Erasmus Graduate School
of Social Sciences
and the Humanities

Annual report 2016

Erasmus Graduate School
of Social Sciences
and the Humanities

Erasmus University Rotterdam
Make it happen.

The Graduate School in 2016

Our graduate school is thriving and we are extremely happy that the four deans of our constituting faculties of the social sciences, humanities, development studies and philosophy have acknowledged our achievements by granting us another five years of funding! Our full self-assessment report is available on our website (www.egsh.eur.nl/about).

A second highlight of the year was that the EUR Institute of Health Policy & Management (iBMG), decided to join us! We have welcomed many of their PhD candidates in our courses in the past years and it is fantastic that we became official partners in 2016. As a result we now offer a home to over 500 PhD candidates from different disciplines and we feel honoured to serve them to the best of our capacities.

After three years of developing and building the school, we think that we have our basics in place: our multidisciplinary ethos and practices have become exemplary on campus, we have enhanced our services to supervisors and departments, our collaboration with outside partners is expanding and our governance procedures have been streamlined.

Our challenge for the next five years is to become a sustainable and undeniable provision that enables our university to comply with the guidelines of the third cycle of the Bologna process. Bologna III, as it is called, asks for universities in the European education area to work with the so-called Dublin descriptors for doctoral education. In the long run, our graduate school and the PhD trajectories will be assessed on the basis of these descriptors, just like the BA and MA programmes are. We still have some ground to cover there, but we are convinced that we will manage to successfully integrate these requirements.

Once again, it has been an absolute inspiration to see the quality of our PhD candidates. We received fantastic academic work for our annual award competition, for the poster, paper, article and thesis categories. Our candidates conduct ground-breaking research, publish in well-read academic journals and are an asset to their discipline. It is a pity for us that the employment perspectives in academia are so tight that many of them pursue their post-doctoral career outside of university, but what a delight for the research and policy agencies that come to employ them. They get our best and brightest and will profit tremendously from their knowledge and skills.

Sincerely,

Prof. dr. Liesbet van Zoonen
Dean

Drs. Jan Nagtzaam
Manager

Dr. Fadi Hirzalla
Course consultant

Jan-Willem van der Mijde, MA
Communications officer

Contents

What's next after finishing your PhD? Alumni Esther Keymolen and Andres Dijkshoorn tell about their current position and give some tips to PhD candidates.

Meet our PhD alumni

"My heart is in academia but my view is broader."

Esther Keymolen

8

Meet our PhD alumni

"Having a PhD is still very exotic at a lot of workplaces."

Andres Dijkshoorn

20

Mission EGSH

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

Its mission is to provide a multidisciplinary academic environment for PhD candidates in which they learn the theories and methods for their PhD research and engage with diverse perspectives and people. This mission has been further specified in the following goals:

- Foster a multidisciplinary and excellent research culture
- Service the participating faculties, departments and institutes in their PhD training and supervision needs
- Collaborate with external partners in and outside the university
- Sound governance

Multidisciplinary excellence

The EGSH is home to a unique range of disciplines and research themes in the social sciences and humanities. The Graduate School considers it crucial for PhD candidates to understand the importance of multidisciplinarity and to have a basic understanding of the range of disciplines that may speak to their research theme.

The School has set up specific courses to foster such multidisciplinary spirit, in particular the Dean's Master Class and two philosophy courses. It furthermore grants yearly awards to the work of PhD candidates that best express the multidisciplinary character of the Graduate School.

Finally, the Graduate School seeks to acquire additional funding for its multidisciplinary ambitions. It is for instance developing an international network of graduate schools in the social sciences and humanities. Within this network best practices and innovation are exchanged in multidisciplinary PhD training and supervision.

Dean's Master Classes

The Dean's Master Class forms the backbone of the multidisciplinary ambitions of the Graduate School. The master classes offer a showcase of research in the School. Every three months, the Dean of the School invites staff and PhD candidates to work for a full afternoon on a specific research theme.

Attendees approach the theme from different disciplinary angles through preparatory reading assignments, presentations, discussions and on the spot collaboration. In 2016, the Dean's Master Class covered the themes Migration, Sex and Aging. **Table 1** shows the number and respective departments of the participating PhD candidates in 2016.

Evaluations of the Dean's Master Class have been consistently excellent. In the survey conducted by the PhD Council in the fall of 2016, it comes out as the most appreciated course of the Graduate School.

Dean's Master Class on Migration
January, 2016

'Participating in the master classes is a great opportunity to learn about research and methodology from other disciplines. It also helps to build a multidisciplinary network for the future.'

Feedback PhD candidate
Dean's Master Class

Table 1. **Participants** Dean's Master Classes

Pedagogical and Educational Sciences	5
Media and Communication	5
Arts and Culture Studies	4
Institute for Housing and Urban Development Studies (IHS)	4
Institute of Health Policy & Management (iBMG)	4
Sociology	4
Philosophy	3
Psychology	2
Public Administration	2
History	1
International Institute of Social Studies (ISS)	1
Other	1
Total	36

Contributing staff have come from all departments and institutes and have been similarly positive. They especially enjoy the diversity of participating PhD candidates as well as meeting, often unknown, colleagues who work on the same research theme.

Philosophy courses

The Graduate School 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.

The School introduced the second course, Great thinkers of the 20th century, to meet the needs of more advanced PhD candidates. In 2016, a total number of 19 PhD candidates participated in theses courses.

While these courses do not attract huge numbers, they are consistently evaluated very well (average programme evaluation is 4,4 on a 5-point scale). In addition, they form an indispensable component of basic PhD training and of the multidisciplinary character of the Graduate School.

'The course offers an interesting historical perspective on "great thinking". It opens up your mind and makes you rethink current discourses, paradoxes and dichotomies.'

Feedback PhD candidate
Great thinkers of the 20th Century

Graduate School Award for PhD Excellence and promotion numbers

The yearly awards of the School showcase and reward the best examples of PhD work. In addition, the awards help excellent PhD candidates build their CV for grant applications, such as the NWO VENI grant, for which the Graduate School also provides a workshop and course.

Awards are granted in the categories Best PhD thesis, Best article, Best paper and Best poster. For 2016, the Graduate School received 54 submissions. The winners were announced during a festive award ceremony and the full jury report was published on the EGSH website.

In 2016, a total of 51 PhD candidates from the affiliated Graduate School faculties successfully finished their PhD thesis. A full list of the graduates is available in **appendix 1** (page 25).

Additional grant funding

In its efforts to provide excellent multidisciplinary conditions, the Graduate School has applied for an Erasmus+ grant. Supported by a €10.000 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 proposal is the strong need for European graduate schools, similarly combining social sciences and humanities, to have more adequate instruments for stimulating, organising and managing interdisciplinarity and diversity in doctoral training. The application was rejected in the first round and has been resubmitted in March 2017.

Award ceremony 2016
Graduate School Award for PhD Excellence

Best thesis
Emy Koopman
Media and Communication
Reading suffering. An empirical inquiry into empathic and reflective responses to literary narratives. Defended cum laude on September 30th 2016 at Erasmus University Rotterdam.

Best article
Natalia Mamonova
International Institute of Social Studies, ISS
Mamonova, N. (2016) Naive Monarchism and Rural Resistance in Contemporary Russia. *Rural Sociology*, 81(3), 316-342.

Best paper
Nadine van Engen
Public Administration
'Developing a short measure of general policy alienation: a 10-step procedure'. Presented at the 2016 Public Management Research Conference (Aarhus, Denmark).

Best poster
Iris Yocarini
Psychology
'Complex Decision Rules in a Higher Education Context'. Presented at the 2016 Summer conference of the Interuniversity Graduate School of Psychometrics and Sociometrics (Enschede, the Netherlands).

Meet our PhD alumni

Esther Keymolen

'My heart is in academia but my view is broader.'

If you think about things like phishing and cyber-attacks, you know a lot of things can go wrong when using the internet. Despite the risks, we are quite happy to use it. Esther Keymolen was intrigued by this paradox and made it her main research question during her PhD in philosophy. Nowadays, she works at Leiden University as an assistant professor at eLaw, the interdisciplinary Center for Law and Digital Technologies.

'For a philosopher there are not that many positions in the academic world', says Keymolen. 'It's not necessarily a logical step to stay here after your graduation. That's also why I am not working at a philosophy faculty but at a law faculty. So I am actually undercover, adding a different perspective from my philosophy background.'

'I am a scholar and director of education. That combination makes it very interesting.'

Keymolen's job exists out of three main components. She teaches, researches, and she is also a manager. 'I am the academic coordinator and director of education. That combination makes it very interesting. Because of that third component I am in touch with students, colleagues and in the here and now. However, because of all these tasks, it's sometimes difficult to find the time to actually do my research and write academic articles.'

No stereotype

Nevertheless, Keymolen does not consider herself a typical academic. 'There is this stereotype of academics, only focusing on their research. My world is bigger. I am very interested in analysing and thinking about

Professional timeline

2014 – present: Assistant professor and director of education eLaw@ Leiden at Leiden University
2010 – 2016: PhD thesis "Trust on the line. A philosophical exploration of trust in the networked era" at the EUR Faculty of Philosophy
2008 – 2011: Scientific staff member at Scientific Council for Government Policy (WRR)
2009 – 2010: Junior researcher EUR Faculty of Philosophy

technology and how it affects and impacts our everyday life. The university is one of the places where you can do that best, but not necessarily the only place. My heart is in academia but my view is broader."

'It's important that you really like the job, your topic and your colleagues. Because you spend a lot of time with them.'

"I don't want to be defined by only one thing. I think I am more than just an academic scholar. I am also interested in policy. Before doing my PhD I worked for the Scientific Council for Government Policy in The Hague. But of course I really do like the academic world. You have to, in order to keep up with it. It's a very tough job with long working hours. It's important that you really like the job, your topic and your colleagues. Because you spend a lot of time with them.'

Structure your research

During her PhD, Keymolen attended courses at the Graduate School. One of the most

important things she learned here is setting goals and structuring her research. 'Writing a dissertation is a very big task that takes four years at least. You have to force yourself to cut it into little pieces and trust yourself that you are able to complete the whole thing. What I learned at the Graduate School, I still use nowadays as a strategy to keep my agenda manageable.'

'I also took some interesting courses, like English academic writing. That's still very useful nowadays.'

Another important lesson Keymolen learned at the Graduate School is to stay open minded towards other disciplines, which still helps her today working at an interdisciplinary department. 'I also took some interesting courses, like English academic writing. That's still very useful nowadays. I also attended a course on using social media. Also very helpful. It made me start tweeting, which I consider as my professional outlet and an important way to get information from the outside world.

Build a network

But mostly the Graduate School helped me to build a network. It's a kind of platform to interact with other PhDs who do not necessarily work in my field. Having someone to share your experiences with and knowing you're not the only one struggling, is a nice thought. That's also one of my main pieces of advice for current PhD candidates; just to make sure that you don't get lonely.'

Another tip is go to conferences and present your work. Looking back, Keymolen regrets that she didn't do this more often. 'For four years you live in a cocoon and then suddenly you are in the outside world and people are going to ask you all kinds of questions on your work. A little practice is very helpful.'

Solid services

The EGSH aims to provide bespoke services to the participating faculties, departments, institutes and research groups in four ways:
1. Provide an appropriate curriculum for PhD candidates
2. Offer support services for PhD candidates and supervisors
3. Make the research and researchers of the partners visible to the international (research) community
4. Organise the means for PhD candidates and supervisors to comply with the new doctoral regulations of the EUR
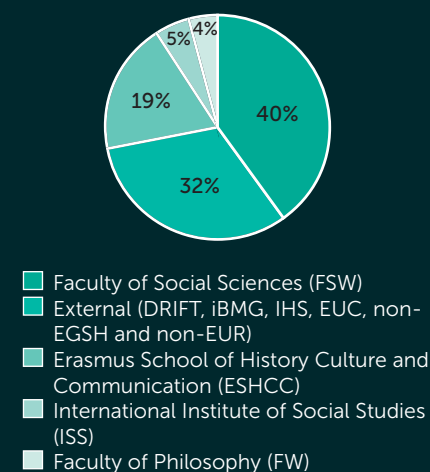
PhD core curriculum

The doctoral education programme of the Graduate School has gradually expanded from a basic 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. Table 2 shows the overall set up of the course programme. A full course overview of the academic year 2016-2017 is available in appendix 2 (page 28).

The School develops its curriculum and the separate courses based on continuous input from its main stakeholders, i.e. supervisors and PhD candidates. Representatives of the participating faculties have a seat in the Programme Board.

In addition, in 2016, the EGSH explicitly explored the needs for adaptations and additions to the curriculum through a survey among PhD candidates and meetings with supervisors. Table 3 and graph 1 respectively show the number of PhD candidates per department and faculty who have participated in the course programme.

Graph 1. **Participants PhD course programme 2016** by faculty

- Faculty of Social Sciences (FSW)
- External (DRIFT, iBMG, IHS, EUC, non-EGSH and non-EUR)
- Erasmus School of History Culture and Communication (ESHCC)
- International Institute of Social Studies (ISS)
- Faculty of Philosophy (FW)

Table 2. **PhD course programme** 2016

	Multidisciplinary courses	Methodology	Professional skills	Proces support
Start up stage	Philosophy of the social sciences and the humanities	Making your research proposal work for you Doing the literature review	Presenting and Networking English academic writing Basic didactics	How to survive your PhD Work-life balance for PhD candidates
Core stage	Great thinkers of the 20th century Dean's Master Class	Introductory and exploratory methods workshops Intermediate and advanced methods courses	How to get your article published Popular academic writing and social media	How to obtain an NWO Veni grant Employability
Final stage			Valorisation for beginners: how to translate your science into practice?	Defending your PhD Media contact for researchers

Table 3. **Participants PhD course programme 2016** by department

Department	Percentages	Number of PhD candidates
Institute for Housing and Urban Development Studies (IHS)	15,4	56
Public Administration	13,5	49
Sociology	12,4	45
Media and Communication	8,8	32
Institute of Health Policy and Management (iBMG)	8,2	30
Psychology	8,0	29
Arts and Culture Studies	6,6	24
Pedagogical and Educational Sciences	6,0	22
International Institute of Social Studies (ISS)	5,2	19
History	3,8	14
DRIFT	3,6	13
Philosophy	3,6	13
Non-EGSH and non-EUR departments	3,3	12
Erasmus University College (EUC)	1,6	6
Total	100	364

As shown in table 4 and table 5 courses and workshop are consistently well evaluated by the participants.

Table 4. **Course evaluations** January - June, 2016

Course name	Overall course	Instructors
Brush up your research design	4,5	4,5
Multilevel modelling 1: an introduction	4,3	4,1
English academic writing for PhD candidates	4,3	4,7
Presenting and networking	4,3	4,3
Big data analysis and visualisation	4,3	4,5
Defending your PhD	4,3	4,5
Qualitative data analysis	4,2	4,4
Multilevel modelling 2: SEM	4,0	4,1
Your personal work-life balance	4,0	4,0
Great thinkers of the 20th century	4,0	4,3
How to get your article published	4,0	4,5
Media contacts	4,0	4,3
Qualitative comparative analysis	3,8	3,9
Photovoice	3,7	3,9
Advanced research methods 2: meta-analysis	3,5	3,3
How to survive your PhD	3,3	3,3
Total	**4,0**	**4,2**

Table 5. **Course evaluations** September - December, 2016

Course name	Overall course	Instructors
Brush up your SPSS skills	4,5	4,2
Advanced research methods 1: qualitative data analysis	4,4	4,4
Philosophy of the social sciences and the humanities	4,4	4,0
English academic writing for PhD candidates	4,4	4,5
ATLAS.ti	4,2	4,0
Professionalism and integrity in research	4,2	4,2
Brush up your research design	4,2	4,2
Defending your PhD	4,0	4,5
Your personal work-life balance	4,0	4,1
How to obtain an NWO Veni grant	4,0	4,0
How to survive your PhD	3,8	4,6
The quantitative comparative method	3,5	4,5
Making your research proposal work for you	3,7	3,8
Total	**4,1**	**4,2**

Support services for PhD candidates and supervisors

The PhD community of the EGSH is highly diverse in terms of educational, international and cultural background. Therefore, the Graduate School offers a number of bespoke services.

Methodology consultant

The School has appointed Dr. Fadi Hirzalla as methodology consultant. By filling in a form on the website, PhD candidates can schedule a meeting with Dr. Hirzalla to have a longer discussion on their research and the particular methods they wish to use. In 2016, Dr. Hirzalla had 16 of such meetings.

Confidential counselor

In addition, the EGSH has appointed Professor Sabine Severiens as 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. In 2016, Professor Severiens received one request for a meeting.


Dr. Fadi Hirzalla
Methodology consultant

Professor Sabine Severiens
Confidential counsellor

PhD candidates can schedule an appointment with dr. Fadi Hirzalla by filling in the contact form on our website www.egsh.eur.nl/doctoral-education > methodology-consultant

Visit our website for an overview of the integrity issues for which PhD candidates can schedule an appointment. www.egsh.eur.nl/doctoral-education > confidential-counsellors

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

Feedback PhD candidate
Methodology consultant
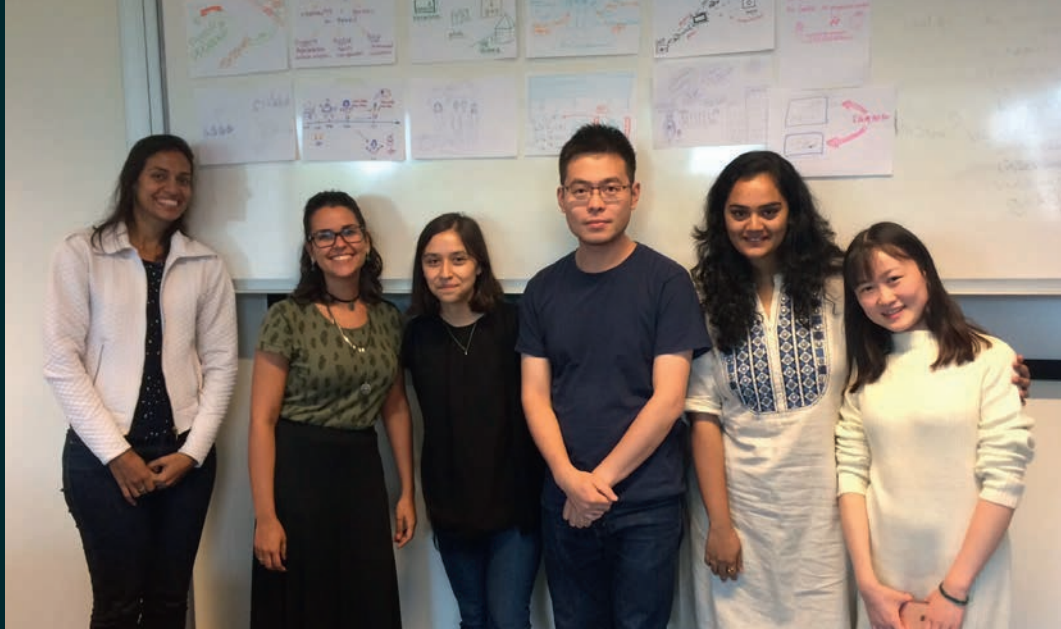
Soft
landing
programme
2016

PhD handbook

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. The handbook wil covers issues such as Getting started at your workspace, Getting started with your PhD and Finalising your PhD. The handbook will be ready in September 2017.

PhD and postdoc Career Day

The Graduate School initiated the first annual EUR PhD and postdoc Career Day in 2016. The day offers workshops in personal leadership, presentation skills, cross cultural competences and contact with the media (all evaluated at over 3,9 on a 5-point scale). In addition, several PhD alumni exchanged their employability experiences, discussing what skills have proven particularly useful in their current position.

Cultural sensitivity

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 educational needs of their PhD candidates. Therefore, the School has set up a diversity project to develop education and supervision that benefits all PhD candidates to successfully complete their PhD track in an inclusive environment.

The project has been designed based on interviews held in 2016 with PhD candidates and supervisors. The outcomes have been translated into a number of short and long-term changes that differ in complexity. The Graduate School plans to roll out and implement its diversity practices in 2017.

An existing initiative that was continued in 2016 was the soft landing programme for recently started international PhD candidates. The programme consists of a full day tour of Rotterdam and several introductory courses from the doctoral education programme.

Visibility of research and researchers

The EGSH puts strong emphasis on making the research and the researchers of the Graduate School visible to the international (research) community. The School has a solid online presence using a so-called responsive web design, which guarantees an optimal display on mobile devices.

Website

Many of our top researchers are primarily found online through the EGSH profile pages. These profile pages are dynamically linked to the publication database Metis, allowing researchers do add their publications and edit their own profile text.

Quito, Ecuador
October, 2016

Shanghai, China
May, 2016

Beijing, China
May, 2016

Due to active content management, the Graduate School website www.egsh.eur.nl has since its start experienced a consistent and considerable growth in both unique and returning visitors. The following page shows an overview of the key performance figures.

Brochures and international promotion

In order to promote the work of PhD candidates further, the School initiated the interview series 'Meet our PhD candidates'. In these short interviews, the researchers tell about their academic and personal background and what motives and inspires their research.

Between 2015 and 2016, the Graduate School has published 18 interviews on the website. The interviews and accompanying photos have also been used for a series of promotional brochures of the respective PhD programmes. The hard copy versions have been used for several international promotional events in Asia and South America. Over 4220 digital copies of the PhD brochures have been downloaded from 146 countries.

Key performance figures

www.egsh.eur.nl 2015 - 2016

Sessions
41.209 vs 71.541
+ 73,6%

Unique visitors
30.226 vs 51.019
+ 68,8%

Page views
113.326 vs 197.562
+ 74,3%

Brochure downloads
1501 vs 2719
+ 81,2%

Brochure downloads by type
2015 and 2016

Type of brochure	%
International Institute of Social Studies (ISS)	52
Graduate School	12,7
PhD course guide	11,7
Institute for Housing and Urban Development Studies (IHS)	5,1
Media and Communication	4,6
Public Administration	3,9
Sociology	3,6
Arts and Culture Studies	3,2
Erasmus University Rotterdam	1,3
History	1,3
Philosophy	0,6
Total	100

Brochure downloads by country
2015 and 2016

Country	%
Netherlands	11,1
India	9,5
Ghana	5,6
Indonesia	5,5
Ethiopia	4,7
Nigeria	4,2
Kenya	3,5
Zimbabwe	3,0
China	2,7
Uganda	2,5
Others	47,7
Total	100

Unique visitors website: 2015 vs 2016

■ Unique visitors 2015   ■ Unique visitors 2016
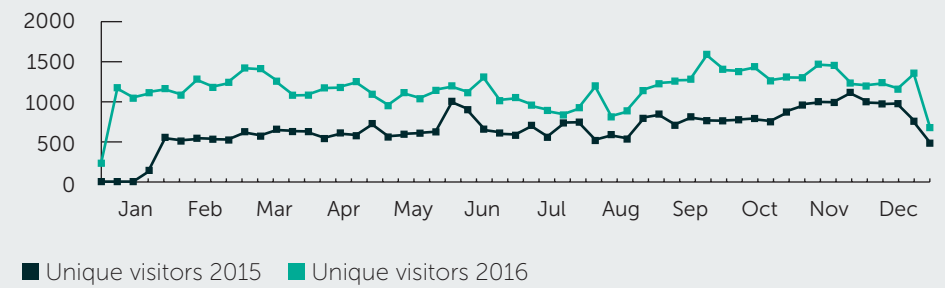
* Due to the website's migration, data from January 2015 is not available.

Professionalism and integrity in research
September, 2016

Compliance with new doctoral regulations

The doctoral regulations of the EUR cover a number of requirements for PhD candidates and their supervisors for which the EGSH provides the necessary support. They concern professional integrity, the training and supervision plan (TSP) and the PhD portfolio.

Professional integrity

Professional integrity appears in two ways in the doctoral regulations. First, PhD candidates need to sign the Erasmus University declaration of scientific integrity. Since 2014, the Graduate School has offered a yearly integrity day, which ends with all participant signing the integrity code.

Second, the final thesis manuscript needs to undergo a reference check, for which the Graduate School offers a set procedure including an automated test via the reference software programme Turnitin. Due to a lack of central policy, actual control by the Beadle's Office of the reference check only started in the fall of 2016. To date no irregularities have been encountered.

Training and supervision plan

The various departments and institutes that participate in the Graduate School all use their own format and rules for the TSP. Since 2016, the School offers several templates and a light module in Blackboard for PhD candidates. This module 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 policy but also the diversity of TSPs, this facility is not often used. The same goes for the similar provision for the PhD portfolio, in which the candidate needs to register educational and training activities.

Visit our website for more information on the support service related to doctoral regulations. www.egsh.eur.nl/ doctoral-education

Meet our PhD alumni

Andres Dijkshoorn
'Having a PhD is still very exotic at a lot of workplaces'

Looking at a problem from different perspectives, opening it up, conducting valid research and making a full report. That gives you an edge over people who didn't do a PhD. Although policy advisor Andres Dijkshoorn still sees that as an advantage, in political The Hague people sometimes just want a quick solution.

Choosing politics instead of science was not a planned career path for Dijkshoorn. 'I didn't have an actual plan in mind. I liked working in academia. Especially because of my colleagues. I also really liked teaching. At the end of my promotion an opportunity came along for a job at a consultancy firm in Enschede, which really matched the topic of my promotion. I had a great time over there.'

'I have always been fascinated by politics. I follow the news and I am a real political junky. So I took the chance.'

'Then another opportunity came along to work in The Hague as a policy advisor with the Dutch Labour Party (PvdA). As a student, I had already worked for the Dutch Senate. That gave me my first taste of Dutch politics. Off course it's nothing compared to the pressure cooker of the House of Representatives. But I still learned quite a lot there and I found it a great environment. I have always been fascinated by politics. I follow the news and I am a real political junky. So I took the chance.'

Think abstract
What Dijkshoorn learned most about his job in The Hague is that you have quite a lot of influence. 'I got an inside look into a Dutch political party and I really was involved in the decision making of the national politics.' Due to his PhD Dijkshoorn was able to think in a

Professional timeline

2006 - 2012: PhD thesis "Towards Personalization: a study into the adoption of personalized electronic services at Dutch municipalities" at the EUR Department of Public Administration
2013: Consultant ICT and government at Novay.
2013 - 2015: Policy advisor health care and sport at Labour Party (PvdA)
2015 - 2017: Senior policy advisor spatial planning at the Dutch Labour Party (PvdA)

very abstract way. 'I guess that's one of the main benefits. You can look at a problem from different perspectives, open it up, work with it, conduct valid research and make a full report.'

'Keep in mind what your skills are, what you can add to a company, and how to communicate this.'

'That gives you an edge over people who didn't do a PhD. Having a PhD is still very exotic at a lot of workplaces. I was the only one in my company and the only one amongst my colleagues here at the House of Representatives. So I really had to explain what it was I did and how it benefits my job. That would also be one of my tips to current PhD candidates: if you don't want to make a career in academia, keep in mind what your skills are, what you can add to a company and how to communicate this.'

Ask questions
It's not always helpful to be so analytical in The Hague. Dijkshoorn: 'That might sound strange, but sometimes people just want a quick solution. Then again, my strength is that I can do more than just think analytically. And

I can also show that.' During his promotion, Dijkshoorn attended the Netherlands Institute of Government (NIG). 'That's a national graduate school for public administration PhD candidates. It helped me to find a structure for my theses and got me into contact with PhD candidates who were struggling with the same issues.'

"Manage your research and your supervision, ask questions and create clarity about where you are and what you're struggling with."

Looking back Dijkshoorn thinks he would have really benefitted from seeing his promotion as a clear project. With deadlines, different stages and 'known-unknowns'. 'When I started my research I was a blank canvas, I had no idea what it would be like. So that's another tip to current PhDs: manage your research and your supervision, ask questions and create clarity about where you are and what you're struggling with. My third tip would be to keep in touch with the world outside academia to broaden your view.'

Enjoy your time
'Oh, and I have another final tip and that's please enjoy your time as a PhD candidate and realise that there's more to life than just your research. That's what I forgot sometimes.' Currently, Dijkshoorn is looking for a new challenge. Whether in politics again, consultancy or back to academics, is still up for debate. 'I hope to find my preference during my trip with the Trans-Siberian Express. That will give me enough time to stare out of the window into the vast wilderness of Eastern Russia and Mongolia, leave the pressure cooker of politics behind me and find out what I will do next.'

Internal and external collaboration

Collaboration within EUR

In 2016, the Graduate School agreed to service the EUR Institute of Health Policy & Management (iBMG), enabling their candidates to follow EGSH courses. The collaboration is agreed for two years, after which a mutual evaluation will follow and a possible extension of the collaboration.

Welcome event iBMG
November, 2016
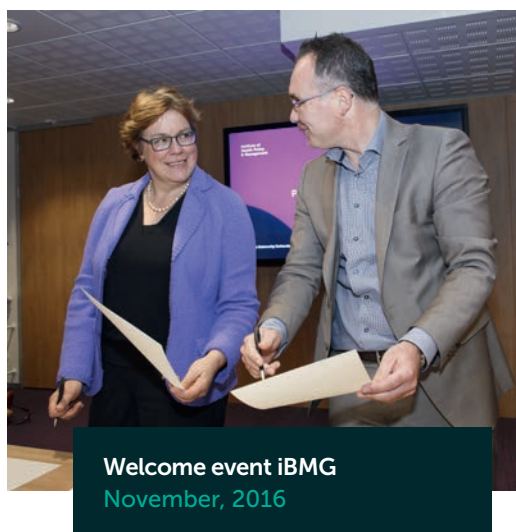
The Graduate School has furthermore begun to explore the possibilities for collaborating with two EUR initiatives, respectively Vital Cities and Citizens, and Healthy Citizens and Health System.
In addition, the Leiden-Delft-Erasmus Centre for BOLD Cities has a graduate programme Urban Big Data on its development agenda which would be ideally located in the EGSH.

Collaboration outside EUR

The EGSH finds it also important to play a significant role 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 vocational university for the arts. Over an initial period of two years, with the possibility for extension, the Graduate 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 doctoral grant for teachers, enabling six Codarts staff members to pursue PhD research during worktime. The EGSH offers supervision and training to this group.

Governance and administration

The Graduate 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 Graduate School's activities, ongoing support of the Supervisory Board, and active engagement of PhD candidates in the Graduate School.

Staff participation in the Graduate School

In the past year, many staff members from the whole range of faculties and institutes have presented their research in the Dean's Master Class 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 Graduate School but also as a voluntary offer. In several sessions, organised in spring 2016, the Graduate School asked its members for input and reflection with respect to diversity in supervision and teaching, which was willingly given.

New Programme Board

EGSH has re-modelled its Programme Board on the 'Opleidingscommissie' for BA and MA programmes. Currently, it consists of ten members: five directors of research who represent the participating faculties and five PhD candidates who participate in the EGSH doctoral education programme.

The board has met twice, 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 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.

Administration

The Graduate School's administrative tasks consist of administering course registrations, course participation and course certificates; monitoring budgets and arranging payments; producing promotion material; maintaining the PhD admission procedure and correspondence with potential candidates; welcoming new and international candidates; keeping memberships up to date; and a range of other, day-to-day tasks. The Graduate School dedicated 2016 to try and streamline these tasks with the procedures and rhythms of the penholding faculty and the EUR generally.

For several reasons 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.

Self-assessment 2010-2016

The assessment contains 23 SMART (Specific, Measurable, Attainable, Relevant and Time-bound) performance indicators, a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) and points out the perspectives for the future. The 23 SMART performance indicators are available in **appendix 3** (page 30).

The full report is available at www.egsh.eur.nl/about. The Supervisory Board showed great appreciation for the report and the performance of the Graduate School. After several meetings in 2016, decisions have been made about the multi-annual financial conditions, how to use the School's strengths and how to realise opportunities.

Appendices

Appendix 1. **Promoted PhD candidates** 2016 (source: Hora Est)

PhD candidate	Faculty	Thesis title
C.A. Romein	ESHCC	The Use of Fatherland, Patria and Patriot in the Cases of Jülich, Hesse-Cassel and Brittany (1642-1655). Political Arguments in an Age of Confrontation
MA T.J. Hoebink	ESHCC	Erfgoed als schouwspel. Over musea als opvoeringen van gemeenschapsculturen
MA D.M. Koppenol	ESHCC	Lobby for Land. A historical perspective (1945-2008) on the decision-making process for the Port of Rotterdam land reclamation project Maasvlakte 2
E.M. Koopman	ESHCC	Reading suffering. An empirical inquiry into empathic and reflective responses to literary narratives
MA M.B. Klerk	ESHCC	Reconstructing the Rule of Law: Reason of State against Predatory Monarchy, c. 1638-1675
Drs. C.A. van Herwaarden	ESHCC	De liefde voor een leider; het charismatisch leiderschap van Pim Fortuyn
MA S.D.F. Gautier	ESHCC	Images of Khmer Rouge atrocities, 1975-2000. Visualizing the crimes of Pol Pot's regime in transnational contexts of memory
MA E.L.O. Keymolen	FP	Trust on the line. A philosophical exploration of trust in the networked era
MSc L Mireles Flores	FP	Economic Science for Use: causality and evidence in policy making
Drs. M de Jong	FSS	Why Agencies Budget for Results- Exploring Institutional Explanations for Performance Budgeting: The Case of Forestry and Air Traffic Control
MSc K.H.R. Ouwehand	FSS	Effects of Observing and Producing Deictic Gestures on Memory and Learning in Different Age Groups
MSc L Bakker	FSS	Seeking Sanctuary in the Netherlands
ir. R van Raak	FSS	TRANSITION POLICIES, connecting system dynamics, governance and instruments in an application to Dutch Health care
MSc W.A.H. Spekkink	FSS	Industrial Symbiosis as a Social Process; developing theory and methods for the longitudinal investigation of social dynamics in the emergence and development of industrial symbiosis

PhD candidate	Faculty	Thesis title
Mr G. Brulé	FSS	Geography of Happiness. A comparative exploration of the case of France
D.A.M. Sakr	FSS	Diffusion of Cleaner Technologies and Practices in the Middle East and North Africa Region: With a Special Focus upon Egypt
B Bayülken	FSS	Toward a Theory of Successful Eco-Town Development: An integrative approach to characterizing and applying key ' success factors'
A.J. Zwets	FSS	Aggressive Behavior in Dutch Forensic Psychiatric Inpatients: Determinants of reactive aggression and their consequences for treatment
Y. Li	FSS	Governing Environmental Conflicts in China
J van Wingerden	FSS	Job Demands - Resources Interventions
drs L.J. Zwaan	FSS	Politiek of management? Perspectieven op intergemeentelijke samenwerking aan de hand van drie intergemeentelijke sociale diensten
MSc D.M. Lievaart	FSS	Short fuses & bad tempers: Neurocognitive insights in trait anger
M.sc. J. F. Hopstaken	FSS	Conquering Fatigue: the battle for engagement
S Grafakos	FSS	Integrated decision support for the sustainability assessment of low carbon energy options in Europe
V.H. Ngo	FSS	community participation in urban housing and infrastructure upgrading projects in cities of vietnam
MSc MPB van den Broek	FSS	Supporting ageing parents: Comparative analyses of upward intergenerational support
MSc, MA S.S. Jhagroe	FSS	Urban transition politics: How struggles for sustainability are (re) making urban spaces
MSc R Dekker	FSS	Policy in the Public Eye: Agenda-setting and framing dynamics of traditional and social media in relation to immigration and integration policies
MSc V Hoogerheide	FSS	Effects of Observing and Creating Video Modeling Examples on Cognitive and Motivational Aspects of Learning
W Jiao	FSS	Creating Sustainable Industrial Clusters; How policy becomes durable
MA MSc E.J. van der Torre	FSS	Wat werkt in de sociale werkvoorziening? Het belang van strategie voor hybride organisaties
Ms VFC Servant	FSS	revolutions and re-iterations An intellectual history of Problem-based Learning
G.T. Hickle	FSS	The policy and practice of extended producer responsibility: An assessment of key themes and policy choices for advancing sustainable materials management.

PhD candidate	Faculty	Thesis title
Mr. JW Evans	FSS	Accelerating large-scale adoption of low carbon cleaner production development in Asian developing coutries
drs. L.J. Hazelbag	FSS	De geïntegreerde benadering in Afghanistan: tussen ambitie en praktijk; De interdepartementale samenwerking in Nederland en het Verenigd Koninkrijk
MSc T Janssen	FSS	HRM en prestaties in het primair onderwijs
MSc JM Wittmayer	FSS	Transition management, action research and actor roles: Understanding local sustainability transitions
D.E. Purba	FSS	Antecedents of Turnover, Organizational Citizenship Behavior, and Workplace Deviance. Empirical evidence from Indonesia
Drs. J.E. Nijkamp	FSS	Counting on Creativity. The Creative Class as Antidote for Neighbourhood Decline: the Case of Rotterdam
Drs G.A. Otieno	ISS	Standards and Development: Perspectives from Kenya's Horticultural Export Industry
Drs A Sano	ISS	Victimhood and Agency in the Sex Trade. Experiences and Perceptions of Teenage Girls in Rural West Java
Drs M.O. Almoghayer	ISS	Beyond Factionalism? Cultural and Children's Programmes on Palestine Satellite TV
Drs R Laila	ISS	Reproductive Health Practices in Rural Bangladesh: State, Gender and Ethnicity
Drs C Sathyamala	ISS	Nutrition: Contested Meanings. A Theoretical and Empirical Enquiry
Drs - Maazullah	ISS	Akhuwat Microfinance: Participation, Impact and Gender-Based Heterogeneity in Business Returns
T. Moreda	ISS	the political economy of the land-livelihoods nexus in an era of ecological change and global land rush access to land, land conflict and large-scale land acquisitions in ethiopia
Drs K. Voorend	ISS	A Welfare Magnet in the South? Migration and Social Policy in Costa Rica
Drs N.V. Mamonova	ISS	Rethinking Rural Politics in Post-Socialist Settings. Rural communities, land grabbing and agrarian change in Russia and Ukraine
Drs J Fransen	ISS	Crafting Innovations. The evolving institutional regimes of handicraft exporters in emerging economies
Drs S.M.I. Salem	ISS	The Old is Dying and the New is Not Yet Born. The 2011 Egyptian revolution: labour, capital, time
Drs M.M. Rutenge	ISS	Gold-mining Multinationals and Community Interaction in Tanzania. Towards Localised Social Accountability

Appendix 2. **Course 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	Presenting and networking	How to survive your PhD
		Making your research proposal work for you	English academic writing	
		Doing the literature review	Basic didactics	Work-life balance for PhD candidates
Core stage	Great thinkers of the 20th century	Qualitative data analysis	How to get your article published	How to obtain an NWO Veni grant.
		Meta-analysis		
		Big data analysis and visualisation		
		Multilevel modelling I		
		Multilevel modelling II		
		Brush up your research design		
		ATLAS.ti		
	Dean's Master Class	Brush up your SPSS skills	Popular academic writing and social media	Employability
		The quantitative comparative method		
		Methodologies of interviewing and other biographic approaches		
		Introduction to participatory action research		
		Qualitative comparative analysis		
		Photovoice analysis		
Final stage			Valorisation for beginners	Defending your PhD
				Media contact for researchers

Appendix 3. **SMART performance indicators from the Self-assessment report**
EGSH 2010 - 2016

Goals	#	Indicator	Quantitative assessment	Qualitative assessment
Foster multidisciplinary excellence	1.	Organization of four Dean's Master Classes per year which are well attended and well evaluated	V	V
	2.	Organization of two multidisciplinary Philosophy courses per year which are well evaluated	V	V
	3.	Yearly organization of Award competition for best multidisciplinary PhD work	V	V
	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.	V	V
	6.	Offer of bespoke consultancy and counseling services.	V	V
	7.	Offer of integrity provisions.	V	V
	8.	Usage of these courses, services and provisions by PhD candidates from all partners in the Graduate School.	V	V
	9.	Visibility of research staff and PhD candidates through dedicated promotion.	V	V
	10.	Offer of administrative support for compliance to EUR doctoral regulation.	V	V
Collaborate with external partners in and outside the university	11.	Exchange with other Graduate Schools of EUR.	V	V
	12.	Extension of collaboration with IHS, DRIFT and iBMG.	V	V
	13.	Extension of collaboration with Codarts.	V	V
	14.	New collaborations with other external partners.	V	V

Goals	#	Indicator	Quantitative assessment	Qualitative assessment
Recruit new international PhD candidates	15.	Offer of administrative and promotional service to research staff looking for international candidates.	O	V
	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 Graduate School.	V	V
	18.	Well-functioning governing bodies.	V	V
	19.	A structured procedure for evaluating and adjusting courses and curriculum.	V	V
	20.	Efficient administration in line with those of the participating faculties.	~~	~~
Finance	21.	Balanced budget.	V	V
	22.	Fair distribution of faculty contributions	V	~~
	23.	Additional sources of income.	V	V

V   Realised
O   Pending
~~ Currently unfeasible

Colophon