
Core stage	Great Thinkers of the 20th Century	Intermediate and advanced methods courses	How to get your article published	VENI training (with ESHCC)
	Dean's Masterclasses	Introductory and exploratory methods workshops	Popular academic writing and social media	Employability
		2016: see appendix 4		Media contact for researchers
Final stage			Valorization for beginners: how to translate your science into practice?	Defending your PhD

While there is no agreed standard among the partners in the School about the amount of training and courses their PhD candidates need to take, the School works on the assumption that each PhD candidate has to follow about 30 ects in course work and training (e.g. conference presentations). Most courses that the School offers are credited with 2.5 ects; assessment is based on presence and participation. There is no formal testing.

PhD candidates in the School can take their training from everywhere and the School does not have a prescribed course programme with mandatory and optional courses. However, the logic of the curriculum can be shown in two typical course trajectories, as shown in table 3 and 4.

Table 3. Typical curriculum for a PhD candidate on employment contract, with a research master background

Year 1	**Philosophy of the Social Sciences and Humanities**	**2,5**
	English academic writing	2,5
	Course of national research school	pm
	Dean's masterclass	-
Year 2	Basic didactics	2,5
	Multilevel modelling I	2,5
	Multilevel modelling II	-
	Dean's masterclass	pm
Year 3	Big Data and Visualisation	2,5
	How to get your article published	2.5
	Dean's masterclass	2.5
	Conference presentation	pm
Year 4	Popular academic writing and social media	2.5
	VENI workshop	2.5
	Valorization of research	2,5
	Defending your PhD	pm

Table 4. Typical curriculum for an internationally funded student, e.g. from the China Scholarship Council

Year 1	**How to survive your PhD**	**2,5**
	Making your research proposal work	2,5
	Doing the literature review	2.5
	English academic writing	2.5
	Methodologies of interviewing and other biographic approaches	2,5
Year 2	Philosophy of the social sciences and humanities	2,5
	Presenting and networking	2,5
	Qualitative data analysis	2,5
	Atlas TI	2,5
Year 3	Dean's Masterclass	-
	Great thinkers of the 20st century	5.0
	How to get your article published	2.5
	Dean's masterclass	2.5
	Conference presentation	pm
Year 4	Popular academic writing and social media	2.5
	Defending your PhD	pm

Initially, in the years 2012/13 and 2013/14, relatively few PhD candidates took part in the courses offered by the School. For both PhD candidates and their supervisors the fee asked for each course separately (≥€ 600 and up) presented an unsurmountable obstacle. Per January 2014, therefore, the EGSH decided to abolish the fee structure altogether and make the courses free for PhD candidates of the School. As a result, participation in the courses rose sharply, as did the request for additional courses. A breakdown of the number and departments of the participants in the courses of 2014 and 2015 is shown in appendix 6.

The School develops its curriculum and the separate courses on the basis of continuous input from its main stakeholders, i.e. supervisors and PhD candidates. They have their say in the Program Board, but in addition, through surveys among PhD candidates and dedicated conversations with supervisors, the School probes the needs for adaptations and additions to the curriculum. Two such surveys were held in 2014 and 2015; the dean conducted interviews in 2014 and 2016. The current curriculum reflects the outcome of these consultations, particular with respect to attention for basic elements like research proposal and literature review, and for intermediate and advanced research methods in both quantitative and qualitative traditions, as well as combined research designs.

The most recent result of this consultation-adaptation process, is the development of a number of online library skills modules in collaboration with the EUR library for PhD candidates who spend much of their time abroad. These online modules will be launched in the first months of 2017.

Each course is evaluated and adjusted according to the evaluations, in a standard quality cycle that involves the Programme Board (see section 6, Governance and Administration). The courses have been well attended and very well evaluated. A full overview is provided in appendix 5.

3.2 Support services for PhD candidates and supervisors

The PhD community of the EGSH is highly diverse in terms of educational, international and cultural background. This produces challenges for candidates themselves and for their supervisors.

In terms of educational backgrounds, PhD candidates may come with specific methodological questions or uncertainties that are difficult to address within a standard supervision situation or by the course offer of the EGSH. For these situations, the School has appointed a methodology consultant who offers PhD candidates the opportunity to have longer discussions about their research and the particular methods they are required to use. Since the introduction in September 2014 this consultant held 39 meetings: 4 in 2014, 20 in 2015 and 15 in 2016. The PhD candidates using this service come from all faculties and institutions (view table 5) and are generally satisfied with the guidance they receive.

From my experience it's very helpful to speak with someone who is not your supervisor and is also from a different discipline about your research project. It helps to see through the conventions and preoccupations of your discipline and assist in really focusing on what the research project itself asks for. (PhD candidate)

Table 5: Methodology Consultant: Origin of PhD	#	%
Arts and Culture studies	2	5.1%
Development Studies	2	5.1%
Erasmus University College	3	7.7%
History	4	10.3%
IHS	3	7.7%
Media and Communication	1	2.6%
Other	1	2.6%
Pedagogical and Educational Sciences	3	7.7%
Psychology	3	7.7%
Public Adminstration	13	33.3%
Sociology	4	10.3%
Grand Total	39	100%

In addition, there are specific counsellors for PhD candidates with issues regarding supervision, and for PhD candidates and staff confronted with harassment or integrity issues. The EGSH has appointed a confidential counsellor for PhD candidates who have issues with their supervisor(s). The website contains information about the kind of issues that could require help. The counsellor received two requests for a meeting in 3 years. The nature of the complaints were the combination of teaching and doing research in combination with uncommon contracts. The university counsellors for integrity or harassment matters are also listed in the School's website so that PhD candidates have easier access to the provision the EUR offers.

As a service to PhD Candidates and Supervisors, and at the request of the PhD Council in particular, the EGSH is preparing a PhD Handbook for starting PhD candidates, containing themes as *Getting started at your workspace* (Faculty support, IT support, University Support Centre etc.), *Getting started with your PhD (*Supervision team, roles and responsibilities, performance and development interviews, Portfolio etc.), *Finalising your PhD* (administrative procedures, reference check of the doctoral dissertation etc.), *About the Graduate School* (PhD course guide, the methodology consultant, the confidential counsellor, Dean's Master class etc.). *Cultural sensitivity* (like the Dutch culture and mentality and the academic culture). The Handbook is expected to be on line in the beginning of 2017.

Finally, in terms of international and cultural backgrounds, the EGSH has identified a clear need among supervisors to get a better understanding of different supervision and learning needs of their PhD candidates. Therefore EGSH has set up a diversity project to develop education and supervision that benefits all PhD-candidates to successfully accomplish their PhD process in an inclusive setting. The project has been designed on the basis of interviews with PhD candidates and supervisors that were held in 2016. The outcomes have been translated into a number of short and long term changes that differ in complexity. The School plans to roll out and implement its diversity practices in 2017.

3.3. Visibility of research and researchers

In the original plans for the EGSH, strong emphasis was put on making the research and the researchers of the School visible to the international community of research talent and future PhD candidates. The marketing of PhD opportunities is by and large absent from the university's promotion material, neither are they easy to find on the EUR websites.

The School therefore has an extensive online presence using a so-called responsive design, meaning that the website's lay-out will adapt to the device it is displayed on. An increasing amount of visitors of the Graduate School site use a mobile device (15,1% in 2015 to 18.5 in 2016) demonstrating the advantages of a 'mobile first' policy. Of all EUR websites currently only RSM, ERIM and the Graduate School use a responsive web design.

Several of our top researchers are primarily found via the Graduate School's personal webpages. The School hosts and maintains over six hundred profiles pages which likewise use a responsive design. While many of the affiliated departments have their own variations on profile pages (often using different designs and sourcing from other databases), the Graduate School uses a uniform, and user-friendly design and lay-out. The profile pages are dynamically linked to the publication database Metis, allowing researchers do add their publications and edit their own profile text. On each profile page researchers can download a step-by-step guide allowing them to manage their own profiles. In this aspect the Graduate School has been ahead of other faculties which plan to adapt a similar design in 2017 at the earliest.

Since the website migrated to this responsive web design it has experienced a consistent and considered growth in visitors. In the past two years 2665 brochures of our research groups were downloaded. In 2015 the website had 30.226 unique visitors. This increased to 44.981 in 2016 (as of November) representing a 48,8% growth. Individual users were also more engaged as the site experiences an increase in page views per session. It is important to note that all of this has been achieved without investing in online advertising (Google Adwords etc.), which is the standard for many university websites. The Graduate School relies instead more on optimising user experience (an important factor in search engine optimisation), ensuring other EUR website optimally refer to the Graduate School website and targeting mailing campaigns to a list subscribers. By this strategy limited investments are needed for an optimal return.

 In a specific series, 'Meet our PhD candidates' junior researchers tell about their research, background, and what motives and inspires their research. In total 18 of such interviews have been published. In addition to its online presence, the School has produced a series of paper promotional PhD brochures which researchers can take with them on their foreign visits.

Internal visibility of the School is enhanced by communicating in diverse ways, e.g. by giving presentations, by narrowcasting events, news and courses on large television screens in campus buildings at all floors, by sending out frequent emails and news, often dedicated to target groups, by publishing her annual course overview in brochures, delivering them in pigeon holes, and by composing annual reports.

3.4 Compliance with new doctoral regulations

The new doctoral regulations of the EUR that took effect on September 1, 2015, entail a number of requirements for PhD candidates and their supervisors for which the EGSH provides the necessary support. They concern integrity checks, training and supervision plan and portfolio.

Integrity appears in two ways in the doctoral regulations. First, PhD candidates need to sign the Erasmus University Integrity code. The School has offered a yearly integrity day since 2014 which ends with each participant signing the integrity code. Second, the final thesis manuscript needs to be submitted to a reference check, for which the School offers a set procedure including an automated test by Turn-it-In. Due to a lack of central control and enforcement, actual testing has only started in the fall of 2016. To date no irregularities have been encountered.

The various departments and institutes that participate in the School all use their own format and rules for the training and supervision plans. The EGSH shows best practices and offers a light module in Blackboard for PhD candidates to upload their T&S plan, which functions as an archive for personal use rather than as a register for management information and control. To date, again due to a lack of central control, and due to the diversity of T&S plans this facility is not often used. The same goes for the similar provision for the portfolio in which the candidate needs to maintain her or his educational and training activities.

We assess the achievement of our service goal on the basis of the following SMART performance indicators:

5. Offer of a full curriculum with methods, skills and process courses aimed at PhD candidates in different stages of their trajectory.
6. Offer of bespoke consultancy and counseling services.
7. Offer of integrity provisions.
8. Usage of these courses, services and provisions by PhD candidates from all partners in the School.
9. Visibility of research staff and PhD candidates through dedicated promotion.
10. Offer of administrative support for compliance to EUR doctoral regulation.

In appendix 1 the full data for these indicators are presented, we summarize the outcomes as follows:

Success	Pending	Unsuccessful
Curriculum	Methods courses	
Methods consultant	Cultural diversity	
Confidential counsellor	Administrative compliance	
Visibility	PhD Handbook	
Integrity provisions		

4. Collaborate with external partners in and outside the university

4.1 Within EUR collaboration

Responding to demand from various institutes on EUR campus to participate in the School's PhD provisions, the School set up several new partnerships: with the Institute for Housing and Development Studies (IHS), the Dutch Research Institute for Transitions (DRIFT) and the off-Campus Programme for Cleaner Production[4]. Furthermore the School recently agreed to service iBMG, the instituut Beleid & Management Gezondheidszorg, allowing their candidates in 2016 and 2017 to follow EGSH courses.

Each of these institutes contributes financially to the EGSH on the basis of a set of pre-agreed provisions the School offers to them. The most important of these is the access to all parts of the curriculum and the services of the methodology consultants. Additional features maybe inclusion in the online and offline promotion facilities of the School.

These collaborations are agreed for a set period of time, after which a mutual evaluation will follow and a possible extension of the collaboration. Currently no agreement is up for revision yet, hence no formal evaluations have taken place. Based on the numbers of candidates participating in the EGSH courses, it seems the IHS and iBMG candidates are profiting clearly from the collaboration, while the DRIFT candidates may need a stronger pull to come and join the courses.

The School has furthermore begun to explore the possibilities for collaborating with two Erasmus Initiatives, respectively Vital Cities, Vital Citizens and Healthy Citizens and Health Systems. In addition, the Leiden-Delft-Erasmus Centre for BOLD Cities has a graduate programme Urban Big Data on its development agenda which would be ideally located in EGSH.

4.2 Extra-mural partners

The EGSH finds it also important to play a significant role in the in the immediate local and regional environment, including the applied universities of Rotterdam, local government and local business.

In 2016, this ambition translated into a collaboration agreement with CODARTS, the Rotterdam School for Music, Dance and Circus. Over an initial period of two years, with the possibility for extension, the School has agreed to support CODARTS in the identification of staff eager and capable to pursue a PhD, in the application for research funding, in finding appropriate supervision and in offering collective support through a 'promotieklas'. To date, the collaboration resulted in the acquisition of a 'NWO promotiebeurs voor leraren' and in Codarts enabling six of its staff (and one candidate) to pursue PhD research in work-time. The EGSH offers supervision and teaching to this group.

This model is currently in discussion with de Willem de Koning Academy and with Creating 010, both of the Hogeschool Rotterdam.

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[4] This has been integrated in IHS.

4.3 Graduate School Platform

In 2014, the EGSH took the initiative for a graduate school platform in which all graduate schools of Erasmus University, including the emerging one in the Erasmus Medical Centre were involved. The purpose of the platform was to explore and identify mutual challenges and solutions. Several of these were listed during a number of meetings: the lack of a consistent fee structure; the lack of transparent central procedures; the lack of reliable and consistent central research information; the lack of possibilities for exchange between schools due to internal regulations. Several ideas were discussed to come to joint operations and initiatives, among which a shared integrity provision and a shared summer school. However, none of this materialized due to the difference in structure, composition and budgets of the schools, and the failure of central follow up to obvious graduate school needs. A joint plan for a PhD Career day did come through: the EGSH initiated the first annual EUR PhD Career Day in 2016 offering workshops on personal leadership, presentation skills, cross cultural competences and contact with the media (all evaluated a ≥3.9 on a 5-point scale). Besides several PhD alumni exchanged their employability experiences, discussing what skills have proven particularly useful in their current position.

However, over time, the added value of the platform to the particular challenges that EGSH faces became unclear. After two years, the School therefore handed coordination to the then Dean of the Graduate School of Law. With her departure to the Utrecht University, the platform has become dormant.

We assess the achievement of our collaboration goal on the basis of the following SMART performance indicators:

11. Exchange with other Graduate Schools of EUR.
12. Extension of collaboration with IHS, DRIFT and iBMG.
13. Extension of collaboration with Codarts.
14. New collaborations with other external partners.

In appendix 1 the full data for these indicators are presented, we summarize the outcomes as follows:

Success	Pending	Unsuccessful
Collaboration IHS	Collaboration Willem de Koning	
Collaboration Drift	Collaboration Creating 010	
Collaboration IBMG	BOLD Cities	
Collaboration CODARTS	Graduate School Platform	

5. Recruit new international PhD Candidates: assessment

One of the early ambitions of the EGSH was the recruitment of talented international PhD candidates whose presence would contribute to the international profile of the EUR. In addition, it was assumed that these students would bring in their own funding and pay a yearly tuition fee, through which (a part of) the budget of the School would be funded (see for more detail section 7,

Finance). In collaboration with ISS, the IApply system was adopted to enable international candidates to register, have their diplomas assessed and be admitted to the School. The system has been in place since 25.02.2014, and has welcomed 499 registrations from 69 countries. Of these 20 (4%) of those met the formal requirements and finally 17 candidates made it to final admission to the School. There are several reasons for the low number of final admissions:

- Language and/or diploma requirements are not met
- Research proposals are not sufficient or do not connect with faculty expertise
- For applicants who do meet all requirements it has proven hard to impossible to find a supervisor
- Applicants that do meet all requirements appear to shop between universities and disappear
- Applicants who do meet all the requirements are faced with an inconsistent and variable fee system

EGSH has concluded halfway 2015 that the time invested in iApply does not pay off and that other, more collective strategies for increasing the number of (international) PhD candidates may be more promising.. The collaboration with the China Scholarship Council is supported by EGSH by offering supervisors who successfully recruit a CSC PhD candidate a research premium of € 1000. In 2014 and 2015 12 candidates in total were recruited for the various departments. However, experiences are mixed and enthusiasm among potential supervisors to apply for projects that CSC candidates could carry out is quickly waning. A similar tenuous experience came from the collaboration with ISS and its capacity building program with the University of Namibia (UNAM). EGS3H mediated in finding potential supervisors in the School and offered an introductory program to the candidates. Nonetheless, few supervisors were willing to take on these candidates, and in the end only two of them found a home within the School.

In sum, because of the experiences with iApply, the CSC and the UNAM program, and due to a number of disabling organizational and cultural factors at EUR, the School decided, with approval of the Supervisory Board, to abandon the initial international recruitment targets and focus its energy on the more structured collaborations described in the previous sections.

We assess the achievement of our international recruitment goal on the basis of the following SMART performance indicators:

15. Offer of administrative and promotional service to research staff looking for international candidates.
16. Offer of financial incentive to research staff to recruit PhD candidates through the China Scholarship Programme.

In appendix 1 the full data for these indicators are presented, we summarize the outcomes as follows:

Success	Pending	Unsuccessful
China Scholarship Council		IApply
		UNAM

6. Governance and administration

The EGSH came about as a result of central policy of the Executive Board of EUR and was initially considered as an externally imposed force. Support for the School within faculties and departments was at best lukewarm and in some instances disputed. The School's management team has invested extensive effort in improving relations with staff, and setting up governance and administrative procedures that enable the widest participation of its various partners. Currently, support and appreciation seem to be strong as evidenced in increased staff participation in the School's activities, ongoing support of the Supervisory Board, and active engagement of PhD candidates in the School.

6.1 Staff participation in the School

In the past years many staff members from the whole range of faculties and institutes have presented their research in the Dean´s Masterclass and engaged in the ensuing discussions and ideas of the participating candidates. Increasingly, staff offer the methodology courses in the curriculum, based on their specialty, upon request of the School but also as a voluntary offer. A full list of staff and the courses they offered or participated in is in appendix 7.

On specific policy issues, most recently with respect to diversity in supervision and teaching, the School asks her members for input and reflection which is willingly given.

6.2 Boards

The Graduate School has the following four bodies:

An Executive Board consisting of the Dean of the Graduate School and the Manager of the Graduate School. The Executive Board is supported by a webmaster/management assistant and a methods consultant. Together they form the executive team of the School. Given the growth of the School and its activities, the size of the team has grown from 2.0 fte in 2012 to 2.5 fte in 2016, with an additional temporary 0.6 fte for the methods courses and consultancy.

A Supervisory Board consisting of the Dean of the Faculty of Social Sciences, the Dean of the Erasmus School of History, Culture and Communication, the Dean of the Faculty of Philosophy and the Rector of the International Institute of Social Studies of the Erasmus University Rotterdam. The Dean of the Faculty of Social Sciences is also penholder of the School, and chairman of the board. The Supervisory Board meets twice to four times a year, monitors progress of the School and advises the Executive Board of the EUR on its continuation. It issued a positive advice in 2015 for a period of two years, and will decide on continuation for the next five years in the spring of 2017. The deans of three of the four participating faculties in the EGSH were confronted with serious budget cuts in the past period, which resulted in a restrictive financial and personnel regime for EGSH. Nevertheless, the deans agreed on providing 40 hours of staff time per participating department for teaching in the graduate School. As a result, research staff is more visible to PhD candidates of the School.

A Programme Board that is modelled on the 'Opleidingscommissie' for BA and MA programs and consists of ten members: five directors of research who represent the participating faculties and five PhD candidates who are enrolled as members of EGS3H and participate in its education. The board meets at least twice a year, to assess and evaluate both the curriculum and the individual courses of

the past year and advise on the next year. The board may also may advise on all other matters pertaining to the Graduate School. Besides it will provide support with respect to the preparation and performance of Standard Evaluation Protocol (SEP) activities in the disciplines concerned. (Appendix 8: Internal regulations of the Programme Board)

A PhD-Council consisting of PhD students from the various disciplines. While the EGSH supports the activities of the council, it is not responsible for its organisation, the mobilization of candidates and the execution of its plans. In a strategy document the last Council has published an overview of the planned activities is presented, e.g. the establishment of an EGSH journal, but also the organization of academic and social events. The PhD Council selects the PhD members for the Programme Board.

The composition and appointment of the members of these bodies, their duties and mandates, working procedures and facilities are described in separate formal Rules and Regulations. The thus established governance has been in place since mid-2015. At present, it is not yet clear how strongly it has taken root in the participating organizations. The presence at and engagement in Programme Board meetings, for instance, is rather variable as is engagement in the PhD council. Moreover, the extended collaborations with both inside and outside university partners may require adaptations to the various boards to reflect the widening basis of the School.

6.3 Administration

The School's administrative tasks consist of administering course registrations, course participation and course certificates; monitoring budgets and arranging payments; producing promotion material; maintaining the iApply registrations and correspondence with potential candidates; welcoming new and international candidates; keeping memberships up to date; and a range of other, day-to-day things. The School dedicated the year 2015/2016 to try and streamline these tasks with the procedures and rhythms of the penholding faculty and the EUR generally. For several reasons this has proven difficult:

- The EUR Research Information Systems which had a specific Graduate School module planned, has not been realized. As a result the School cannot get hold of systematic information about the number of PhD candidates it has, where they come from and from which disciplines, how they are divided over the faculties, institutes and groups, which topics they cover, what their starting date is, what their completion time is, and so on. The School now provides ad hoc information for departments and groups needing such key performance indicators for their SEPs, at considerable expense of her own resources.
- The School is subject to the financial regimes and requirements of four participating faculties which all have different logics and time schedules. Streamlining the School's budget cycle into that of the penholder required a preliminary quadruple round of consultation for which the penholder provided extensive support, but which proved so time consuming that the planning deadlines were missed.
- PhD training and the Bologna III requirements have not landed yet in the understanding of primary tasks of the EUR or the faculties participating in the EGSH. As a result, PhD provisions are not standardly taken up in the planning of staff workloads, teaching rooms, international student support, promotion and marketing, curriculum development and registration (Osiris). All of this requires continuous negotiations, attention and extra work of

the administrative team of the School. The financial difficulties of the participating faculties have also prevented the respective staff to extend their already overburdened workloads.

For now, the executive team has accepted that it is more efficient to conduct administrative matters in house, rather than engage in ongoing negotiations with the respective support staff about how to integrate and streamline PhD provisions in standard operating procedures of EUR and the participating faculties. Given the absence of such procedures at the central level and the increasing diversity of the School's support base, it is uncertain whether such integration will be a feasible and efficient direction for the future.

We assess the achievement of our governance and administration goal on the basis of the following SMART performance indicators:

17. Participation of research staff in curriculum and boards of the School.
18. Well-functioning governing bodies.
19. A structured procedure for evaluating and adjusting courses and curriculum.
20. Efficient administration in line with those of the participating faculties.

In appendix 1 the full data for these indicators are presented, we summarize the outcomes as follows:

Success	Pending	Unsuccessful
Increasing staff participation		
Three solid governing bodies		
Structured evaluation procedures	Integrating EGSH administration	

7. Finance

The finances of the School are determined by the following logic:

- The four participating faculties contribute to the basic budget of k€ 300 in proportion to their number of PhD candidates, the size of their staff and their annual research budget.
- The School aims at acquiring additional grants and funding from external partners to expand its course offer and provide new services.
- At the end of the year, the School aims to use its additional revenues to invest in its curriculum and services, and to restitute funding proportionally to the four faculties.

7.1. Basic Budget

According to the general logic and starting from the budget year 2016, EGSH receives the total amount of k€ 300 on annual basis from the four faculties, according to the following distribution model (Table 6). The related gross rates for the faculties are listed in the last column:

Table 6: distribution model and annual tariff

Faculty	%	Amount
FW	5%	€ 15.000
ESHCC	20%	€ 60.000
FSW	50%	€ 150.000
ISS	25%	€ 75.000
Totaal Faculteiten	100%	€ 300.000

The basic budget is for about 78% used for personnel cost and about 22% for material expenses.

7.2. Additional grants and funding

7.2.1. Grants

In addition to the faculty contributions, EGSH received a startup grant of k€ 181 of the Executive Board of EUR. On the basis of a progress report and after the presentation of a multi-annual plan, on the 4th of July 2013 University Board decided to support the School for another two years with k€ 250, in two tranches of each k€ 125. For both separate amounts clear conditions and goals were described, e.g. the implementation of a structural financial model and a system of quality assessment. The investments of the grant have been spread out over the years 2014 – 2016 and were used to build Multidisciplinary Excellence by expanding the package of methodology courses and workshops. Besides investments have been made in the development of e-learning modules in close collaboration with University Library. Furthermore services will be expanded by investing in a project on intercultural competences of its staff and PhD candidates.

The School has applied for other grants but has to date not been successful in acquiring them (see section 2.4, p.4-5). The Erasmus+ grant will be re-submitted in 2017.

7.2.2. Additional funding

The School has developed partnerships with four new institutes from inside and outside EUR, i.e. IHS, DRIFT, Codarts, iBMG.[5] The exact agreements in the partnership differs per partner, but in general they involve allowing the partners' PhD candidates to partake in EGSH courses and use the School's services against a yearly fee. For the years 2016 and 2017 the total amount of € 60.000 *external* earnings is expected.

7.3 Restitution

The Supervisory board has decided that additional revenues will be restituted proportionally to the four dedicated faculties in the month December of every calendar year, according to the distribution model. In 2015 this meant that the allocated funds for development of a joint Research Master were restituted to the research groups involved.

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[5] See appendix 11 for financial details

We assess the achievement of our financial goal on the basis of the following SMART performance indicators:

21. Balanced budget.
22. Fair distribution of faculty contributions
23. Additional sources of income.

In sum we assess Finance as follows:

Success	Pending	Unsuccessful
Balanced budget		
Fair distribution of faculty contributions	Erasmus + grant	NWO Graduate Programme
Additional sources of income		

8. SWOT

Strengths

1. The quality of the PhD candidates in the School is high, as expressed in their posters, papers, articles and final theses, all of which also testify to the quality of their supervisors and supervising teams.
2. The School has a strong multidisciplinary ethos which is expressed in concrete course offers and a bespoke award programme. The School thus can be considered a best practice of the general multidisciplinary ambitions and strategy of Erasmus University Rotterdam.
3. The School's curriculum is diverse and attuned to the specific needs of its hugely varied PhD community. The School develops this curriculum in ongoing conversation with PhD candidates, supervisors and its program board.
4. The School's courses score invariably high both in attendance and evaluation of participating candidates.
5. The School is supported by a strongly engaged PhD community and a growing number of eagerly contributing staff members.
6. The School is led by a relative small but strong team with diverse expertise, incessant energy and convincing academic quality
7. The School has a strong web presence, and has significantly enhanced the online visibility of its PhD candidates, supervisors and research programs.

Weakness

1. Erasmus University Rotterdam has not yet adjusted to the requirements of the Bologna III cycle for higher education in the EU. As a result PhD candidates and PhD training are not part of standard operating procedures at EUR and EUR lacks a culture of self-evident engagement in this respect, e.g. regarding supervision time for supervisors, internationalization, fee policy, promotion, administrative procedures and so on.

2. The School needs to outsource much of its teaching to external staff since regular staff has no time in their workload to spend on post-doctoral teaching. The quality and expertise of the research staff in the School is therewith invisible for PhD candidates.
3. EUR lacks an adequate system of management information about incoming new PhD candidates, their profiles, age, funding, stage of progress, supervisors, completion rates, etcetera. EGSH has invested seriously in the efforts to develop these central systems but still lacks the strategic tools to improve PhD training and supervision.
4. EGSH has been set up in a complex governance model which requires extra time and resources to communicate, negotiate and create consensus between all partners with respect to the School's mission and strategy, and its administrative and financial logics. One of the results of this particular set up was the failure to develop a School wide research master that would benefit all parties and be financially viable as well.

Opportunities

1. The School is investing strongly in the development of new methods courses. This offers both better provisions to PhD candidates and their supervisors and it will position EGSH as thé (inter)national hub for innovative methods for the whole range of disciplines in the Social Sciences and Humanities.
2. The School's initiative to set up a European network of multidisciplinary graduate schools has already enhanced the reputation of the School among the network partners. With successful funding for the network program Graduate Spirit on the horizon, the School is likely to become an indispensable building block of the international, multidisciplinary profile of EUR as a whole.
3. The School is excellently positioned to service and stimulate a number of multidisciplinary research *Erasmus Initiatives*, in particular *Vital Cities and Citizens, Smarter Choices for Better Health* and LDE *BOLD Cities*. The leading faculties and institutes in these research initiatives are for the most part also participating in the School and it seems self-evident to engage the School in the training activities of these initiatives.
4. The School's collaboration with CODARTS is a promising model for further work with other groups in the Hogeschool Rotterdam and local Rotterdam government. Therewith the School has a chance to become thé place in Rotterdam to go to for PhD education.

Threats

1. The School has a small team that carries high ambitions and a substantial practical workload. The School is heavily understaffed in comparison with Graduate Schools like ERIM or Law that both have fewer PhD candidates and a larger staff. There is a serious threat of the team becoming overburdened (for a benchmark with ERIM please view appendix 9).
2. The continuity of the School is a point of ongoing negotiation between and among faculties for whom the EGSH is not considered a self-evident and necessary provision emerging from the implications of Bologna III requirements, national and EUR policy, and at par with BA and MA provisions.
3. As a result, the School is at the receiving end of the policies of its participating faculties and institutes instead of being one of the participating stakeholders.
4. The lack of a structural position for the School comes back in a lack of standard and comparable procedures regarding the PhD trajectory, i.e. the go/no go moment, training and

supervision requirements, facilities, and so on. The resulting threat is a lack of clarity among PhD candidates of what is required of them.

5. The lack of a structural position for the School also comes back in an unclear division of responsibilities and the maintenance of double provisions at faculty and university level for a.o. registration, diploma assessment or integrity provisions.

9. Future

The SWOT analysis points to a number of issues that ideally will be strengthened and/or resolved in the coming five years.

9.1. Using strengths to realize opportunities

The School thus aims, first, to solidify its multidisciplinary character and will focus its energy on bringing and keeping the diversity of candidates and organizations that constitute the EGSH community together in concrete and inspiring ways. The School sees particularly promising new opportunities in the emerging multidisciplinary research initiatives in and around EUR, i.e. the Erasmus Initiatives of EUR, respectively Vital Cities, Vital Citizens; Healthy Citizens and Health Systems; and the LDE Centre for BOLD Cities. The School can contribute its expertise in community building, diversity and communication to these initiatives, as well as service them through its curriculum.

Secondly, the School aims to enhance its national and emerging international reputation for multidisciplinary excellence by investing in and expanding its methods courses, both for the current partners and for a new constituency of (inter)national PhD candidates. A successful renewed Erasmus+ application will play a significant role in attaining this goal, but the School will also direct its energy to a wider reach among the national PhD networks for whom the School offer will be relevant.

Thirdly, the School aims at maintaining and enhancing the visibility of the high quality of both its research staff and its PhD candidates by keeping the promotional material up to date, but also by working towards a wider mutual acquaintance of research staff and PhD candidates. Enabling the research staff to contribute to EGSH teaching will be crucial in this respect. In addition, the School will explore how its work with external partners can benefit PhD candidates more directly, among others in terms of offering more regular exchange, wider networks and possibly employment opportunities.

9.2. Selectively addressing weaknesses

Given that a large part of the weaknesses and threats have to do with external, EUR wide administrative and policy challenges, the School's limited resources will not be directed to solving those directly. Nevertheless, the School will focus its efforts specifically on two matters:

First, to make the research excellence of research staff in the School more visible to PhD candidates it is imperative that its curriculum is taught mostly by staff members themselves. Outsourcing needs to be minimized to the process and skills courses for which outside expertise is often cheaper and better. This necessitates a further adjustment of teaching allocation models among the participating faculties and the accommodation of the school as a third and legitimate party in the allocation of teaching tasks.

Second, to enhance the consistency of postgraduate provisions of the participating faculties and institutes, it is desirable to have standardized training and supervision formats, including procedures and timing of go/no go moments; required size of curriculum; training and supervision agreements; support facilities and provisions; integrity requirements. Partly these have been provided by the new doctoral regulations of EUR, but they need to be further streamlined in order to provide a credible and consistent offer to PhD candidates. The School will work towards the further specification of doctoral regulations in this regard.

9.3. Putting threats on the agenda

The School's benchmarking exercise with ERIM (see appendix 9) shows that currently a small team produces a graduate provision that is outstanding in both quantitative and qualitative terms. The School is the biggest of EUR in terms of its number of PhD candidates, and it has quickly gained an inspiring campus-reputation for its multidisciplinary character. It is, however, an excellence that is built on worrying weak grounds: the School's success entirely depends on the energy of a very small team; funding is limited and directly dependent on the financial viability of its four constituting faculties; and the School is not yet deeply rooted in the four constituting faculties and associated partners. For the School and Erasmus University Rotterdam as a whole to fully adjust to the requirements of the Bologna III cycle and produce doctoral training that is in line with, among others LERU and EAU recommendations, a larger investment than currently is possible is needed. In collaboration with its Supervisory Board, the School intends to engage in this discussion with the Executive Board of Erasmus University in 2017.

Appendix 1. Smart Performance Indicators.

Goals	#	Indicator	Quantitative assessment	Qualitative assessment
Foster Multidisciplinary excellence	1.	Organization of four DMCs per year which are well attended and well evaluated	X	X
	2.	Organization of two multidisciplinary Philosophy courses per year which are well evaluated	X	X
	3.	Yearly organization of Award competition for best multidisciplinary PhD work	X	X
	4.	(Inter)national leadership of network of multidisciplinary graduate schools	O	~~
Service the partners with respect to PhD training and supervision	5.	Offer of a full curriculum with methods, skills and process courses aimed at PhD candidates in different stages of their trajectory.	X	X
	6.	Offer of bespoke consultancy and counseling services.	X	X
	7.	Offer of integrity provisions.	X	X
	8.	Usage of these courses, services and provisions by PhD candidates from all partners in the School.	X	X
	9.	Visibility of research staff and PhD candidates through dedicated promotion.	X	X
	10.	Offer of administrative support for compliance to EUR doctoral regulation.	X	X
Collaborate with external partners in and outside the university	11.	Exchange with other Graduate Schools of EUR.	X	X
	12.	Extension of collaboration with IHS, DRIFT and iBMG.	X	X
	13.	Extension of collaboration with Codarts.	X	X
	14.	New collaborations with other external partners.	X	X
Recruit new international PhD Candidates	15.	Offer of administrative and promotional service to research staff looking for international candidates.	O	X
	16.	Offer of financial incentive to research staff to recruit PhD candidates through the China Scholarship Programme.	V	V
Governance and administration	17.	Participation of research staff in curriculum and boards of the School.	V	V
	18.	Well-functioning governing bodies.	X	X
	19.	A structured procedure for evaluating and adjusting courses and curriculum.	X	X
	20.	Efficient administration in line with those of the participating faculties.	~~	~~
Finance	21.	Balanced budget.	X	X
	22.	Fair distribution of faculty contributions	X	~~
	23.	Additional sources of income.	X	X

Appendix 2

Regulations Graduate School Humanities, Social and Behavioural Sciences

(28 August 2012)

A. Institute Graduate School Humanities, Social and Behavioural Sciences

The Executive Board of Erasmus University Rotterdam has instituted the Graduate School Humanities, Social and Behavioural Sciences (Section 9.21 WHW), hereinafter referred to as: the Graduate School.

The Graduate School has been constituted as a joint venture of the Faculty of Social Sciences, the Erasmus School of History, Culture and Communication, the Faculty of Philosophy of Erasmus University Rotterdam and the International Institute of Social Studies.

The area of education of the Graduate School includes the doctoral research related (PhD and Research Master's) education in social and behavioural sciences, history, cultural and media sciences, philosophy and development studies.

B. Mission

The intention of the Graduate School is to increase the attractiveness, the quality, the performance and the valorisation of the afore-mentioned doctoral research related education resulting in excellent university graduates.

C. Considerations

The institution of the Graduate School is based on the following:

- Increasing the external profiling and attraction of the EUR. The increasing international competition between universities forces to recruit more foreign PhD students and thus to open up new markets;
- Improving the quality and increasing the return on and the valorisation of doctoral research;
- Actively anticipating uncertainties with regard to the continuity of national amenities, such as national research schools or the tasks these national research schools carry out;
- Accurately responding to the increasing importance of the multidisciplinary and interdisciplinary nature of doctoral research and improving its valorisation;
- Offering an intellectually and socially inspiring environment for doctoral candidates and other researchers;
- Contributing to an efficient organisation of the PhD related training and research, in order to realise benefits of scale and achieve critical mass.

D. Starting principles

- The Graduate School takes the diversity of disciplines cooperating within the Graduate School as a starting point. It thus acknowledges their own intellectual, theoretical and methodological roots;
- The Graduate School complements existing initiatives and programmes, for instance with regard to existing research schools, PhD programmes and Research Master's;
- The Graduate School supports existing and still to be initiated activities in the context research and education of the PhD, carried out in the various disciplines;
- The Graduate School fills gaps in existing doctoral training programmes and initiates to that end generic and specific provisions in cooperation with the various disciplines;
- The Graduate School uses existing best practices in the participating disciplines or in the EUR.
- The Graduate School acts as a platform for the participating disciplines with regard to the content, the performance and the quality of PhD related education and research;
- Design and organisation of the Graduate School is considered as a developing process. After the initial founding phase, evaluation will take place. The mission and tasks of the Graduate School will be reviewed on the basis of any new insights and it follows naturally that the current Regulations will be revised.

E. Tasks

The Graduate School has the following tasks:

- Increasing the visibility and image of the participating PhD training programmes, both to the world outside and within the EUR university community;
- Monitoring, guaranteeing and increasing the quality and performance of doctoral research related education and research;
- Increasing the efficiency and expediency of doctoral research related education;
- Developing and facilitating new programmes and provisions in the area of doctoral research related education;
- Stimulating interdisciplinary and multidisciplinary doctoral research aimed at encouraging cross-pollination between scientifically excellent and socially relevant research;
- Creating an inspiring research environment for doctoral candidates;
- Providing a platform to doctoral candidates aimed at exchanging and sharing experiences and thus contributing to the social and academic cohesion within the group of doctoral candidates in question.

F. Development perspective and duration

The Graduate School will start on 1 October 2012 and the founding stage will last until 31 May 2013. After that, this stage will be evaluated in light of any changes in the policy and institutional research environment – both inside and outside the EUR, and on the basis of achievements as compared to the goals and objectives set in the start. The starting document "Plan uitwerking Erasmus Graduate School, februari 2012" (annexe 1) and the memorandum "Samenvatting afspraken financiering GS na overleg met faculteitsdirecteuren op 28 november 2011" (Annexe 2) will serve as a frame of reference for the first assessment.

The assessment will be followed by a policy document in which the ambitions and targets of the GS in the medium term will be laid down. This policy document needs to be endorsed by the Supervisory Board.

G. Budget holder

1. The Faculty of Social Sciences of Erasmus University Rotterdam will act as the penholder of the Graduate School, hereinafter referred to as: the budget holding faculty.

2. The Dean of the budget holding faculty will be the administrator of the Graduate School and the Dean of the Graduate School will act as sub- administrator. The Graduate School will act as an administrative unit within the budget holding faculty.

H. Bodies

The Graduate School has the following four bodies:

a. An Executive Board consisting of the Dean of the Graduate School (hereafter Dean GS) and the Manager of the Graduate School (hereafter Manager GS).
b. A Supervisory Board consisting of the Dean of the Faculty of Social Sciences, the Dean of the Erasmus School of History, Culture and Communication, the Dean of the Faculty of Philosophy and the Rector of the International Institute of Social Studies of the Erasmus University Rotterdam, hereinafter referred to as: the Deans.
c. A Programme Board consisting of professor-representatives from the participating disciplines, not being the Deans.
d. A PhD-Council consisting of PhD students from the various disciplines.

I. Executive Board

1. The Executive Board is charged with the policies to accomplish the targets of the Graduate School.
2. The Executive Board takes strategic decisions in agreement with the Supervisory Board. Reference is further made to Article L for the description of the tasks and powers of the Supervisory Board.

3. The Executive Board takes decisions about operational matters in consultation with the Programme Board. Reference is further made to Article M for the description of the tasks and powers of the Programme Board.
4. If the promotion-related education gives rise to it, for example when offering a new Research Master's programme, there is an option in the near future that the Executive Board can be assisted by a Programme Manager.

J. Manager GS tasks

1. The Manager GS has mandated management and executive tasks and is responsible for day-to-day management, finance and staff and takes care of the administrative and financial matters of the Graduate School.
2. The Manager GS acts as the secretary in consultations and has an advisory role towards the Dean GS.

K. Dean GS tasks

1. The Dean GS is charged with the management of the Graduate School.
2. The Dean GS is a professor.
3. The Dean GS is appointed by the Dean of the Faculty of Social Sciences for a period of four years.
4. As sub- administrator of the budget holding faculty, the Dean GS is charged with the management of the means of the Graduate School.
5. The Dean GS is responsible for drawing up the four-yearly budget plan.
6. The Dean GS is charged with carrying out (or having carried out) the courses or programmes, assigned to the Graduate School.
7. The Dean GS is responsible for the system of internal quality assurance and taking measures as a result of internal quality assurance and external quality review.
8. Without prejudice to the powers of the Executive Board of Erasmus University Rotterdam and taking into consideration the appointment policy, the Dean GS distributes the tasks of the persons who work in the Graduate School and, by doing so, sets the working relations between the employees active in the Graduate School.
9. The Dean GS can mandate tasks within the Graduate School.
10. The Dean GS can set further regulations within the Graduate School (for instance a Membership Charter and regulations for everyday matters).
11. The Dean GS provides the Supervisory Board with information, whether or not at request.
12. The Dean submits for approval the strategy, the annual plan and the budget to the supervisory board.

L. Supervisory Board

1. The Graduate School has a Supervisory Board.
2. The Dean GS of the budget holding faculty acts as Chair of the Supervisory Board.
3. The Dean GS in principle attends the meetings of the Supervisory Board and has an advisory vote.

M. Programme Board

1. The Graduate School has a Programme Board. It advises the Dean GS, whether or not at request, about programme matters of the Graduate School.

2. The Programme Board consists of at least five members, preferably one of the Research directors and/or professors from within each of the research domains participating in the Graduate School.
3. The Chair and members of the Programme Board are appointed for a two-year period by the Dean GS in consultation with the Supervisory Board.
4. The membership of the members of the Programme Board can be extended once for a period of two years.
5. The membership of the Programme Board ends with the lapse of the member's period of appointment, as a result of the member's retiring, when the member ceases to be a coordinator, at the termination of the member's employment or in case of the member's death.
6. The Dean GS attends the meetings of the Programme Board.

N. The PhD Council

1. The Graduate School has a PhD Council. It advises the Dean GS, whether or not at request, about all matters regarding the Graduate School. The members of the PhD Council are PhD students who represent the participating disciplines in the Graduate School.

2. The PhD Council draws up its own standing orders in which further matters in this Council are regulated. These standing orders are sent as a notice to the Dean GS and the Supervisory Board. The chairman is chosen from among the sitting members of the PhD.

3. The Dean GS attends the meetings of the PhD Council.

O. Budget

1. The Executive Board is responsible for drawing up the four-yearly budget plan and the yearly budget plans of the Graduate School. The budget plan is part of the budget plan of the budget holding faculty. When drawing up the budget plan the Dean GS takes into account the procedures and rules that have been set to that end by the budget holding faculty. The budget plan outlines as completely as possible the income and expenditure for the PhD programme and other activities carried out by the Graduate School.

2. The budget plans of the Graduate School have to be adopted by the Supervisory Board.

3. Without prejudice to the responsibility of the administrator of the budget holding faculty the financial obligations and risks of the GS lie with the four faculties involved.

P. Reporting and accountability

1. The Executive Board annually reports to the Supervisory Board about the activities of the Graduate School.
2. The Executive Board annually accounts for its administration and management to the Supervisory Board.

Q. Cases not provided for by the Regulations

In cases not provided for by the Regulations, the Dean GS decides in agreement with the Executive Board and the Supervisory Board.

R. Taking effect

These Regulations or its amendments take effect by publication on the website of the Erasmus University Rotterdam.

Thus established by the Dean of the Graduate School Humanities, Social and Behavioural Sciences on 1 September 2012 and adopted by the Supervisory Board on 26 September 2012.

Appendix 3

Overview yearly PhD Awards EGSH

Best poster of the years

2013
Martijn Kleppe, Media and Communication.
"Finding similar images in photo collection using IPTC" (pdf). Presented at the Soeterbeeck eHumanities Workshop (13-14 June 2013).

2014
Dirk Koppenol, History.
"The past is always present in the port" (pdf). Presented at the 18th Annual Congress of the European Business History Association in Utrecht (21-23 April 2014).

2015

Marloes Nederhand (Psychology)
"Improving calibration accuracy of medical specialists and medical students" (jpg)
Presented at the Conference of European Association for Research on Learning and Instruction (EARLI), October 27th 2015.

Best paper of the year

2013
Anne Annink, Public Administration.
"Work-family conflict among employees and the self-employed across Europe". Paper presented at RENT (Research in Entrepreneurship and Small Business) XXVII; November 20-22, 2013; Vilnius, Lithuania.

2014
Stefan Verweij, Public Administration.
"Once the Shovel Hit the Ground: A Qualitative Comparative Evaluation into Achieving Satisfaction in the Implementation of 27 Dutch Transportation Infrastructure Projects". Paper presented at Netherlands Institute of Government Annual Work Conference; Delft, the Netherlands, November 27-28, 2014.

2015

Niels van Poecke and **Janna Michael** (Arts and Culture Studies)
"Bringing the Banjo Back to Life: The Field of Dutch Independent Folk Music as Participatory Culture"
Presented at International Fan Cultures on December 23rd, 2015 (recently published in *First Monday*)

Best article of the year

2013

Friso van Houdt, Sociology. "A genealogy of neoliberal communitarianism". *Theoretical Criminology*, 17 (4), 493-516 (with supervisor prof.dr. Willem Schinkel).

2014

Kimberley Breevaart, Psychology. "Daily self-management and employee work engagement". *Journal of Vocational Behavior*, 84, 31-38 (with supervisors Arnold Bakker & Evangelia Demerouti).

2015

Natalia Mamonova (Development Studies, ISS). "Resistance or adaptation? Ukrainian peasants' responses to large-scale land acquisitions"
Published in *Journal of Peasant Studies*, 42.3-4: 607-634.

Best PhD thesis of the year

2013

Holly Ritchie, Development Studies (ISS). *Negotiating Tradition, Power and Fragility in Afghanistan: Institutional Innovation and Change in Value Chain Development*. PhD-defence: 26 September 2013 (Cum Laude).

2014

Geerte Savenije (currently postdoctoral researcher at UvA), History. *Sensitive History Under Negotiation: Pupils' Historical Imagination and Attribution of Significance while Engaged in Heritage Projects*. PhD-defence: 9 October 2014.

2015 (Ex Aequo)

Samira van Bohemen (Sociology) "The Magic of the Red Hat: A study in the sociology of play and identity performance"
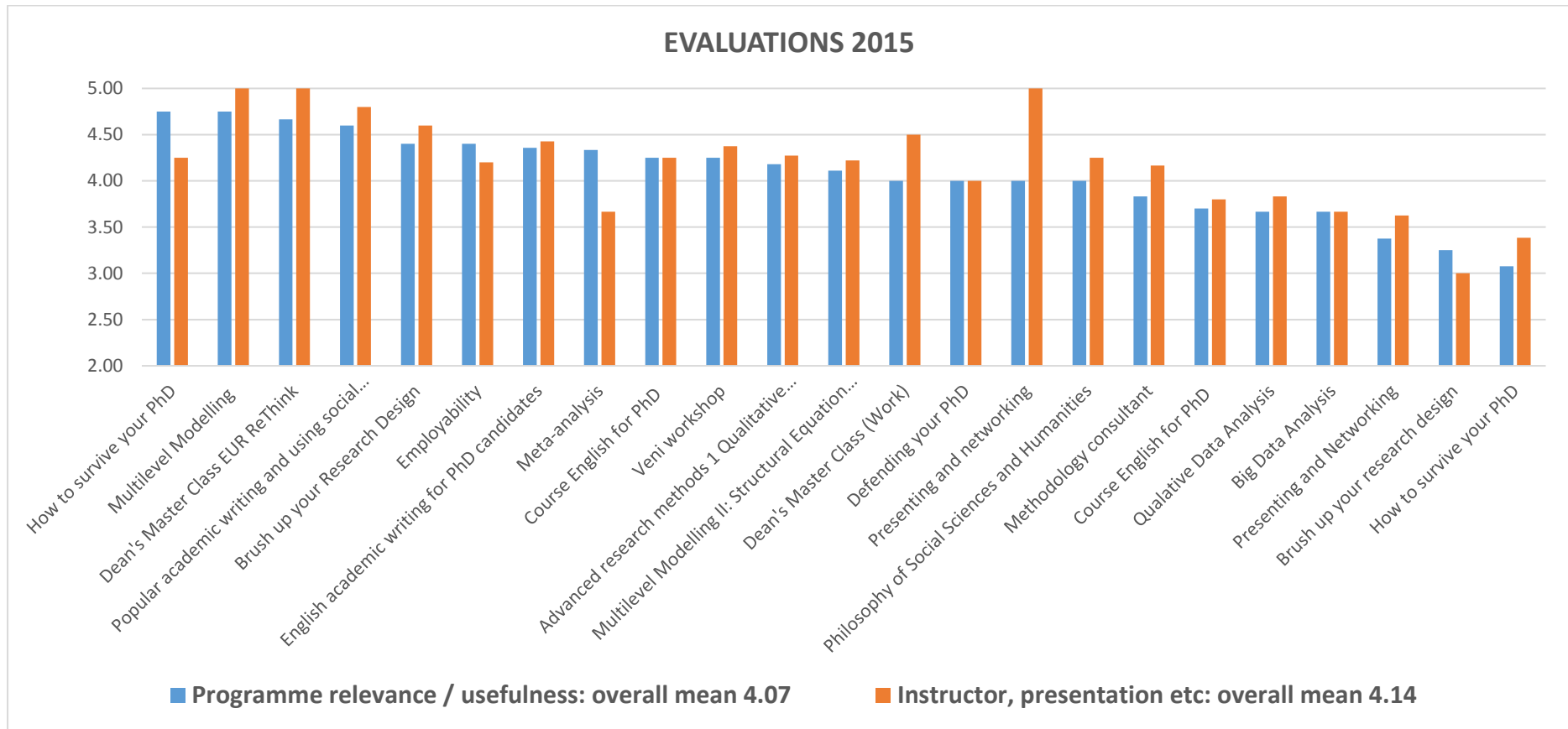
Kimberley Breevaart (Psychology) "Engaging Leadership" Defended (cum laude) at Erasmus University Rotterdam on May 29th, 2015
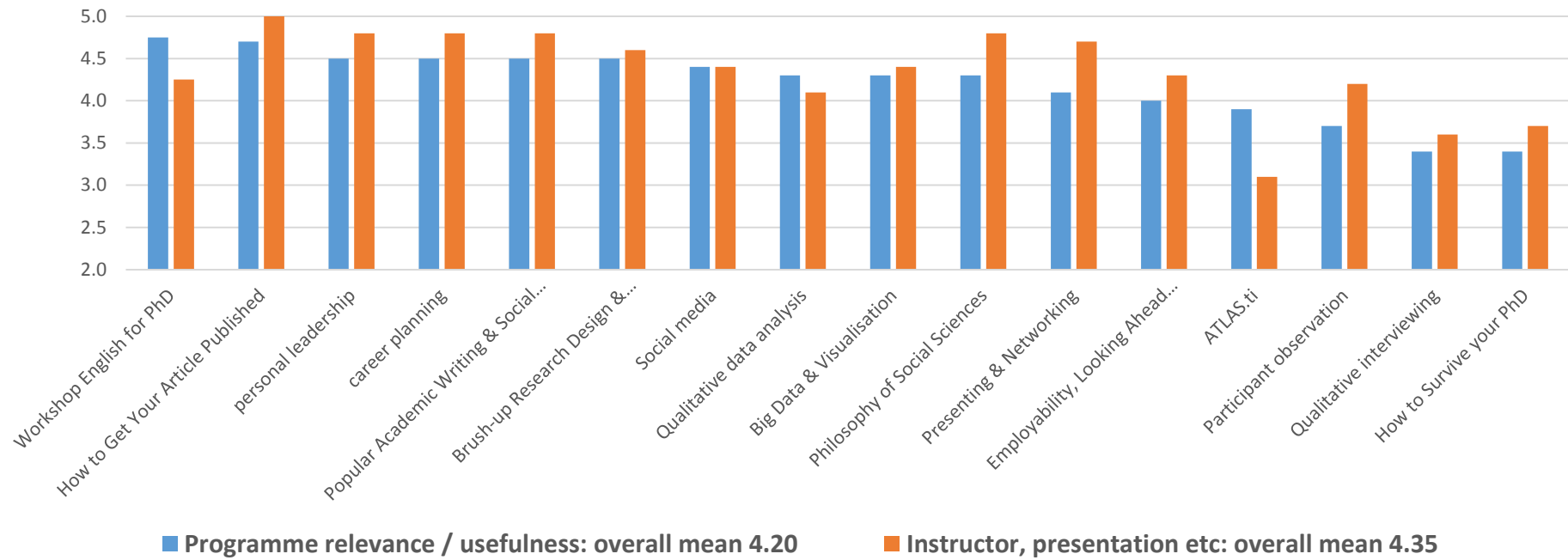
Appendix 4

Programme Overview EGSH 2016 - 2017

	Multidisciplinary courses		Methodology	Professional skills	Process support
Start up stage	Philosophy of the Social Sciences and the Humanities		Methodology Consultant	Making your research proposal work for you	How to survive your PhD
				Presenting and Networking	English writing course for PhD
				Basic Didactics	Work-life balance for PhD candidates
Core stage	Great Thinkers of the 20th Century	Dean's Masterclasses	Qualitative Data Analysis	How to get your article published	VENI training (icw ESHCC)
			Meta-analysis	Popular academic writing and social media	
			Big Data Analysis and Visualisation		
			Multi-Level Modeling I		
			Multi-Level Modeling II		
			Brush Up Your Research Design		
			Atlas Ti		
			Brush up your SPSS skills		
			The Quantitative Comparative Method		
			Methodologies of interviewing and other biographic approaches		
			Introduction to Participatory Action Research		
			(Introduction to) Qualitative Comparative Analysis (QCA)		
			Photovoice analysis		
			Valorization for beginners: how to translate your science into practice?		
Final stage					Defending your PhD
					Employability
					Media contact for researchers

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Appendix 5 Evaluations courses 2015 and 2014

EVALUATIONS 2014

Course	Programme relevance / usefulness: overall mean 4.20	Instructor, presentation etc: overall mean 4.35
Workshop English for PhD	4.75	4.25
How to Get Your Article Published	4.70	5.00
personal leadership	4.50	4.80
career planning	4.50	4.80
Popular Academic Writing & Social…	4.50	4.80
Brush-up Research Design &…	4.50	4.60
Social media	4.40	4.40
Qualitative data analysis	4.30	4.10
Big Data & Visualisation	4.30	4.40
Philosophy of Social Sciences	4.30	4.80
Presenting & Networking	4.10	4.70
Employability, Looking Ahead…	4.00	4.30
ATLAS.ti	3.90	3.10
Participant observation	3.70	4.20
Qualitative interviewing	3.40	3.60
How to Survive your PhD	3.40	3.70

Appendix 6

Origin participants; courses 2014 and 2015

Department	2014		2015	
	#	%	#	%
Arts and Culture Studies	6	4,0%	16	5,5%
Development Studies / ISS	11	7,3%	28	9,7%
DRIFT		0,0%	1	0,3%
History	13	8,7%	15	5,2%
IHS	5	3,3%	24	8,3%
Media and Communication	24	16,0%	30	10,4%
Pedagogical and Educational Sciences		0,0%	1	0,3%
Philosophy	1	0,7%	4	1,4%
Psychology	27	18,0%	43	14,9%
Public Administration	26	17,3%	43	14,9%
Sociology	33	22,0%	52	18,0%
Others (EUC, EMC, iBMG, Criminology)	4	2,7%	32	11,1%
Total:	150	100%	289	100%

***Appendix 7** List of participating staff members*

Participants in the Dean´s Masterclasses

• ***Families***	
o	Pearl Dykstra (Sociology)
o	Gijs van Oenen (Philosophy)
o	Rachel Kurian (Development Studies)
o	Kees Mandemakers (History)
• ***Moralities and Ethics***	
o	Maureen Sie (Philosophy)
o	Des Gasper (Development Studies)
o	Tonny Krijnen (Media and Communication)
o	Koen Stapelbroek (Public Administration)
• ***Work***	
o	Marise Born (Psychology)
o	Laura den Dulk (Public Adminstration)
o	Erik Hitters (Media and Communication)
o	Ferry Koster (Sociology)
• ***New University and the Rethink Movement***	
o	Irene van Oorschot (Sociology)
o	Jeff Handmaker (International Institute of Social Studies)
o	Erwin Dekker (Arts and Culture Studies)
o	Liesbet van Zoonen (Sociology)
• ***Religion***	
o	Dick Douwes (History)
o	Willem de Koster (Sociology)
o	Stef Aupers (Media Studies)
o	Dubravka Zarkov (International Institute of Social Studies)
• ***Migration***	
o	Sabine Severiens (Pedagogical and Educational Sciences)
o	Peter Scholten (Public Adminstration)
o	Gijsbert Oonk (History)
o	Amanda Paz Alencar (Media and Communication)
• ***Sex***	
o	Karen Gabriel (Development Studies)
o	Ruut Veenhoven (Sociology)
o	Peter Nikken (media and Communication)
o	Samira van Bohemen (Sociology)
• ***Aging***	
o	Katinka Dijkstra (Psychology)
o	Kasia Karpinska (Sociology)
o	Eugene Loos (Game Studies)
o	Anna Petra Nieboer (Socio-Medical Sciences)

Own participating teaching staff members in graduate school courses

Big data analysis and visualisation	Dr. Jason Roos
Brush up your research design: Tips and tricks to achieve your research aim	Dr. Vincent Homburg
Deans Masterclasses	Prof. dr. Liesbet van Zoonen
Defending your PhD	Prof. dr. Han Entzinger
Doing the literature review	Dr. Fadi Hirzalla
Ethnography and its varieties	Dr. Tony Krijnen
Great thinkers of the 20th century	Dr. Gijs van Oenen
How to get your article published	Dr. Jeroen van der Waal prof. dr. ing. Geert Teisman prof. dr. Steven van der Walle
How to obtain an NWO Veni grant	Dr. Conrad Heilmann Prof. dr. Karin Arts Dr. Rogier van Reekum
Introduction to coding with ATLAS.ti	Ewald de Bruijn PhD
Making your research proposal work for you	Dr. Peter Scholten prof. dr. Liesbet van Zoonen
Multilevel modelling	Dr. Joran Jongerling
Philosophy of the social sciences and the humanities	Dr. Gijs van Oenen
Professionalism and integrity in research	Prof. dr. Irene van Staveren prof. dr. Jeroen Jansz
Qualitative Comparative Analysis (QCA)	Dr. Fadi Hirzalla
Structural Equation Modelling	Dr. Joran Jongerling
Systematic reviews and meta-analysis	Prof. dr. Lidia Arends
The method of 'con/text analysis' for interviews and other biographic data	Dr. Karin Willemse
The Quantitative Comparative Method	Dr. Tom Emery
Valorisation for beginners: how to translate your science into practice	Prof. dr. Semiha Denktas
Your personal PhD work-life balance: how to do less, but achieve more	Anne Annink, PhD

Staff members involved in EGSH project on Diversity sensitivity EGSH

Susanne Janssen (Media and Communication)
Wil Hout (International Institute of Social Studies)
Harry Geerlings (Public Adminstration)
Pearl Dykstra (Sociology)
Gijs van Oenen (History)
Martin Blok (International Institute of Social Studies)
Derk Loorbach (DRIFT)
Gijsbert Oonk (Filosophy)
Jacqueline Schenk (Pedagogical and Educational Sciences)
Guus Smeets (Psychology)
Maria Grever (History)

Appendix 8

INTERNAL REGULATIONS OF THE PROGRAMME BOARD

Erasmus Graduate School for Social Sciences and Humanities (EGSH)

30.08.2015

Article 1   Definition of terms

In these regulations, the following terms shall have the meanings given:

Programme: the range of education modules offered under the responsibility of EGS3H.

Programme Board: a Board that consists of scientists and scholars who are active in research in their respective fields and affiliated with EGS3H, and who provide advice about the programme. The Programme Board shall hereinafter be referred to as the "PB".

Academic year: a period of time that starts on 1 September and ends on 31 August of the following year.

WHW: Wet op het Hoger onderwijs en Wetenschappelijk onderzoek (Higher Education and Research Act): the most recently adopted version.

Article 2   General

The Supervisory Board of EGS3H shall establish a PB for EGS3H's programme.

Article 3   Composition and appointment of the members

1. The PB shall consist of ten members: five directors of research who represent the participating faculties and five PhD candidates who are enrolled as members of EGS3H and participants in its education.
2. The members of the PB shall be appointed by the dean. Directors of research from the faculty section shall be appointed for a term of at least two and at most four years. PhD candidates shall be appointed for a term of at least one year. Subject to a maximum of three years, a PhD candidate may be reappointed immediately following the end of his or her first term.
3. Members of EGS3H's Supervisory Board and members of EGS3H's Executive Board may not be members of the PB.
4. The PB shall endeavour to ensure that:
    a. in the *faculty section*, the participating faculties/institutes (FSS, ESHCC, FP, ISS, IHS) and/or research groups are represented in a balanced manner by the directors of research;
    b. in the *PhD candidate section*, the participating faculties/institutes (FSS, ESHCC, FP, ISS, IHS) and/or academic years are represented in a balanced manner by the PhD candidates.
5. A number of advisors, such as members of faculty staff, members of an executive department's staff or coordinators may be invited to attend meetings of the PB. Such advisors shall not have the right to vote.

Article 4   End of PB membership

1. PB membership shall end:
   a) at the end of the applicable term
   b) at the request of the member concerned
   c) if the requirements of membership are no longer met
   d) if a member, without giving valid notice of his or her inability to attend, repeatedly fails to take part in PB meetings
2. The PB's chair and secretary shall determine whether a situation as referred to in paragraph 1 under d applies. The matter shall be discussed at least once with the member concerned prior to the tabling of a motion to terminate membership referred to in the previous sentence.
3. If a vacancy is filled during a current term, the membership of the new member shall end at the end of the term that applied to the individual who was succeeded by the new member.

Article 5   Chair, vice chair and administrative secretary

1. The PB shall elect a chair from among its members by a simple majority of votes. This position shall in principle be held by a director of research of one of the participating faculties.
2. The PB shall elect a vice chair from among its members. This position shall in principle be held by a PhD candidate.
3. Both the chair and vice chair shall be elected for the term of appointment and may be re-elected immediately following the end of this term.
4. The PB shall be assisted by a manager of EGS3H, who shall act as administrative secretary. The administrative secretary shall keep the minutes of PB meetings and manage the records. The administrative secretary shall also assist the chair in preparing advice.
5. The duties of the chair in any case include:
   a) representing the PB;
   b) chairing PB meetings;
   c) drawing up the agenda and the report in cooperation with the vice chair and administrative secretary;
   d) convening meetings in cooperation with the vice chair and administrative secretary;
   e) drawing up the annual report in cooperation with the vice chair and administrative secretary.
6. If the chair is absent, the vice chair shall act as chair.
7. The chair and the administrative secretary shall jointly ensure that each member is sufficiently informed in good time and to the same degree prior to each meeting.

Article 6   Duties of the PB

1. Each year, the PB shall issue advice to the dean of EGS3H regarding the curriculum.
2. Each year, the PB shall assess the quality of the curriculum as a whole and the way in which it is implemented. The PB shall also assess the quality of each module and the way in which each module is implemented.
3. The PB may advise, whether or not solicited, on all matters pertaining to the education provided in the context of the programme.
4. The PB shall actively maintain contact with the parties concerned at the faculties/institutes involved with EGS3H.
5. The PB shall provide support with respect to the preparation and performance of Standard Evaluation Protocol (SEP) activities in the areas of science concerned.

Article 7   Working procedure of the PB

1. The PB shall meet at least twice a year and, in addition, as frequently as the chair deems it necessary to hold a meeting.
2. The PB's chair shall in any case convene a meeting at the written request of a majority of the PB's members.
3. The PB's meeting schedule for a semester shall be drawn up no later than in the first meeting of the semester concerned and published on the EGS3H website.
4. The PB shall draw up an annual plan in its first meeting of the academic year. The annual plan shall also specify the information that the PB expects to receive from EGS3H's Executive Board and the times at which the PB expects to receive this information.
5. Unless otherwise determined by the PB, the PB's meetings shall in principle be public. Guests may direct a request to attend a meeting to the administrative secretary.
6. The PB may invite certain persons to attend a meeting as observers and/or speakers.
7. The PB shall in all cases invite the dean of EGS3H to attend a meeting either for its full duration or for part of its duration.
8. If a certain subject must be worked out in greater detail, the PB may establish a Board for the purpose. This Board shall consist of at least two persons and shall report to the PB.
9. The PB shall ensure that its work is known to the PhD candidates and academic staff of the faculties involved.
10. The PB's members shall be available as points of contact for all parties concerned at the graduate school. Any person who wishes to say something to the PB may approach members of the PB to place an item on the agenda.
11. Reports of the PB's meetings shall be submitted to the dean of EGS3H.
12. During the last meeting of the academic year, the PB shall evaluate the work that it carried out during that academic year and, on the basis of this evaluation, shall formulate points requiring attention for the coming academic year. The PB shall publish this evaluation in the form of an annual memorandum. This annual memorandum shall be published on the programme's website.

Article 8   Working procedure concerning the issuing of advice

1. The PB may only issue advice if at least half plus one of the number of members are present at a meeting.
2. Advice of the PB must always be laid down in writing either in a separate letter or as an appendix to the minutes.
3. In all cases, the advice provided must include a request that the person to whom the advice is addressed reply in writing as soon as possible and in any case no later than within 28 days.
4. The administrative secretary shall ensure that a copy of all advice issued by the PB is sent to the dean of EGS3H.

Article 9   Voting

1. Voting shall take place to determine a position on a matter if a member of the PB deems a vote necessary.
2. Voting may only take place if a majority of the members are present at the meeting. This required majority is six members.
3. Matters concerning persons shall be voted on by ballot. All other matters shall be voted on by a show of hands unless one of the members requests a vote by ballot, in which case voting shall take place by ballot.
4. The chair shall give each member the opportunity to briefly explain the vote that he or she has cast (explanation of vote).
5. The PB shall adopt advice and resolutions by a simple majority. Blank votes shall not count.
6. Regarding advice, if there is a tie in voting because of a difference of opinion between the PhD candidates and the directors of research, both positions on the matter in question must be stated in the advice provided. In all other cases of a tied vote, the PB shall not issue advice.

Article 10   Confidentiality

Each person who is involved in the performance of the PB's duties and who, in this context, gains access to information that he or she knows or may reasonably be expected to know is confidential must maintain confidentiality.

Article 11   Facilities

EGS3H's Executive Board shall make facilities and information available to the PB so that the PB can properly perform its duties. EGS3H's Executive Board must therefore do at least the following:

a) supply, in a timely manner, all information to the PB that the PB requires for the performance of its duties
b) provide adequate meeting facilities.

Article 12   Concluding provisions

1. After having been advised by the PB, the chair of the Supervisory Board adopted the internal regulations on xxx.
2. The regulations shall be published for information purposes on EGS3H's website.
3. These resolutions may be amended by a decision of the chair of the Supervisory Board after the chair has been advised by the PB. A request to amend these regulations may be submitted to the chair of the Supervisory Board.
4. Amendments to the internal regulations shall take effect on the date following the one on which the amendments were adopted by the chair of the Supervisory Board.
5. Matters not provided for by these regulations shall be decided by the PB.

Appendix 9: Benchmark EGSH - ERIM

	ERIM	EGS3H
WEBADRES	http://www.erim.eur.nl	www.egs3h.eur.nl
FOUNDING	1998	2012
TYPE	Research School / Graduate School	Graduate School
DEAN / MANAGEMENT	- prof. Marno Verbeek, Scientific Director - prof. dr. Marius van Dijke, Director of Doctoral Education - prof. dr. Dennis Fok, Associate Director - dr. Monique van Donzel, Executive Director	- prof. dr. Liesbet van Zoonen, dean - drs. Jan Nagtzaam, manager
STAFF GRADUATE SCHOOL (N / FTE)	N 11 / FTE 8,4	N 4 / FTE 3,1
PARTICIPATING FACULTIES	- ESE - RSM	- FSW - ESHCC - FW - ISS - iBMG - IHS - DRIFT - CODARTS, HR
PARTICIPATING RESEARCH GROUPS / RESEARCH PROGRAMMES	- Business Processes, Logistics and Information Systems - Organisation - Marketing - Finance and Accounting - Strategy & Entrepreneurship	- Psychology - Sociology - Public Administration - Pedagocial and educational Sciences - Media and Communication - Arts and Culture Studies - History - Philosophy - Development Studies - iBMG (6 onderzoekssecties w.o. Bestuur & Beleid van de Gezondheidszorg, Recht & Gezondheidszorg, Sociaal-medische Wetenschappen)
N MEMBERS, OF WHICH:	?	~ 800 (exl iBMG)
# N PARTICIPATING PhD	~ 240	~ 450 (excl iBMG ~ 110)
# N PARTICIPATING RESEARCHERS	?	~ 350

	ERIM	EGSH
ANNUAL BUDGET PERSONNEL / EDUCATION (2014)	The costs of the doctoral programme are around € 710 the research support k€ 520 management & office & staff & facilities k€ 820	k€ 300; The budget of the participating research programmes and (research) master programmes is not considered to be part of the School's budget, but of the faculties as such.
GOVERNANCE	- ERIM Office - ERIM Supervisory Board - ERIM Programme Advisory Committee (PAC) - PhD Council (EPC)	- A Supervisory Board consisting of the four Dean of the Faculties - An Executive Board consisting of the dean and the manager - An International Advisory Board, consisting of five representative professors from the participating disciplines - A Programme Board consisting of (associate) professor-representatives from the participating disciplines and of five PhD candidates - A PhD-Council consisting of PhD students from the various disciplines
RESEARCH SCHOOLS		14 disciplinary schools, independly operating, not connected to the GS
RESEARCH MASTERS	Research Master in Business and Management	Under the umbrella: - Public Administration and Organizational Science - Early Modern Intellectual History - Sociology of Culture, Media and the Arts - Philosophy and Economics
PhD EDUCATION	a RM and a PhD programme on five key fields of management: Business Processes Logistics & Information Systems Organisation Marketing Finance & Accounting Strategy & Entrepreneurship	- 29 courses (of 1, 2.5 or 5 EC) and Dean's Master Classes (5 EC), facultative
AWARDS / PRICES ETC.	- Award for Outstanding Performance by a Young Researcher - Dissertation Award - Top Article Award - Book Award - Impact Award - Service Award - Praeceptor Doctorum Celeberrimus Award	- DAME (Dean's Award for Multidisciplinary Excellence) - Best PhD Thesis Award - Best Article Award - Best Paper Award - Best Poster Award

Appendix 10: list of EGSH Faculties, Departments and Centres

Faculties	Departments	Centres
Erasmus School of History, Culture and Communication	Arts and Culture Studies	Erasmus Research Centre for Media, Communication and Culture
	Media and Communication	
	History	Center for Historical Culture (CHC)
		Erasmus Centre for the History of the Rhine
		Global History Research Cluster (GHRC)
		Research Centre Modern Maritime History (RCMMH)
		Erasmus Studio
International Institute of Social Studies	Development Studies	Civic Innovation Research Initiative
		Governance, Globalization and Social Justice
		Economics of Development & Emerging Markets
		Political Economy of Resources, Environment and Population
Faculty of Social Sciences	Pedagogical and Educational Sciences	Clinical Child and Family Studies
		Educational Studies
	Psychology	Brain and Cognition
		Cognitive Aspects of Psychopathology
		Educational and Developmental Psychology
		Organisational Psychology
		Research Methods and Techniques
	Public Administration	Comparative Public Services Innovation (CPSI)
		Governance of Complex Systems (GOCS)
	Sociology	Family, Welfare & Work (FWW)
		Citizenship, Migration & the City (CIMIC)
Faculty of Philosophy	Philosophy	The Structure of Reality
		Philosophy of Economics
		The Constitution of Subjectivity
		The Making of Modernity

Research Institutes	Research Topics
Institute for Housing and Urban Development Studies (IHS)	Urban Development and Governance
The Dutch Research Institute For Transitions (DRIFT)	Sustainability transitions
instituut Beleid & Management Gezondheidszorg	Bestuur & Beleid van de Gezondheidszorg (HCG) Gezondheidseconomie-iMTA (GE-iMTA) Management & Organisatie van Zorgverlening (HSMO) Recht & Gezondheidszorg (R&G) Sociaal-medische Wetenschappen (SMW) Ziektekostenverzekering (ZKV)

Appendix 11: External income EGSH

Realized 2016	
DRIFT	€ 7,600
IHS	€ 11,200
Codarts	€ 24,939
iBMG	€ 11,500
Sum:	€ 55,239

Expected 2017	
DRIFT	€ 7,600
IHS	€ 12,000
Codarts	€ 15,500
iBMG	€ 25,000
Sum:	€ 60,100